

Application Cover Sheet

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Proposed School
Name: North Shore Middle School
Opening Year: 2015
Geographic Area: North Shore of Oahu
Grades Served Year 1: 7 th and 8 th
Grades Served at Capacity: 7 th and 8 th

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

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

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

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

Proposed School Name	City	State	Opening Date

School Overview

Proposed School				
Name: North Shore Middle School				
Opening Year: 2015				
Geographic Area: North Shore of Oahu				
Grades Served Year 1: 7 th & 8 th				
Grades Served at Capacity: 7 th & 8 th				
Target Student Population				
Describe the student population you anticipate serving.	%FRL: 58	% SpEd: 10	% ELL: 6	
Other:				
Proposed School Description				
School Model Specialty (check all that apply)	<input type="checkbox"/> Alternative <input checked="" type="checkbox"/> Arts <input checked="" type="checkbox"/> Blended Learning <input checked="" type="checkbox"/> Career and Technical Education <input checked="" 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 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)	100	100	7 & 8
Year 2	100	100	7 & 8
Year 3	150	150	7 & 8
Year 4	150	150	7 & 8
Year 5	200	200	7 & 8
At Capacity (2020)	200	200	7 & 8

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¹ All attachments are in draft or proposed form. NSMS will utilize the 14 month start-up period to finalize policies and manuals.

I. School Overview

A. Executive Summary

The mission of the North Shore Middle School (NSMS) is as follows: “Foster students' capacities to improve their communities, from local to global, through experiential and problem-based learning.” The vision is the following: “To create a charter middle school for the North Shore of Oahu that will prepare students for academic excellence in high school through innovative curriculum, problem-based experiential, and service learning, as well as foster a new generation of community leaders.”

Essential Terms- 1.) **Blended Learning Model:** NSMS will employ a blended learning model that will include classroom instruction and an award winning online curriculum used to teach content areas. The program tracks student progress and generates reports that will be used to guide instruction/support by on-site teachers and compliance with this essential term. 2) **Student Website Portfolios** will assess student progress and will include eight different advanced technology projects over two years. Portfolios will be assessed regularly by school personnel and will be available for viewing by community visitors and the Commission. 3) **Parental Involvement-** Each NSMS student will have a supportive adult (parent, caregiver, or other individual) identified as part of the enrollment process. Supportive adults will be expected to volunteer eight hours a month per student to support student and school success. The school will measure this essential term by recording and tracking the volunteer hours provided by the supportive adult of each student. If a student can not provide their own volunteer, the school will find a volunteer to donate his or her time on behalf of the student. A variety of jobs will be available for volunteers to choose from. NSMS will set a goal of 80% compliance with this volunteer expectation based off of the volunteer sign-in sheets. 4) **Career Learning and Community Service-** Students will pick one of four career focus groups, which will guide their community service projects throughout the year and determine how students will be spending their Friday Community Service Days. Our *Cause of the Quarter* program will teach students how to support effective non-profit organizations using skills learned in their career focus groups. The initial mission-specific goal for this essential item is the goal to raise \$4000 annually through career projects for our *Cause of the Quarter* program.

Geographical needs- There are no charter schools on Oahu along the 60 mile coast from Kaneohe to Waipahu. Additionally, North Shore residents currently have no middle school option other than Waialua and Kahuku, both of which are incorporated into high school campuses. Based on research of neighboring schools (Waialua, Haleiwa, Sunset Beach, Kahuku, Laie, Haaula, and Kaaawa Elementary), NSMS anticipates a student population that is made up of 40% Native Hawaiian, 10% SPED, 60% free and reduced lunch, and an ELL rate of 6%. The high school drop-out rate in Hawaii is 20%, 40% of which are Native Hawaiian. Middle school is a pivotal time in students' educational career where they either engage in learning or become further and further disengaged from a system that does not address their learning needs. It is clear that Hawaii is in need of an alternative middle school program like NSMS that engages students in learning and positions them for success in later schooling and life. NSMS already has over 60 students signed up for the wait list, clearly indicating the need and support for a high-quality education in this area.

Academic Plan and School Design- The North Shore Middle School (NSMS) will eventually serve 200 7th and 8th grade students by providing a small, supportive, innovative learning program designed to meet or exceed national Common Core Standards, and prepare and motivate students to graduate from high school as well as college. The NSMS will achieve this by offering a blended learning model that includes classroom instruction, project based service learning, and an award winning, online curriculum that can be individualized for diverse student needs. Additionally the school will offer experiential learning through

advanced technology, and career learning. This program is designed to eliminate achievement gaps between socioeconomically disadvantaged students using a small school setting, a blended computer-based curriculum, and a project-based curriculum. This will be accomplished by using competency-based expectations, a community school model, parental involvement, community service, and career training in addition to other programs. All of these program elements have been shown to increase both graduation rates and college enrollment. The NSMS will also provide students with lessons on intercultural awareness and communication skills through its required music and world language programs and various after-school programs developed through partnership with community organizations. The school's goal to support holistic learning extends to the family unit through the design of the school program and provides a licensed family counselor to all students.

Community Engagement. NSMS has generated community support by holding information meetings, soliciting community input and support, holding a school fundraiser, and putting together two strong supporting boards: a founding board and a non-profit board, both of which will provide a strong foundation for the school. They sent out surveys to query and subsequently incorporate the needs of the community into the development process of the school plan and created petitions of support for the school. Volunteers have attended numerous community events to share their school's mission and vision, and to provide opportunities for the community to support the school. They hosted their first fundraiser in March of 2013 and exceeded the evening's fundraising goal of \$5000 in just one evening.

Applicant Experience. The school's proposed lead administrator, Dali Pyzel, is an educator with over 13 years of education experience which includes: being a classroom teacher for three years, a school librarian for a year, a teacher substitute, and a program School Leader for four years of a private hybrid online school that was a member of Hawaii Association of Independent Schools (HAIS) and Western Association of Schools and Colleges (WASC) accredited. Ms. Pyzel also has business experience running her family surfboard business since its establishment in 1996, which grew from a backyard operation to a worldwide brand. Her business experience includes serving as chief financial officer, lead marketing agent, and chief website and online store designer. She also took the lead in trademarking the brand in 22 different countries, negotiating and executing three international licensing agreements, and negotiating licensing of three individual surfboard models with one of the world's largest surfboard manufacturers. In addition to Ms. Pyzel's experience in education and business, NSMS will contract with Charter School Management Corporation Inc., the largest charter school back office service company in the country to provide charter school expertise, to ensure compliance with the many federal and State filing requirements, and to offer other ongoing support. The other members of the Governing Board also have a wide variety of expertise including financial, educational, technical computer engineering, small business management and community/event planning. Once the charter is granted, recruitment efforts will focus on gaining legal, facilities, governance, and fundraising expertise to round out the experience of current Board members. Given the positive community response to the NSMS concept, we anticipate a large pool of qualified applicants with the desire and time to be active members of the Governing Board. Additionally, the board obtains guidance, materials, and strategies from The High Bar, a charter school board consultant group, and have budgeted for annual training.

Contribution to Public Education System. NSMS will provide a service to an area that currently has no middle school option and currently has plans for massive residential development in the towns of Haleiwa, Kahuku and Laie. NSMS will serve students that have not been effectively served at neighboring schools such as Kahuku that has historically low HSA scores and by the tarnished standing that earned fifth place

(out of what 256 schools) for being the school students feel the least safe in the State.¹ We believe that by sharing our innovative program; our students' successes; our commitment to offering a small, safe learning environment; and the incorporation of best practices designed to increase student learning; NSMS will inspire change and inspiration at both a program and policy level.

Enrollment Summary

Enrollment Plan:

Grade Level	Number of Students					
	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	Capacity 2020
7	50	50	75	75	100	100
8	50	50	75	75	100	100
Totals	100	100	150	150	200	200

NSMS is designed to be a small, safe learning environment with a highly personalized program that can be adapted to each student. The school will start with 100 students (50 8th grade and 50 7th grade); 25 in each of 4 different classes. In years one and two classes will be taught by four full time teachers, certified or highly qualified in each of the four core academic areas, Math, Science, Social Studies and Language Arts until the year 2019 transition to eight full-time teachers with two highly qualified in each core class. Enrollment numbers increase by two classes in years three and five to eventually reach capacity of 200 students. From a fiscal management point of view, the larger the student body, the greater economy of scale.

Many studies point to the raised achievements of students from small schools. Most recently, a study on the effects of Small Schools of Choice (SSCs) on students' academic achievement in high school, which was supported by the Bill & Melinda Gates Foundation, resulted in higher on-track to graduation rates in small schools when compared to non-small-schools after only one year, increased graduation rates in small schools over non-small-schools, and positive effects for all demographic groups, including males of color.^{2 3} The NSMS target population of 200 students will provide a small school setting to a group of diverse students who currently have no option to go to school with students of their own age-appropriate peer group. In fact, the only North Shore public school option for 7th and 8th graders is to enroll in one of the six remaining, 7th through 12th grade public schools in the State of Hawaii. Please see **Attachment A** for school surveys and petition of support.

¹ *Are Hawaii Schools Safe*, Honolulu Magazine, May 2013, p. 57 Vol XLVII No. 11

² <http://www.gatesfoundation.org/Media-Center/Press-Releases/2010/06/Study-Finds-New-York-Citys-Small-High-Schools-Increase-Students-Performance-and-Graduation-Rates> (accessed 6/28/2013)

³ <http://www.thedailybeast.com/newsweek/2008/05/17/small-schools-rising.html> (accessed 6/28/2013)

II. Academic Plan Design and Capacity

Section II.A: Academic Plan Overview and Academic Philosophy

Philosophy- NSMS will approach education through the philosophical lens of social reconstruction, which focuses on achieving social change through education. By emphasizing critical thinking about social questions and a quest to create a better society and worldwide democracy, reconstructionist educators believe that social reform is the aim of education. Social reconstructionists believe that systems must be changed to improve human conditions and that this occurs through a curriculum that focuses on student experience and taking action on real problems. Strategies for exploring controversial issues include inquiry, dialogue, and multiple perspectives. Strategies include community-based learning and bringing the world into the classroom through searching for global perspectives on problems we face. The foundation of the school is to teach students how to work together to creatively solve real problems that their generation will face.

Academic Plan- NSMS will be a brick and mortar school that will provide a blended model by combining online learning, a required reading program for all students, exposure to, and experience with role models and mentors, community based service learning, an individualized intervention program for students performing below grade level, and family/community involvement. These program components will be provided within a supportive small setting by highly qualified teachers and staff, all of whom are committed to each child's success.

The online curriculum, Edgenuity, will be used to teach all content areas (language arts, math, social studies, and science) and was designed to meet Common Core standards. Project-based, classroom-led lessons will be designed by NSMS teachers to build practical applications of the knowledge being constructed in their online classes.⁴ Additionally, for those students who are challenged in meeting grade level standards, research-based online intervention programs (as described in the curriculum portion of this application) will provide additional support to ensure student success.

Evidence of Success- Edgenuity is a competency based curriculum designed to be adaptive and allow for individualization to meet each student's needs. In a competency based model (as opposed to the traditional time-based model), students will be assessed and given credit for standards they have already mastered, allowing them time to focus on standards not already mastered and in-depth work on other assigned projects. This model allows every student to be challenged at his or her own level. Reports indicate that districts around the country that have been committed to competency education are "turning schools around and seeing improvements in student achievement scores."⁵ "Within the first six months, pilot districts in Iowa saw grades and attendance increase and disciplinary problems decrease."⁶ Achievement is increasing while drop-out rates are on the decline in the districts in New Hampshire and Maine that have implemented competency based designs.⁷ Reports show that redesigning schools for a competency-based education, rather than time-based models improve student achievement, and attendance while decreasing

⁴ See <http://www.edgenuity.com/Solutions/Common-Core> (access 11/29/2013)

⁵ See http://www.competencyworks.org/wpcontent/uploads/2013/02/inacol_cw_issuebrief_building_mastery_final.pdf (accessed 6/28/2013).

⁶ Competency-Based Education Task Force report to the Iowa State Legislature, January 15, 2013. Web. February 2013. http://educateiowa.gov/index.php?option=com_content&view=article&id=2650&Itemid=5159.

⁷ Strengthening High School Teaching and Learning in New Hampshire's Competency-Based System, Alliance for Excellence Education, 2013. Web. February 2013. <http://www.all4ed.org>.

behavior problems and drop-out rates. The U.S. Department for Education found that including online learning models are found to be more effective than purely face-to-face and purely online instruction.⁸ Furthermore studies show that a significant indicator of students dropping out of high school is whether or not they are on track in school entering the 9th grade. In one study, on graduation rates of Chicago public school freshmen, only 22% of students “not on track” entering 9th grade graduated on time, while the remaining 78% of “not on track” students either dropped out or took longer than four years to complete high school.⁹ These types of indicators show the imperative of getting students to a mastery level before entering high school, which is what NSMS will be able to achieve.

Students not meeting grade level standards during the enrollment assessment or during the school year (including failure to meet weekly schoolwork standards) will be required to attend a morning workshop class until they have successfully completed their support curriculum. The morning workshop class will utilize a research-based intervention program. Since the support curriculum is competency (or mastery) based and coursework will be individualized to set thresholds appropriate to individual student support plans, students can complete or catch up at their optimal pace.

Educational researchers have found that there is a strong correlation between reading and academic success.¹⁰ This correlation is the reason all students at NSMS will be required to read a minimum of eight assigned books each year. The teachers will work together to select which books will be required by considering the topics currently being taught in the classroom. Further details of the NSMS reading program are described in the curriculum section of this application.

NSMS will be result-oriented and will provide clear, understandable instructional and school goals. One essential instruction goal is for students to experience dual instruction through use of computer-based lessons followed with project-based instruction. One way NSMS will ensure students achieve required goals will be by providing daily completion expectations followed by daily reflections on class lessons.

School Culture- The ethos and culture of NSMS are best expressed by a famous quote attributed to Margaret Mead, *“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.”*¹¹ The NSMS will be a place where students can achieve academic excellence and social consciousness in a small, safe school setting surrounded by their peers and a myriad of caring adults. This environment will allow for students to gain self confidence in their abilities before making the transition to a high school where the pressure to “fit in” can affect students’ choices and indirectly their abilities. Daily practices will include opportunities for students to take ownership of their learning through the individualized self-directed, online portion of their curriculum and being collaborative team players in the project-based portion of their day. By highlighting the importance of developing both independent and interdependent skills, NSMS students will develop a unique well rounded sense of self. The school staff will emphasize teaching students **how** to think, not **what** to think by investigating multiple global perspectives on issues which will challenge students to explore best practices for different

⁸ U.S. Department for Education, 2009, *Evaluation of Evidence Based Practices in Online Learning: a Meta-Analysis and Review of online learning Studies*, p. xvii.

⁹ Chicago E. M. Allensworth and J. Q. Easton, *What Matters for Staying on Track and Graduating in Chicago Public High Schools* (Consortium on Chicago School Research at the University of Chicago, 2007). <http://www.all4ed.org/files/EWI.pdf> (accessed 6/28/2013)

¹⁰ See <http://www.asccc.org/content/reading-may-be-key-unlocking-basic-skills-success> (accessed 12/17/2013)

¹¹ See http://en.wikiquote.org/wiki/Margaret_Mead (accessed 12/27/2013)

communities and help them develop their own voice, reasoning skills and creative solutions while learning to problem solve. These beliefs and practices will help students to become creative global citizens, aware of the complex issues their generation will face.

Another critical aspect of the NSMS program is service learning, where students learn by contributing and giving back to their community. Through its *Cause of the Quarter* program, NSMS students will select a non-profit cause to support each quarter, and will choose to participate in one of four career pathway groups, 1) Music and Fine Arts 2) Media Marketing and Graphic Design 3) Agriculture and Land Maintenance 4) Advanced Sustainability. Each of the groups will collectively design a project that will provide support for the non-profit organization of their choice and help students master new skills in their chosen career pathway. For example, students in the Music and Fine Arts career pathway cohort might make a compilation CD that is sold on the school web-store, created and maintained by the Media Marketing and Graphic Design career pathway cohort to generate money for the non-profit cause. Students in the Agriculture and Land Maintenance might raise fruit for the Self-Sustainability group to sell at the farmers market and/or the school web-store. Students will work on their community service projects on Fridays which will take place on campus or in the field depending on the projects chosen by the different career pathway groups.

Beyond the individualized competency-based online instruction and service learning projects, NSMS is designed to incorporate parent involvement and will provide a gathering place for parents to become a part of their children's education and for parents to share the vast knowledge of their experiences. A designated supportive adult such as a parent, caregiver, or other individual will be expected to volunteer eight hours per month. A variety of opportunities and times will be made available to allow for maximum participation. Opportunities such as helping in the classroom, being a guest speaker for career focus lectures, leading a *Cause of the Quarter* student project, chaperoning field-based community service work, coordinating events, serving on various committees or the school governing board will provide an opportunity for volunteers to help where they are most comfortable and most useful while giving back to the community. National research documents the following benefits for students, families, and schools of parental involvement:¹² When parents are involved: 1) students achieve more, regardless of socio-economic status, ethnic/racial background, or the parents' education level; 2) students have higher grades and test scores, better attendance, and complete homework more consistently; 3) students have higher graduation rates and greater enrollment rates in post-secondary education; 4) educators hold higher expectations of students; 5) student achievement for disadvantaged children not only improves, but can also reach levels that are standard for middle-class children. In addition, the children who are farthest behind make the greatest gains; 6) children from diverse cultural backgrounds tend to do better by bridging the gap between the culture at home and the learning institution and finally; 7) student behaviors, such as alcohol use, violence, and antisocial behavior decrease. Studies also show that students whose parents are not involved are more likely to drop out of school. The most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to: 1) create a home environment that encourages learning; 2) communicate high, yet reasonable, expectations for their children's achievement and future careers; and 3) become involved in their children's education at school and in the community. NSMS is designed to help promote these characteristics and conditions through parent education and participation.

¹² Henderson & Berla, 1995; National PTA, 1998, <http://inpathways.net/6parents.pdf> (accessed 6/01/2011).

The NSMS will foster the values of holistic learning, intercultural awareness and communication, through guest speakers, family wellness and after-school programs. Students will be required to take yearlong world language and music courses to help achieve these goals. Music classes will teach students about the universal language of music, the ways music has been used in different cultures and through different time periods. World language classes will teach students about cultural practices and how they might be different or similar to their own, as well as what a language says about the environment in which it was developed. Further details on the multitude of benefits from Music and World Language programs are included later in this application.

The school's guest speaker program will regularly use expert guest speakers from different fields to share their experiences on what skills and knowledge is necessary for them to master their profession and the type of on-going learning required to stay in their position. Studies have shown that "[h]aving a wide and supportive social network and developing quality relationships with adults other than parents is vital for young people" (Ingall 1997: 20) while other reports conclude that "heroes and role models, whether peers, celebrities, parents or parent surrogates, or significant adults, serve an important function in the development of middle school-age youths".¹³ The NSMS acknowledges the need for a variety of role models for students to be motivated and inspired and has created the guest speaker program with those goals in mind.

Intercultural awareness and communication will be taught through our world language, music and after-school programs. The school community will encourage and promote intercultural awareness by exploring other cultures through learning a second language, learning to play music from different cultures and engaging in various projects assigned within classes and after-school clubs. The budget includes funding to contract with different musicians throughout the year to ensure that an array of musical experiences and expertise will be modeled in the classroom. The contracted musicians will work with the lead teachers to develop a variety of projects for students to complete throughout the year that align with the online music course component.

An example of an after-school club that our school will partner with is a community partner Hale Anuenue who will offer the *Make it From Scratch Mondays* program, which is a cooking class offered every Monday where students will learn how to make different dishes from a variety of cultures. By studying where the food comes from, the ingredients and the traditions associated with the food, students will gain a deeper appreciation and understanding of various cultures. Another example of an after-school club is an Amnesty International Tuesdays, where students will learn about the power of writing letters in support of innocent people around the world that suffer from political injustices. These programs and others like them will encourage open and effective communication between our diverse student populations as well as provide a safe environment for students whose parents work late.

On-line content area instruction includes both summative and formative student assessments, the progress on which will be regularly monitored by teachers. Other assessments will include progress on rubrics, projects and website portfolios, and the development and tracking of measurable and meaningful goals for student achievement. Frequent assessments of students' achievement will be discussed at monthly teacher meetings, at scheduled parent teacher conferences, and at other times during the year, as needed.

¹³ Judith MacCallum and Susan Beltman Role Model for Young People: what makes an effective role model program 2002, National Youth Affairs Research Scheme

Students not meeting projected gains will be identified and offered additional interventions like 1:1 or small group instruction, or the morning workshop program.

Instructional Strategies

Teachers at NSMS will be expected to effectively use data to monitor students' academic progress and evaluate instructional practices. The administration and teachers will make data collection and evaluation part of an ongoing cycle of instructional improvement. The NSMS will also expect teachers to teach students how to use their own data to set learning goals.¹⁴ These strategies are well-suited for the anticipated student population as shown in studies found on the U.S. Department of Education website, *What Works Clearinghouse*. The teachers will use effective methods and systems based on student data, best practices found on the *What Works Clearinghouse*, and other similarly well-researched resources to provide differentiated instruction that meets the needs of all students.

Program assessments will include tools to measure teacher and staff effectiveness, community partnerships, and engagement of parents. Chosen tools will allow for easy access to data in real time and performance indicators linked to job descriptions for all staff. Additionally, each staff member will be evaluated annually in compliance with contract and state requirements and regularly scheduled evaluation, both formal and informal.

The founders of the NSMS believe in the saying “what gets measured gets done” and also acknowledges that what is measured needs to matter in the context of their mission and objectives. NSMS will follow current trends in instructional data use to meet specific instructional goals and make data collection manageable for staff, students and parent/guardians. NSMS will continuously explore data collection methods and classroom tools to meet the demand for data-driven instruction while maintaining our mission and vision.

NSMS's measurable mission goals are: 1) Eighty percent of students will demonstrate a 10% higher score on the state assessment than the average same-grade level student at neighboring schools. Research of assessment data for neighboring schools show that scores dramatically decrease in both language arts and math when students transition from 6th to 7th grade, decreasing even more significantly in subsequent years through high school. NSMS believes that the school's design will support students in increasing performance rather than the current trend of decreasing state assessment performance during the middle school years. 2) Four thousand dollars will be raised annually through student projects benefitting the selected non-profit organizations for the *Cause of the Quarter* program. 3) 100% of graduating 8th graders will satisfactorily complete a student website portfolio that will include a minimum of eight different advanced technology projects within two years. It is important to note that while NSMS's goal is to have students meet or exceed all of Hawaii State standards, the school has chosen to limit its main objectives to three measurable outcomes for its beginning years. We chose these objectives because we feel that they will have the biggest carry over into students meeting the State standards and the mission and vision of the NSMS.

Section II.B: Curriculum and Instructional Design

Instructional Design- The proposed instructional design framework is a brick and mortar school that uses a blend of individualized, competency-based online instruction with advanced technology, career and

¹⁴ See <http://ies.ed.gov/ncee/www/PracticeGuide.aspx?sid=12> (Accessed 12/19/2013)

community service-based project learning. Classroom sizes will consist of approximately 25 students with a certified or highly qualified teacher and a trained parent or community volunteer. Please see Attachment B1 for a complete list of the proposed course descriptions.

Learning Environment- Block scheduling is used to provide both daily online instruction and project-based lessons in core classes on Monday through Thursday, reserving Fridays for field-based or classroom instruction related to students' respective career focus groups and community service projects. The block schedule provides for 1 hour and 42 minute classes where students will use the first or last 42 minutes to complete their individualized competency-based online course work. The remaining time will include classroom-based instruction where students will be using experiential learning by completing a project that uses the online content in a way that students can apply it to an advanced technology project, thereby learning skills used in various careers. For example, a student who finishes a lesson on a math concept might have a project to create a children's book explaining the concepts just learned suitable for a five year old and in a format ready to upload to Amazon.com and available as an e-book.

In studies on block scheduling, researchers discovered that students' grade-point averages increased in almost all subjects; students earned higher state-proficiency exam scores; students made significant improvement in ACT College Board scores; attendance improved; and more students were on time while less fights occurred because students changed classes less often¹⁵.

The motivational design of John Keller's Attention, Relevance, Confidence, Success, ARCS, will be used in developing classroom lesson plans that integrate with the computer instruction and follows the school's reconstructionist philosophy of educating to foster social change. Keller's motivational design involves structuring lessons to contain the following elements: a) Attention through using real stories, branding and challenges. b) Relevance by identifying clear benefits and relate to work situations. c) Confidence via guidance, performance and feedback. d) Success with tracking student completion of learning and praising performance. Teachers will be provided time within the school day to develop lessons, share ideas, review assessment data, and collaborate on projects and activities.

NSMS teachers will use the Common Core standards in the design of both their online and classroom based lessons and will use classroom practices such as requiring students to develop skills that build knowledge through content-rich nonfiction, reading, writing and speaking grounded in evidence from text, both literary and informational, and offering regular practice with complex text and its academic language. Common Core will also be demonstrated in math classes with skills such as developing an understanding of, and applying math relationships; developing an understanding of operations and working with equations, solving problems involving scales, and working with dimensional shapes and drawing inferences about populations based on samples.

The rationale behind the curricular choices of NSMS is that blended learning has been shown to be highly effective based on numerous studies including one reported by the Federal DOE and Highly Effective Schools showing blended learning programs to be more effective than purely online and purely face to face instruction.¹⁶ Additionally, *The National Primer on Online Learning* published by North American Council for Online Learning, evaluates the effectiveness of online education with a study comparing AP exam results from three online schools compared to the national average, resulting in a pass rate that averaged

¹⁵ See http://www.educationworld.com/a_admin/admin/admin127.shtml (accessed 11/13/13)

¹⁶ See <http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf> (Accessed 12/18/2013)

11 percentage points higher than the national average.¹⁷ Data is central to educational management and policymaking and online learning provides advantages over traditional classrooms with the easy access to a variety of quality data to make data-driven decisions.

Core Online Curriculum- The proposed instructional provider, Edgenuity (E2020), was selected after attending webinars on both Aventa and K12, talking to students and parents who used both K12 and E2020. Additionally, the proposed school leader has had previous experience with the E2020 program and found it to be rigorous and easily customized for meeting individual student needs. Extensive reporting options are also available. Edgenuity is used by other public schools in Hawaii and across the nation and is on the Hawaii DOE service provider list. Research shows students who use Edgenuity's online courses outperform their peers and are demonstrating content area success on state tests. For example, results from Rio Rancho Cyber Academy in New Mexico show that the blended model using Edgenuity courses with traditional face-to-face resulted in increased achievement in the state's standard based assessment test when compared to their state peers. The scores ranged from a slight 3 percentage points higher in 6th grade math assessments to 53 percentage points higher in 7th grade math. The range varies but averages a 27 percentage point gain in the state reading assessment and a 26 percentage point gain in the math for those students who were using Edgenuity. Finally, the program offers access to parents who can regularly check the status and progress of their children in each course, including grades on assignments, projects completed, and outstanding items.

Support Resources- For students not meeting grade level standards, NSMS will use the on-line curriculum Reading Plus as its reading intervention program to help every student achieve or exceed state standards in reading. The Federal DOE website, *What Works Clearinghouse*, indicates that students can significantly increase reading comprehension using effective reading intervention programs.¹⁸ A study on the effectiveness of Reading Plus as a large-scale intervention program evaluated the reading improvement of a broad range of students within 98 schools in the Miami-Dade County, Achievement levels, as measured by the Reading portion of the 2006 and 2007 Florida Comprehensive Assessment Test (FCAT), were used to compare improvements in reading proficiency between 9,531 participating and 19,196 non-participating students. Participating students received Reading Plus instruction for approximately six months prior to the 2007 FCAT and resulted in more than double the reading gains than non-participating students.¹⁹ A program for math intervention with similar results will also be used to achieve the NSMS's goal of increasing the math and reading scores of students who have attended NSMS for two years 10% or more over scores at neighboring feeder schools, as measured by the state assessments. During the first year, NSMS will use IXL for their math support curriculum and will assess the data to see if it allows for the anticipated gains. If the program is successful in achieving the goal, the school will continue to use IXL. If results indicate a lower than anticipated learning result, the school will research an effective alternative math program based on criteria such as research supported learning results, *suitability of activities, participant preparation, dissemination, ability to generate student learning data, and affordability.*

Instructional strategies at NSMS will include:

¹⁷ See http://www.inacol.org/cms/wp-content/uploads/2012/11/iNCL_NationalPrimerv22010-web1.pdf (Accessed 12/19/2013)

¹⁸ See <http://ies.ed.gov/ncee/www/findwhatworks.aspx> (Accessed 12/21/2013)

¹⁹ http://www.readingplus.com/index.php/download_file/-/view_inline/55 (accessed 6/28/2013)

Lectures to transmit information which supplements or enhances reading; promote understanding via explanations; respond to student misconceptions or difficulties; create or engage interest in a new area; motivate reading or other assignments.

Discussions to practice thinking and communicating in the subject/discipline; evaluate positions, arguments, or designs; defend one's own position; identify problems, conflicts and inconsistencies; get feedback from/about students; draw on students' expertise and prior knowledge.

Case studies which actively involve students in learning; apply disciplinary methods of analysis; practice problem solving; practice high-level cognitive skills (i.e., application, analysis, synthesis, evaluation); think critically; blend cognitive and affective dimensions (if the case has ethical or controversial dimensions); develop collaborative skills; relate knowledge to real world; formulate arguments and counterarguments.

Writing which develops systematic relationships among ideas; application, analysis, synthesis and evaluation; reflect on own student thinking; record the evolution of own thinking; practice disciplinary conventions (e.g., APA style); practice responding to feedback and revising.

Labs/Studios which will develop disciplinary and process skills; obtain immediate feedback and respond to it; develop metacognitive skills (e.g., awareness of own strategies); evaluate results or product of own work; approximate real life situations.

Group Projects which will compare and contrast perspectives; practice high-level cognitive skills (i.e., application, analysis, synthesis, evaluation); develop meta-skills such as leadership, communication, conflict resolution; strategize and plan how to tackle complex problems and distribute work.

Recitations where students can practice problem solving; review material; check student understanding; identify and correct misconceptions; individualize instruction; answer questions.

Public Reviews allow for evaluation; practice giving constructive feedback; self-reflection; defend vision for students' own work.

Service-Learning places emphasis on the service component of the experience and the learning outcomes for the students.

Independent Student Projects explore areas of interest in depth; conceive of, plan, and execute a research or creative project from beginning to end; work independently; seek mentorship from an expert in the field.²⁰

A daily reading period will provide an opportunity for students to read a book of their choice or complete their required daily reading. Required reading will consist of a variety of genres assigned each semester. The general guidelines for teacher selections will be two books for each of the following genres: biography, fiction, non-fiction, and historical fiction. Students will be assigned one required reading book at all times of the year, with the length of the book based on the national average reading speeds of each grade. Students will read their assigned books on their assigned e-readers and their teachers will use a management system like Amazon's Whispercast, a tool that helps organizations easily manage its Kindles and distribute Kindle content, to organize student success (Kindles for all students plus a 10% overage for loaners have been included in the budget).

Each core teacher will assign one book each semester to ensure reading across subject areas and a variety of topics.²¹ The reading period will be conducted as a sustained silent reading program, SSR. These programs have been shown to be effective in increasing students reading comprehension, vocabulary and reading attitudes when the programs include eight specific traits: a) access, b) appeal, c)

²⁰ See <http://www.cmu.edu/teaching/design/teach/design/instructionalstrategies/index.html> (Accessed 12/19/2013)

²¹ Meeting the common core major shift to building knowledge through content-rich nonfiction and regular practice with complex text and its academic language.

conducive environment, d) encouragement, e) staff training, f) non-accountability, g) follow-up activities, and h) distributed time to read (Pilgreen, 2000).²² Holt and O'Tule (1989) studied the effects of SSR on seventh and eighth grade students who were reading two years below grade level and found that students engaged in SSR had significant growth in vocabulary, comprehension and reading attitude.²³ NSMS will use SSR's best practices and document student reading gains to ensure the reading period is used to support individual student and school wide goals.

NSMS will also require its students to complete a minimum of four advanced technology projects each year, to be included in their website portfolio. Recent advances in technology provide huge advantages for those who know how to use them. Template website building software, E-readers, smart phone app building software, cloud computing, crowd funding sites, movie editing software, YouTube and endless other opportunities to learn skills needed for a 21st century career are available for free to little cost. NSMS will become a Google school using Chromebooks allowing students to do real time collaboration and share their work on the web. They will use the Google web-based management console to set up and manage users, apps and policies across classrooms, and schools. Deploying Chromebooks can save schools, on average, over \$5,200 per device over three years.²⁴ By requiring student website portfolios to include a minimum of eight different advanced technology projects within two years, our students will have an array of skills that will position them for various career options that will enable to further explore their individual interests.

Each quarter one advanced technology project will be due and assessed based on an appropriate rubric. The following are examples of advanced technology projects by subject. In Language Arts, the teacher might require students to write a children's book to be published on Amazon's kindle or Apple's eBook platform. In Science, the teacher might require students to make an animated movie on the cell cycle. In Math, students might be required to make a smart phone app game that reviews math rules or algorithms. In Social Studies, students might be required to make a movie that reenacts a historical event during present times. In Music, students might be required to record a song and upload it to Apple's iTunes. In World Language students might create a crowd funding campaign that benefits an organization that has something to do with the language or culture students are learning about. The use of student password protected website portfolios in which to take daily notes, upload projects and share other information with teachers and family privately will allow for accessible measurement of this objective.

Service Learning- Career and community service learning takes place through the required career focus groups that meet on Fridays. The idea is for students to learn relevant skills by completing projects that have a monetary value and can be useful in supporting causes students believe in while at the same time learning about different qualities and abilities required for different career options. The practice of working on projects with real world applications will provide students with opportunities to become more confident in their abilities. Providing a role model or sample, having the students imitate the sample, then teaching students the theories surrounding the sample and finally having students create unique varieties of the

²² See <http://tesl-ej.org/ej16/r14.html> (accessed 12/18/2012)

²³ See http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=8&ved=0CFYQFjAH&url=http%3A%2F%2Fdiscoverarchive.vanderbilt.edu%2Fjspui%2Fbitstream%2F1803%2F5071%2F1%2FGanzCapstone.doc&ei=BTKyUr_aCcv6oAS864KIBA&usg=AFQjCNH8dkyOujhDiFDo4cHNDmqF6YIK9A&sig2=wMv5AspQkZ2KJWBvE4c7kA&bvm=bv.58187178,d.cGU (accessed 12/18/2013)

²⁴ See <http://www.google.com/edu/> (accessed 12/17/2013)

sample is an effective way to encourage independent creative thinkers – foundational characteristics for future leaders. In the first weeks of school, 7th graders will have lessons in Social Studies classes that address how to measure progress, what makes a non-profit effective and explore influential non-profits both locally and globally. This will be the foundation for students to select their first non-profit to support for the *Cause of the Quarter* program. Students will visit the organizations they choose to support when field work projects are available or help them by completing projects at school that benefit the organization. Fridays are set aside for this purpose and are led by guest speakers or non-profit employees and in collaboration with the classroom teacher. In addition to having students learn about how to make useful items that will support non-profit organizations, they are also learning career skills and gaining hands on experience by creating items of value. The assessment for this objective will be the quality projects students create graded quarterly and the money students are able to raise for the selected *Cause of the Quarter*.

Benefits of Service Learning - Extensive service learning research indicate dramatically positive effects on the personal development of public school youth. Examples of such research include:

- Middle and high school students who engaged in quality service-learning programs showed increases in measures of personal and social responsibility, communication and sense of educational competence (Weiler, et. al., 1998).

Service-learning provides opportunities for students to become active, positive contributors to society.

- High school students who participated in service-learning and service are more likely to be engaged in a community organization and to vote 15 years after their participation in the program than those who did not participate (Youniss, et. al., 1997; Yates and Youniss, 1998).

Service-learning helps students acquire academic skills and knowledge.

- Students in over half of the high quality service-learning schools studied showed moderate to strong positive gains on student achievement tests in language arts and/or reading, engagement in school, sense of educational accomplishment and homework completion (Weiler, et. al., 1998).

Overall, service learning for elementary and middle school students has been found to increase students' personal, interpersonal and social development (Billig 2000), increase motivation, student engagement and school attendance (Billig 2000) and, lead to new perspectives and more "positive lifestyle choices and behavior" (Civic Literacy Project 2005)²⁵.

The required music and world language classes will promote intercultural awareness and different mediums of communication as well as a host of other positive effects.

Benefits of World Language- The benefits of studying a second language include the following:²⁶

Narrows achievement gaps

- Children of color, children from economically disadvantaged backgrounds, and English Language Learners make the greatest proportionate achievement gains from foreign language study (Curtain & Dahlberg 2004).

Promotes cultural awareness and competency

²⁵ See http://sitemaker.umich.edu/356.black/benefits_of_participation_in_service (Accessed 12/18/2013)

²⁶ See http://www.sde.ct.gov/sde/lib/sde/PDF/Curriculum/Curriculum_Root_Web_Folder/BenefitsofSecondLanguage.pdf (accessed 12/18/13)

- Early foreign language study gives children unique insight into other cultures and builds their cultural competency skills in a way that no other discipline is able to do. (Curtain & Dahlberg 2004).

Higher academic progress in other subjects

- A study found students scored significantly higher in math and language arts after one semester of foreign language study 90 minutes per week (Armstrong 1997).

Benefits higher order, abstract and creative thinking

- Several studies indicate that individuals who learn a second language are more creative and better at solving complex problems than those who do not (Bamford & Mizokawa, 1991).

Benefits of Music- The benefits of studying music have been reported to have a significant impact on students' intellectual, social and personal development.²⁷ Notable research includes:

Personal and social development

- Participating in musical groups promotes friendships with like-minded people; self-confidence; social skills; social networking; a sense of belonging; team work; self-discipline; a sense of accomplishment; co-operation; responsibility; commitment; mutual support; bonding to meet group goals; increased concentration and provides an outlet for relaxation.
- Music makes a major contribution to the development of self-identity and is seen as a source of support when young people are feeling troubled or lonely.
- Music has been linked to the capacity to increase emotional sensitivity.²⁸

An article by UCLA professor James Catterall reports that:

"Music programs also show effects on student motivation — apparently because students tend to enjoy music and feel a sense of accomplishment when they become proficient with a musical instrument and with ensemble performances; and perhaps with gaining the people skills necessary to collaborate in a group performance; and also with cultural pride and identification that can result from increasing awareness of culturally embedded musical traditions."²⁹

NSMS will integrate high academic standards with resources to ensure student success. All of these components will align to Common Core State Standards because they are developed to achieve the same goals of the Common Core Standards, providing a high quality education with clear expectations, conceptual understandings and procedural practices for students, teachers, staff and communities.

Online Component- Students will complete NSMS's online component at school in the teacher-led classroom. Attendance will be taken by verification of students' presence. DOE mandated assessments will also be completed in the classroom during the normal school day to ensure students are focused during this time. Academic integrity will be maintained through classroom monitoring and data review. The role of parents in regards to the online instruction portion of the school will be minimal but will offer parents access to students online lessons and assessment scores, as well as other data in real-time.

²⁷ See http://www.laphil.com/sites/default/files/media/pdfs/shared/education/yola/susan-hallam-music-development_research.pdf (accessed 12/18/2013)

²⁸ See <http://www.issaquah.wednet.edu/documents/highschool/schedule/arts/achievement.pdf> (accessed 12/18/2013)

²⁹ See <http://www.pbs.org/wnet/tavis-smiley/tsr/dudamel-conducting-a-life/the-consequences-of-curtailing-music-education/> (accessed 12/18/2013)

Course Descriptions- NSMS has already completed a thorough description of all proposed classes. A copy of these course descriptions may be found by contacting the lead applicant as additional attachments were not allowed.

Section II.C: Pupil Performance Standards

Academic Standards- NSMS will ensure continued student achievement as measured by Strive HI including data that shows: 1) students performance in reading, math and science; 2) comparisons to similar students in other schools on how well they are improving its students' math and reading skills over time; 3) school preparation for students to graduate high school and transition into college- and being career-ready; and 4) achievement gaps between high-needs students and non-high needs students.

A standard grading system (A-F), determined by progress and scores on online curriculum classes, participation in community based service learning projects, and the quality of the website portfolio. Passing grades are D and above for online courses and scores on rubrics of 60% or higher for other assessment categories (community based service learning and website portfolios). Student progress will be reported in quarterly progress reports and semester report cards. Parent-teacher conferences will be scheduled sometime before the end of the first semester and again throughout the year based on teacher or parent request.

Pupil Performance Standard- Performance standards for students at NSMS will consist of passing all online curriculum standards (based on Common Core standards) with a 60% or above. Students will also achieve Strive HI goals and develop a website portfolio, which will include completed required assignments. These assignments will incorporate eight advanced technology projects, service learning hours, physical activity hours as well as completion standards for their world language and music classes.

Exit Policies- Promotion of students from 7th to 8th grade will necessitate the successful completion of all core classes and successful completion of website student portfolios with four advanced technology projects included in their portfolio. Promotion from 8th to 9th will include the successful completion of all core classes and completion of student portfolios that include eight advanced technology projects if students attended in 7th grade or four if students came in as 8th graders. Students and parents will be notified of promotion and graduation criteria during orientation in the beginning of each school year, in school promotional materials, and on the school website. NSMS plans for future adoption of additional academic standards beyond Strive HI through the adoption of an academic performance framework with the school governing board in year five.

Graduation policies and standards for 8th graders will follow those created by the new Strive HI system once the system is in place. For now they will include successful completion of core classes and student website portfolios.

Attachment D includes Common Core standards for 7th and 8th grade in math and ELA. NSMS will use those already developed standards and HCPS III for Social Studies and Science courses until the completion of Common Core for every core subject.

Academic Standards Beyond Strive HI- Website portfolios, advanced technology projects, service learning hours and completion standards for required reading, world language and music will all be a part of NSMS's academic standards for both 7th and 8th grade. Each quarter of 7th and 8th grade, teachers will grade students' website portfolios by using a rubric that determines what is required to be posted on each

student's portfolio. Website portfolios must contain every required item in order to warrant promotion to the next grade.

NSMS incorporates many important elements into its school design to end social promotion like: setting high standards, creating reliable measures against the standards, including families, involving community stakeholders, emphasis on family literacy, intervening on students at risk of falling behind, reducing class size, accommodating for students with special needs, and extending learning times, like after school programs and summer school.³⁰ See **Attachment E** for the proposed exit standards for graduating 8th grade students.

Section II.D: High School Graduation Requirements

NSMS will not serve high school students.

Section II.E: School Structure: Calendar and Schedule

Academic Calendar- The proposed academic calendar reflects the need of the North Shore Middle School's (NSMS) academic plan by providing appropriate coursework, scheduled days for community service, and career learning projects. It also allows for teacher work days and professional development days between each quarter and reserves the State and National holidays. Short days on Fridays allow for weekly teacher meetings after school, time for data analysis, time to communicate what is working and what is not working, and time for brainstorming and researching solutions. The first day of school for students is set for August 3rd and the final day is set for May 25th, which follows the traditional DOE schools to minimize parents juggling different calendars if they have students in more than one school. The calendar proposes quarters with 46 to 47 days of instruction for a total of 187 days of instruction. School hours are from 8 a.m. until 3:30 p.m., Monday through Thursday and 9 a.m. until 1:30 p.m. on Fridays. Please see **Attachment F** for the proposed school's annual calendar.

Daily and Weekly Structure- NSMS's typical Monday through Thursday school day will begin with Morning Workshop, 8 a.m. - 8:50 a.m. for those enrolled in the supplemental curriculum or support class. School will commence at 9:00 a.m. for all students who are testing at or above grade level in reading and math. Helping students to meet proficiency in critical benchmarks and rewarding students who meet their individually set goals provides motivation for student completion. This competency-based approach has proven effective in districts that have piloted such programs.³¹ In addition to the students required to enroll in Morning Workshop, the class will be open for other students who need additional support as well as for advanced students who enroll in available enrichment courses such as the ACT prep course.

1st Core Class Period: 9 a.m. - 10:42 a.m. - The core class periods will be divided into computer and project time. The computer time will allow students to work independently on computer-based lessons that are tailored to students' diverse learning needs, allows for students to work at their own pace, and allows students to repeat challenging lessons until meeting or exceeding Common Core standards. The second half of the period will focus on learning projects that supplement the lessons taught in the computer-based program. Students will utilize many new technologies, such as making cutting edge movie making software, writing and performing songs, scripting children's' books, and designing websites, to deepen their understanding of the content and explore different perspectives. Guest speakers will appear regularly from various careers to give students a chance to see real world applications of the curriculum along with

³⁰ See <http://www2.ed.gov/PDFDocs/socialprom.pdf> (accessed 11/12/13)

³¹ See <http://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning> (Accessed 20/21/13)

relevant documentaries to expand understanding and using different modalities of learning. Students will alternate days between core classes, following either a Monday/Wednesday or Tuesday/Thursday schedule resulting in only three classes a day plus a reading period, unless they are enrolled in Morning Workshop which would then bring their course load to four classes plus the reading period. Research suggests that teenagers are chronically sleep deprived. Having a later start for students meeting grade level norms is a way to help students get more sleep and decrease the amount of tardiness and absents for students.³²

Reading Period: 10:50 a.m. - 11:15 a.m. - Reading is the foundation of a good education; the more students read, the more information they acquire to create and understand. Our charter school allocates time for students to read in school. The required reading list will focus on stories meant to inspire students to be great. Using a combination of biographies of influential people, both fiction and non-fiction, students will see the many paths that can be taken to achieve greatness and will improve their level of empathy, a crucial skill to help students travel through the complex social relationships in their lives.³³

2nd Core Class Period: 11:20 a.m. - 1:02 p.m. - The second core class period of the day will be divided between computer and project time. Because students work at different rates, students who finish their computer-based lessons before the allotted 51 minutes will be allowed to begin working on their projects or catch up on their required reading. Also, work stations (screen printing, sewing machines, jewelry making stations, grant writing, and more) will be set up in the back of the room for students who finish early. Students can practice skills needed for their independent projects until structured project time begins.

Lunch Period: 1:10 p.m. - 1:50 p.m. - Similarly to schools in other states, the NSMS will work to become a pilot program in Hawaii for locally produced lunches. Providing local foods for lunch will encourage students to connect to their food and learn about all the issues that surround the production of food. We plan on partnering with Kokua Hawai'i Foundation 'Aina in Schools program to help create a middle school program they can add to their existing elementary school curriculum. NSMS also plans to partner with MA'O Farms, a social enterprise that offers students stipends and college scholarships for working on their organic farm to educate youth, train new leaders, and increase awareness of food issues.

3rd Period: 1:50 p.m. - 3:30 p.m. - (Music /World Language) Students will alternate days between music and world language electives. Student expression and interpersonal relationships are two key elements integrated into the foundation of this school. Music is a significant tool for student expression and provides students a medium to internalize what is being learned and the ability to share their thoughts about the content. World languages provide a crucial element in becoming an effective communicator, bring a deeper understanding into others' cultural heritage, and pay respect to cultural origins. Research on the many other positive effects of music and world language programs were outlined in the curriculum section of this application.

Friday Period: 9 a.m. – 12 p.m. (noon) Community Service Day: A critical aspect of the NSMS is the emphasis on community service. Through the school's *Cause of the Quarter Project* (as described earlier

³² See <http://www.sleepfoundation.org/article/hot-topics/background-earlier-school-start-times> (Accessed 12/21/2013)

³³ See <http://www.theguardian.com/books/booksblog/2013/oct/08/literary-fiction-improves-empathy-study> (accessed 12/13/13)

in this section), students will also learn to employ sustainable practices, to support non-profit causes and to provide a valued service to the community.

Friday Period: 12:30 p.m. - 1:30 p.m. - Teacher Meeting: This time will be used as a scheduled period to develop lesson plans; analyze data related to student, school, and Governing Board goals; and develop improvement plans to address areas of concern.

This plan adds up to daily academic instruction of 5 hours and 29 minutes Monday through Thursday and 3 hours on Friday for a weekly total of 25 hours for students who test at or above their current grade level in reading and math. This plan adds up to 28 hours and 20 minutes for students who are not at grade level expectations or who do not meet their daily workload and are required to attend the supplemental workshop period of instruction. On a daily basis, 3 hours and 22 minutes will be devoted to core subjects using block scheduling so students will only have two core classes a day along with their alternating music or world language class and their reading period. This schedule, when compared to other schools, allows approximately five more hours in core and required music and world language classes for sufficient student gains.³⁴ The schedule also allows for 225 minutes of prep time a week in daily 45 minute blocks for teachers as required by the Master Collective Bargaining Agreement.

The Friday Community Service Days allows for expanded learning opportunities and fieldwork, which research has shown to have many positive effects on student performance. Most notably, students achieved higher academic accomplishments, had more interest in furthering their education, and enhanced their problem-solving skills, team-working skills, and planning abilities.³⁵ The morning workshop provides for competency-based learning by providing extra research-based resources and time students can use to meet expectations. Competency-based education has been shown to improve student achievements while decreasing student behavioral problems and dropout rates.³⁶ Please see **Attachment G** for a sample daily and weekly schedule for both 7th and 8th grade.

Section II.F: School Culture

The culture at the North Shore Middle School (NSMS) will be one that provides a supportive community of students who can apply multiple perspectives to relevant issues in order to create sustainable solutions. NSMS strives to create a school where students are supported in their creative pursuits and encouraged to think creatively and critically by learning various ways to view issues. NSMS will support students with more traditional direct instruction by a common core standard-based curriculum delivered through each student's computer in the classroom. Such curriculum can be individualized for SPED students and work more efficiently at a mastery level determined by a teacher or a student's IEP. Each day, students will have time to work on completing their daily assignments on their school computers. Next, an alternative perspective lesson will be given by the classroom teacher which will incorporate indirect instruction, questioning strategies, self-directed learning, cooperative learning and the collaborative process. Students will utilize the latest technology to complete projects that require students to analyze, synthesize, and evaluate all of the information presented (website design, books, movies, animated cartoons, songs, podcasts, and more to display their own creative ways to interpret the information).

³⁴ See http://www.edline.net/files/_rGJks_/d9a075f354e85a093745a49013852ec4/SY_13-14_bell_Schedule.pdf (accessed 1/04/2014)

³⁵ See <http://www.servicelearning.org/benefits-community-based-service-learning> (accessed 11/13/13)

³⁶ See <http://all4ed.org/wp-content/uploads/2013/06/StrengtheningHSTeachingLearningNH.pdf> (accessed 11/13/13)

High expectations are ingrained into the design of this school with one mission being that 80% of students meet or exceed grade level performance standards in reading and math after two years at the school (a 19% point improvement in reading and 33% point improvement in math over the two neighboring schools servicing the same age group). The creation of support classrooms, times and resources to help students meet those standards are all included in the structural design of the school. By teaching a variety of advanced technology skills and communication tools, students will have many opportunities to excel in skills that are readily transferrable to the real world thereby boosting student confidence and motivation as well as awareness of their own strengths and weaknesses.

Creation and Maintenance of School Culture - The school will create this culture by hiring highly qualified teachers and staff members who are dedicated to the school's mission, vision and educational philosophy of the school. The school will implement this culture within teacher and staff trainings and share these goals with parents, volunteers and students. Students who enter the proposed school mid-year, will have the benefit of the school schedule and classes being designed in a way that students can go to fewer classes daily, have more time in each class, and have many opportunities to become part of the school community with afterschool programs and required community service days. The applicants will be told that we expect our students to meet or exceed grade level reading and math. Students will also be told that they are required to enroll in support curriculum if they do not meet this expectation in either subject. Students and parents will see that the school has high expectations through the enrollment orientation, which will be available as an online video for mid-year parents and students with contact numbers for questions.

Special Needs - NSMS will account for students with special needs: SPED, ELL and At-risk for academic failure, by having a special morning class to provide instruction, a reading specialist, other resources and curriculum to support their IEPs and other learning needs. During the rest of the day, special needs students will be integrated into their regular education classes which are created to give students with different abilities an opportunity to work at individually tailored online curriculum as well as work collaboratively with the class on projects where each student's unique skill will be developed and supported. Please see **Attachment H** for a typical school day from a student perspective and **Attachment I** for the teacher's perspective.

Section II.G: Supplemental Programming

Summer School - A math and reading summer school program will be offered, beginning during the end of the 5th year the school has been operation, for a four week period, five days a week and three hours a day, 9 a.m. until noon beginning year five. NSMS anticipates that incoming 7th grade students who intend to enroll at NSMS and who are below grade level in reading or math expectations will enroll as well as incoming 8th grade students who do not want to attend morning workshop classes in the upcoming year. They also anticipate a few gifted students who want to improve their math and reading speed and comprehension will also enroll making an estimated class of 25 students based on HSA results from feeder schools. This program will be a voluntary enrollment but teachers and staff members will make recommendations based on previous HSA scores or entrance exam scores for incoming students and teacher referral and data from the previous year for returning students. The resources necessary for these programs will be the following: one part-time teacher, the school facility and the online resources which will already be available to the school since subscriptions are purchased on a year-round basis. The funding of the program, estimated to cost \$2500 for the month will need to cover the teacher's salary and utilities. These costs will be covered by an estimated tuition of \$250 for each student who do not qualify for free or reduced lunch. If ten students who do not need funding enroll, it will pay for the program. If that minimum

enrollment is not met, school fundraising will provide for students who will qualify for a reduced or free tuition. NSMS plans to wait until its third year of operation before starting the summer school program due to the demands of starting a new school.

Extracurricular Activities - The NSMS plans on partnering with community non-profit organizations to provide extra and co-curricular activities before and after school. They have been working with *Hale Anuenue*³⁷ on developing after school programs like, *Make it From Scratch Mondays* cooking classes, *Project Runway* sewing and design class, jewelry-making classes and a glee club. We are also working on partnering with *Stretch Your Imagination*³⁸ a non-profit that specializes in putting yoga in schools. NSMS is working to partner with *MA'O Farms*³⁹ which will be opening a farm on the North Shore within the next several years, as well as a farm to table restaurant called *Country*⁴⁰. The NSMS will continue to develop these opportunities for the career focus groups to have access to sustainable organizations with which they can get involved. These programs will help meet the anticipated needs of students to have access to enriching activities in a safe environment and to avoid having to be home after school, often unattended. They will be funded through the non-profits running the programs. The school will provide grants to students who apply for and need assistance in paying for after school programs. The school will apply for grants to help support economically disadvantaged students' extended learning.

Mental Health Program - Once NSMS has successfully transitioned through the start-up period they will form a partnership with a licensed marriage and family counselor who will be available to provide support for students through individual and family counseling sessions, when needed or requested on campus. The school intends to provide on-site services to students supported through individual family insurance and if family insurance is not available, the family will be assisted in completing the documentation necessary to enroll the family into the State health care programs for students.

The school will also have an independent Foundations of Personal Wellness online course required for students to complete independently throughout the quarter. The program that requires students to complete online course work ensures students explore fitness and physical health and encourages students to learn how to plan a healthy lifestyle. It requires students to track their weekly activity using provided heart rate monitors to track aerobic activity levels. Students will log their activity on their student website's activity log page and turn in their heart rate monitors on Friday for lead teachers to verify the student web logs with each device's log. It should take teachers one minute per student to verify weekly for a total of 25 minutes per teacher, per week and the course reporting feature will make it easy for teachers to track students' progress.

Section II.H: Special Populations and At-Risk Students

Anticipated Populations - NSMS anticipates serving students with special needs including students with IEPs, 504, ELL, below grade level, gifted, homeless and At-risk for drop out students based on reports from The Office of Hawaii Child Nutrition Programs, the US census, and the Hawaii School Status and Accountability reports. The school counselor/special services coordinator will work with the District Educational Specialists, the school's back office support team and other resources to ensure compliance with State and Federal obligations and requirements pertaining to students with special needs.

³⁷ See <http://haleanuenue.org> (accessed 11/19/2013)

³⁸ See <http://stretchyourimagination.org> (accessed 11/19/2013)

³⁹ See <http://maoorganicfarms.org> (accessed 11/19/2013)

⁴⁰ See <http://www.townkaimuki.com/our-story/> (accessed 11/19/2013)

The feeder schools of Waialua, Haleiwa, Sunset Beach, Kahuku, Laie, Haaula and Kaaawa Elementary, have an average free and reduced lunch rate of 58%⁴¹ and an estimated rate of 6% of the population speaks a language other than English at home. NSMS's target population resides in the Kahuku High and Intermediate and Waialua High and Intermediate areas. Kahuku High and Intermediate had an average of 12% SPED population from 2008-2011 and an ESL average population of 4%. Waialua High and Intermediate had an average of 13% SPED population from 2008-2011 and an ESL average population of 6%. Hawaii has an average of 20% of students not graduating high school. The largest student segments not graduating are Native Hawaiian at 40% of the non-graduating population followed by 23% black and 22% white.⁴² Kahuku and Waialua have an average 31% Native Hawaiian and 20% white population.⁴³

Elementary School	Free and reduced %	% Meeting math grade 6	% Meeting reading grade 6	ELL	SPED
Kaaawa	69	58	75	1	7
Hauula	77	41	56	4	15
Laie	59	74	79	7	7
Kahuku	65	71	79	9	6
Sunset	28	74	91	5	11
Haleiwa	59	96	85	8	14
Waialua	52	88	95	7	7
TOTAL	58	72	80	6	10

High Schools	Free & Reduced Lunch %	% Meeting Math	% Meeting Reading	ELL %	SPED %	Drop out rate for high school %
Waialua High & Inter, gr 7 HSA	45	58	66	6	13	15
Waialua High & Inter, gr 8 HSA		64	72			
Kahuku High & Inter, gr 7 HSA	49	39	57	4	12	9
Kahuku High & Inter, gr 8 HSA		28	50			
TOTALS	47	47	61	5	13	12

Strategies to Support - The curriculum,

⁴¹ See <http://ohcnp.k12.hi.us/fiscal/index.htm> (accessed 7/05/2013)

⁴² See <http://boostup.org/en/facts/statistics#hi> (accessed 7/08/2013)

⁴³ See <http://arch.k12.hi.us/PDFs/ssir/2011/Windward/SSIR307-4.pdf> (accessed 7/08/2013)

daily schedule, staffing plans, support strategies, and resources will meet diverse needs of students by offering Common Core aligned curriculum that can be individualized to each student's needs, adaptable support resources for students to spend time only on areas they need to improve, set up times to practice the skills they need more help with, motivation to advance in morning workshop, and support staff including highly qualified teachers, a licensed counselor, trained volunteers and licensed SPED personnel.

Methods to Identify - Methods for appropriate identification of special and at risk populations include tracking of data that shows success of targeted interventions (1:1 and small group instruction) within the regular education classroom, consultation with family and district special education population, and progress on behavior and learning support plans. After all regular classroom interventions have been exhausted, the student support team (consisting of a regular education teacher, a special education teacher, parents, the School Leader, and any other pertinent district specialists) will meet to discuss the eligibility process. Steps used to avoid misidentification include examining student data holistically, looking out for teacher biases, scrutinizing curriculum, tailor professional development to meet diverse-needs students, intervening early and often for students who need added support and are at risk for falling behind.⁴⁴

Instructional Programs, Practices and Strategies- Instructional programs such as the individualized standards-based online curriculum and adaptable support curriculum will ensure student access to general education curriculum, academic success, and equitable access to learning. Practices and strategies of providing more time for students to complete their work and support curriculum as well as collaborative, experiential learning opportunities in both the core classrooms and the career focus groups allows are two examples of how NSMS will provide opportunities to enhance students' abilities. Additionally, the central community service learning opportunities and parental involvement plan have been shown to improve learner outcomes for these populations.⁴⁵ Some students will not respond to online curriculum and more hands on learning experiences in 1:1 and small group settings will be offered. All students will participate in standardized testing and receive required and appropriate services as outlined in their IEP and 504 plans.

Monitoring and Evaluating - The success of special need students will be monitored and evaluated continuously through the use of the collaborative, real-time use applications that provide shared data between teachers and staff.⁴⁶ Weekly staff and teacher meetings will have time set aside to review students IEP goals to ensure they are being met and a weekly suggestion on to how to better support individual students' learning will be required of lead teachers. Each ELL student will have an exit goal plan which will also be monitored weekly for alignment. Suggestions for necessary changes to the plan will be required at each teacher and staff meeting. In addition to the regular monitoring of data pertaining to special education students, specific exit plan for ELL and SPED students will be created and include:

1. Scheduled meetings to evaluate whether student potentially qualifies for exit (at or near the beginning of the school year)⁴⁷
2. Step 2: Discuss evidence of need for use of exit criteria

⁴⁴ See <http://www.edweek.org/tsb/articles/2011/10/13/01disproportion.h05.html> (accessed 1/04/2014)

⁴⁵ See <http://heri.ucla.edu/pdfs/rhowas.pdf> (accessed 6/01/2011).

⁴⁶ See <https://sites.google.com/site/nynjgs13/conference-sessions/progress-monitoring-in-special-ed-with-google-forms> (Accessed 12/24/2013)

⁴⁷ The WIDA ELP Standards were adopted by the Hawaii Department of Education by approval of the Board of Education on May 21, 2009.

3. Step 3: Specify assessments and English language proficiency test standards the participants review the assessment information in the IEP and make exit criteria recommendations based on the information below.

Promoting Graduation for High School- NSMS will not have a high school and has outlined grade promotion in another section of the application.

Adequate Staffing for Special Needs - It is to be noted that,

“In the State of Hawaii the DOE is statutorily responsible for providing free appropriate public education. If NSMS cannot provide all the required services, then the DOE is responsible for providing the student with services as determined by the student’s IEP team. The Commission will develop guidelines related to the provision of Special Education services and resources to each charter school. The DOE is responsible for reviewing all of the current IEPs of Special Education students enrolled in a charter school and may offer staff, funding or both, to the charter school based on per-pupil weighted formula implemented by the DOE and used to allocate resources for special education students in the public schools.”⁴⁸

In regards to 504 and ADAAA compliance, NSMS will comply with all DOE rules, policies and procedures and will look for training and/or consultation and advice from the Commission and/or DOE as needed.⁴⁹

Online Component and Special Needs - The online component at NSMS addresses special need students through the easy individualization of courses to meet students’ special learning needs and through ability of support curriculum to adapt instruction based on student responses. Frequent assessments and real-time data reporting and analysis allow for improved services for special need students.

Additional Special Needs Populations - Other special needs populations the NSMS expects to serve is children of military families. Oahu has a large military population and the areas NSMS intend to serve have an average veteran population of 6.1%.⁵⁰ These students will benefit from the curriculum, time, resources and strategies used to support students with diverse needs. Also available for these students and their families is counseling by the school counselor and the marriage and family counselor that the school will partner with after the start-up period for after school services. Research has shown that marriage and family counseling interventions are as effective—and in many cases more effective—than alternative interventions, often at a lower cost. Studies demonstrate that family therapy is a preferred method of treatment for depression, substance abuse, alcoholism, marital problems, child problems, and family couple enrichment. Family therapy for severe mental illness is one of the most well-studied and effective interventions in the mental health literature. Family involvement—including family psychoeducation, multifamily group therapy, and family therapy—have been consistently linked to better individual and family functioning. Family therapy outcomes for severe mental illness include improved well-being, fewer medical illnesses, decreased medical care utilization, and increased self-efficacy. Family-based interventions are also effective for persons with medical problems. Treatment outcomes show improvement in the identified patient, as well as in other family members. There is also evidence that family involvement facilitates

⁴⁸ Hawaii Commission Charter Contract Template section 3.5.2.

⁴⁹ Hawaii Commission Charter Contract Template section 3.6

⁵⁰ see http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml (accessed 7/08/2013)

disease prevention, demonstrating improved outcomes for weight reduction for children and cardiovascular risk.⁵¹

The NSMS's goal to support holistic learning extends to the family unit, with expected parent or caregiver involvement, after-school programs intended to keep students engaged in learning activities until parents can get home from work. NSMS will also use a marriage and family counselor to offer students the opportunity to talk to a trained professional who specializes in the development of healthy families. The after school programs will be offered through a community partnership with Hale Anuenue, a non-profit organization whose mission is to offer a gathering place that unifies and enriches the community through art, music, education, Hawaiian studies, language learning, and personal growth for all generations. Hale Anuenue will be responsible for the costs of the program and will use a fee-based structure and make scholarships available for students in need. The school's counselor will be a licensed marriage and family counselor. The school will look to partner with other marriage and family counselors to provide extended, after-school, services, classes or support groups on campus for easy access and which can be paid through students' insurance. If students do not have insurance, the school's counselor can assist in enrolling in Quest with parent or guardian consent.

Section II.I: Student Recruitment, Admission and Enrollment

Equal Access- The North Shore Middle School (NSMS) will provide open enrollment to any student in the State of Hawaii and will recruit students by targeting all segments of the parent community. The school will recruit in a manner that does not discriminate against students of a particular race, color, national origin (including English language learners), religion, or sex, or against students with disabilities. In order to meet this goal, NSMS will use recruitment efforts toward groups that might otherwise have limited opportunities to participate in the charter school's programs by providing flyers with information in three different languages, Ilocano, Japanese, and Samoan about the program and how to apply for admission at free clinics in the area. These flyers will be distributed at sporting events in the area, feeder communities' recreation centers, local newspapers, and magazines as well as talking to community groups like the outdoor circle, neighborhood boards and feeder elementary school leaders, teachers and counselors. The school will continue to attend events like the local farmers' markets and keep up with social media promotion on Facebook, Twitter and Instagram to spread information about the school. The application process will include an online application with a paper application made available as well.

Enrollment Priorities - The NSMS will use a lottery system if more applications are received than spots available. This is consistent with Hawaii State law.⁵² Siblings of students already enrolled at the school will be exempt from the lottery and admitted if they complete the application by the due date. Children of NSMS's founders, teachers and staff will also be exempt from the lottery so long as the total number of students allowed under this exemption constitutes only 10% or less of the school's total enrollment.⁵³ Once a student has been admitted to NSMS through the appropriate process, he/she may remain in attendance through subsequent grades. Returning students will be able to apply for an exemption and the school leader and management staff will develop criteria upon which to base the enrollment decisions. Please see **Attachment J** which includes the proposed enrollment policy along with tentative dates for the application period and process.

⁵¹ See http://www.aamft.org/imis15/content/consumer_updates/Marriage_and_Family_Therapists.aspx (accessed 7/08/2013)

⁵² See http://www.capitol.hawaii.gov/session2013/bills/GM1262_PDF (Accessed 20/26/2013)

⁵³ See <http://www2.ed.gov/programs/charter/nonregulatory-guidance.html>. (Accessed 7/05/2013)

Section II.J: Discipline

Please see **Attachment K** which provides the NSMS's proposed *Student Code of Conduct* and disciplinary plan.

Promotion of Good Discipline- North Shore Middle School strongly believes that the key to a successful school environment is praising and rewarding students for their hard work, effort, and success both behaviorally and academically. Each teacher and staff member will be trained, encouraged and reminded to constantly “catch them being good” by acknowledging when students are behaving according to the Code of Conduct and working toward their potential. The following are some of the ways the teachers and staff promote good discipline.

Incentives	Penalties
1. Verbal Praise 2. Positive notes on their assignments 3. Phone calls home 4. Special class assignments or parties 5. Free time 6. Specific rewards 7. Extra privileges 8. Extra computer time 9. Lunch with the School leader	1. Assignment of remedial work; 2. Oral reprimand or written reprimand; 3. Conduct a teacher-student conference 4. Contact parent by note or telephone call to parent 5. Removal of classroom privileges 6. Administer constructive punish work 7. Written notification to parents of disruptive or unacceptable behavior with a copy provided to the school leader 8. Impose other disciplinary measures approved by the school leader and the faculty of the school and in compliance with School policy 9. Referral of the student to a social worker; or 10. Referral of the student to the school leader or designee. The school leader or designee shall do one or more of the following: <ul style="list-style-type: none"> i. Counsel/warn the student; ii. Refer the student to the guidance counselor; iii. Refer to Behavior Clinic; iv. Refer to Time-Out Room (TOR), where available; v. Seek and encourage parent/guardian involvement; and/or refer student to counselor or social worker.

Discretionary and Non-discretionary Offenses- The following conduct requires a school leader or designee to either immediately (non-discretionary) or possibly (discretionary) suspend the student and when appropriate lead to a recommendation for expulsion. If expulsion is recommended, a decision will be made upon conclusion of a hearing conducted by the NSMS's governing board.

Discretionary	Non-discretionary
1. Possession and/or distribution of counterfeit money. 2. Tampering or destroying school records, roll books, or school property. 3. Terrorizing	1. Communicating false information of planned arson or bomb threats. 2. Use of any object as a dangerous weapon. 3. Possession or use of an object as a weapon, such as mace, pepper spray or a box cutter. 4. Possession or use of explosive devices/fireworks, and/or ammunition or lookalike devices, such as replicas of guns similar in appearance to a real gun. 5. Carrying or possession of BB guns, pellet guns, paint ball guns, air rifles or other dangerous instrumentality. 6. Carrying or possessing a knife the blade of which equals or exceeds two inches in length. 7. Battery, assault or making statements threatening physical harm to a teacher, instructor, administrator, staff person, employee of the school system or student. 8. Sexual battery 9. "Hacking" or other use of computers to gain unauthorized access to the School System or other databases, including student, faculty, or district data files, without permission

Rights of Students with Disabilities- For special education students, suspensions of more than 10 days will require a manifestation IEP meeting within 10 days of the conduct to determine if the behavior is a manifestation of the child's disability. At the meeting the IEP team (which included district SPED personnel, parents, School Leader, a regular education teacher and a SPED teacher) must consider all relevant information, including the IEP, any teacher observations, and any information supplied by the parents. The IEP team must then answer two questions:

1. Was the conduct caused by, or had a direct and substantial relationship to the child's disability; and
2. Was the conduct the direct result of the School's failure to implement the IEP.

If the discipline issue is determined to have been a result of the child's disability, NSMS will work with the IEP team to develop an intervention plan that follows IEP goals, federal requirements, and timelines in terms of appropriate intervention. If the discipline issue is determined to NOT be a manifestation of the child's disability, the standard discipline consequences, as defined by the school discipline plan, will be enforced.

EMERGENCY REMOVAL of a SPED student is used only when the student exhibits a substantial danger to himself/herself or others. In no case can this removal last longer than nine (9) consecutive school days. During this nine-day period, school officials shall initiate a meeting to review the student's Individual Education Program (IEP), consider an interim placement, or invoke the aid of a State designated Independent Board chair or the courts to remove the allegedly dangerous student from school if they believe that maintaining the student in the current placement would be substantially likely to result in injury to the student or others.

Due Process for Suspensions and Expulsions- Prior to any suspension (SPED or regular education), the school leader or a designee shall tell the student of the particular misconduct of which he or she is accused, the specific reasons for such accusation, and the student shall be asked at that time to explain his or her version of the facts to the school leader or a designee. The student may be requested to reduce to writing his or her version.

When the school leader or designee denies the student attendance rights, the school leader or designee shall contact by telephone or send an email and letter by a request for confirmation of delivery or certified at the address shown on the student's registration card to the parent, tutor, or legal guardian of the student in question giving notice of the suspension and, if applicable, any recommendation for expulsion, the reasons therefore and establishing a date and time for a conference with the school leader or designee as a requirement for readmitting the student, which is "affirmative notice." The school administration shall document all reasonable attempts made to secure "affirmative notice." The school administration shall record the actual date contact was made. If the parent, tutor or legal guardian fails to attend the required conference within five (5) school days of mailing the letter by request for confirmation of delivery or certified mail, or other contact with the parent, tutor or guardian, such failure shall result in a student and/or parent referral to Families In Need of Services and/or Parent Liaison and/or District Attorney. "Affirmative notice" may be by face-to-face interaction, telephone communication, by mail through a signed delivery tag or confirmation of delivery or regular mail.

The parent/guardian should be notified of the suspension, and that the student will be or has been removed from class and will be kept under supervision until the close of the school day or the arrival of the parent or guardian. If the parent, legal guardian or school leader or designee so requests, the student will be granted an early dismissal from school to return home. In the event a student caused a disruption of the orderly operations of the school, he/she may be removed from the school premises immediately and placed in the custody of a parent, legal guardian or next of kin, provided that the above procedure is complied with as soon as possible.

EXPULSION PROCEDURES- Statements taken from students who may have witnessed any event should be in the student's handwriting and signed by the student. If a student is only willing to give an anonymous handwritten statement, the school leader or designee should certify at the end of the student's statement that it was given under the condition of anonymity. If a student will only give an oral anonymous statement, a brief summary of the statement should be included with the individual taking the statement certifying that the version of the statement given is accurate and that the student would only give the statement if he/she could remain anonymous. Recorded statements may be taken with the student identifying him/herself on the recording. If a student will only give a recorded statement by remaining anonymous, the school leader or designee will so state at the beginning of the recording. A brief written report should be prepared which would include the following: The school leader's or designee's conclusions as to why the incident occurred, who was involved, who was at fault and the penalty imposed or recommended; and The evidence on which the conclusions were based, i.e., signed statements taken, unsigned statements taken, verbal only statements taken, recorded statements taken, evidence seized, lab test results on drugs, etc. Copies of all written materials must be attached to the report with identification of the names of any student witnesses removed before release to parents or used at any hearing. After a school leader or a designee has investigated the incident and is satisfied that the nature and seriousness of the offense merits an expulsion, the school leader must then recommend expulsion to the NSMS's governing board.

Prior to suspending a student pending an expulsion, the school leader or a designee shall advise the student of the particular misconduct of which he or she is accused, as well as, the specific reasons for such accusation, and the student shall be asked at that time to explain his or her version of the facts to the school leader or a designee. The student may be requested to reduce to writing his or her version. The school leader or designee must complete the "affirmative notice."

The school leader or a designee shall mail a copy of the proposed expulsion form including the specific reasons for the expulsion to the parent or guardian on the day of the student's removal from school, but no later than the following school day. This report will be sent by a request for confirmation of delivery or certified mail, return receipt requested or hand delivered to the parent or guardian. For a student with disabilities, a Parent Notice of the Discipline (IEP) meeting date should be mailed with the proposed expulsion form.

LONG-TERM SUSPENSION

The school leader may convert a recommendation for expulsion to a long-term suspension not to exceed twenty (20) school days. Each student shall be given credit for each school day said student is denied attendance due to a recommendation for expulsion in the case a long-term suspension is imposed by a school leader. Upon the student's return to school after a long-term suspension, the school leader or a designee shall schedule a conference to be attended by appropriate school personnel and by the student and, usually, the student's parent(s), guardian(s), or other family members. Follow-up conferences should be planned as indicated or as required to assist the student in adjusting to the school environment.

The governing chair shall proceed with the expulsion hearing if or when the parent/guardian and student fail to appear. Written notification shall be given to the parent/guardian and the school leader of the findings and action taken no later than three (3) school days after the hearing. In such notice the board chair shall inform the parent/guardian and the school leader that the findings and the action taken shall become final five (5) calendar days after the receipt of the notification. The school leader shall make the appropriate entries in the student data in the event the student had been dropped from the school. Whenever a student drops from the school, the school leader shall attend any expulsion hearing, even if the student and parent/guardian fail to appear for the hearing.

Prior to the expulsion hearing, the parent/guardian has the right to view and to request, in writing, a copy of any information to be presented by the school at the expulsion hearing. The information shall be kept on file at the school office for three years. Notice of this right shall be included on the expulsion form. Summaries of student statements without their identification or names are sufficient information for a hearing.

Except in the case of an extreme emergency, requests with a valid reason to reschedule a hearing shall be made at least 24 hours prior to the date and time of the scheduled hearing.

At the hearing (a fact-finding process) conducted by the NSMS's governing board, the specific reason(s) concerning the cause(s) for the proposed expulsion will be presented by the school leader or a designee in support of the recommendation. The student's prior performance and attendance may be presented to the board. The student or a representative of the student may produce witnesses or offer information including written statements on the student's behalf to the Board Chair. Questions and comments should generally be directed to the Board Chair.

After hearing the information provided by the school and the student, the Board Chair shall determine whether the student is guilty of the school leader's or a designee's charges and whether he/she is expelled from the school or if other corrective or disciplinary action is imposed. If the findings and disposition of the expulsion hearing are made at the conclusion of the hearing, the Board Chair shall inform the parent/guardian and the student of the findings and disposition of the matter. In any event, the Board Chair shall mail (by a request for confirmation of delivery or certified mail, return receipt requested), or hand deliver to the parent or guardian, the Child Welfare and Attendance section, and to the school leader or a

designee, a decision of the findings no later than three (3) school days after the hearing was scheduled. In the event a Board chair does not find the student guilty of the conduct warranting a recommendation of expulsion, the Board chair shall state in writing the reason(s) for such finding and provide a copy to the school leader and the parents or tutor of the student.

Appeal Process for Expulsions- In the event that the board chair determines that a student should be expelled, the parent or guardian of the expelled student, may request a review by the school leader of the expulsion decision. The request for review must be requested by mail and must be postmarked within ten (10) days after receipt of written notification of the expulsion decision by the parent of a minor student. The request for review may also be hand delivered within ten (10) days after receipt of written notification of the expulsion decision by the parent of the minor student. Requests for review that are not mailed within this time period shall not be processed unless extenuating circumstances can be demonstrated by the parent/guardian or student.

Services for Expelled Students- Services for expelled students will be created after consulting the school's legal council and with the Charter Commission office for recommendations.

Receipt of Discipline Policy - Each student and parent will receive an electronic copy of the Student Code of Conduct book during their enrollment period. Signed Acknowledgement of Receipt of the Student Code of Conduct book will be required for official admission into NSMS. Teachers will receive a teacher training that reviews all procedures and NSMS will collect signed Acknowledgment of Receipts as part of their training session.

Section II.K: Parent and Community Involvement

The North Shore Middle School (NSMS) enjoys enormous community support with over 500 signatures from community members asking the Charter Commission to approve its application. In preparation of the November 5th, 2012 General Commission Meeting that was to provide "a public hearing to expand on (applicants) written proposal, in the form of a presentation directly to the commission," 84 community members submitted written testimonies to support the North Shore Middle School receiving a charter. The NSMS founding group presented a 10 minute video comprised of community members explaining why they support the school and pleading the need for a middle school option on the North Shore. This video is available on our website (www.NScharter.org). When the NSMS application was sent back to the Application Committee for review, 16 community members, among them teachers, school counselors, artist, realtors, grandparents, founding member and others, drove to the other side of Oahu island to provide in-person testimonies highlighting the evaluation report's errors. Keep in mind driving to the in these parts of Hawaii is difficult since Honolulu earned the distinction as being the second worst traffic in the nation.⁵⁴ As a result, the application committee reversed their previous decision at that meeting in favor of recommending the Commission approve the NSMS application. At the next Commission General Meeting, January 10, 2013, 18 various community members again drove hours to provide in-person testimonies in support of the school. More recently, the Governing Board of NSMS exceeded their fundraising goals at NSMS's first fundraiser by raising over \$5000 through donation entry fees, tee shirt sales, raffle tickets, and silent auction items all donated by local community members and businesses.

The school will continue building and developing its relationship with the community by maintaining its website with current and pertinent information including joining the school's emailing list, sending regular

⁵⁴ see <http://www.usatoday.com/story/money/cars/2013/05/04/worst-traffic-cities/2127661/> (accessed 7/03/2013)

email updates to its over 300 members email list, attending community events to share information about the school and answer questions, planning future fundraisers to build capacity, and advertising in local media outlets, health clinics, and children's sporting events. Students will be given an equal opportunity to attend the NSMS by advertising equally in all communities that the school intends to serve.

Role of the Community - Community members have been involved in the planning of the school either through directly serving on the school board, a school board committee, or through feedback on surveys. The NSMS received over 180 responses from community members on its last survey. The feedback has contributed to the program design. For example 92% of the people surveyed responded that they would send their child to a blended design of online and project based learning. When asked what they feel is the most important reason to support the NSMS, 92% of respondents selected "the opportunity for students to go to a smaller school with students in their own age group" or "the opportunity for students to attend a school with an innovative curriculum and blended approach of individualized instruction with group projects." Seventy percent of respondents said they would be able to volunteer at least eight hours a month and 68% said if the school received its charter they would donate money to support the school; 85% said they have a child that will be attending 7th or 8th grade in the next 12 years and 74% said they want their child to attend the North Shore Middle School.

Assessment of Demand - It was the community's concerns about the lack of a middle school option for the North Shore area that was the driving force behind the creation of this school. The five original founding members of the school have a combined total of over 65 years living on the North Shore of Oahu and each member has either asked themselves or had friends ask "what do we do for our children after 6th grade?" This concern stems from a few different reasons, but the most often repeated reason is that parents do not want their small children (sometimes as young as 11 years old) to go to school with students as old as 19 years old. Another major concern is that one of the school options, Kahuku Intermediate and High School, has been recently rated number five out of the top five schools where students feel the least safe at, based on an annual Hawaii Department of Education survey.⁵⁵ In the State of Hawai'i, there are only six, 7th through 12th grade schools and the North Shore has two of them. Recently, Waialua High and Intermediate was ranked number 145th and Kahuku High and Intermediate was ranked 249th out of the 255 public schools in the State.⁵⁶ Many families faced with choosing between these schools have turned to alternative options like homeschool or moved out of the community entirely to avoid these options. NSMS will engage these families by having opportunities for families and community members to serve on the school board, school committees, volunteers, and guest speakers. This inclusion of the community in a variety of ways will help to create a community school where students feel safe, supported, nurtured and powerful.

Engaging Community - Parents will be informed about their expected volunteer participation through promotional material about the school, through the application and through the family enrollment orientation. At the family orientation, NSMS staff will present a variety of volunteer opportunities; an initial sign-up list will be made available to gain an inventory of volunteer area preferences. If later it is determined that parents or guardians still cannot be available for any of the variety of tasks, a substitute volunteer will be found for that student. A volunteer workshop will be required of all volunteers to discuss confidentiality rules and appropriate volunteer conduct. NSMS will expect, but not require, each student to have a volunteer representative who will donate eight hours per every four weeks of the school calendar.

⁵⁵ *Are Hawaii Schools Safe*, Honolulu Magazine, May 2013, p. 57 Vol XLVII No. 11

⁵⁶ *Grading the Public Schools*, Honolulu Magazine, May 2013, p. 50 vol XLVII No. 11

NSMS already has a list of 134 volunteers willing to donate eight hours a month to help the school and pledges of over \$21,000 once the school is granted a public charter.

Community Resources - The North Shore is a very supportive community. Sunset Beach Elementary PTCA raises \$50,000 annually to support school activities. More recently, the non-profit organization Friends of Sunset Beach has raised \$24,000 annually in its four years of existence with the mission to increase art education for students of the North Shore and has already pledged its support to the NSMS. Another community non-profit, North Shore Community Land Trust, has raised approximately \$225,000 from its annual fundraiser in the first three years. This is clearly a generous community, ready to lend its support to NSMS.

Through community partnerships, NSMS will be able to offer before and after school programs as well as career and service learning enrichment. The proposed school has already received signed Business Partnership in Education agreements from both Hale Anuenue and Friends of Sunset Beach (see above)⁵⁷. These agreements include defined roles for both community organizations and the school, as well as assigned coordinators for the partnership on both ends. The NSMS is still developing and defining partnerships with Stretch Your Imagination to provide before school enrichment yoga opportunities for the whole family and a partnership with MA'O organic farms and social enterprise for enrichment in career focus group curriculum; agreements for both are expected once the school has received their charter. Please see **Attachment I** Partner Support.

Section II.L: Non-Profit Involvement

Non-profit Support- The North Shore Middle School (NSMS) founders established a non-profit organization, Friends of North Shore Charter, on Feb 27, 2012. NSMS hired a Carlsmith Ball lawyer, Erika Lewis, to help prepare and file the 501c3 application for Federal Exemption status. The application was mailed in on June 14, 2012 and is awaiting the exemption Status. As of December 2013, the IRS is granting exemptions for applications received in May of 2012 so it is anticipated the NSMS will receive its exemption status in January or February of 2014.⁵⁸

Friends of North Shore Charter School will support NSMS by fundraising, finding alternative funding sources, writing grants, and finding other ways to leverage existing resources. The group may also provide support by leasing, renting, or purchasing land or facilities in the future.

Friends of North Shore Charter School applied for the Federal Chart School Start-up Grant, 84-282B, during the last application cycle and is planning on reapplying as soon as it is offered for 2014. Other available grants are those offered through various offices at the Federal DOE such as grant opportunities offered by: Office of English Language Acquisition, Office of Elementary and Secondary Education, Office of Innovation and Improvement, Office of Special Education and Rehabilitative Services, and Office of Vocational and Adult Services.⁵⁹

Non-profit Board Experience - Non-profit Chair Jesse Hodel Malcom has a long history serving on non-profit boards. She started the Hawaii chapter of Green Peace and served on the Sunset Beach Elementary School PTCA board as co-president or vice president for 13 years. Her time at Sunset Beach Elementary

⁵⁷ See Page 32 of application for descriptions of after school classes offered through the schools partnership with Hale Anuenue.

⁵⁸ See <http://www.irs.gov/Charities-&-Non-Profits/Where-Is-My-Exemption-Application> (accessed 12/28/2013)

⁵⁹ See <http://www2.ed.gov/fund/grant/find/edlite-forecast.html#chart8> (accessed 11/22/2012)

School was spent building partnerships with various companies and organizations that regularly do business on the North Shore to establish fundraising opportunities, like partnering with companies who put on golf tournaments held at Turtle Bay, or local surf contests. Under the leadership of Melissa Ginella (proposed governing board secretary) and Jesse Hodel Malcom, the Sunset Beach Elementary PTCA provided volunteers to work at various events in exchange for donations to the school. Various events led to annual donations formed by these mutually beneficial partnerships. Non-profit board member Dali Pyzel, penned last year's Federal Start-up grant and scored nearly perfect scores from grant reviewers on the areas of curriculum design, students served, and community support. The largest point loss was attributed to the lack of charter. She will continue to apply for grants to support the school moving forward. Board member Katie Landgraf is a CPA instructor at the University of Hawai'i West O'ahu and a licensed CPA. Her experience is helpful in providing guidance, oversight, and knowledge, which benefits the non-profit board through her position as treasurer. Proposed governing board member Monique Mironesco also has experience writing grants to Kamehameha Schools, local foundations and the USDA.

Section II.M: Geographic Location

Area to Serve - The area the North Shore Middle School (NSMS) will serve is the North Shore of O'ahu. They plan on targeting Waialua, Haleiwa, Sunset Beach, Kahuku, Laie, Ha'aula and Kaa'awa elementary schools as their feeder schools.

Selection Rationale - The rationale for selecting this area is that the founders are long time community members and have known of the immense demand for a middle school option on the North Shore for years. Another factor is that there are no charter school options from central O'ahu – Waipahu area through the North Shore coast until Kaneohe (60 miles). The lack of options is resulting in an increasing number of North Shore parents turning to alternatives like homeschooling or virtual schools that are not as advantageous for students and for our community because they allow for too much free time for this often unattended age group. On a recent survey, 93% of respondents indicated a preference for the school site location to be in the Sunset Beach area and in our circulating petition, NSMS acquired over 500 signatures of support for opening a public charter middle school on the North Shore.

Section II.N: Academic Plan Capacity

Leadership Team - Key members of the North Shore Middle School (NSMS) leadership team include: Dali Pyzel who is the proposed school's lead administrator; proposed governing board members include, James O'Shea as chair, Katie Landgraf as treasurer, Melissa Ginella as secretary, Monique Mironesco as member, and Bill Ballard as member. The NSMS will contract with Charter School Management Corporation, Inc. (CSMC), which is the proposed business manager back office service provider; CSMC it is the largest back office service provider for charter schools across the nation and NSMS received multiple recommendations letters from other charter schools who use them. The board also interviewed several other business management companies including Edtec.⁶⁰⁶¹ The proposed school already has a working relationship with CSMC, since they played a role in this application cycle.

Qualifications of Leadership Team- The proposed leadership team has the individual and collective qualifications for implementing the proposed school's academic plan successfully, including capacities in: School leadership, administration, finances and governance – Dali Pyzel has experience as a school program director where she was responsible for parent and community engagement, curriculum,

⁶⁰ See <http://www.edtec.com> (accessed 12/30/2013)

⁶¹ See <http://www.csmci.com> (accessed 12/30/2013)

instruction, assessment and school performance management. In addition to her educational experience, Ms. Pyzel has spent the last 17 years building her family's surfboard manufacturing business across international success with annual sales of \$480,000. Board chair, James O'Shea, has developed information technology systems for large companies such as Kaiser Permanente, which involves strategy, planning and portfolio management. Board Treasurer, Katie Landgraf is a licensed CPA and an instructor of accounting at University of Hawai'i West O'ahu and has experience with curriculum, instruction and assessment. Board Secretary, Melissa Ginella has experience with parent and community engagement as a community events planner and has led the PTCA to raise \$50,000 annually during the 13 years her three children attended Sunset Beach Elementary. Board member, Monique Mironesco has experience with curriculum, instruction, assessment, and grant writing and recently developed and is implementing a new degree program for the University of Hawai'i West O'ahu. Bill Ballard has business management experience demonstrated by the completion of 20 surf films and 10 HD TV shows. He managed over one million dollars worth of sales annually with his film distribution company.

Ties to the Target Communities- The leadership team has a total of 94 years of experience living on the North Shore, and is actively participating with the target communities through working with community organizations like Kokua Hawaii Foundation, North Shore Community Land Trust, Malama Loko Ea, Hawaii Alliance for Community Based Economic Development, and schools like Sunset Beach Elementary, Kahuku High and Intermediate, Waialua High and Intermediate, and Hauula Elementary.

Expanded Support Network- NSMS plans to solicit the assistance, input, and advice of supporters and consultants in order to support the successful implementation of the Academic Plan. This will include: Sue Deuber of Joining Hands Consulting; Buffy Cushman-Patz, Director of SEEQS; the Charter Commission Office staff; and the proposed back office service provider, Charter School Management Company, Inc.

Community Partners- The partner organizations in planning and establishing the proposed school are Friends of Sunset Beach Elementary School and Hale Anuenue.

School Leader- The proposed school leader is Dali Pyzel. Ms. Pyzel is well qualified to lead the proposed school in achieving its mission because she has the academic and organizational leadership experience that includes: Promoting collaborative problem solving and open communication; collecting, analyzing, and using data to identify school needs; using data to identify and plan for needed changes in the instructional program; implementing and monitoring the school improvement plan; and using systems thinking to establish a clear focus on attaining student achievement goals. See **Attachment M** for Ms. Pyzel's qualifications, resume and professional biography and **Attachment O** for the qualifications, resumes and professional biographies for the individuals that make up the proposed leadership team.

Compensation for Lead Developer- The proposed school leader, Dali Pyzel, will continue to work on the development of NSMS following the approval of the application. Compensation will be made through grants, donations and fundraising events. The founding board will pursue the federal start-up grant for the second year. Their last year's application lost 16 points out of 109 total points because they did not already have a charter. They believe that with last year's excellent scores on their curriculum design, community involvement and students supported, along with the improvements to their governance plan and the approval of a charter, they should be able to secure the start-up grant worth up to \$200,000. The NSMS has a fundraiser scheduled for January 30, 2014 at Turtle Bay Resort and expects to earn \$5000 at that event based on last year's fundraiser at the same location. These beginning funds will be used for payments to the proposed school leader and consultants such as Sue Deuber, grant writers and other

development purposes. The proposed school's founding group has also set aside funds to complete payment on a contract with CSMC scheduled to commence on December 1, 2014. The start-up budget begins January 2015, which includes funding for board trainings, the contract with a business management company, salaries of an office coordinator, lead teacher and school counselor, and teacher stipends for 10 days of teacher training and professional development. The proposed school leadership team believes this seven-month start-up budget will meet the school's needs in developing an excellent school team given the amount of work that has already been done to prepare for the opening.

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

NSMS is not intending to contract with an ESP or a CMO.

III. Organizational Plan

Section III.A: Governance

Governing Board- The North Shore Middle School Governing Board will serve as the governing Board of the school and will meet monthly, as defined in the Board by-laws. The role of the Board is to provide feedback and support to the School Leader, develop a long-term plan, and provide program oversight by focusing on four key questions: Is the school fulfilling its vision and mission? Is the school on track to deliver academic excellence? Is the school operationally and financially sound (including compliance with the law and all health and safety requirements)? And finally, does the school have the right leader to drive the school toward the path of excellence? By taking a results-focused approach and regularly analyzing data provided by the school, the governing Board will demonstrate a clear understanding of the difference between the role of the Board (governance) and the role of the school (management).

The roles and responsibilities of the Board have been clearly defined, including the role of individual members, the collective Board, committees, and the School Leader. An initial Board workshop, along with annual Board training sessions, will include an orientation to the mission and vision of NSMS, a review of the by-laws and policies, training on the difference between governance and management, training on conflict of interest and agreed upon practices to avoid conflicts or perceived conflicts, a review of the charter contract and its related goals and objectives, data that shows progress toward school and Board goals, and any outstanding issues/concerns at the time. By June of 2015 the NSMS governing Board will participate in a needs assessment and strategic planning session which will guide the work of the Board for the upcoming year and determine long-term goals, as appropriate. This plan will be reviewed and updated annually.

The NSMS Governing Board will consist of at least 10 members and will form committees by July of 2014. Committees do the bulk of the work of the Board and are chaired by governing school Board members. The even number of board members is due to Act 130 requiring the school leader to be a non-voting board member resulting in an odd number of voting members (9). Parents, community members, business leaders, and members of the independent, separately functioning non-profit organization Friends of North Shore Charter School will also serve on committees, helping build the expertise needed for effective and efficient governance of the school. Finance committee will meet monthly and other committees will meet as needed to complete the work and accomplish the goals defined by the strategic plan. Committees will record minutes of every meeting, which will be included in the monthly Board packet and reported on at each monthly Board meeting. A Code of Ethics policy and a Conflict of Interest policy have been developed and are attached as **Attachment U**. Other policies including a Complaint Procedure, a Discipline policy, and various Personnel Policies are outlined in draft form in this application and will be finalized prior to the opening of the school and will be included in the staff and parent handbooks.

Governance Philosophy and Structure- A highly functioning governing Board depends largely on the development of a strong and clearly delineated relationship between the School Leader and the Board Chair. The role of the Board is to hire and annually evaluate the performance of the School Leader, who in turn, is responsible for hiring, managing, and annually evaluating all other school personnel. The early work of the Board will include the completion of a School Leader evaluation tool that will be administered at the end of each school year. The tool will incorporate best practices and feedback regarding progress on school objectives and goals as defined by the charter contract.

As a non-voting Board member, the School Leader will take an active role in guiding the work and priorities of the Board and its committees. The Board chair and School Leader will meet monthly prior to the Board meeting to co-develop the agenda and organize documents and data needed for the meeting. Board meeting announcements and an information packet will be sent at least one week prior to the meeting for advance review by Board members. Board minutes and agenda will be posted on the school website and sent to the Commission in compliance with the requirements of Act 130.

The day to day management of the school will be the responsibility of the School Leader. When major decisions are to be made (for example any decision that significantly impacts the program or the expenditure of unbudgeted funds), the School Leader will work with the appropriate committee to research and explore options, set criteria for decision making, and then make a recommendation to the Board at its subsequent meeting. The decision will be made by majority vote of the Board or the issue will be deferred back to the committee for further research and recommendation. By working closely with all committees, the School Leader will play a primary role in guiding the work to meet the needs of the Board's strategic plan and current school priorities.

Proposed Governing Board Members- Current proposed governing board members and their roles are as follows: James O'Shea, Chair; Katie Landgraf, Treasurer; Melissa Ginella, Secretary; Monique Mironesco, member, Bill Ballard, member, Dali Pyzel, school leader and non-voting member. All proposed board members professional biographies and resumes can be found in attachment O. Founding group members were recruited by the School Leader for their specific areas of expertise, their support of the school concept, and their interest in developing an alternative education for middle school students on the north shore. Once the charter has been approved, founding group members will continue as Governing Board members, half of whom will serve for two years from opening and half of which will serve for three years from opening in order to provide historical context and consistency through the initial phases of school opening. This extended first term is provided for in the by-laws. Other than this initial extended term for 2 of the founding group members, terms of Board members will be two years and will be staggered on a rotating basis. As indicated in the attached resumes, founding group members have the will, capacity, and commitment to govern the school and are particularly strong in the areas of education, finance, business management, and community experience.

A Board matrix, indicating areas of expertise, will be completed annually in order to identify gaps in expertise and will guide ongoing recruitment efforts. Initial recruitment efforts will target individuals with expertise in governance, legal, and charter experience. Within two months of charter approval, Board member recruitment will begin in order to establish an 11 member Board with expertise in all areas. The target date to have all members on board is set for March of 2015. A variety of recruitment efforts will be employed including direct contact with our list of over 300 supporters, advertising on the website, networking with other charter schools for possible candidates, and referral of potential Board members through the current founding group. Once school begins, parents will also be included in the recruitment process.

The recruitment process will include submission of resumes of potential members (indicating areas of expertise and interest), a school orientation and tour, and an interview with the School Leader, attendance as a guest at a Board meeting, and an interview with current Board members. Selected Board members will demonstrate an alignment and understanding of the School's vision and mission, a commitment to the role and work of the Board, expertise in a needed area, and the availability to regularly participate and contribute the time needed to provide effective oversight.

Section III.B: Advisory Bodies

There is no advisory body at this time.

Section III.C: Complaints Procedures

The North Shore Middle School (NSMS) shall “establish and adhere to a process for resolving public complaints which shall include an opportunity for complainants to be heard. The final administrative appeal shall be heard by the School's Governing Board, except where the complaint pertains to a possible violation of any law or term under this Contract.” (What happens if this is the case? Does the complaint go to the Commission?) NSMS will disseminate the policy on the school website and have a copy in the parent handbook.

Grievances against the NSMS, staff or students shall be completed in writing and sent to the School Leader of NSMS. The office manager will keep records of all filed grievances, the responses and the appeals. The School Leader of NSMS will respond to all grievances in writing within a two-week period. Such response shall include notice to the grievant that the grievant may appeal the decision to the NSMS Governing Board.

If not satisfied with his/her response, then an individual may bring complaints to the Governing Board by submitting a letter addressed to the Chair of the Governing Board or by attending and participating in any public board meeting. An appeal of a decision by the School Leader may be made to the Governing Board in writing. Complaints made to the Governing Board shall be addressed by the first Board meeting following the meeting at which such complaint was made known. A copy of the final response made at the Governing Board meeting will be emailed to grievant within four business days of the Governing Board's decision.

Issues involving a violation of the law or charter contract may be resolved by filing a complaint with the Hawaii Charter Commission Office.

The governing board may choose to delegate the initial hearings of complaints to a subcommittee of the board, or a school employee. The final administrative appeal must be heard by the full governing board.

Section III.D: Staff Structure

Please See **Attachment X** for the staffing chart that clearly indicates all positions and a staff roll out plan that aligns to the academic plan and designed for school success.

Rationale for Staffing Plan- The North Shore Middle School (NSMS) will utilize service providers for back office support, instructional support and technical support. NSMS Governing Board is currently working with Charter School Management Company Inc., the largest back office service provider for charter schools in the nation, servicing over 200 schools across the country. Their experience with financial management operations will allow for more time for the School Leader to spend on creating, evaluating and improving the NSMS's programs.

The instructional online component provides excellent data on student achievement toward Common Core Standards and provides reporting options for easy analysis of student achievement. Subscription-based instructional components come with technical support and allow for cloud management, reducing the need for site-based repairs or the need for a full-time IT person. The NSMS also will use Google Chromebooks for the 1:1 program. Chromebooks operates on a web-based server and Google for Education allows for

the easy management of all computers by setting up a master student setting account that is automatically transferred to all registered computers. All computer and program updates are automatically applied to the student computers. Google also provides extensive training and support for schools “Going Google” and professional development and training will take place before school starts for all school staff and teachers ⁶² The NSMS has budgeted for a contract IT person based on an as needed basis. Since NSMS will be a small school, staff will be required to complete multiple tasks. All staff members have outlined job descriptions and semi-annual evaluations to keep staff’s goals aligned with NSMS’s goals. The following outlines proposed staffing and areas of responsibilities for each:

<p>A. School Leader and School Leader of Instruction: <i>reports directly to the Board (12 month position)</i></p> <ul style="list-style-type: none"> • Responsible for day-to-day operation of the school • Ensures compliance with all safety and health requirements • Develops, implements, and leads: <ul style="list-style-type: none"> ○ recruitment and hiring processes and systems ○ instructional and non-instructional staff evaluation and accountability system • Supervises instructional and non-instructional staff • Determines annual staffing patterns and oversees the development of job descriptions • Handles parent concerns • Oversees student recruitment, lottery, and admission procedures • In conjunction with the counselor, leads the consistent and fair enforcement of the discipline policy • Develops school procedures and related manuals • Develops policy in conjunction with Board and develop policy manual • Holds school tours, parent orientation sessions • Communicates regularly with staff and parents via newsletters and maintains the school website • Leads the school’s long-term strategic planning effort • Attends monthly Board meetings and reports to the Board, as required • Participates on Board Committees • Serves as a Board team member during teacher contract negotiations 	<ul style="list-style-type: none"> • Communicates and coordinates with DOE, Commission, HPCSN, and other related agencies and organizations, as needed • Advises Board on fundraising goals, investment options, and potential alternative sources of funding • Represents School at legislative hearings, community and business meetings, events, and activities • Coordinates public relations efforts • Plans and facilitates staff and teacher meetings and develops and implements orientation/training and ongoing professional development of instructional staff • Develops and manages system for collecting, analyzing, and reporting continuous improvement data (learning results, student and parent satisfaction, community perception) • Works with staff members to develop school improvement plans based on data • Leads the ongoing development of professional learning communities and other opportunities for collaboration and shared practice exchange • Leads the development and implements curriculum, instruction, and assessment programs • Oversees student teacher placements • Serves as liaison between school and other educational institutes • Coordinates academic related school events • Oversees the student progress reporting process • Serves as testing coordinator • Other duties as assigned
<p>B. Financial/Business Manager ~ CFO Contracted</p>	<ul style="list-style-type: none"> • Plans for long-term financial viability of school

⁶² See <https://sites.google.com/a/googleapps.com/k12-guide-to-going-google/> (Accessed 12/22/2013)

<p><i>out to Back Office Company 12 month)</i></p> <ul style="list-style-type: none"> • Manages payroll system (and/or interfaces with DOE regarding payroll issues) including benefits and ensures pay levels are within collective bargaining agreement and other contracted levels. • Helps create, implement, and update payroll system components, as needed • Enters casual payroll, Temporary Assignments, and Increase in Hours • Keeps financial records utilizing U.S. Generally Accepted Accounting Practices (GAAP). • Utilizes software for maintaining school financial records • Generates monthly income reports, cash reports and balance statements • Works closely with budget committee of the Board • Is main point-of-contact for the annual financial audit and represents the school during any other financial situations including labor issues. 	<p>based on various scenarios</p> <ul style="list-style-type: none"> • Networks/interfaces with various businesses and/or organizations with the purpose of forwarding the public visibility and financial growth of the school • Oversees and manages school facility needs • Develops the short and long-term planning budgets, as well as individual program budgets • Monitors grant budgets • Processes accounts payable disbursements, as needed • Handles and reconciles cash, invoices and billing • Logs deposits and maintains checking and savings account balances, and reconciles accounts • Other duties as assigned
<p>Counselor and Special Services Coordinator ~ (10 month) <i>NSMS projects a 10% SPED and 6% ELL population. These numbers translate to approximately 16 students receiving services the first two years, 24 students the third and fourth year and 32 students at capacity. NSMS plans on hiring an office aide during the third year to support the counselor and office coordinator.</i></p> <ul style="list-style-type: none"> • Implements a balanced comprehensive developmental guidance and counseling program that includes a guidance curriculum, responsive services, individual planning, and system support components • Coordinates family/student conferences • Develops and oversees Functional Behavior Assessment/Behavior Support Plan's for struggling students (coordinate and facilitate teacher/parent meetings) • Handles 1:1 student counseling and family counseling • Develops social skills groups, as needed • Provides assistance with discipline issues as directed by School Leader • Develops and oversees crisis plans for high needs students 	<ul style="list-style-type: none"> • Develops and implements a student support system with other staff, which includes prevention and intervention strategies and services. • Assures that the SPED program meets federal guidelines and timelines • Monitors reports for federal compliance • Enters data into DOE's Electronic Comprehensive Student Support System (ECSSS) in conjunction with SPED teachers • Trains new teachers on ECSSS • Serves as 504 Care Coordinator: monitors progress, updates plans, and coordinates annual meetings for 504 students • Coordinates with district Resource Teacher that gathers and inputs vital information on reports that are mandated by the federal government • Manages SPED scheduling • Attends Student Study Team, SST, and Individual Education Plan, IEP, meetings • Coordinates and/or conducts testing for SPED eligibility and annual IEP (Woodcock Johnson, SDRT, etc) • Coordinates transition meetings/services for incoming students with special needs • Maintains confidential files

<ul style="list-style-type: none"> • Conducts classroom observations as needed to inform appropriate interventions and guidance for teachers/parents • Coordinates and facilitates student, parent, community resource support meetings to address attendance and/or behavior issues • Provides assistance with the development and implementation of the school-wide advisory program • Coordinates professional development sessions for teachers around social skills and developmental needs of different age groups, as required • Coordinates teacher consultation • Coordinates college preparation workshop and entrance exam support 	<ul style="list-style-type: none"> • Monitors and submits Child Count Report to ensure all IDEA students are counted • Conducts classroom observations as needed/required • Schedules and coordinates IEPs with families, teachers, and district personnel • Coordinates DOE related services (speech, OT, behavioral health services) • Conducts staff training in SPED requirements, laws, and interventions • Attends SSC meetings, as required • Other duties as assigned
<p>Office Coordinator and Student Records Coordinator (12 month)</p> <ul style="list-style-type: none"> • Handles all personnel/HR paperwork - hiring paperwork • Manages front office operations • Handles parent information requests • Manages independent contractors • Schedules school tours/parent information sessions • Oversees enrollment/admission/lottery • Manages time and attendance system which tracks vacation, sick and personal leave for all employees, and makes sure proper approvals for leave is submitted in a timely manner, provides reports on demand for employees. • Works with School Leader on School List for Certified Employees • Gathers data for Federal Pupil Census Survey and Free and Reduced lunch applications • Completes annual reports, as required • Establishes and maintains office files, personnel records, reports, etc. • Enters and verifies TSEAS substitute teacher information daily • Assists with: <ul style="list-style-type: none"> ○ Parent education sessions/school tours etc. ○ School leader reports ○ Board responsibilities 	<ul style="list-style-type: none"> • Administers the registration process, issues and collects registration cards and materials, checks courses, and finalizes student schedules • Participates in and coordinates liaison activities between the school and the state, the district, and other schools and institutions to assure the timely collection, management, and dissemination of student and other school data • Liaison between community partnership organizations • Volunteer coordinator that helps create a volunteer orientation with School Leader and manages volunteer scheduling and data related to such • In conjunction with other staff, develops master schedule and adjusts, as needed • Insures accuracy of student records • Coordinates the enrollment of incoming students • Estimates projected enrollment in conjunction with School Leader • Maintains, updates, and disseminates student demographic information, as needed • Oversees progress report distribution • Tracks graduation credits and prepares a lists of students eligible/not eligible for promotion or graduation • Prepares and processes all outgoing and incoming student information to other schools or

<ul style="list-style-type: none"> ○ Facility issues • Prepares and maintains student records, forms, program cards, folders, transcripts, test scores, etc. • Records and/or files students' progress reports, updates credit details, and re-programs students accordingly • In conjunction with staff members, develops annual school calendar for governing board approval 	<ul style="list-style-type: none"> organizations according to FERPA guidelines • Processes clearance forms and issues certificates of release for students withdrawing • Assists in the determination of student academic eligibility and records the status of students on probation on appropriate documents • Assists with computer educational supports (Edgenuity, reading and math support curriculum, • Other duties as assigned
<p>Office Clerk/Health Aide (10 month) Hired during the third year.</p> <ul style="list-style-type: none"> • Assists with front office operations, as needed • Is the primary phone contact for incoming calls • Checks in all incoming merchandise and distribute • Opens and distributes incoming mail • Assists with typing correspondence and other office duties as directed by the office coordinator and/or School Leader • Assists with enrollment and transfer paperwork • Assists with SPED notifications and paperwork • Assists with volunteer coordination • Assists with community partnership coordination • Tracks attendance and makes referrals to School Leader of Operations/counselor, as needed 	<ul style="list-style-type: none"> • Oversees federal lunch program • Processes facility requests for approval by school leader • Maintains school inventory • Provides first aid and emergency care to students, as needed • Corresponds with parents • Maintains a clean, safe, and organized health room, while inventories health room supplies and restocks • Demonstrates proper procedures for students coming into and leaving the health room • Protects and maintains the confidentiality of all student information in the health room • Other duties as assigned
<p>Volunteer Coordinator (10 month)</p> <ul style="list-style-type: none"> • Recruits and schedules guest speakers • Works with Community Partners to increase performance of the partnership • Recruits and works closely with lead volunteers for each area and grade level: Health and Wellness Coordinator, Career Focus Coordinator, Community Service Coordinator, Academic Tutor Coordinator, Facilities Coordinator, Fieldtrip Coordinator, Teacher Support Coordinator 	<ul style="list-style-type: none"> • Recruits parent volunteers • Works with school leadership team to defines variety of volunteer job, creates job performance expectation for each job, develop volunteer trainings, maintains records of who is volunteering where and keeps track of volunteers hours. • Other duties as assigned
<p>Reading Specialist (10 Month)</p> <ul style="list-style-type: none"> • Runs Morning Workshop • Works with school leadership team to improve services at the morning workshop classes • Researches innovative reading and math programs using Federal What Works data-base • Prepares quarterly recommendation reports for 	<ul style="list-style-type: none"> • Researches best practices in reading and math skills intervention and support curriculum • Analyzes student performance in workshop class daily and prepares weekly report to share at weekly staff meetings • Other duties as assigned

staff professional development on reading support best practices	
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Staff Structure and Relationships- NSMS has proposed four full-time teachers the first two years when enrollment will be 100 students, six full-time teachers for years three and four when enrollment is expected to be at 150 and eight full-time teachers when enrollment is expected to reach capacity at 200. This maintains a 25:1 student to teacher ratio. When the additional support staff, School Counselor/Special Services Coordinator, Office/Student Records Coordinator, Office Clerk/Health Aide and School Leader/Director of Instruction, are counted, the ratio decreases to 14:1 for the first two years, 15:1 for years three and four and 17:1 at capacity. These ratios do not include the part-time SPED teacher or the contract music instructor. Additionally, these ratios do not take into account the volunteers who are a core part of the school program. For the volunteers, the school's goal is to meet 80% compliance with the expected 8 hours per month, per family. If the volunteer goal is met, 6,400 volunteer hours the first two years and 12,800 hours at capacity will be provided for extra assistance in meeting school goals. The office clerk/health aide will be brought on in during the third year when the increase in students will create more work on existing office resources. Clear job descriptions, definitions and performance expectations for all Governing Board members, school staff, volunteers, contracted employees, and teachers will help improve the relationship between the proposed school's leadership team, management, and the rest of the staff. Accountability measures will keep the focus on what each individual needs to contribute to the success of the school and clear complaint procedures will give those with grievances an avenue to express them. The importance of communication will be stressed early on and weekly teacher and staff meetings will provide an opportunity to deal with and address issues regularly. Strategies for effective relationship management between the school leader and the Governing Board are taken from *The High Bar* and other resources found on Charter School Tools website and include defining roles and responsibilities in the partnership as well as prioritizing: Governance, Expertise, Charter school Knowledge, Setting Strategic Direction, Clear Measurable Goals to hold one another accountable, Management, Data-Driven Decision Making, Clear And Consistent Communication, Succession Planning, and Effective evaluations of School leader and the Board.^{63 64} Managing relationships between staff members, teachers and the school leader will be similar in the emphasis of clearly defined roles, responsibilities and frequent evaluations.

Online Component Management - The online component at NSMS will be delivered on campus during regularly scheduled class time and core teachers in each subject will be responsible to manage student data and report on student performance at weekly teacher and staff meetings.

Section III.E: Staffing Plans, Hiring, Management, and Evaluation

Please see **Attachment Y** for the NSMS draft *Employee Manual and Personnel Policies*. Personnel policies will be consistent with contractual obligations (both in the Charter Contract and collective bargaining agreements) and with state and federal laws and regulations. These include policies the North Shore Middle School (NSMS) will provide:

- **Equal Opportunity:** *consistent with State and Federal law*
- **Anti-Discrimination:** *will prohibit against workplace discrimination, in accordance with state and federal law and regulations*

⁶³ See <http://www.thehighbar.com> (Accessed 12/22/2013)

⁶⁴ See <http://www.charterschooltools.org> (Accessed 12/22/2013)

- **Disability Accommodation:** *will comply with state and federal laws related to disability accommodations by considering all request for accommodations, providing reasonable accommodations, establishing essential job functions, and eliminating pre- employment medical inquiries.*
- **Anti-Harassment:** *the school will prevent discrimination and harassment based on a person's race, religion, national origin, sex, age, disability, veteran status, or any other classification protected by federal and state law*
- **Personal Appearance and Conduct:** *will provide standards for personal appearance and conduct clearly communicated to staff*
- **Consistency with school beliefs and mission:** *the policies will be consistent with the beliefs and mission of the charter school*

Attracting and Retaining Teachers - The North Shore is a very desirable place to live and as such, it has a diverse population that includes people with many areas of expertise. Geographically, the North Shore is isolated and therefore many teachers who live on this side of the island commute to other districts to work. NSMS's school lead has already garnered interest from over ten existing highly qualified DOE teachers. All of these teachers expressed interest in teaching at the charter for various reasons including a smaller school setting, an innovative learning environment, and a chance to participate in the creation of a charter school for the students in their community. Compensation packages include those governed by HSTA union contract with State employee benefits. Strategies to retain high quality staff include having effective leadership and clearly defined expectations for all staff members. A support system will be put in place that includes meaningful and frequent communication as well as routine evaluations to keep teachers result oriented. Other strategies include:

- Screening: use criteria that correlates directly with teacher effectiveness;
- Hiring: design hiring and placement practices to direct the best teachers who believe in the mission and vision of the NSMS;
- Evaluating: include elements of teacher effectiveness into teacher evaluation and use quarterly evaluations to hold teachers accountable;
- Support: support new hires, experiment with best models for teacher support and do not assign them the most difficult classes⁶⁵. Provide high quality PD and in-school opportunities for lesson planning, collaboration, data analysis, and reflection on practice

Recruiting and Hiring Strategies - Recruitment and hiring strategies for NSMS will include: information sessions at colleges and graduate schools, partnerships with Teach for America, advertisements with organizations such as the Peace Corp and NOAA, newspaper, and online advertising, and networking parties with perspective candidates as well as staff networking with rewards for staff who recommend successful hires.⁶⁶ Selection criteria will include credentialed teachers. NSMS will comply with applicable State licensing requirements consistent with the Elementary and Secondary Education Act and collective bargaining agreement as such requirements may be amended. Teachers shall be licensed by the Hawaii Teachers Standards Board and shall meet the federal designation of "Highly Qualified" as adopted by the DOE and defined in the "*Title IIA Highly Qualified Teacher Guidelines*," updated May 2012, as may be amended. If NSMS receives Title I funding, the School shall ensure that 100% of teachers in core academic subjects are Highly Qualified, and federal funds shall not be used to pay for teachers who do not meet this

⁶⁵ See <http://www.charterschooltools.org/tools/TeacherQuality.pdf> (Accessed 12/24/2013)

⁶⁶ See <http://www.charterschooltools.org/tools/AFTeacherRecruitingCase.pdf> (Accessed 12/24/2013)

requirement. Additional criteria includes teachers who: have two or more years experience in teaching, commitment to changing student trajectory, demonstrate use of data driven instruction, demonstrate passion for closing the achievement gap, and have alignment of ideal teaching and execution. Phone interview criteria: Openness to feedback, desire and commitment to personal and professional growth, demonstrated ability to be self reflective, strong connection with kids, rigor, strong execution of lesson. The NSMS will start the hiring process as soon as the charter is granted. The tentative timeline is:

- May 2014- Post advertisement for teachers on school website, which will include requirements for ESEA Highly Qualified teachers and resources for teachers to become highly qualified. Improve teacher application form for web-based submission of applications and resumes.
- July 2014- Contact colleges and graduate schools, contact Teach for America, advertise with organizations such as the Peace Corp and NOAA and network.
- November 2014-Submit advertisement with local newspapers and websites.
- December 2014-Respond to previous applicants to see if they are still interested.
- February 2015-Conduct interview process and hire the PT Office Coordinator.
- March - April 2015-Conduct interviews and hire: Lead Teacher and Counselor for May 1st PT start.
- April 2015-Conduct interviews for teachers and contract musicians.
- May 2015-Hire teachers and musicians for June training and July start date. Prepare for June teacher workshop and professional development training days.
- June 2015-Teacher training workshop and curriculum development mapping, scope and sequencing, etc.
- July 2015-Teacher and staff start two weeks before the first day of school.

Hiring and Dismissing Personnel - The NSMS shall conduct criminal history checks in accordance with Sec. 846-2.7, HRS, to determine whether a prospective employee or agent is suitable for working in close proximity to children. Information obtained pursuant to this provision shall be used exclusively by the school for the purposes of determining whether a person is suitable for working in close proximity to children. All such decisions shall be subject to applicable federal laws and regulations currently or hereafter in effect. The school may terminate the employment of any employee or deny employment to an applicant if the person has been convicted of a crime, and if the school finds by reason of the nature and circumstances of the crime that the person poses a risk to the health, safety or well-being of children.

Leader Support, Development and Evaluation - The school leader will be supported by having a clearly defined job description, with clear job performance indicators, evaluations that follow BOE policy 2055 which states: "The evaluation of a teacher and school leader shall be on the basis of efficiency, ability, contribution to student learning and growth and other criteria and processes as the Department shall determine."⁶⁷ The school leader will also be held to the standards outlined by the Educational Leadership Policy Standards ISLLC 2008, and include:

- a. Setting a widely shared vision for learning;
- b. Developing a school culture and instructional program conducive to student learning and staff professional growth;
- c. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
- d. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
- e. Acting with integrity, fairness, and in an ethical manner; and

⁶⁷ See <http://www.hawaii.boe.net/policies/2000series/Pages/2055.aspx> (Accessed 12/24/2013)

f. Understanding, responding to, and influencing the political, social, legal, and cultural contexts. No amendments to the Master Collective Bargaining Agreements will need to be made pertaining to BOE 2055 policy. Please see **Attachment Z** for the NSMS's draft School Leader Evaluation tool.

Teachers Support, Development and Evaluation - Teachers will be supported by having clearly defined expectations, professional development providing professional growth, cutting edge technology incorporating the most relevant resources available, and a small supportive school environment. Teacher evaluations will be based on efficiency, ability, and contribution to student learning and growth. Teacher evaluation standards will align to BOE policy 2055. Please see **Attachment aa** for the draft Teacher Evaluation Tool. NSMS intends to negotiate a supplemental agreement for different work hours for teachers. The proposed work hours for teachers are 8 a.m. to 3:30 p.m. of which include instructional time for 5.8 hours, teacher prep time for 1 hour, and lunch for 40 minutes Monday through Thursday. Friday instructional time is proposed to be 3 hours with 4 hours available for teacher and staff meetings and 30 minutes for lunch.

Unsatisfactory Performance and Turnover - NSMS will have a system in place to handle unsatisfactory leadership and teacher performance that will include: providing regular feedback from frequent mini-observations, supplying resources to help improve teacher performance in areas deemed lacking, and enforcing a probation period for improvement. If the leadership or performance still is deemed unsatisfactory, an outside evaluator will be hired to complete an evaluation. If the third party deems the leader or teacher to still be unsatisfactory, the employee will be put on probation until the governing board discusses the issue with an attorney.⁶⁸ A substitute will be found for teachers or the school leader on probation until a suitable, more permanent replacement can be found. The board is responsible for finding a replacement for the school leader and the school leader is responsible for the replacement of school teachers and staff members.

Bargaining - Supplemental agreements will needed to take into account different operational hours of instruction. The draft scheduled is better for teachers than the Master Collective Bargaining Agreement in that it provides slightly less working hours than the DOE contract. If NSMS can not negotiate the supplemental agreement, then the school will have to change its bell schedule.

If an amendment to the Master Collective Bargaining Agreement cannot be made, then the proposed school hours will have to change to a more traditional schedule.

Section III.F: Professional Development

Induction Period - The North Shore Middle School (NSMS) plans to hire a lead teacher and counselor on a part-time basis starting May 1, 2015 to help acquire the professional development (PD) design, training requirements, standards, and opportunities for teachers.

Identifying PD Needs - Ongoing professional development needs are identified by following the best practices outlined in *The National Awards Program For Model Professional Development* and include:⁶⁹

<ul style="list-style-type: none"> • Including key stakeholders in the development from the start • Clear plan on how the PD supports the school plan 	<ul style="list-style-type: none"> • Make PD part of everyday life at school • Use PD design goals to determine evaluation measures and standards for success. • Clarify who is accountable for collecting, analyzing
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⁶⁸See <http://www.slideshare.net/rvoltz/successful-remediation-of-the-unsatisfactory-teacher> (accessed 12/31/2013)

⁶⁹ See <http://www.charterschooltools.org/tools/lftb.pdf> (Accessed 12/27/2013)

<ul style="list-style-type: none"> • How the PD trainings will be assessed • What the PD goals are • The PD content, process and activities • Research that shows the effectiveness of the PD • Resources available to support PD • Sharing the plan with the school community • Making sure that school policies and practices support actual PD implementation for staff in school. • Ensure that resources remain available to organize and implement PD 	<ul style="list-style-type: none"> and reporting data and for PD next steps decisions. • Use evaluation findings to make improvements • Ensure evaluation criteria includes: • Improvement in teacher performance • Improvement in student learning • Narrowing of student achievement gaps.
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In year 0 of the start-up plan, the school budget includes funding for hiring the school lead teacher and school counselor beginning May 1st 2015. This ensures that we will be able to include them, along with other key stakeholders in the PD design, in the induction program that will prepare teachers to deliver challenging parts of the curriculum through unique instructional methods. During this induction program, *Theory of Change* resources will be used to complete outcomes, framework and other backwards goal mapping.⁷⁰ The school budget also includes stipends for 10 days of training for all teachers and staff in June, as well as \$3,850 for supplies and contracted services. Once the school year begins, PD days are scheduled between each quarter throughout the year for ongoing teacher and student support. We anticipate that 50% of our student population will qualify for free or reduced lunch and therefore expect to receive additional funding for professional development beyond the \$2,500 included in the annual budget. Additionally, NSMS intends to use free or low cost PD opportunities when offered courses meet the needs of the school's PD goals. Companies such as Google for Education, Intel and Coursera, offer a wide variety of free online PD courses.^{71 72 73} Furthermore, PD instruction is supplied by the educational companies providing the core online instruction and included in the annual invoice. The reading and math support programs also have training courses available and will be utilized during the induction program.

The people responsible for coordinating professional development are the lead teacher, the school counselor and the school leader. This coordination will follow the PD design structure created at an annual school strategic planning meeting and comprise more school's key stakeholders and include feedback from the teachers.

There are four expected school days scheduled for regular PD throughout the school year. Additionally, teachers will be expected to complete one online PD course of their own choosing independently. Besides the days between each quarter, weekly Friday meetings are scheduled to allow for collaboration and common planning between the three members of the staff responsible for PD coordination as well as accessing the needs of the teachers and allowing for their needs to be expressed. There are no identified scheduling conflicts with the Master Collective Bargaining Agreement specific to PD days.

Supplementary professional development is scheduled over a ten day period during the summer prior to the beginning of school. A stipend for teachers has been set aside for this purpose.

⁷⁰ See <http://www.theoryofchange.org/about-us/#5> (Accessed 12/27/2013)

⁷¹ See <https://www.coursera.org/courses?orderby=upcoming&certs=st&cats=teacherpd> (Accessed 12/27/2013)

⁷² See <http://www.intel.com/content/www/us/en/education/explore-21st-century-learning-concepts.html> (Accessed 12/27/2013)

⁷³ See <https://educourses.withgoogle.com/course> (Accessed 12/27/2013)

Section III.G: Performance Management

The academic performance standard considerations include, but are not limited to, Strive HI performance, Strive HI category, status, growth, and comparative performance based on federal, state, and school-specific measures.

The financial performance standards are based on standard accounting and industry standards for sound financial operation.

The organizational performance standards are based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance

In addition to all DOE-mandated assessments, NSMS will use an enrollment assessment to determine enrollment into their supplemental support programs. These supplemental support programs will assess student achievement daily through online course assessments and the programs reporting tools. These reports will be reviewed daily, Monday through Thursday, by the lead teacher and analyzed weekly at teacher and staff Friday's meetings. Google docs will also be used to collaboratively assess students' performance between all of the student's teachers instantly. These interim assessments will measure progress with student learning progress in accordance with NSMS's curriculum.

Progress Metrics- NSMS will measure and evaluate academic progress outlined in the following table:

North Shore Middle School OUTCOMES	
Priority #1. Employees have the training, support and professional development to contribute effectively to student success.	
Annual Goal	Annual Targets
A. Recruit and hire teachers with at least three successful years of teaching experience B. Research and select Common Core aligned curricular materials proven successful for similar populations C. Ensure school facilities are maintained and in good repair	❖ Highly Qualified Teachers: 100% HQT compliance in core subject areas ❖ Teacher Mis-assignments: 0% mis-assignments ❖ <20% staff turnover ❖ At least 80% staff satisfaction with instructional resources ❖ At least 80% family and staff satisfaction with school facilities
<i>Year 0</i> 1. Recruit and select seasoned and strong NSMS teachers who are HQT compliant in grades 7 and 8 to help launch new school; begin recruitment and selection of teachers in winter (December/January 2015). 2. Research online and curricular resources to be used in core content – analyze practices of national blended leaders (2014) 3. Work with design team to develop a facilities plan (2014)	
<i>Years 1-5</i> 1. To retain teachers - build in ample time into schedule for planning/preparation/collaboration; school leader to support teachers with data inquiry and analysis (annual strategic planning meeting June)	

<ol style="list-style-type: none"> To attract and recruit HQT teachers – begin recruitment for teachers in late fall; implement recruitment plan in early fall Conduct an annual evaluation of curricular materials on site (May) Implement and refine the facilities plan (annual strategic planning meeting June) 	
<p>Priority #2. Implementation of Common Core State Standards, including how ELL students will be enabled to gain academic content knowledge and English language proficiency</p> <p>Priority #3. Pupil achievement, as measured by all of the following, as applicable:</p> <ol style="list-style-type: none"> Statewide assessments Strive HI Index Narrowing achievement gaps between subgroups Percentage of pupils who participate in and demonstrate college preparedness based on the ACT 	
<p>Annual Goals</p> <ol style="list-style-type: none"> Build teacher capacity to develop and implement strong Common Core aligned units of study and lessons that push student thinking at the higher levels of Blooms taxonomy Increase the amount of time students are learning in their Zone of Proximal Development by using adaptive online software proven for our target population and by using blended learning structures to increase teacher time teaching in the ZPD Achieve Recognition status on Strive Hi performance steps Build teacher, student, and guide capacity to monitor and track student learning and progress using different informal and formal assessments and data systems Implement Music and World Language classes that provide authentic opportunities to apply and extend ELA, social studies and global learning. 	<p>Annual Targets</p> <ul style="list-style-type: none"> ❖ Growth Score: +10 points annual average over a three-year period on Strive HI Performance Index ❖ Increase the number of students demonstrating at least one year of growth on Common Core aligned assessments in ELA and Mathematics by 5% annually ❖ Increase the number of students in significant subgroups demonstrating mastery of Hawaii standards in by 5% annually ❖ Increase the number of students demonstrating mastery of assessments in Music and World Language classes by 5% annually
<p>Annual Actions to Achieve Targets</p> <p><i>Year 0</i></p> <ol style="list-style-type: none"> Recruit and select a middle school development lead teacher to focus on launching the new school Recruit and select teachers with a minimum of three successful years of teaching experience in grades 5-8. Select teachers in early spring and send them to appropriate trainings in summer. Recruit and select music coaches who have at least two years of successful experience working with pre-adolescents or adolescents. Bring teachers, volunteer coaches and staff together at least three times during the spring to build community and expose them to the school culture model <p><i>Year 1</i></p> <ol style="list-style-type: none"> Implement a summer training institute for all staff and volunteer coaches – teambuilding, learning schools reconstructionist philosophy of educating to create social change, training on online programs, blended learning, curriculum mapping from Common Core standards, lesson planning using motivational design of John Keller's ARCS, training on advanced technology project skills 	

2. Ensure all teachers begin school year with curriculum maps designed to and/or support mastery of Common Core standards
3. Implement professional development plan focusing on mastery-oriented teaching (using data to drive instruction) for teachers and monitoring student progress and coaching students
4. Monitor and increase student time learning in the Zone of Proximal Development (online adaptive curriculum)
5. Implement Cause of the Quarter curricula to build student capacity to improve communities through problem-based learning, and civic engagement
6. Implement Career focus groups curricula to build student capacity to be creative and innovative problem solvers through experiential learning
7. Implement teacher-developed advanced technology project at least one per core teacher, per year (Four projects for student portfolios a year)
8. Launch world languages program

Year 2

1. Summer institute and ongoing professional development for teachers focuses on multidisciplinary teaching and planning collaboratively to develop Cause of the Quarter and Career group programs and backwards mapping using Theory of Change, TOC, free online software or a similar product
2. Summer institute and ongoing professional development for guides focuses on coaching self-directed learning through the development of individualized learning plans and teaching students how to use data monitoring tools
3. Implement teacher coaching and monitoring focusing on authentic student engagement and rigorous academic culture
4. Continue with focus on advanced technology projects and website portfolios
5. Continue with maximizing student time learning in their ZPD using adaptive online curricula
6. Implement Cause of the Quarter curricula to build student capacity to improve communities through problem-based learning, and civic engagement
7. Implement Career focus group curricula to build student capacity to be creative and innovative problem solvers through experiential learning
8. Implement teacher-developed advanced technology project at least one per core teacher per year
9. Continue to improve world language program based on data driven decision making
10. Evaluate student growth for graduating 8th graders and assess strengths and weakness; develop a plan/revise the program to address gaps

Year 3

1. Summer institute and ongoing professional development for teachers and volunteer coaches continues to focus on multidisciplinary teaching and planning collaboratively to develop backwards mapping using TOC resources.
2. Implement teacher coaching and monitoring focusing on authentic student engagement and rigorous academic culture
3. Continue with focus on advanced technology projects and website portfolios
4. Continue with maximizing student time learning in their ZPD using adaptive online curricula
5. Implement Cause of the Quarter curricula to build student capacity to improve communities through problem-based learning, and civic engagement
6. Implement Career focus group curricula to build student capacity to be creative and innovative problem solvers through experiential learning

7. Implement teacher-developed advanced technology project at least one per core teacher per year 8. Continue to improve world language program based on data driven decision making 9. Evaluate student growth for graduating 8 th graders and assess strengths and weakness; develop a plan/revise the program to address gaps <i>Year 4</i> 1. Continue with strategies outlined above. 2. Evaluate student growth for graduating 8 th graders and assess strengths and weakness; develop a plan/revise the program to address gaps <i>Year 5</i> 1. Continue with strategies outlined above. Focus on increasing alignment between Cause of the Quarter and Career Focus group programs with Common Core Standards 2. Evaluate student success of graduated 8 th graders as 9 th graders (collect data, interview students, Common Core mastery); assess NSMS program capacity to develop self-directed learners; develop a plan/revise the program to address gaps	
Priority #4. Parental and volunteer involvement and how the school will promote parent participation	
Annual Goals A. Build parent understanding of Common Core standards and overall instructional design B. Build parent capacity to monitor and guide student learning and growth using parent portal C. Develop a robust parent leadership culture and body D. Volunteer rate of 80% meeting 2 hour a week expectation or monthly equivalent based on school weeks each month	Annual Targets ❖ Parent participation: Increase percentage of parents participating in parent workshops by 10% annually ❖ Parent engagement in student learning: Increase parent participation in portal by 10% annually ❖ Parent leadership: Increase number of volunteer coach leaders annually until there are 2 coach leaders assisting each classroom teacher
<i>Year 1</i> 1. Conduct parent workshops on blended learning 2. Provide parent access to online providers 3. Conduct parent workshops on school culture model <i>Year 2</i> 1. Conduct parent workshops on blended learning 2. Provide parent access to online providers 3. Conduct parent workshops on school culture model 4. Conduct parent workshops on the parent portal <i>Years 3-5</i> Implement all of the strategies indicated in years 1-2 and launch the NSMS Family Leadership Council	
Priority #5. Pupil engagement, as measured by all of the following:	

<p>A. School attendance rates B. Chronic absenteeism rates</p> <p>Priority #6. School climate, as measured by all of the following, as applicable:</p> <p>A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>	
<p>Annual Goals</p> <p>A. Students attend school regularly, consistently and on time B. Students report they enjoy school and that they have meaningful relationships at the school</p>	<p>Annual Targets</p> <ul style="list-style-type: none"> ❖ Suspension Rate: 5% annual decrease in total # suspensions OR <10% of students will be suspended OR <5% of students will be suspended more than 5 days annually ❖ Attendance Rate: 1% annual increase OR 95% ❖ Chronic Absenteeism: <5% of students have more than 18 days absent ❖ Student Safety: 90% or 5% annual increase reporting they feel safe at school ❖ Student Connectedness: 90% or 5% annual increase reporting they have an adult they can go to when they need an ally
<p><i>Year 0</i></p> <ol style="list-style-type: none"> Develop student reward system Research effective student reward and tracking systems used at other notable charter schools nationally Ensure all school culture systems, routines, and procedures are developed and implementation is planned <p><i>Year 1</i></p> <ol style="list-style-type: none"> Fully implement school culture plan Implement a daily personalized check-in/reflection using Exit Ticket Review student engagement and buy-in data on a monthly basis; intervene as appropriate <p><i>Year 2</i></p> <ol style="list-style-type: none"> Full implementation of year 1 plan <p><i>Year 3</i></p> <ol style="list-style-type: none"> Full implementation of year 2 plan + launch of Family Leadership Council <p><i>Years 4-5</i></p> <ol style="list-style-type: none"> Full implementation of year 3 plan + parent training in use of parent portal to improve home-school 	

communications and support parent capacity to monitor student progress

Annual Actions to Achieve Targets

Year 0

1. Recruit and select a middle school lead teacher to focus on launching the new school
2. Recruit and select teachers with a minimum of three successful years of teaching experience in grades 5-8. Select teachers in early spring and send them to appropriate trainings in summer.
3. Recruit and select music coaches who have at least two years of successful experience working with pre-adolescents or adolescents.
4. Recruit and select lead volunteer coaches. Select lead volunteer coaches in early spring and send them to appropriate trainings in summer.
5. Bring teachers and volunteer coaches together at least three times during the spring to build community and expose them to the school culture model

Year 1

1. Implement a summer training institute for all staff – teambuilding, learning schoolwide culture systems, training on online programs, blended learning, curriculum mapping for Common Core standards, Constructing Meaning
2. Ensure all teachers begin school year with curriculum maps designed to and/or support mastery of Common Core standards
3. Implement professional development plan focusing on mastery-oriented teaching (using data to drive instruction) for teachers and monitoring student progress and coaching students for guides
4. Monitor and increase student time learning in the Zone of Proximal Development (online adaptive curriculum)
5. Implement teacher coaching and monitoring (using Teachscape walkthrough tools) focusing on authentic student engagement and rigorous academic culture
6. Implement targeted writing curriculum (see ELA section for more specifics) and utilize writing program to support student development of writing portfolios across the curricula
7. Implement music and world language curricula to build student capacity to be creative and global communicators
8. Implement RTI program

Year 2

1. Summer institute and ongoing professional development for teachers focuses on multidisciplinary teaching and planning collaboratively to develop backwards mapping from school goals
2. Summer institute and ongoing professional development for lead volunteers on coaching self-directed learning through teaching students how to use data monitoring tools
3. Implement teacher coaching and monitoring (using Teachscape walkthrough tools) focusing on authentic student engagement and rigorous academic culture in 7th grade and facilitating academic student discourse in 8th grade
4. Continue with focus on writing across the curricula
5. Continue with maximizing student time learning in their ZPD using adaptive online curricula

6. Implement music and world language curricula to build student capacity to be creative and global communicators

Year 3

1. Summer institute and ongoing professional development for teachers continues to focus on multidisciplinary teaching with an increasing focus on game-based learning and planning collaboratively to develop and backwards mapping of school goals
2. Summer institute and ongoing professional development for guides focuses on building student capacity as leaders
3. Implement teacher coaching and monitoring (using Teachscape walkthrough tools) focusing on authentic student engagement and rigorous academic culture in 6th grade, facilitating academic student discourse in 7th grade, and student facilitated discussion and debate in 8th grade
4. Continue with focus on writing across the curricula
5. Continue with maximizing student time learning in their ZPD using adaptive online curricula
6. Implement music and world language curricula to build student capacity to be creative and global communicators

Year 4

1. Continue with strategies outlined above. Focus on building stronger summative assessment tool (building teacher capacity to evaluate student performance, calibrating expectations; fine-tuning/revising Common Core aligned rubrics)
2. Evaluate student growth for graduating 8th graders and assess strengths and weakness; develop a plan/revise the program to address gaps

Year 5

1. Continue with strategies outlined above
2. Evaluate student success of graduated 8th graders as 9th graders (collect data, send student surveys); assess NSMS program capacity to develop self-directed learners; develop a plan/revise the program to address gaps

NSMS' School leader will collect student achievement data reports weekly from lead teachers and will analyze for gaps in student achievement and academic progress of individual students, student cohorts, and the proposed school as a whole during Friday staff meetings and brainstorming how to improve. The reports including suggestions resulting from the weekly brainstorming sessions will be shared to the Academic Excellence Committee monthly. The Academic Excellence committee will also develop a school report card criteria to evaluate the schools progress semi-annually and to share with the school community by posted on the school's website at the same time students are receiving their semester report cards. NSMS plans on using ESIS for the student data system for the first year and evaluate its needs to determine if a different system would be more beneficial.

Collection and Analysis of Data - Teachers, school leaders, and counselors will be responsible for and involved in the collection and analysis of assessment data. The office coordinator will be responsible for managing the data and sending it to the Academic Excellence Committee academic excellence committee for further analysis and review. The school leader will coordinate PD days to improve student achievement based on the results of the data by researching best practice solutions.

Training and Support of Data Interpretation - The primary training that school leadership team and teachers will receive in analyzing, interpreting, and using performance data to improve student learning is from the professional development specifically designed to understand how to analyze the data created in the various reports offered from the programs NSMS will be using.

Corrective Actions - The following corrective actions will be made if yearly goals are not met NSMS's Academic Excellence Committee and the school leader will develop a school improvement plan that will: 1) Promote collaborative problem solving and open communication with stakeholders; 2) Collect, analyze and use data to identify school needs; 3) Use data to identify and plan for needed changes in the instructional program; 4) Implement and monitor the school improvement plan.

Section III.H: Facility

Ideal Facility - The North Shore Middle School's (NSMS) ideal facility is the Crawford's Home, located between Sunset Beach and Kahuku. The property is owned by the State and managed by the Department of Land and Natural Resources. The amenities include a 12 acre property with existing buildings recently occupied by a nursing home. The buildings include three structures that are all ADA compliant.⁷⁴ Once a letter of intent is secured, a timeline will be established for the acquisition of the Conditional Use Permit, a building permit will be processed for renovations, a contract of bidding, selection, and completion of improvement, and the issuing of a Certificate of Occupancy will be completed. We anticipate needing 8,538 sq. ft. during year one and two, 10,263 sq. ft. during year three and four and 11,988 sq. ft. during year five and at capacity.⁷⁵ The school has budgeted \$20,000 for building renovations and repairs in the budget during the start-up and first year of operations. If the renovation needs exceed the amount budgeted for, the school will look into fundraising, writing grants, and financing opportunities provided by the Educational Facilities Financing Center.⁷⁶

Growth Plan - The Crawford's Home, NSMS's most ideal location, has enough square footage to meet the needs of the school at full capacity. Another facility with which the school has been in negotiations used to be private school that recently closed. That facility located in the Sunset Beach area would only meet the school's interior square footage needs for year one and two, allowing time to secure a larger site for future enrollment growth. The final site the proposed school has interest in is an unused building in the Waialua area. The Waialua area has enough interior square footage to meet the schools needs at full capacity but the majority of survey respondents preferred a Sunset Beach location.

Plan for Securing - The plan to secure the facilities already identified as appropriate by the founding group is to continue to follow the process designed for securing the DLNR property while at the same time continuing dialogue with the church leaders who own the vacant private school property, as well as determine the needs of the Waialua property manager to pursue that property in the event that the first two options do not work out. If NSMS is unable to secure any of the three sites already identified, the Facilities committee will create a timeline to guide their future search using the evaluation criteria already developed and resources for finding charter school facilities. The school board will also recruit more members for the facilities committee to include the expertise of an architect and a real estate developer, adding to the committee's real estate broker, property manager, charter developer and contractor team.

⁷⁴ See <http://www.honolulupropertytax.com/Forms/Datalets.aspx?mode=COMMERCIALALL&sIndex=1&idx=2&LMparent=20> (accessed 12/28/2013)

⁷⁵ See <http://www.charterschooltools.org/tools/FindingAFacility.pdf> (accessed 12/28/2013)

⁷⁶ See <http://www.lisc.org/section/aboutus> (accessed 12/28/2013)

Attachment dd is a copy of the notarized Application and Qualification Questionnaire requested by the DNLR as part of the leasing process. Additionally, NSMS has been corresponding with the Chair of the Neighborhood Board to request the DNLR do a presentation on the process that will lead to the selection of the lessee.

Section III.I: Startup Period

See **Attachment ee** for Start-up Plan.

Financing Facility - The North Shore Middle School (NSMS) plans on using its \$21,000 in initial pledges to acquire the proposed school's facility. The founding members have already begun the process of applying for the state owned facility and have a timeline which includes:

- Continuing the conversation with elected officials, Senator Hee, Donovan Dela Cruz, Lauren Cheape and Richard Fale, and expanding the discussion to other politicians who might be interested in helping the school and/or securing a suitable facility.
- Having a DNLR representative presentation on the agenda for North Shore Neighborhood Board by their February meeting outlining the process for selection and updates on the property.
- Once a facility has been acquired, NSMS will follow the renovation timeline presented in the Facility section above.

Funding Start-up Period- The NSMS plans on funding the start-up period with grants, community fundraising and corporate sponsorships. It will apply for three grants through the ed.gov website list of open grants during the 2014 year upon eligibility.⁷⁷ In addition to the federal grant programs, NSMS will apply for at least two grant opportunities found on Hawaii Community Foundation's website.⁷⁸ NSMS will hold a minimum of two fundraisers over 2014 of which one is already scheduled for January 30. Once approved, it will develop a corporate sponsorship packet in June 2014 to send out to potential corporate sponsors. The budget includes funding for grant writing services in addition to utilizing the experience of the proposed school leader, Dali Pyzel and board member Monique Mironesco.

Marketing NSMS - The proposed school plans to market itself to the community through continued outreach at community events, advertisements on the school website and social media avenues, and disbursements of flyers at health clinics, churches, and community children sporting events. It will develop partnerships with other charter schools such as SEEQS, DOE schools such as Kahuku and Waialua High and Intermediate, and private schools such as Hoala by reaching out to the school leaders at these schools to discuss the mission and vision of the NSMS school and how we can collaborate to meet mutual goals and enrollment targets.

Hiring Staff - The applicant plans to hire the proposed school leader in January of 2015 and a part-time office coordinator in March of 2015 using funds already allocated in the budget. The addition of the contracted business manager/back office service provider will begin in February 2015 and the hiring of the school counselor and lead teacher will be completed in time for a May 1, 2015 start date. The hiring of teachers will be completed by June 1, 2015. Budgeting for 10 full days of teacher training has been set aside for the training scheduled in June 2015. The official start dates for the teachers will be two weeks before the beginning of school. All interviews will be conducted using an evaluation tool established by the governing board prior to the scheduled dates. All applicants will also complete a standardized

⁷⁷ See <http://www.ed.gov/grantapps> (accessed 12/28/2013)

⁷⁸ See <http://www.ed.gov/grantapps> (accessed 12/28/2013)

questionnaire in addition to submitting their resumes. Board members will hire the school leader; the school leader will hire the office coordinator, counselor, and lead teacher. The school leader, lead teacher, and counselor will conduct interviews of the teachers together and will help determine the finalists based on the evaluation tools provided, but the final selection from the finalists will be made by the school leader.

The founding school board will become the school governing board immediately after the school has been approved. At the first scheduled meeting after the school's approval, the new school governing board will vote to adopt the by-laws, policies and procedures from which the founding members have been operating. Once the new governing board has adopted the bylaws, policies, and procedures, it will begin recruiting plans to expand the board to 11 members utilizing the board skills matrix to ensure needed skills will be represented on the new governing board.

Section III.J: Ongoing Operations

The North Shore Middle School (NSMS) is pursuing two sites on Kamehameha Hwy, which are both serviced by the city bus for daily transportation. The selected site will have parking available for school staff and visitors. The school plans to meet transportation needs for field trips by renting vans and having teachers with appropriate licenses drive students to and from service learning sites. Students will have the option to drive with parents if parents are able to attend the event. NSMS does not plan to attend any sporting events as a school.

The school plans on having an alarm, bell and camera system for the safety and security of students, facility and property. In addition to the alarm, bell and camera system, a school emergency evacuation and lockdown plans for fire, bomb threat, intruder(s) on campus, earthquake and tsunami will be created and practiced annually. The school leader will be the lead security person and assisted by the office coordinator.

NSMS plans to contract with a school food service company that is compliant with all applicable state and federal laws. The school plans to apply for the Federal School Lunch Reimbursement Plan. Reimbursement depends on the financial status of families and ranges from \$0.32 to \$3 per student. The school has reached out to the Farm to School lead of Oahu to learn more about pilot programs that can meet state and federal laws and provide affordable and healthy local meals.⁷⁹ The NSMS's proposed school leader is contacting school lunch vendors such as Hale Kealoha, One Love Café, Opulicious, and Deana Moncrief, nutritionist and former 'ĀINA In Schools Nutrition Education Coordinator to discuss their services. These vendors are presently servicing Lanikai Elementary School, Haikipu'u Learning Center, and other schools on Oahu.^{80,81}

Section III.K: Operations Capacity

Key partners in the North Shore Middle School (NSMS) organization plan during the start-up phase include the proposed school leader Dali Pyzel, the proposed back office service provider CSMC, Inc., proposed governing board chair James O'Shea, Treasurer Katie Landgraf, and the fundraising and facility committee members. Slowly, as we meet fundraising goals and acquire the school facility, a transition will take place. Staff will be hired and the responsibility for the organizational plan will rest more heavily on the NSMS staff.

⁷⁹ See <http://www.farmtoschool.org/state-home.php?id=22> (accessed 12/29/2013)

⁸⁰ See <http://lanikaischool.com/one-love-cafe-who-we-are/> (accessed 12/30/2013)

⁸¹ See <http://opulicious.com> (accessed 12/30/2013)

Specific staff members who will play a substantial, ongoing role in the implementation of the organizational plan are the school leader, office coordinator, lead teacher, school counselor, reading specialist, and volunteer coordinator.

Dali Pyzel has experience with staffing evident by hiring employees through her work as a program director at a private virtual hybrid school and as her role in her family's business. She has been responsible for hiring all employees over the last 17 years through conducting interviews using an evaluation criteria, and creating individual job descriptions and performance standards for each position. Part of her responsibilities as a program director for the private school was to implement a PD program for the teachers based on the needs identified through analysis of student achievement and collaboration with teachers. Since the rest of the NSMS staff is still unknown, it can only be affirmed that experience with human resources, professional development, performance management systems and general operations will be part of the evaluation criteria used in hiring.

Facilities Capacity - The facilities committee has the expertise of a contractor, a realtor, a retired DOE school counselor, and a proposed school leader. The founding board will begin recruiting for more board members once the school has been approved, specifically a land developer and an architect to assist in the acquisition and renovations required for the school facility. The NSMS also plans on hiring Lauri Clegg of Analytical Planning Consultants, Inc. to help with planning, zoning and permitting issues related to the school facilities.

Consultants - CSMC, Inc. is a partner in planning and establishing NSMS's organizational plan. Its current development duties include providing advice on the application process, supplying resources to assist in technical and content questions, and helping to creating a five year budget, business and financial system, governance, and school policies. Finally, CSMC, Inc. will be reviewing the draft charter application. We are under contract with them for 18 months of consulting through the start-up period. In addition to CSMC, Inc., NSMS has contracted with Sue Deuber as a consultant and final reviewer of this year's application and intends to utilize her expertise when needed in the future. Ms. Deuber has 10 years of experience as a school leader at Voyager Charter School and was also part of the NACSA appointed evaluation team during the last charter application cycle. The proposed school also uses resources available through The High Bar, to help ensure that the governing board is an effective part of the organizational plan.

The key partners described above along with the school's governing board and leadership team will lead the development of the proposed school's Organizational Plan.

IV. Financial Plan

Section IV.A: Financial Plan

Please find the accompanying **Attachment ii** for a full description of the systems, policies and processes that NSMS will employ. CSMC, our school's back office provider, has a long history of compliance with state and federal financial reporting requirements.

The role of the back office provider is to ensure that NSMS is fully compliant with state and federal laws and regulations with regard to school finances. The NSMS board of directors plays a critical role in overseeing the work of the School Leader and the back office provider, and approves budgets and expenditures as per its policies outlined in **Attachment ii**. CSMC's experts work with schools to put together a well-configured system to guard their reports against errors. CSMC performs regular diagnostics to catch any potential problems as soon as possible, ensuring the accuracy of those Attendance and Enrollment reports — all-important to school funding.

CSMC will act as the lead point of contact with the school's auditor and will work with the auditor through finalization of the audit report. An estimate of the cost of the audit has been included in the Financial Plan workbook.

NSMS will contract business and payroll services to CSMC. Based upon a quotation from CSMC, we project that such services will be performed for \$42,000 in year 1 and year 2. Auditing services will be performed by a separate agency for no greater than \$8,000 per year. CSMC will closely coordinate with the auditor, and manage the audit for NSMS. We will recommend a list of auditors for NSMS's board of directors to select from, and this list shall be based upon the auditor's successful work with other Hawaii charter schools.

Please find our completed Financial Plan Workbook as **Attachment ff**. We have based the budget on the per-pupil annual revenue projection of \$6,000.

Budget Narrative -Please find the Budget Narrative in **Attachment gg**. With the assistance of CSMC, we have presented a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. We have addressed the minor degree to which the school budget relies on grants, donations and fundraising. We have also included the following:

NSMS has already received \$5,000 in fundraised dollars from local efforts, and will continue to solicit funds before and after the school opening. It is anticipated that the federal Department of Education will provide a \$141,000 planning and implementation grant during the startup year (year 0). Please see **Attachment hh** for evidence of commitment for these funds.

NSMS has a solid contingency plan to meet its financial needs if anticipated revenues are not received or are lower than estimated. It will rely on the following three sources if revenues are lower than estimated:

- i. Reserves: NSMS will begin building its reserves beginning in year 1, and will increase the percentage it sets aside each year as reserves.
- ii. Fundraising: NSMS has already proven its ability to fundraise 18 months before the school is scheduled to open. We are confident that additional funds can be secured if necessary to supplement state and federal funding.

- iii. Cost cutting. NSMS has committed to its board and the state of Hawaii to operate in the black. Therefore, we will cut costs appropriately if there is a shortfall. We will do this by cutting hours of non-essential employees and non-essential programs. They will also use Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.

Section IV.B: Financial Management Capacity

Key members of the financial team that will play a substantial and ongoing role in the successful implementation of the Financial Plan include:

- a. Board Chair
- b. Board Treasurer
- c. School Leader
- d. Office Coordinator/School Records Coordinator
- e. CSMC School Business Manager
- f. CSMC School Account Manager

Describe the applicant's financial team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as:

Financial management: CSMC is both the oldest and largest organization serving the back office needs of charter schools in the country. Being old and large is not necessarily a positive attribute for a back office organization. In CSMC's case, however, our experience and size has allowed us to understand schools of all types, sizes, pedagogies and structures. We are equally able to serve small schools of 60 students as we are of charter management organizations with 3,000 or more students in multiple campuses, sometimes multiple states. CSMC's business values remain the same as when Mr. Lanni founded the company, right after his experience as a treasurer and founder of a standalone charter school: High quality back office service for charter schools at economic prices that are aligned with the low revenues charter schools receive.

Along with the core back office financial services CSMC has offered since 2001, this business philosophy has led to a significant investment in talent and technology. On the personnel side, CSMC staff includes a variety of skill sets and pedigrees, including CPAs, MBAs, strategic planners and data gurus. Many of CSMC's staff has professional credentials as well as standalone charter school or CMO experience. On the technology side, CSMC has invested hundreds of thousands of dollars in a portal that allows schools to view and monitor their financial and operational health, at any time of day or night. Their Charter Vision system has revolutionized the management of school finances, and allows charter school boards to obtain a level of transparency never seen before.

- Fundraising and development: NSMS has already developed a track record of success in raising funds, fully 18 months before the school opens its doors. NSMS will continue to raise supplementary funds to help the school's operational funding. CSMC will assist with grant reporting.
- Accounting: CSMC uses ACCPAC accounting software for its accounts. All reports are visible on a real time basis for the School Leader and Board of Directors to view through their Charter Vision portal.
- Internal controls: NSMS has already completed a thorough set of financial policies and internal controls to ensure financial stability and compliance with all state and federal laws. A copy of these policies may be found by contacting the lead applicant as additional attachments were not allowed.

As stated throughout this document, CSMC has been a partner with NSMS in planning and establishing this Financial Plan. CSMC will provide back office services to the school as long as NSMS desires the

company to perform this role. The school may elect to hire its own personnel beginning in year 3, and CSMC would train staff.

180 [responses](#)

Summary [See complete responses](#)

Name: First

dali Kaliko Amona Cathy JOY Kendra Tracy Jennifer Aukai Sara Denise Ann Alan Dawn sylvie jon
Jennifer Irma Jason Pete Kendyl Terence Jenn Tiffany Noelani Nicole Nestel Emily Danielle jarrett Emmeline Brandi Julie William Christo ...

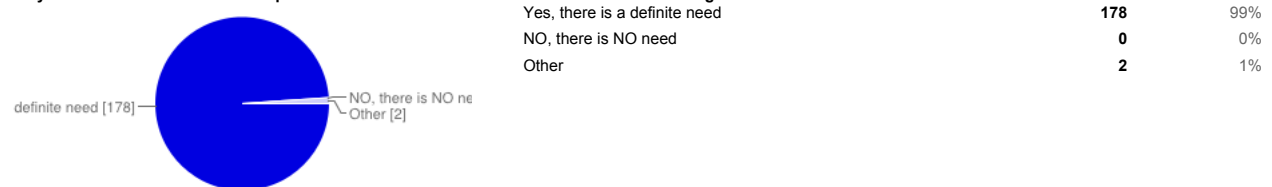
Name: Last

Shanley MCDUGALL Anderson Harris Aliengena Ferguson Nieling O'Shea Franzmann Bell Harris skinner
pyzel Damm Klebanov Harris Johnson Beschen Loose Johnson Foyle Love Nicole Nestel Klein Sellers bryan buenrostro Burdine Cohen V ...

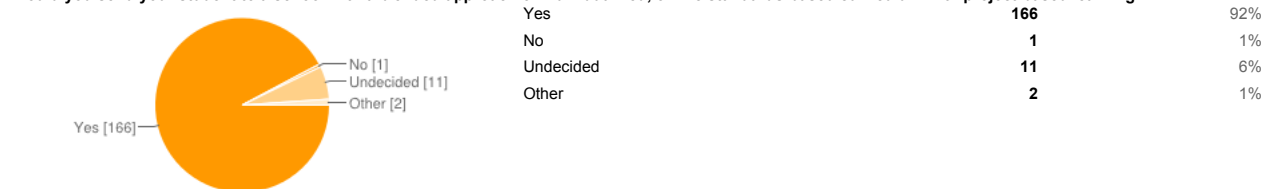
Email address

admin@nscharters.org kalikoamona@gmail.com cathyshanley@aol.com sunsetyards@mac.com Northshore.mom@gmail.com t.harris926@gmail.com Jennifera@factorloads.com aukai5@yahoo.c

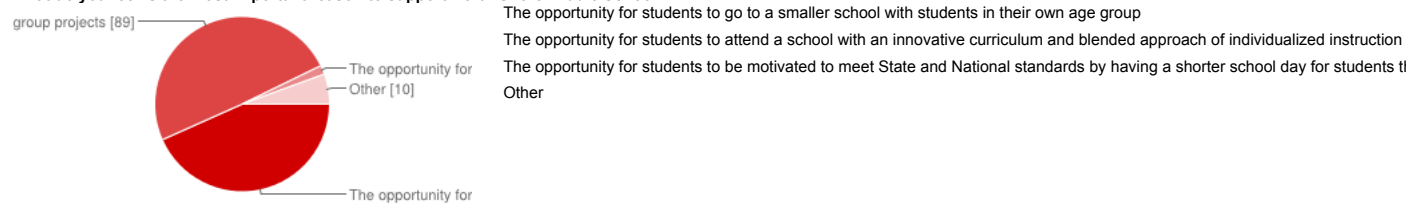
Do you feel there is a need for a separate middle school on the North Shore for 7th and 8th grade students?



Would you send your student to a school with a blended approach of individualized, online standards-based curriculum with project-based learning?

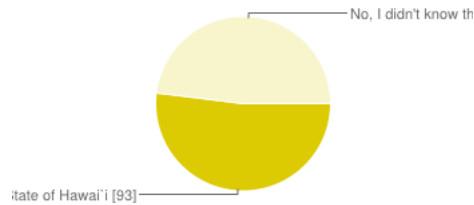


What do you feel is the most important reason to support North Shore Middle School?

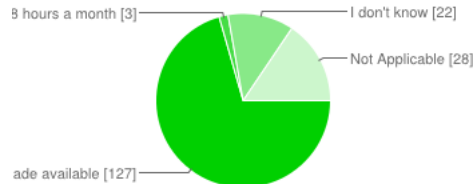


Are you aware that in the State of Hawai'i, there are only six schools which serve grades 7-12 on the same campus, and that two of these schools are located on the North Shore?

Yes, I am aware that grade 7-12 public school campuses are the exception in the State of Hawai'i	93	52%
No, I didn't know there are so few grade 7-12 public schools in the State	86	48%

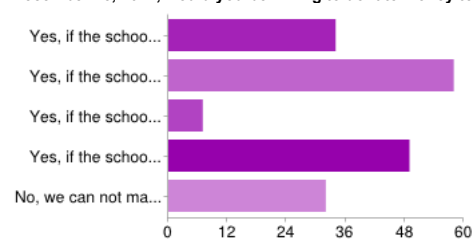


The North Shore Middle School will require parent involvement. If you had a child attending the North Shore Middle School, would you be able to volunteer 2 hours a week (or 8 hours a month)?



Yes, I would be able to arrange my schedule to volunteer 8 hours a month if a variety of times were made available	127	71
No, I wouldn't be able to volunteer the required 8 hours a month	3	2
I don't know	22	12
Not Applicable	28	16

The National Authorizers, NACSA, want to know that North Shore Middle School has enough funding to open its doors in Fall 2013. If the charter is granted on December 13, 2012, would you be willing to donate money to help with our initial start-up costs?

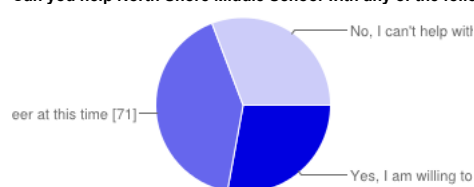


Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	34	19%
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	58	32%
Yes, if the school is granted a charter, we are willing to sponsor at a Corporate level of \$500	7	4%
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount	49	27%
No, we can not make a pledge commitment at this time	32	18%

In your own words, please share your thoughts on the importance of having a publicly-funded (free) middle school for students on the North Shore and the surrounding areas.

blah, blah blah There are so few options on the N.Shore for education and we can not afford the time or cost to travel to schools in Honolulu so we homeschool via HTA charter school. Yet this is really not learning with others much and is mostly homeschooling ones child which for me requires hiring help. Also this school requires us driving once a week still and awaiting there for the school day to be completed. This cost of time and patience is really not in my budget . It is not with others students!! So for me it is more intensive parenting and nagging to get the work done. I feel t ...

Can you help North Shore Middle School with any of the following?



Yes, I am willing to take on one of the volunteer positions needed	48	27%
No, I can not volunteer at this time	71	39%
No, I can't help with the above, but I will forward this survey to at least three people who might be able to help	53	29%

Attachment A - School Survey and Petition

Do you have any suggestions or information that might help North Shore Middle School that you would like to share? If so please include below.

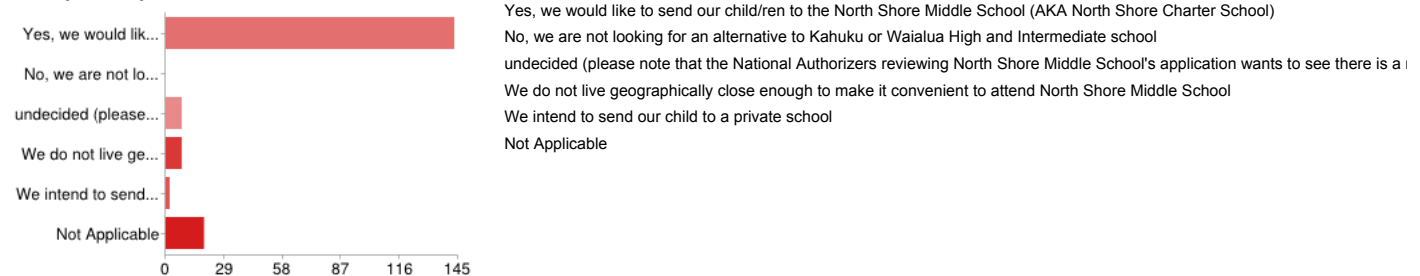
yeah Let's do a fundraiser immediately and get this happening. I am sorry I can not volunteer .. I am very overwhelmed with my life, business, daughter and my almost constant physical pain. I could not be any busier and stay sane. BUT I WILL DONATE at least \$1000 if this school can open by next school year. Perhaps in addition to raising funds each quarter for worthy causes and charities the school might help students find business internships so they can have work experience; including labor positions, like cleaning the school grounds and lavatories. Thus they may develop a new respect

Do you have a child who will be attending 7th or 8th grade in the next 12 years?

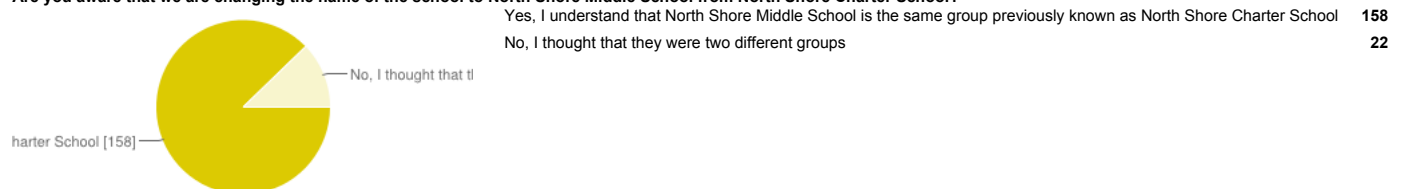


Child attending 7th or 8th in next 12 years

Would you want your child to attend North Shore Middle School?

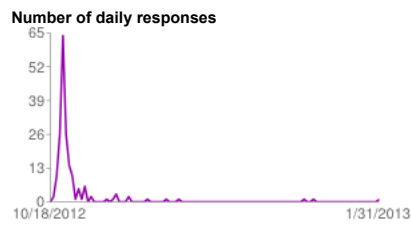
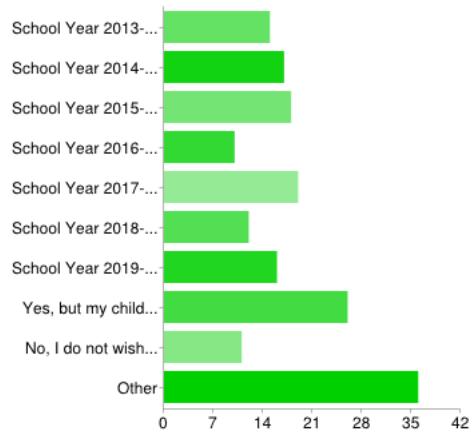


Are you aware that we are changing the name of the school to North Shore Middle School from North Shore Charter School?



Would you like to add your child's name to our wait list? If so, please select which school year to which you would like to add your child's name.

School Year 2013-2014 (child is currently in 6th grade)	15	8%
School Year 2014-2015 (child is currently in 5th grade)	17	9%
School Year 2015-2016 (child is currently in 4th grade)	18	10%
School Year 2016-2017 (child is currently in 3rd grade)	10	6%
School Year 2017-2018 (child is currently in 2nd grade)	19	11%
School Year 2018-2019 (child is currently in 1st grade)	12	7%
School Year 2019-2020 (child is currently in kindergarten)	16	9%
Yes, but my child is younger than the options provided	26	14%
No, I do not wish to have my students name put on the wait list	11	6%
Other	36	20%



Attachment A - School Survey and Petition

	Timestamp	NAME: FIRST LAST	EMAIL	ZIP CODE	WOULD YOU LIKE TO BE ADDED TO OUR EMAIL LIST?	WOULD YOU BE WILLING TO TAKE AN ONLINE SURVEY?	WOULD YOU LIKE TO HELP NORTH SHORE CHARTER SCHOOL?
1	10/4/2011 7:12:28	Denise O'Shea	denioshea@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
2	1/19/2012 9:10:42	abe lerner	abelerner@gmail.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	Yes
3	11/8/2012 7:40:48	Aileen Riordan	no email	96789	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
4	9/14/2011 13:34: 19	Alan Lennard	education_enhance	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	at this moment I am over loaded
5	11/8/2012 7:42:46	Alberto Porbo	no email	96791	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
6	1/19/2012 9:43:23	alex vallejo sanderson	n/a	96734	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

Attachment A - School Survey and Petition

7	12/4/2011 15:26:45	Alexa Ryan	Alexamryan@yahoo	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
8	11/7/2012 15:34:07	Alexandria Sisson	elektra.wno.42@gmail.com	96815	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	I would like to help
9	1/19/2012 10:23:51	ali steward-ito	stewartito@gmail.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
10	1/17/2012 22:00:46	aliceanne parker	aliceanne@aliceanr	96717	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
11	9/15/2011 13:48:28	Alish O'Roarty-Fernandez	alish.roarty@gmail.com	96791	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
12	1/22/2012 8:56:18	Alizabeth House	alizabethlerner@gr	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
13	1/19/2012 9:44:50	allen fannine	n/a	96701	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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14	9/20/2011 21:08:28	Alyce Dodge	alyce.dodge@gmail.com	96839	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP KEEP NEW POSTINGS ON THE FACEBOOK PAGE WITH LATEST INFORMATION
15	11/8/2012 8:34:33	Alyssa Masaquel	alysmasa@iolani.org	96821	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
16	1/19/2012 17:32:23	Amanda Sims	gormesh14@hotmail.com	96717	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
17	11/7/2012 15:22:01	Amber Villaire	msvillaire@mac.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	I would like to help
18	1/19/2012 10:01:34	amira soliman	n/a	96744	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
19	1/19/2012 10:49:00	andrea woods	n/a	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
20	11/23/2011 7:30:02	Andrew Cuniberti	andrewcuniberti@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT

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21	11/8/2012 8:45:25	Andrew Okimura	anokimur@iolani.org	96818	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
22	1/19/2012 10:10:08	angela bneene	aebneene@hotmail	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
23	10/25/2011 12:26:08	Ann Franzmann	dannoanno@aol.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
24	1/19/2012 9:55:57	ann gax	gax@hawaii.edu	96795	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
25	11/8/2012 7:50:35	Ann Geschwandtner	no email	96730	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
26	11/8/2012 8:15:37	Anna Campbell	Annie. Figgins@hotmail.com	96818	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
27	11/7/2012 15:10:17	Annalee Herrera	annaleeherrera@gr	96734	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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28	9/14/2011 15:46:26	Anne Geertman	annegeertman@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
29	11/8/2012 8:41:51	Annika Streng	anstreng@iolani.org	96817	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
30	12/4/2011 15:26:09	Anthony Aliengena	anthonya@factorloa	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
31	1/19/2012 10:25:36	anton shnyra	tonychaney@fastma	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
32	1/19/2012 22:51:19	arlete byrne	arletebyrne@gmail.com	96731	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
33	11/8/2012 8:12:46	Ashley Zurface	no email	96826	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
34	11/8/2012 8:39:25	Ashuo Takushi	astakush@iolani.org	96821	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
35	9/29/2011 22:17:28	Aukai Ferguson	aukai5@yahoo.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	Athletics

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36	11/8/2012 8:33:03	Austin Josiah	aujosiah@iolani.org	96795	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
37	10/24/2011 18:19:50	Bailey Oliveira	Baileyoliveira@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
38	1/19/2012 10:05:44	barah Maor	n/a	96825	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
39	1/19/2012 10:32:36	barbara dobranowski	bdsiad.64@hotmail.com	96701	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
40	9/21/2011 4:51:59	BARBARA FARR	barbarafarr@mac.com	96734-2139	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
41	11/8/2012 8:29:24	Barbara Fisher	no email	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
42	1/19/2012 8:37:48	barbara kraft	barbara@barbarakraft.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
43	1/19/2012 10:34:35	barbie velasquez	barbiemarkowitz@yahoo.com	96716	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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44	1/19/2012 10:44:15	barclay pargon	bajamalibusurfer@y	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
45	1/19/2012 10:07:35	beth brand	bethbrandct@yahoo	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
46	1/19/2012 10:33:06	bethany brodie	flowerbethany@gma	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	makes jewelry
47	1/19/2012 8:32:54	betty guerre	btguerre@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
48	1/19/2012 10:43:19	bill ballard	bgpinc@mac.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
49	1/19/2012 9:38:40	bill bryant	huggybearr17@aol.	96822	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
50	1/19/2012 10:24:26	bill burton	n/a	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
51	1/19/2012 10:50:45	blake mcelheny	blakemcelheny@ya	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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52	2/6/2012 21:52:15	Boogie Parlow	boogiesci@earthlink	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
53	11/7/2012 15:03: 11	Bradley Norris	bradley. norris@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	I would like to help
54	10/7/2011 16:00: 47	brandee	seamaids@hawaii. rr.com	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
55	9/15/2011 16:33: 01	Brandee Taylor	bht918@gmail. com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
56	9/29/2011 16:36: 45	Brandi Burdine	brandinjerry@yahoo	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
57	1/19/2012 10:03: 14	brandon wasserman	n/a	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
58	1/19/2012 9:47:02	brett filipowski	n/a	96744	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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59	1/17/2012 20:43:26	Brian Byrne	bbhawaii@gmail.com	96731	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
60	1/19/2012 22:06:39	Brianne Randle	BrianneRandle@gmail.com	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
61	11/7/2012 15:33:16	Bryce Tsuruda	theowner141@gmail.com	96821	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	I would like to help
62	1/19/2012 10:40:58	burt moritz	n/a	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
63	9/29/2011 14:21:05	Burt Sutherland	burtws@aol.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
64	1/19/2012 10:00:02	cab spates	n/a	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
65	11/8/2012 8:30:51	Caleb Duhay	cduhay@gmail.com	96797	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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66	1/19/2012 10:42:56	cara ballard	caraleilani@gmail.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
67	11/8/2012 8:45:56	Cara Kagawa	cakagawa@iolani.org	96816	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
68	11/7/2012 14:47:44	Carde Ward	in8joy@lire.com	96791	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
69	11/7/2012 15:15:11	Carl Poster	carlp91@aol.com	96791	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
70	1/19/2012 10:02:03	carl richards	n/a	96813	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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71	9/21/2011 12:20:48	Carli Bober	carlibober@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	Please let me know if you need teachers! I recently exited Myron B. Thompson Academy where I taught Science and Math. I teach at HCC, but would love employment on the North Shore. Thank you! I am also available for facebook page updates, or any help you need. It's an excellent idea!
72	1/17/2012 7:45:49	Carol Philips	carolphilips1@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
73	1/19/2012 9:45:28	carolina cristando	laniwahine@hotmail.com	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
74	11/7/2012 14:07:16	Carolyn Sandison	cjs_98@hotmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	no check mark
75	1/19/2012 10:15:23	cassidy lanter	cassidy.lanter@yahoo.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
76	11/7/2012 14:49:45	Cathrine L. Ryan	catherine.johann@gmail.com	96791	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	I would like to help

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77	9/15/2011 7:22:16	Cathy	cathyshanley@aol.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
78	1/17/2012 8:55:29	celma aoki	celmakai@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
79	9/29/2011 15:18:18	Chaney Padaca	chaneypadaca@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
80	1/23/2012 19:57:04	Charisse Tao	charissetao@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
81	1/19/2012 10:40:33	charles brand	n/a	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
82	11/8/2012 8:21:58	Charley Sampaga	csampaga@hawaii.edu	96789	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
83	11/7/2012 14:58:40	Chas Beasley	chas@legendsglass.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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84	1/17/2012 11:01:02	Chip Hartman	seachip@yahoo.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
85	9/20/2011 14:48:59	Chris Beck	chrisbeck808@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
86	11/7/2012 14:53:15	Chris Rickett	rickettc@hawaii.edu	96895	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
87	11/8/2012 8:31:33	Christian Donahue	cboiid15@gmail.com	96789	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
88	9/15/2011 18:01:06	Christopher Kraynek	kraynek@hawaii.rr.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
89	11/8/2012 8:54:22	CJ Fajardo	leahisc.23ceejay@gmail.com	96797	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
90	1/23/2012 13:22:52	clarence kalama	cjkalama@hotmail.com	96791	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT

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91	11/8/2012 8:21:20	Cody Grover	cgrover808@gmail.	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
92	11/22/2011 21:07:41	Conlan	bodge77@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
93	11/7/2012 15:22:52	Connie Carrcius	cgrio@msn.com	96791	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	I would like to help
94	1/19/2012 9:44:23	conrad ching	ctching@aol.com	96825	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
95	11/8/2012 8:57:48	Cortney Turner	cturner@myhta.org	96797	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
96	1/19/2012 9:34:34	crystal lane	crystalangellane@y	96791	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
97	9/20/2011 13:25:08	Crystal Young	Alohadiva@yahoo.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	?

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98	9/12/2011 15:48:12	dali pyzel	dalipyzel@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
99	1/19/2012 8:30:52	Dana Ishii	ishiiteacher@gmail.	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
100	1/29/2012 23:34:20	Daniel Aab	dannyaab4@aol.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	volunteer
101	1/19/2012 10:04:42	daniel bachmann	n/a	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
102	11/8/2012 8:27:09	Daniel Carrol	danielcarroll.uvm@gmail.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
103	11/8/2012 8:14:32	Daniel DeJong	no email	96734	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
104	10/24/2011 15:43:27	Daniel Ellis	daniel.joseph.ellis@gmail.com	96734	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	Internet Presence/Social Media Activities.
105	9/20/2011 14:11:49	Daniela A. Power	daniela@powergalle	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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106	11/7/2012 14:50:23	Darrell Wilson	livinglove808@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
107	11/7/2012 14:42:31	Dave Druz	ddruz@aol.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
108	9/15/2011 20:33:01	Dave Yester	bigwavedavey29@r	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	I can help with field trips
109	11/8/2012 8:03:27	David Beade	dbeade@gmail.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
110	11/7/2012 15:07:07	David Beals	kickassmybaby@ya	96786	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
111	1/17/2012 9:19:27	David Bramlett	dbram71@aol.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
112	11/8/2012 8:46:24	David Clarke	daclarke@iolani.org	96791	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
113	1/17/2012 10:44:33	David David	surfsunsetbeach@y	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	I can offer photographic images to help display the schools intent
114	11/7/2012 14:57:05	David Delventhal	ddelvy@yahoo.com	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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115	11/7/2012 14:59:33	David Polling	davidpolling@yahoo	96731	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
116	10/25/2012 3:01:25	David Sidrane	david_s5@usa.net	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
117	1/19/2012 10:27:16	david townley	dogtownley@gmail.	96791	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
118	9/17/2011 12:33:06	Dawn Harris	snlvrhawaii@yahoo	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
119	1/16/2012 16:50:23	Dawn Lyon	misdazey@aol. com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
120	1/19/2012 9:41:47	deb kaul	n/a	96706	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
121	11/7/2012 15:35:41	Debora Driscoll	debora. driscoll@yahoo. com	96791	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	I would like to help
122	1/14/2012 9:57:11	Deborah Weber	havanadeb@gmail.	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT

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123	11/8/2012 7:59:06	Dee Jordan	J.dee3@hawaii.rr.com	96707	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
124	9/19/2011 13:30:35	Deidra	Schaub	88047	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
125	1/23/2012 22:14:14	Demery Mezin	designsbydemery@	96791	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
126	1/19/2012 10:01:06	derek linds	n/a	96744	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
127	1/16/2012 14:34:56	Diane Cary	attrice17@gmail.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
128	11/4/2011 11:38:27	Diane Firzsimmons	dianefit@gmail.com	96791	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
129	1/19/2012 8:35:43	diane parker	dianehawaii@hotmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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130	1/19/2012 9:40:46	dianne button	newbutton@aol.com	96791	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
131	11/8/2012 7:41:45	Donna Busclini	stidergirlmae@gmail	96797	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
132	11/7/2012 15:27:12	Donna Campana	dsaja@aol.com	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
133	9/15/2011 23:24:34	Donna Rankin	donnarankin@hawa	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
134	1/17/2012 19:37:58	Douglas DeMoss	demossorch@hotmail	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
135	2/6/2012 9:38:30	Douglas Sutherland	ds96731@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
136	1/21/2012 14:42:33	duffy	tobiasduffy@hotmail	96731	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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137	9/29/2011 19:03:23	Dusty Middleton	chilioil@hotmail.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
138	11/8/2012 8:43:53	Eden Koo	edkoo@iolani.org	96821	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
139	1/19/2012 10:02:49	elgin onaga	elgino22@yahoo.com	96817	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
140	9/20/2011 19:15:39	Elizabeth	Ruiz	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
141	11/8/2012 8:49:26	Elizabeth Barr	ebeth.barr@gmail.com	96822	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
142	11/8/2012 8:37:03	Elizabeth L. Vaea	elbaea@iolani.org	96817	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
143	1/17/2012 17:15:43	Ellen Lucas	elucasandm@aol.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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144	1/19/2012 10:15:53	emily lanter	emily_lanter@yahoo	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	yes
145	1/29/2012 15:31:52	Emmeline	esbuenrostro@gmail	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP KEEP NEW POSTINGS ON THE FACEBOOK PAGE WITH LATEST INFORMATION
146	1/29/2012 15:33:52	Emmy Buenrostro	esbuenrostro@gmail	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
147	11/8/2012 8:16:40	Eric Euos	kadefarm@gmail.com	96792	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
148	1/19/2012 10:30:42	erica burt	erykah808@gmail.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
149	1/17/2012 8:47:18	Erin Delventhal	erin03@hawaii.rr.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT

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150	11/7/2012 15:29:58	Erin Williams	mooncat5877@yahoo	96786	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
151	11/8/2012 8:20:13	Estel Grover	efgrover4@aol.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
152	11/8/2012 7:47:36	Etsuko Lauper	no email	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
153	11/8/2012 8:32:26	F. Matajtoa Letoa	frleota@iolani.org	96789	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
154	10/8/2011 19:42:03	Fabio Silva	fabiohawaii@hotmail	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
155	1/19/2012 10:43:43	flynn novak	flynnnovak@yahoo.	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
156	2/10/2012 16:14:58	Frisbie, James	Frisbiej001@hawaii	96791	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	What are the employment opportunities? I would like to help you as a volunteer. 3 cheers!

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157	1/19/2012 9:58:29	gary gunder	n/a	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
158	9/15/2011 6:45:35	Gayl Loose	gayll@xcelwetsuits.	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
159	1/19/2012 9:36:15	genie gray	g_kneezooo@yahoo	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
160	1/19/2012 9:43:55	gina cruz	n/a	96734	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
161	1/19/2012 10:11:20	ginger der	ginger.der@hawaiintel.net	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
162	9/14/2011 19:47:17	Grace Doak	OhanaDoak@yahoo	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
163	1/23/2012 11:03:04	Grace Doak	ohanadoak@yahoo	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT

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164	1/19/2012 8:29:34	Greg Koop	kopphi@gmail.com	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
165	1/19/2012 10:39: 57	guy pere	n/a	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
166	11/7/2012 15:17: 38	Gwen James	gwenjameshawaii@	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
167	11/8/2012 7:56:46	Hameed Ali	fisherman_1808@y	96821	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
168	1/19/2012 8:39:35	Hartman	n/a	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
169	11/8/2012 8:03:55	Heather Gee	no email	96817	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
170	9/21/2011 20:41: 06	heidi ferguson	heidiursula@yahoo.	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT

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171	11/8/2012 7:46:50	Hilo Otaleagi	ohtakagi@gmail.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
172	11/7/2012 15:29:09	Hiriata Hank	hiriata@hotmail.com	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
173	1/19/2012 10:38:12	hiroko smith	n/a	96813	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	yes
174	11/8/2012 8:37:35	Hoakalei Dawson	amnestyd@iolani.org	96734	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
175	11/8/2012 7:45:01	Hoaratio Deseixjs	no email	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
176	11/8/2012 8:39:59	Holly Harada	hohorada@iolani.org	96813	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
177	1/19/2012 8:32:35	Ilona Hemperly	hemperlym001@ha	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT

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178	11/8/2012 7:39:10	J Bennett	enchantedeartharts	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
179	1/19/2012 10:40:14	jack johnson	n/a	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
180	1/19/2012 10:03:44	jaclyn johnson	n/a	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
181	1/19/2012 8:34:33	jaclyn mccormick	jaclyn.mccormick@gmail.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
182	9/14/2011 14:09:42	jacobsen, star	starjacobsen@gmail.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
183	1/17/2012 15:21:09	Jacque Rarick	surfwidow@hawaii.net	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT

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184	10/4/2011 11:05:30	Jacqueline Favreau	jaquelineswim@hotmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
185	1/23/2012 14:12:23	Jacqueline Favreau	jaquelineswim@hotmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
186	11/8/2012 8:50:58	jacywatanabe	jawatanabe@iolani.edu	96789	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
187	11/8/2012 8:35:34	Jade Botelho	jabotelh@iolani.org	96816	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
188	2/3/2012 10:47:05	Jake Bradshaw	jakebradshaw99@gmail.com	96791	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP KEEP NEW POSTINGS ON THE FACEBOOK PAGE WITH LATEST INFORMATION
189	11/8/2012 8:44:37	Jake Uchihara	jauchiha@iolani.org	96825	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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190	9/21/2011 9:04:05	James Frisbie	frisbiej001@hawaii.	96791	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
191	1/19/2012 10:11: 57	james o'shea	jlploshea@gmail. com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
192	1/19/2012 8:35:11	james smith	jameshsmith324@g	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	Yes
193	1/19/2012 10:42: 06	janine honderick	n/a	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
194	1/19/2012 8:28:53	Janna Bills	jannairene@yahoo.	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	Yes
195	11/8/2012 8:18:59	Jasmine Bautista	alkanet0@gmail. com	96786	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
196	11/8/2012 7:48:34	Jason Dennison	no email	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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197	1/12/2012 22:40:19	Jason Harris	rockypoint808@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
198	1/19/2012 10:53:18	jean martinson	n/a	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
199	11/7/2012 15:30:50	Jed Wildman	wildmanjande@gmail.com	96786	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
200	1/19/2012 8:33:27	jeff cicatko	cicatko3@hawaii.rr.com	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
201	11/7/2012 14:13:05	Jeffery Larson	jchocklarson@yahoo.com	96791	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
202	11/7/2012 15:24:23	Jen Joy Sax	harpygirl@hawaii.rr.com	96734	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
203	11/8/2012 7:39:50	Jennie Sine	jlwater@gmail.com	96734	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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204	12/4/2011 15:25:30	jennifer Aliengena	jennifera@factorloa	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
205	9/30/2011 9:15:12	Jennifer Damm	jenidamm@aol.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
206	1/19/2012 10:33:38	jennifer davis	jalonadavis@gmail.	96734	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
207	1/19/2012 8:53:04	jennifer freitas	jjbli@aol.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
208	9/15/2011 20:57:53	Jennifer Heatherly	jenheatherly@yahoo	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
209	1/19/2012 9:11:44	jennifer holland	jenannholland@yah	96786	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	Yes
210	1/20/2012 11:06:00	Jennifer Metz	abbajenn@yahoo.com	96734	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
211	9/15/2011 20:12:58	Jennifer Scelfo-Jones	jenniferscelfo@hotmail	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT

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212	11/7/2012 15:10:58	Jenny Kae	jenny@vjsnorthshor	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
213	1/19/2012 10:38:47	jeremiya smallwood	jermasta@gmail. com	21784	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
214	11/7/2012 15:16:09	Jeremy Poster	JermP23@aol.com	96791	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	electrical
215	11/8/2012 8:04:22	Jerry Morek	no email	96817	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
216	1/19/2012 9:33:07	jessica delacruz	nrtshrle@gmail. com	96731	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
217	11/7/2012 15:14:30	Jessica Shiepk	jshiepk@gmail. com	96791	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
218	1/19/2012 9:08:51	jessica wertheim	jessicasurfs@gmail	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	Yes
219	1/19/2012 10:22:17	jessie marshall	jmarshall@iolani. org	96822	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
220	11/7/2012 15:18:40	Jo Lauer	jolauer808@aol. com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	I would like to help
221	1/23/2012 11:04:42	Joahna Rocchio	jr@joahna.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
222	11/7/2012 15:13:43	Joan Durazzo	joan.pc. villadurazzo.net	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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223	1/19/2012 10:28:26	joane rapine	jrapine@me.com	96791	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
224	1/19/2012 8:42:43	joanne barratt	joanne@islandstyle	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
225	9/18/2011 10:22:25	Jodie Lerner	jodielerner@hawaii	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
226	1/19/2012 9:01:03	jody maxim	maximp@hotmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
227	1/23/2012 22:00:44	Joel Sampson	joelsampson@msn.	96815	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
228	9/29/2011 21:17:03	Johanna Durvie-Yerxa	mattjoyerxa2@hawa	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
229	9/19/2011 14:15:43	John	Vibes	96813	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
230	11/7/2012 14:46:38	John Gossett	jcg@hawaiiir.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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231	1/19/2012 9:35:40	john lane	sharkscoverentals.com	96791	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
232	11/8/2012 7:54:50	John Noey	no email	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
233	1/17/2012 9:07:05	John Spencer Farr	jfarr@honolulu.gov	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
234	12/5/2011 8:53:36	john trage	john.trage@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
235	9/26/2011 14:52:03	jon pyzel	pyzel@yahoo.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
236	1/19/2012 9:12:20	jonas kirby	jonaskirby808@yahoo	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	Yes
237	9/15/2011 9:17:41	Jono Blodgett	jonoblodgett@gmail	96734	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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238	11/8/2012 8:01:04	Jordan Chee	J.chee3@hawaii.edu.com	96707	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
239	11/7/2012 15:09:19	Joseph Johnson	jjmai@yahoo.com	96797	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
240	11/8/2012 8:22:42	Joseph Malabuyoc	malabuyo@hawaii.edu	96789	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
241	1/23/2012 10:58:46	Joy Hodel	joy@anjinvestigation	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	background checks on teachers and support staff.....
242	1/19/2012 9:46:06	joy kalke	happyjoyhawaii@hc	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
243	1/19/2012 9:09:37	joy mcdougell	sunsetyards@mac.c	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
244	1/19/2012 10:13:03	joy silver	joyofpilatec@mac.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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245	2/3/2012 15:34:25	judy deal	judydeal@hawaii.rr.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
246	9/14/2011 13:38:31	Julia Fetzer	jnfetzer@yahoo.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
247	11/7/2012 14:48:35	Julia Fetzer	jnfetzer@yahoo.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	I would like to help
248	9/26/2011 22:52:36	JULIA STERLING	JPEARLSTERLING	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
249	11/7/2012 14:44:31	Julie Schaper	jkschaper@gmail.com	96786	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	I would like to help
250	11/7/2012 15:08:42	Justin Mattocks	notorioustimmy@ya	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
251	1/19/2012 10:34:03	justin spyres	spyresj@yahoo.com	96734	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
252	1/19/2012 10:37:29	kahae kidaka	kahaepop@hotmail.	96816	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	yes

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253	11/8/2012 8:50:29	Kaino Feng	kainof@iolani.org	96797	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
254	11/8/2012 8:19:38	Kaipo Meller	mrkaip@gmail.com	96817	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
255	9/29/2011 15:07:19	Kamala Belyeu	billnkamala@gmail.com	96712-	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
256	9/29/2011 16:34:58	Kanaiaupuni, Leslee	kanaiaupb001@hav	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
257	9/29/2011 22:53:23	Kanoelani Garcia	kanoeg@gmail.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
258	1/19/2012 10:44:43	kara kiernan	karakiernan@yahoo	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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259	11/8/2012 7:53:48	Kara Maresca	karamaresca@gma	96791	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
260	1/19/2012 10:09:18	karwna richard	karwnarichard@hot	96815	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
261	9/20/2011 15:44:41	Kate Dillon	kategm61@yahoo.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP KEEP NEW POSTINGS ON THE FACEBOOK PAGE WITH LATEST INFORMATION
262	1/18/2012 10:41:50	Katherine Killebrew	katyek@mac.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
263	1/23/2012 19:35:46	Kathy Bossenmeyer	boss1@hawaii.rr.com	96786	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	?????
264	10/5/2011 9:06:53	Kathy Bossenmeyer	boss1@hawaii.rr.com	96786	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	not sure what I can do
265	10/22/2012 11:40:33	Kathy Bossenmeyer	boss1@hawaii.rr.com	96786	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
266	11/7/2012 15:19:53	Kathy Maddux	ktymdx@yahoo.com	96872	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	I would like to help
267	1/19/2012 8:36:39	kathy mociun	mociun@hotmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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268	10/9/2011 9:33:00	katia oliveira	katiavland@hotmail	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP KEEP NEW POSTINGS ON THE FACEBOOK PAGE WITH LATEST INFORMATION
269	1/19/2012 8:32:17	katie pere	katehawaii@me. com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
270	11/8/2012 8:20:51	Keana Grover	kmgrover808@gma	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
271	11/7/2012 15:31: 57	Kelinatongg Woodall	kelinatw@gmail. com	96730	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
272	1/29/2012 20:41: 44	Kelli Maletta	kelliapple@hotmail.	96731	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
273	1/19/2012 8:41:30	kelly bornz	kellybornz@live. com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
274	1/19/2012 9:13:13	kelly perry	hunakai5@aol. com	96791	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
275	1/19/2012 8:31:47	Kelly Senn	tropicaliles@yahoo.	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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276	11/4/2011 11:32:58	Kelly Tsutsui	kellytsutsui@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
277	9/19/2011 10:38:47	Kelsey Barden	kelseybarden@gmail.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
278	11/7/2012 14:11:52	Kelsey Barden	kelseybarden@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	I would like to help
279	1/19/2012 8:51:36	kendra anderson	school days. ruledays@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
280	9/15/2011 8:55:15	Kendyl Beschen	kendylandmarley@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP NSCS TO BECOME A NON-PROFIT
281	11/17/2011 9:20:10	Kenneth Rubenstein	rubenstein.k@gmail.com	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
282	11/8/2012 8:33:52	Kevin Chou	kechou@iolani.org	96826	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
283	11/7/2012 15:26:06	Kevin Sutavee	kevin@rareindividuals.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	farm near v-land
284	11/8/2012 8:36:23	Kiana Like-Uehara	redonkglious@gmail.com	96825	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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285	11/7/2012 14:58:01	Kim Huber	huberb001@hawaii	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
286	9/14/2011 21:46:31	Kim Johnson	kim@kokuahawaii	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	Feel free to bounce ideas off of me.
287	9/15/2011 13:53:23	Kim Ladia	kimladia@yahoo.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
288	1/30/2012 8:33:28	Kimberly Finau	alapioroadgirly@ya	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
289	11/8/2012 8:52:57	Klein Masutani	kleinface@gmail.com	96825	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
290	1/19/2012 10:04:15	koa rothman	n/a	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
291	1/19/2012 10:00:28	kodia rae	bassbaroovin@yah	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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292	9/18/2011 9:58:34	Kraynek Kelly	kraynek@hawaii.rr.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
293	9/15/2011 7:49:31	Kristen Gibbs	kristen.g.gibbs@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP WITH GRANT WRITING
294	11/8/2012 8:42:25	Kristen Lee	krlee@iolani.org	96789	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
295	11/8/2012 8:53:34	Kristi Kaneta	nonsiez6@gmail.com	96825	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
296	1/22/2012 8:55:36	Kristian House	housekristian@yahoo.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
297	1/19/2012 9:37:32	kristin bryant	kristinbryantsq@aol.com	96822	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
298	11/8/2012 8:47:35	Kristina Shigaki	krshigak@iolani.org	96701	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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299	9/15/2011 8:15:11	Kristy Gabriel	kristygabriel808@ya	96791	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
300	11/8/2012 8:43:26	Kristy Katano	krkatano@iolani. org	96797	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
301	11/8/2012 8:42:57	Kristy Lau	krlau@iolani.org	96826	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
302	11/8/2012 8:28:48	L.A. Perkerson	tranquiltouch@arcti	99572	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	i would like to help
303	9/15/2011 12:05: 59	Laila Ryun	ryunohana@gmail. com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
304	11/7/2012 15:23: 30	Lea Allocca	kakiokid247@yahoo	96791	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	I would like to help
305	11/25/2011 16:34: 51	Leah Moore	leah@moorehope. org	96822	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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306	11/8/2012 8:11:55	Liat Audian	no email	96826	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
307	11/7/2012 15:04:14	Liline Yong	dyong@hawii.edu	96744	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
308	1/19/2012 8:53:29	lilly barels	lillybarels@me.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
309	11/8/2012 8:06:11	Lily Anne Merat	lilyanee.merats@gmail.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
310	11/8/2012 7:54:20	Linda Noey	no email	no zip	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
311	11/8/2012 7:52:09	Linda Polasek	no email	96791	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
312	11/7/2012 15:19:11	Linda Rowan	lrwoan39@yahoo.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	I would like to help
313	9/19/2011 7:16:44	Lindsay McGill	lindsaymcgill@mac.	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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314	11/8/2012 8:24:52	Linette Lum	cant read email	93460	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
315	11/7/2012 15:07:58	Lisa B. Miller	mslisamiller@yahoo	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
316	1/19/2012 8:57:28	lisa hourin	lisa@lisahourin.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
317	1/19/2012 8:48:37	liz lopes	lizlopes@hawaii.rr.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
318	11/7/2012 14:09:06	Lori Grace	lgrayshuck@aol.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	I would like to help
319	11/8/2012 7:38:19	Lotta Kagell	lottakagell@gmail.com	96734	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
320	1/19/2012 9:57:48	luann casey	luann2tinroofranch.c	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
321	11/8/2012 7:57:16	Lymey Wilson	no email	96717	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
322	11/7/2012 14:56:06	Lyndee See	lyndee@divineliving	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	I would like to help

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323	1/19/2012 10:49:53	lynell demate	ladmate@hawaii.rr.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
324	1/31/2012 11:27:03	Lynn Blomfield	huki2@hawaii.rr.com	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
325	1/19/2012 9:41:16	lynne johnson	n/a	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
326	1/23/2012 14:05:11	Lynsey	lynsey.stone@yahoo.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
327	11/8/2012 8:40:31	Maile Beal	mabeal@iolani.org	96734	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
328	1/19/2012 10:45:29	mara pyzel	marapyzel@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
329	9/27/2011 12:54:53	Margaret Attaway	attawaymaggie@ya	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
330	1/19/2012 10:35:37	maria guerricro	mariacg@hawaii.edu	96717	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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331	11/7/2012 15:27:58	Marie Rangel	poakakaim@aol.com	96731	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
332	9/15/2011 7:11:14	Marie Ritteenhouse	rrrittsunset@netsca	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP NSCS TO BECOME A NON-PROFIT
333	1/19/2012 10:41:15	marilyn cole	n/a	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
334	1/18/2012 10:42:32	Mark Cunningham	mrc123@mac.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
335	1/19/2012 8:54:53	marsha taylor	n/a	n/a	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	yes
336	11/8/2012 8:41:09	Martin Brownridge	mdb1301@iolani.org	96734	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
337	1/19/2012 9:42:30	Mary Lou Gora	n/a	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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338	1/19/2012 10:48:27	maryjo buell	n/a	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
339	11/7/2012 15:00:28	Matt Wickey	mwickey@firstwind.	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	I would like to help
340	9/26/2011 14:57:25	megan koehne	megb808@hotmail.	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
341	11/8/2012 8:52:17	Megan Nakai	rostaamouse14@gr	96744	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
342	11/8/2012 8:56:14	Mele Hamaski	mehamasa@iolani.c	96744	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
343	1/19/2012 10:08:30	meleana judd	meleanajudd@gma	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
344	1/19/2012 8:54:12	meleana white	meleanawhite@gma	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
345	11/7/2012 15:01:19	Melissa Wickey	melissa.wickey@gmail.com	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	I would like to help
346	1/19/2012 9:47:45	meredith speicher	meredith_speicher@	96791	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	grants

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347	1/19/2012 9:52:12	micasha desilva	mgrdoz@gmail.com	96789	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
348	1/19/2012 10:12:30	michael bradham	mikebradham@hotmail.com	96791	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
349	1/19/2012 8:33:58	michele judy	michele.judy@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	Yes
350	11/8/2012 7:48:05	Michelle Dennison	no email	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
351	12/26/2011 9:00:48	Michelle Knoetgen	mknoetgen@gmail.com	96822	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP EDIT THE DIP
352	1/19/2012 9:06:47	michelle mendoza	michelle.mendozala@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
353	1/19/2012 9:33:41	mike meister	meister@hawaiintel.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
354	1/19/2012 8:37:07	mike mociun	mociun@hotmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
355	1/19/2012 10:35:08	miranda craig	n/a	96818	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	yes

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356	11/8/2012 8:26:18	Mitsuko Hayakawa	shizen@hawaiiante	96782	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
357	1/19/2012 8:39:00	monique mironesco	mironesc@hawaii.edu	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
358	11/8/2012 8:07:10	Myah Ely	myah.ely@gmail.com	96826	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
359	11/7/2012 15:21:08	Nancy Delamart	delamartn001@haw	96791	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
360	11/7/2012 15:02:20	Naomi McCarthy	naomimccarthy@h	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	I would like to help
361	9/20/2011 10:26:16	Natasha Briley	laakeadesigns@ya	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
362	1/19/2012 9:55:08	nathan lynd	mgrdoz@gmail.com	96789	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
363	1/19/2012 10:39:16	neil lin	flyrager69@gmail.com	96815	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes

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364	11/8/2012 8:10:27	Nicholas Miller	no email	96826	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
365	11/8/2012 8:02:52	Nick Bowman	hicajourney@gmail.	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
366	1/19/2012 10:32:03	nick dobrzanowski	nick.j.d@hotmail.com	96701	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
367	11/8/2012 8:46:59	Nick Shigeoka	nishigeo@iolani.org	96821	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
368	1/19/2012 10:26:43	nick singh	nickrelax@hotmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
369	9/15/2011 7:49:34	Nicole Puakea	nmsnow2@aol.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
370	1/19/2012 9:36:56	nicole carey	nicolehana620@ya	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes

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371	1/19/2012 10:16:27	nicole lam	nilam@iolani.org	96816	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	yes
372	1/30/2012 6:48:03	Nicole Linke	nlinke@mac.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
373	9/26/2011 20:52:37	Nicole Parlow	prithamhari@earthli	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
374	1/19/2012 8:40:45	nicole terle	nicoleterle@live.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
375	11/8/2012 8:38:39	Nicole Yamane	nickiymane@gmail.	96819	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
376	11/8/2012 8:08:25	Niki Wils	1oceangirl2u@gma	no zip	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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377	10/24/2011 18:22:38	Nikki Parlow	prithamhari@earthli	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP KEEP NEW POSTINGS ON THE FACEBOOK PAGE WITH LATEST INFORMATION
378	1/28/2012 11:01:04	Nikki Parlow	prithamhari@earthli	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP KEEP NEW POSTINGS ON THE FACEBOOK PAGE WITH LATEST INFORMATION
379	11/8/2012 8:48:48	Nikolai Chen	treeko.2006@gmail.com	96821	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
380	1/16/2012 17:41:47	Nina Puhipau	nina_kai@yahoo.com	96791	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
381	9/19/2011 13:10:25	Nina Puhipau	nina_kai@yahoo.com	96791	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP KEEP NEW POSTINGS ON THE FACEBOOK PAGE WITH LATEST INFORMATION
382	1/19/2012 10:06:17	noa ginella	noa.ginella@gmail.com	96731	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
383	9/29/2011 11:45:10	Noelani Love	Noe@NoelaniDesig	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT

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384	11/8/2012 8:55:36	Nycole Mitsuyagu	nycOLEmits@hotmail.com	96706	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
385	1/19/2012 8:36:06	odin hill	odinhill@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
386	11/7/2012 14:51:23	Otis Schaper	oschpr@gmail.com	96786	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
387	11/8/2012 8:09:12	Pamela Boyar	no email	96734	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
388	9/14/2011 15:08:32	Patricia Moore	mooreohana@aol.com	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
389	11/7/2012 14:10:37	Paul Eagle	(808)paul@gmail.com	96762	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	I WOULD LIKE TO HELP
390	1/19/2012 10:36:14	paul gregory	paul@paulgregorio.com	96816	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
391	11/8/2012 7:55:45	Paul Logan	paullogan@gmail.com	96791	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
392	1/19/2012 10:27:50	paul seeny	prsjr2003@yahoo.com	96734	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes

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393	11/8/2012 7:59:50	Paul Skellon	paulskellon@gmail.	96813	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
394	1/19/2012 8:55:42	paula burgess	burgess96712@yah	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
395	9/14/2011 14:52:34	Pete Johnson	peteyjohnson@haw	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
396	1/14/2012 9:57:00	Philip Weber	gwebbers@gmail.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
397	9/27/2011 10:04:19	Prema	vedicgy psy@yahoo	96791	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
398	1/19/2012 10:29:38	randall corpuz	corpuzrandall@yah	96797	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	yes
399	1/29/2012 15:32:42	Raul Buenrostro	raulbuenrostro@yah	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT

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400	1/19/2012 9:10:08	rebecca powell	professorpowell@gr	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
401	1/19/2012 10:46: 42	reed mattaur	n/a	96791	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
402	11/8/2012 8:57:07	Reggie Garcia	rpegarcia@hawwi. edu	96826	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
403	1/19/2012 8:50:09	renee scott	toadscott@msn. com	96707	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
404	1/17/2012 6:52:14	Rexann Dubiel	dubielsdesign@hotm	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
405	11/8/2012 7:45:54	Ri Le Gory	no email	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
406	11/7/2012 15:16: 57	Ribert E. Heiler	reheiler@hotmail. com	96789	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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407	1/19/2012 10:31:23	richard dobrzanowski	sterrich@yahoo.com	96701	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	wants to teach
408	9/15/2011 9:43:44	Rob Heatherly	robheatherly@hotmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
409	11/8/2012 7:50:07	Robber Zuoter	rczuoter@hotmail.com	96707	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
410	1/18/2012 16:02:30	Roberto Lopes	roberto@hawaii.rr.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
411	1/19/2012 10:46:05	roberts leinau	leinauroo1@hawaii.rr.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
412	11/8/2012 8:48:20	Robi Kodama	princessrobi808@gmail.com	96816	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
413	1/19/2012 8:40:18	rodney teaney	rodjason1@yahoo.com	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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414	1/29/2012 16:53:07	Rosa Buenrostro	rbuenrostro72@hotmail.com	92805	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP KEEP NEW POSTINGS ON THE FACEBOOK PAGE WITH LATEST INFORMATION
415	1/29/2012 16:53:45	Rosa Buenrostro	rbuenrostro72@hotmail.com	92805	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP KEEP NEW POSTINGS ON THE FACEBOOK PAGE WITH LATEST INFORMATION
416	1/19/2012 9:48:26	roth stoddard	n/a	96706	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
417	11/8/2012 8:18:09	Rovanne Orian	vmvhawaii@gmail.com	96826	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
418	11/8/2012 7:57:46	Rozelle Akau	no email	96706	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
419	10/2/2011 16:59:50	Rush Taylor	rht426@yahoo.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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420	11/8/2012 8:50:00	Ryan Sato	rysato@iolani.org	96821	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
421	11/8/2012 8:24:05	Ryan Silsbee	silsbee@gmail.com	96816	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
422	9/22/2011 9:20:54	Sabrina Lobdell	sabrinaonoahu@ao	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
423	11/8/2012 7:51:28	Sakhone Twigg	twigg@live.com	96792	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
424	1/19/2012 9:49:11	salina lopez	n/a	96791	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
425	9/14/2011 21:22:24	sandra	thejensensfive@ya	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
426	1/19/2012 8:52:17	sara ackerman	saraackerman@me	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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427	2/25/2012 3:44:27	Sara Nieling	mookusmonster@y	53211	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
428	10/24/2012 19:26: 50	Sara Voll	sv.chimera@gmail. com	96791	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	Sorry I just had a baby! But would love to help in the future...
429	1/19/2012 9:49:40	sarah johnson	n/a	96734	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
430	11/8/2012 8:14:04	Savannah DeJong	no email	96734	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
431	11/8/2012 8:38:12	Sayge Rezentes	rezentespride@gma	96795	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
432	1/19/2012 10:41: 46	schuyler cole	n/a	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
433	11/8/2012 8:02:12	Scott Chee	no email	96707	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
434	1/19/2012 8:56:53	scott hourin	scott@scotthourin. com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes

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435	9/18/2011 21:14:40	Sean Brady	kalaheo12@YAHOO	96734	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
436	1/19/2012 10:06:46	sean ginella	seanginella@me.com	96731	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
437	1/19/2012 9:50:32	seth elmer	sethelmer@msn.com	96871	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
438	1/19/2012 10:36:49	sharif bari	sharifbari@hotmail.com	96816	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
439	1/19/2012 8:49:34	sharon hervey	dnshervey@gmail.com	80027	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
440	11/4/2011 10:43:20	Shawna Biemann	crazzymom@hawaii	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
441	9/29/2011 15:24:44	Siobhan Thielen	siobhanathon@hotmail	96756	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
442	10/21/2012 21:11:33	Stacia	staciamacmurray@	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT

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443	10/10/2011 10:07:36	Stacy	ycats_w@yahoo.com	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
444	1/19/2012 10:49:27	stanley may	stanleym@hawaii.edu	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
445	1/20/2012 12:37:30	Stephanie Morem	stephaniemorem@	96815	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	YES, I CAN HELP WITH WRITING THE DIP
446	9/29/2011 15:42:34	stephanie wilson	j62470@earthlink.net	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
447	11/8/2011 16:06:02	Sundance Vaughs	svaugh@hotmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
448	1/24/2012 23:48:17	Sylvia Wittmeyer	sylvia Wittmeyer@hc	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
449	10/2/2011 23:05:59	Sylvia Wittmeyer	sylvia Wittmeyer@hc	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP KEEP NEW POSTINGS ON THE FACEBOOK PAGE WITH LATEST INFORMATION

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450	1/19/2012 10:26:04	sylvie skinner	vaimaperles@hawa	96791	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
451	11/8/2012 8:11:24	Tal Chico	no email	96826	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
452	9/16/2011 17:26:42	tami stack	tknappman@hotmail	96815	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
453	10/8/2011 18:54:46	Tatiana Coelho	taticoelho@hotmail.	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
454	10/8/2011 18:55:39	Tatiana Coelho	taticoelho@hotmail.	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
455	11/8/2012 8:51:39	Taylor Garcia-Perreira	tagarcia@iolani.org	96701	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
456	9/16/2011 6:20:35	Terence Loose	tloose7@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP EDIT THHE DIP
457	1/19/2012 8:51:03	tiffany hervey	tiffany.iwalani@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes

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458	1/19/2012 8:42:03	tiffany rodriguez	kipanilene@yahoo.com	96706	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
459	1/19/2012 10:42:22	tim honderick	n/a	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
460	1/19/2012 9:46:32	tim kalke	n/a	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
461	11/8/2012 8:23:21	Tina Wyant	tmwyant16@gmail.com	96789	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
462	11/8/2012 8:13:26	Tom Welby	twelby@cox.net	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
463	11/8/2012 8:12:26	Tony Zurfance	no email	96826	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
464	1/12/2012 8:40:21	Tracy Harris	t.harris926@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP KEEP NEW POSTINGS ON THE FACEBOOK PAGE WITH LATEST INFORMATION

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465	9/16/2011 14:08:19	Tracy Walker	tw@hawaii.rr.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
466	1/19/2012 10:07:59	trent johnson	n/a	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
467	11/7/2012 15:11:43	Vessi Devera	vessidevera@yahoo	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	cultural awareness
468	1/17/2012 8:30:59	Vicki Spradlin	iamvick@hotmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
469	11/7/2012 14:52:15	Victor Rundbaken	victor.rundabken@gmail.com	96825	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
470	1/19/2012 8:57:58	victoria wiseman	victoria.wiseman@gmail.com	96791	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
471	1/19/2012 10:24:58	vincent bukowski	vmbukowski@gmail	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
472	1/19/2012 10:14:59	wagner santos	wgsgodoy@aol.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
473	1/19/2012 10:14:28	washington teiteira	bodyboardbrasil@h	96791	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	yes
474	11/7/2012 14:53:58	Wayne Porter	jsks98@yahoo.com	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

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475	11/8/2012 7:43:58	Wayne Porter	JSKS98@yahoo.com	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
476	1/19/2012 10:30:11	wease forta	fullynhanced@yahoo	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
477	11/8/2012 8:09:36	Wendy Kiho	no email	96789	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
478	1/16/2012 16:48:58	William Lyon	lyonbyte@aol.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
479	11/7/2012 15:34:58	William Smith	Billsmithmysurf@gn	96712	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	I would like to help
480	9/19/2011 15:54:17	William Van Asperen	winelord@hawaii.rr.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
481	1/19/2012 9:35:18	wilma lane	sharkscoverentals.com	96791	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP

Attachment A - School Survey and Petition

482	11/8/2012 8:05:05	Wyeth Yogi	wyethyogi@gmail.com	96826	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
483	11/7/2012 15:05:59	Yuri Campbell	yuri.campbell@me.com	96818	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	send email to forward petition
484	1/19/2012 10:47:58	yvonne alexander	yalexander@hawaii	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
485	9/21/2011 11:33:23	yvonne jolley	lakona_marin@yahoo	96815	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
486	11/8/2012 8:10:55	Zim Hevroni	no email	96826	NO, I SUPPORT THE SCHOOL BUT WOULD PREFER NOT TO RECEIVE ANY UPDATES VIA EMAIL	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	NO, I SUPPORT THE SCHOOL BUT AM NOT ABLE TO HELP
487	1/3/2013 11:19:40	Christa Meilak	christamerck@yahoo	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	I can help with any hands on volunteer work needed
488	1/7/2013 12:32:25	Adina Pitt	adinapitt@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
489	1/8/2013 14:45:02	TATIANA	taticoelho@hotmail.	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT

Attachment A - School Survey and Petition

490	1/9/2013 11:10:58	Sofia Beschen	sbeschen@hotmail.	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
491	1/10/2013 10:20: 35	Katie Hiltbrand	Katiehiltbrand@yah	96712	YES, PLEASE ADD ME	NO, I WOULD PREFER NOT TO HAVE TO TAKE THE SURVEY	YES, I CAN HELP EDIT THHE DIP
492	1/26/2013 9:19:59	ETHAN POWELL	EEPWLL@GMAIL. COM	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
493	1/26/2013 9:23:00	Deva Powell	powelldeva747@gn	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
494	2/14/2012 16:32: 45	testing	dali@gmail.com	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP WITH THE WEBSITE
495	2/17/2012 15:32: 02	margot campbell	mlove1213@gmail.c	96712	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP BY FINDING AT LEAST THREE PEOPLE TO SIGN THIS PETITION OF COMMUNITY SUPPORT
496	10/24/2011 11:46: 06	Zachary Dilonno	zachdiionno@gmail	96822	YES, PLEASE ADD ME	YES, PLEASE EMAIL ME THE SURVEY LINK	YES, I CAN HELP WITH WRITING THE DIP

Attachment B: Instructional Materials Chart

Developer/Publisher		Rationale for Selection or Development
Grade Level: 7th		
ELA	Edgenuity	Rigor of the course content and design, aligns to common core, increased student achievement, ability for student individualization, competency-based learning standards, diverse and real-time data reporting.
ELA	Teacher developed	Project-based lessons that align to common core lessons taught in online portion of the class but that provide additional opportunities for application of knowledge, to assess student achievement and teach application of advance technology.
Reading	Reading Plus	Research shows significant improvement in reading comprehension after only 2 months of use. This supplemental resource uses adaptive technology, which is used to have students working at their level based on previous work. Competency-based program for students not meeting grade level standards in reading and provided in the morning workshop.
Math	Edgenuity	Rigor of the course content and design, aligns to common core, increased student achievement, ability for student individualization, competency-based learning standards, data reports.
Math	Teacher developed	Project-based lessons that align to common core lessons taught in online portion of the class but that provide additional opportunities for application of knowledge, to assess student achievement and teach application of advance technology.
Math	IXL	Supplemental resource for students not meeting grade level standards in math and provided in the morning workshop. It is a adaptive competency-based program that assesses what students know and adapt lessons based on students knowledge
Science	Edgenuity and teacher team	Rigor, individualization, extended learning opportunities
Social Studies	Edgenuity and teacher team	Rigor, individualization, extended learning opportunities
Music	Teacher team, volunteers and guest speakers	Music is a significant tool for expression and provides students a medium to internalize what is being learned and the ability to share their thoughts about the content. Emphasis on cross cultural means of communication, appreciation, history, collaboration skills building, student enrichment through personal development and career exploration.
World Language		Student expression and interpersonal relationships are two key elements integrated into the foundation of this school. World languages provides a crucial element in becoming an effective communicator as well as a deeper understanding into others' cultural heritage and a way to pay respect to cultural origins.
Career Focus	Teacher Team, guest speakers and volunteers	Career exploration, service learning, problem solving and extended learning opportunities

Attachment B: Instructional Materials Chart

Developer/Publisher		Rationale for Selection or Development
Grade Level: 8th		
ELA	Edgenuity	Rigor of the course content and design, aligns to common core, increased student achievement, ability for student individualization, competency-based learning standards, diverse and real-time data reporting.
ELA	Teacher developed	Project-based lessons that align to common core lessons taught in online portion of the class but that provide additional opportunities for application of knowledge, to assess student achievement and teach application of advance technology.
Reading	Reading Plus	Research shows significant improvement in reading comprehension after only 2 months of use. This supplemental resource uses adaptive technology, which is used to have students working at their level based on previous work. Competency-based program for students not meeting grade level standards in reading and provided in the morning workshop.
Math	Edgenuity	Rigor of the course content and design, aligns to common core, increased student achievement, ability for student individualization, competency-based learning standards, data reports.
Math	Teacher developed	Project-based lessons that align to common core lessons taught in online portion of the class but that provide additional opportunities for application of knowledge, to assess student achievement and teach application of advance technology.
Math	IXL	Supplemental resource for students not meeting grade level standards in math and provided in the morning workshop. It is a adaptive competency-based program that assesses what students know and adapt lessons based on students knowledge
Science	Edgenuity and teacher team	Rigor, individualization, extended learning opportunities
Social Studies	Edgenuity and teacher team	Rigor, individualization, extended learning opportunities
Music	Teacher team, volunteers and guest speakers	Music is a significant tool for expression and provides students a medium to internalize what is being learned and the ability to share their thoughts about the content. Emphasis on cross cultural means of communication, appreciation, history, collaboration skills building, student enrichment through personal development and career exploration.
World Language		Student expression and interpersonal relationships are two key elements integrated into the foundation of this school. World languages provides a crucial element in becoming an effective communicator as well as a deeper understanding into others' cultural heritage and a way to pay respect to cultural origins.
Career Focus	Teacher Team, guest speakers and volunteers	Career exploration, service learning, problem solving and extended learning opportunities

Attachment D: Academic Standards

Academic Standards- NSMS will assess students based on the following standards: Common Core and State assessments for both 7th and 8th grade. In addition to those standards students will have the following skills and knowledge upon grade level promotion.

Skills- Each student will be expected to show they have attained the following skills evident demonstrated by the inclusions of project sin their student portfolios:

- Self-directed Learner (The ability to be responsible for one's own learning)
- Community Contributor (The understanding that it is essential for human beings to work together)
- Complex Thinker (The ability to demonstrate critical thinking and problem solving)
- Quality Producer (The ability to recognize and produce quality performance and quality products)
- Effective Communicator (The ability to communicate effectively)
- Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically)

Knowledge- Please see the attached common core standards for both 7th and 8th grade for details on what each student will be expected to attain by the end of each year. Since the State has not completed developing standards in each subject yet the NSMS will use the State Standards available at the time the school opens to evaluate student performance.

Grade Promotion Policies- Students will be promoted to 8th grade when they have earned a passing grade in all core classes, completed their website portfolios with one project per quarter the student has attended NSMS, and completed the required community service hours. Students will be promoted to 9th grade when they have earned a passing grade in all core classes, completed their website portfolios with one project per quarter the student has attended NSMS, and completed the required community service hours.

Standards- NSMS will us an A – F grading scale based on standard percentages of 100-90=A, 89-80=B, 79-70=C, 69-60=D, 59-0=F. Passing standards for students [at](#) NSMS will consist of completing classes [with a grade of D, 60% or above.](#)

Common Core: Language Arts Standards, Grade 7

Strand	Topic	Code	Common Core State Standard
Reading Literature	Key Ideas and Details	7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
		7.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
		7.RL.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
	Craft and Structure	7.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
		7.RL.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
		7.RL.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
	Integration of Knowledge and Ideas	7.RL.7	Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
		7.RL.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
	Range of Reading and Level of Text Complexity	7.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Informational	Key Ideas and Details	7.RI.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
		7.RI.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
		7.RI.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
	Craft and Structure	7.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
		7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

		7.RI.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
		7.RI.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
		7.RI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
		7.RI.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
		7.RI.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	Writing		<p>Integration of Knowledge and Ideas</p>
		7.W.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence. using accurate. credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
		7.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
		7.W.3	Write narratives to develop real or imagined experiences or events using effective technique. relevant descriptive details, and well-structured event sequences.

		<p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
Production and Distribution of Writing	7.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	7.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)
	7.W.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
Research to Build and Present Knowledge	7.W.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
	7.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	7.W.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>

	Range of Writing	7.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening	Comprehension and Collaboration	7.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
		7.SL.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
		7.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
	Presentation of Knowledge and Ideas	7.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
		7.SL.6	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
		7.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 53 for specific expectations.)
Language	Conventions of Standard English	7.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
		7.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It

			<p>was a fascinating. enjoyable movie but not his word an old[,] green shirt).</p> <p>b. Spell correctly.</p>
	Knowledge of Language	7.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>
	Vocabulary Acquisition and Use	7.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
		7.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>
		7.L.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
	Reading History	6-8.RH.1	<p>Cite specific textual evidence to support analysis of primary and secondary sources.</p>
		6-8.RH.2	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>
		6-8.RH.3	<p>Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>
		6-8.RH.4	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
		6-8.RH.5	<p>Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>

Reading Science and Technical	Integration of Knowledge and Ideas	6-8.RH.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
		6-8.RH.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
		6-8.RH.8	Distinguish among fact, opinion, and reasoned judgment in a text.
		6-8.RH.9	Analyze the relationship between a primary and secondary source on the same topic.
	Range of Reading and Level of Text Complexity	6-8.RH.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
	Key Ideas and Details	6-8.RST.1	Cite specific textual evidence to support analysis of science and technical texts.
		6-8.RST.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
		6-8.RST.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
	Craft and Structure	6-8.RST.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
		6-8.RST.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
		6-8.RST.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
Writing History	Integration of Knowledge and Ideas	6-8.RST.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
		6-8.RST.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
		6-8.RST.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
	Range of Reading and Level of Text Complexity	6-8.RST.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
Writing History	Text Types and Purposes	6-8.WHST.1	Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and

		<p>clarify the relationships among claims, counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
	6-8.WHST.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
Production and Distribution of Writing	6-8.WHST.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	6-8.WHST.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
	6-8.WHST.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
Research to Build and Present Knowledge	6-8.WHST.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	6-8.WHST.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	6-8.WHST.9	Draw evidence from informational texts to support analysis reflection, and research.
Range of Writing	6-8.WHST.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards, Grade 7

Domain	Cluster	Code	Common Core State Standard
Ratios and Proportional Relationships	Analyze proportional relationships and use them to solve real-world and mathematical problems.	7.RP.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, If a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $(\frac{1}{2})/(\frac{1}{4})$ miles per hour, equivalently 2 miles per hour.
		7.RP.2	Recognize and represent proportional relationships between quantities. a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$. d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.
		7.RP.3	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
The Number System	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	7.NS.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. b. Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. d. Apply properties of operations as strategies to add and

			subtract rational numbers. NSMS Page 147 of 351
		7.NS.2	<p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p>b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.</p> <p>c. Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats</p>
		7.NS.3	Solve real-world and mathematical problems involving the four operations with rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions.)
Expressions and Equations	Use properties of operations to generate equivalent expressions.	7.EE.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
		7.EE.2	<p>Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.</p> <p>For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."</p>
	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	7.EE.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $1/10$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.
		7.EE.4	<p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these</p>

			<p>forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</p> <p>b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</p>
Geometry	Draw, construct, and describe geometrical figures and describe the relationships between them.	7.G.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
		7.G.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
		7.G.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	7.G.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
		7.G.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
		7.G.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
Statistics and Probability	Use random sampling to draw inferences about a population.	7.SP.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
		7.SP.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.
	Draw informal comparative inferences about two populations.	7.SP.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the

Investigate chance processes and develop, use, and evaluate probability models.		mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.
	7.SP.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.
	7.SP.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
	7.SP.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.
	7.SP.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected. b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?
	7.SP.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event. c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a

simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?

Common Core: Language Arts Standards, Grade 8

Strand	Topic	Code	Common Core State Standard
Reading Literature	Key Ideas and Details	8.RL.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
		8.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
		8.RL.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
	Craft and Structure	8.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
		8.RL.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
		8.RL.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
	Integration of Knowledge and Ideas	8.RL.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
		8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
	Range of Reading and Level of Text Complexity	8.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
Reading Informational	Key Ideas and Details	8.RI.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
		8.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
		8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
	Craft and Structure	8.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word

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			choices on meaning and tone, including analogies or allusions to other texts.
		8.RI.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
		8.RI.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
	Integration of Knowledge and Ideas	8.RI.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
		8.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
		8.RI.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
	Range of Reading and Level of Text Complexity	8.RI.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
Writing	Text Types and Purposes	8.W.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence. using accurate. credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
		8.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style.

		f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
	8.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
Production and Distribution of Writing	8.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	8.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 53.)
	8.W.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Research to Build and Present Knowledge	8.W.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	8.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	8.W.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p>

			<p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>
	Range of Writing	8.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening	Comprehension and Collaboration	8.SL.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
		8.SL.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
		8.SL.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
	Presentation of Knowledge and Ideas	8.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
		8.SL.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
		8.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)
Language	Conventions of Standard English	8.L.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative.</p>

			interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*
		8.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
	Knowledge of Language	8.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
	Vocabulary Acquisition and Use	8.L.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
		8.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
		8.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Reading History	Key Ideas and Details	6-8.RH.1	Cite specific textual evidence to support analysis of primary and secondary sources.
		6-8.RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

		6-8.RH.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
		6-8.RH.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
	Craft and Structure	6-8.RH.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
		6-8.RH.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
	Integration of Knowledge and Ideas	6-8.RH.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
		6-8.RH.8	Distinguish among fact, opinion, and reasoned judgment in a text.
		6-8.RH.9	Analyze the relationship between a primary and secondary source on the same topic.
	Range of Reading and Level of Text Complexity	6-8.RH.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
Reading Science and Technical	Key Ideas and Details	6-8.RST.1	Cite specific textual evidence to support analysis of science and technical texts.
		6-8.RST.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
		6-8.RST.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
	Craft and Structure	6-8.RST.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
		6-8.RST.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
		6-8.RST.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
	Integration of Knowledge and Ideas	6-8.RST.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
		6-8.RST.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
		6-8.RST.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
	Range of Reading and Level of Text Complexity	6-8.RST.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

Writing History		Text Types and Purposes	6-8.WHST.1	Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
			6-8.WHST.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
	Production and Distribution of Writing		6-8.WHST.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
			6-8.WHST.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
			6-8.WHST.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
	Research to Build and Present Knowledge		6-8.WHST.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
			6-8.WHST.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for

			citation. NSMS Page 158 of 351
		6-8.WHST.9	Draw evidence from informational texts to support analysis reflection, and research.
	Range of Writing	6-8.WHST.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards, Grade 8

Domain	Cluster	Code	Common Core State Standard
The Number System	Know that there are numbers that are not rational, and approximate them by rational numbers.	8.NS.1	Understand informally that every number has a decimal expansion; rational numbers have decimal expansions that terminate in 0s or eventually repeat, and conversely.
		8.NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., $(\pi)^2$). For example, by truncating the decimal expansion of $\sqrt{2}$ (square root of 2), show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.
Expressions and Equations	Work with radicals and integer exponents.	8.EE.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/(3^3) = 1/27$.
		8.EE.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
		8.EE.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger.
		8.EE.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
	Understand the connections between proportional relationships, lines, and linear equations.	8.EE.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.
		8.EE.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .
	Analyze and solve linear equations and pairs of simultaneous linear equations.	8.EE.7	Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a =$

			<p>a, or $a = b$ results (where a and b are different numbers).</p> <p>b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms</p>
		8.EE.8	<p>Analyze and solve pairs of simultaneous linear equations.</p> <p>a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</p> <p>b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations.</p> <p>Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</p> <p>c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</p>
Functions	Define, evaluate, and compare functions.	8.F.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (Function notation is not required in Grade 8.)
		8.F.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.
		8.F.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.
	Use functions to model relationships between quantities.	8.F.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
		8.F.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
Geometry	Understand congruence and similarity using	8.G.1	<p>Verify experimentally the properties of rotations, reflections, and translations:</p> <p>a. Lines are taken to lines, and line segments to line segments of</p>

			the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.
physical models, transparencies, or geometry software.		8.G.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
		8.G.3	Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.
		8.G.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
		8.G.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the three angles appear to form a line, and give an argument in terms of transversals why this is so.
	Understand and apply the Pythagorean Theorem.	8.G.6	Explain a proof of the Pythagorean Theorem and its converse.
8.G.7		Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	
8.G.8		Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	
Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.		8.G.9	Know the formulas for the volume of cones, cylinders and spheres and use them to solve real-world and mathematical problems.
Statistics and Probability	Investigate patterns of association in bivariate data.	8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
		8.SP.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
		8.SP.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.
		8.SP.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a

two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?

Attachment E: Exit Standards

Exit Standards

Graduating Students- The NSMS will require all students to earn credits in the four core subject areas each year of middle school (ELA, Math, Social Studies, Science) to be promoted annually. To earn credits in classes students will have to complete courses with a grade of D, 60% or better. Additionally, the end of 8th grade to be promoted to 9th grade must complete a portfolio, including all required elements.

Students will be expected to show they have attained the following skills evident demonstrated by the inclusions of project sin their student portfolios:

- Self-directed Learner (The ability to be responsible for one's own learning)
- Community Contributor (The understanding that it is essential for human beings to work together)
- Complex Thinker (The ability to demonstrate critical thinking and problem solving)
- Quality Producer (The ability to recognize and produce quality performance and quality products)
- Effective Communicator (The ability to communicate effectively)
- Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically)

Students will be able to complete grade level academic standards at a 60% or better attainment in all core classes.

North Shore Middle School: for 2015/2016

August				
<i>M</i>	<i>Tu</i>	<i>W</i>	<i>Th</i>	<i>F</i>
27	28	29	30	31
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September				
<i>M</i>	<i>Tu</i>	<i>W</i>	<i>Th</i>	<i>F</i>
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October				
<i>M</i>	<i>Tu</i>	<i>W</i>	<i>Th</i>	<i>F</i>
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November				
<i>M</i>	<i>Tu</i>	<i>W</i>	<i>Th</i>	<i>F</i>
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

December				
<i>M</i>	<i>Tu</i>	<i>W</i>	<i>Th</i>	<i>F</i>
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January				
<i>M</i>	<i>Tu</i>	<i>W</i>	<i>Th</i>	<i>F</i>
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February				
<i>M</i>	<i>Tu</i>	<i>W</i>	<i>Th</i>	<i>F</i>
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29				

March				
<i>M</i>	<i>Tu</i>	<i>W</i>	<i>Th</i>	<i>F</i>
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

April				
<i>M</i>	<i>Tu</i>	<i>W</i>	<i>Th</i>	<i>F</i>
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May				
<i>M</i>	<i>Tu</i>	<i>W</i>	<i>Th</i>	<i>F</i>
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

June				
<i>M</i>	<i>Tu</i>	<i>W</i>	<i>Th</i>	<i>F</i>
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Legend				
	Community Service Days projects completed at school or in the field			
	Teacher Work Days, No School for students			
	No School			
	End of Marking Period			

7/27/2015	Teacher workshop
7/31/2015	First Day of School for teachers, no students
8/3/2015	First Day of School students
8/21/2015	Statehood No School
9/7/2015	Labor Day No School
10/7/2015	1st quarter (46 days days of instruction)
10/8/2015	teacher workday, no school
10/9/2015	teacher PD day, no school
11/11/2015	Veteran's Day, No School
11/26/2015	Thanksgiving, NO School 11/26-11/27
12/17/2015	End of 1st semester (93 days) (2nd quarter 47days)
12/18/2015	Teacher PD day, no students
12/21/2015	Winter Break for students 12/21-1/1
1/4/2016	First day Semester 2
1/18/2016	Dr Martin Luther King Jr Day
2/15/2016	Presidents' Day, No School
3/10/2016	end of 3rd quarter (47 days of instruction)
3/11/2016	Teacher PD day, no school
3/14/2016	Spring Break, 3/14 - 3/18
3/25/2016	Prince Jonah Kuhio Kalaniana'ole Day (observed), No School and Good Friday
5/25/2016	Last day of school for students end of 4th qrt 47 days (94 days of instruction 2nd semester, 187 days)
5/26/2016	teacher workday,
5/27/2016	teacher PD day,
5/30/2016	teacher last day,

North Shore Middle School

Term Schedule

Name 7th grade A Group

Period	Monday	Tuesday	Wednesday	Thursday	Friday
Workshop 8 - 8:50	performance based	performance based	performance based	performance based	
1st: 9-10:42	Math	Science	Math	Science	Career-focus groups
Reading Period 10:50-11:15	Reading Period	Reading Period	Reading Period	Reading Period	<i>Cause of the Quarter</i> Community Service Learning Project
2nd: 11:20 - 1:02	LA	Geography	LA	Geography	
Lunch: 1:10-1:50	Lunch	Lunch	Lunch	Lunch	Lunch 12 - 12:40
3rd: 1:50 - 3:30	Music	World lang	Music	World lang	

North Shore Middle School			
Term Schedule			
Period	Monday	Tuesday	Wednesday
Workshop 8 - 8:50	Performance based	Performance based	Performance based
1st: 9-10:42	LA	economics/social psychology	LA
Reading Period 10:50-11:15	Reading Period	Reading Period	Reading Period
2nd:11:20 - 1:02	Math	Science	Math
Lunch: 1:10-1:50	Lunch	Lunch	Lunch
3rd: 1:50 - 3:30	World lang	Music	World lang

Name 8th grade A Group	
Thursday	Friday
Performance based	
economics/social psychology	Career-focus groups
Reading Period	<i>Cause of the Quarter</i>
Sciene	Community Service Learning Project
Lunch	Lunch 12 - 12:40
Music	

Attachment H: Student Perspective

Kai is arriving at school, it is 7:50 am. He is going to his morning workshop class and is excited because he is only a few more lessons away from reaching grade level in reading. Once he completes his reading support program and reaches grade level, he will be able to surf in the morning before school. He walks into the morning workshop class and his support teacher welcomes him and tells him he is happy for Kai to be so close to finishing the support program. Kai thanks him and sits down at one of the class computers and logs in to his program. He has an issue with the first section of the lesson and asks for help from the one of the reading support volunteers. He is familiar with the volunteers since there are only two of them who switch off every other day throughout the semester. He solved the problem with the guidance of the volunteer aide and completed another lesson during the class period, only two more lessons to go.

As the morning workshop bell rings indicating the end of class, Kai walks to his first period math class. He is in 7th grade A group, so he has the same kids in all of his classes. His teacher is there and talking to one of the volunteer aides about the animation project students are going to be working on after the online curriculum portion time. He walks in and sits down at his desk, turns on his Google Chromebook and logs in to his assigned lesson for the day. The lesson is on common core standard Once he completes the computer lesson, he listens as the teacher explains how to add new slides into the animation movie him and his teammates are making. They have already written the script, and are working on creating the movie in the Google App program. Kai can't wait to post his finished three minute movie on his personal school website which holds all of his finished projects for his mom to see. She is going to be impressed. As the bell rings, Kai and his teammates save their work and walk to the next class with their Chromebooks.

The next class is his Language Arts class, but before it starts he has the reading period. He is happy to lay down in the back bean bag chair and read his required novel, since he is a chapter behind (he went surfing after school yesterday and didn't read before bed). The bell rings as he is finishing up the chapter on his school-assigned Kindle. He likes the Kindle because if he doesn't know what a word means he can highlight it and the Kindle will give him the definition. He can also highlight sections that he wants to ask his teacher about later for class discussion.

As the passing period ends between reading and 2nd period ends, Kai settles into his online LA component. Once the online portion time is done, his teacher discusses the important elements to include into the next section of the grants they are writing. This aligns to what they have been learning about in the online lesson, Common Core 7.W.2.It's pretty crazy that he has a chance to win a grant for their Agriculture and Land maintenance career focus group project. If even just one of his 25 classmates' grants is approved, they can help expand their agriculture program. Kai's teacher told him that grant writers are in great demand so he is excited that they are learning something they can use outside of school. The bell rings as he is still working on their grant he logs out of his Google Docs site and closes his laptop.

At lunch he has 40 minutes to eat with friends outside. As the bell rings, Kai walks to his music class since it is Monday. Kai plays the Ukulele but his other classmates learned the same chords on their instruments and now collectively, they are writing lyrics that talk about elements in the last book they read. After music class, school ends but since Kai's mom is still at work, he goes to an after school program called *Make It From Scratch Mondays*, it is a fun cooking class.

Attachment I: Teacher's Perspective

Mrs. Barrels is arriving at school at 8:30 a.m. to prep for her classes. It is Monday morning and her first class of 7th graders will begin at 9 a.m. She reviews students' progress to make sure everyone has completed all of the previous lessons and checks the class data report generated by the online curriculum for holes in understanding by reviewing scores on the online activities and quizzes. As students settle in and begin on their online curriculum component, Mrs. Barrels reviews her slide show on how to create the animated movies and an adult math volunteer walks around the room to answer questions. Mrs. Barrels will present her slideshow to the class using the Smartboard and will explain both verbally and visually how to transfer their written movie scripts about word problems using positive and negative numbers into animated form. As online time ends, she transitions the class into her lessons on the next step of their animated word problem movie. Once she is finished explaining and showing what to do, she has the students begin working in teams of three to complete the animation portion of the movie. She has already reviewed students' peer-reviewed drafts of their scripts by accessing their document in Google docs and graded it on the difficulty of the problem, the clarity of the solution and the creativeness of characters used in the story line to solve the problem. She likes Google docs because she can never lose students' work and students can't forget work at home because everything is stored online and can be accessed anytime from anywhere. Mrs. Barrels walks around the room as the teams work and she answers questions along with the math volunteer.

Her next class is 8th grade math but before they begin on math, her 8th graders will have their reading period in her classroom under her supervision. As the reading period ends, another math volunteer arrives. Academic volunteers have access to the online curriculum from the beginning of the year and can review topics on which they need refreshers since the lessons are already aligned to the school years. All classroom volunteers are required to sign a confidentiality agreement and required to take the beginning of the year workshop on the roles and responsibilities as well as rules of conduct of volunteers.

The 8th grade math class starts in the same way as that of the 7th graders: online content followed by project-based learning. Today the 8th graders are working on creating podcasts that teach common core benchmarks explaining the Pythagorean theorem and once finished will be posted on iTunes. Mrs. Barrels is teaching the students how to upload their finished podcasts to iTunes by using a video she found on. She has already tested it out before the lesson started.

After her second period she has lunch then prepares for music class. She is the lead teacher in Music. The school contracts with four different musicians a year to provide a variety of types of experiences and lessons with different musicians. The musicians and Mrs. Barrels come up with music lessons that include a variety of projects and will be graded collaboratively but she is responsible for recording all grades students earn on each project and calculating the final grade each quarter. Today students are recording songs to which they wrote lyrics and will be a part of the holiday compilation cd which students will raise money for the school's community service program, *Cause of the Quarter*. The students are excited to finally be recording after weeks of learning how to play a song, collaborating with team members on lyrics for the new song and integrating teacher feedback. Before the bell rings signaling the end of school, Mrs. Barrels asks everyone to write a quick exit reflection in their student portfolios on something they learned that day and how they might be able to use that knowledge outside the classroom.

Attachment J: Admission and Enrollment Policy

Application Process

The North Shore Middle School (NSMS) will be accepting applications for 7th and 8th graders beginning June of 2014 via an online application. Paper applications will be available for those who require one.

Important Dates:

- Student recruitment will begin January 1, 2015 via advertisements in local newspapers, online advertisements, and flyers distributed at local health clinics, sporting events, identified feeder schools, churches and Farmers' Markets.
- Deadline to apply, March 31, 2015
- Lottery drawing date, April 7, 2015
- Students who are selected by the drawing are officially notified by April 10, 2015
- Orientation with families and testing of students to determine placement in support programs are on April 26th and April 30, 2015.

Admissions Policies

NSMS is a public charter school and as such is open to any student in the State of Hawaii who is eligible for the grades we serve: 7th and 8th grade, based on available space. During the first year, NSMS will enroll approximately a maximum of 100 students split between the 7th and 8th graders. If the number of applicants exceeds the number of student openings, NSMS will hold an enrollment lottery. All applications submitted on or before March 31 will be included in the lottery. In the event that a lottery is not needed, all applications submitted by March 31 will be accepted, and NSMS will continue to accept applications as space allows.

Families will be notified of acceptance or wait-list status by April 10, 2015. Accepted students and their families will have 20 days to confirm enrollment, and must attend an orientation session during that time. Enrollment forms will be sent at the time of notification of acceptance. Enrollment is confirmed when the following three conditions are met:

- Enrollment packet (forms) are received;
- \$85 supply fee has been paid*; and
- Family has attended a complete orientation session and student has completed placement testing.

After May 1, if there are still seats available, students will be admitted from the wait-list in the order that they were pulled during the lottery.

Who Can Apply:

NSMS has an open admission policy regarding all who wish to attend. It is not limited to any specific school district or geographic area within the state of Hawaii. All students who are eligible for the grade levels we serve, 7th and 8th grade, may submit an application form. NSMS admission policy is in compliance with all State and Federal mandates.

Lottery:

* Financial exemptions and waivers will be granted

Attachment J: Admission and Enrollment Policy

In the case that more students apply for admission than space allows, the school will admit students based on a public lottery system as required by Federal mandate. A lottery is a random selection process by which applicants are admitted to the charter school. Each student's name, who submitted a completed application by the due date, will be drawn in random order to fill the available open slots. In the event that more than one child from a single family has applied to the same grade level (twins), one child will be placed in the lottery and one number will be assigned to both children.

Once the openings are filled, the subsequent applicants will be assigned a wait-list number.

Parents do not need to be present at the lottery to gain entry for their child. Students whose names are accepted for enrollment at the lottery will be notified by phone and/or email.

Special Needs Applicants:

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

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

Lottery Exemptions and Priority Criteria:

The only students exempt from the lottery are children whose parents or guardians are contracted NSMS staff or Governing Board members. Beginning in the 2016 – 2017 school year, students exempt from the lottery will also include returning students and younger siblings of already-enrolled NSMS students. These exempt students will only be eligible if they apply by the application deadline date of the calendar year in which they intend to enroll.

Beginning in the 2016 -2017 School Year, the order in which openings will be filled is as follows:

- Returning students from the current school year
- Siblings of students and children of NSMS staff and Board members
- Applicants for the school's entry grade level(s). If there are more applicants than openings, there will be a lottery.

If the new grade level has openings, applicants on the wait-list from the previous year's lottery will be contacted to determine whether they wish to be re-considered applying.

Enrollment Process

Attachment J: Admission and Enrollment Policy

1. Submit an application form through our online or paper application page.
2. NSMS will confirm receipt of applications by email and send enrollment instructions.
3. Families of accepted students must confirm enrollment within 20 days of written notification in order to hold their student's spot. Enrollment is confirmed when the following three conditions are met (in any order):
 - Enrollment forms are received. An enrollment package will be sent to accepted families along with, or shortly after, notification of acceptance.
 - \$85 supply fee has been paid.[†] This fee will be used towards necessary supplies in the first semester.
 - Family has attended a complete orientation session. Orientation sessions will be approximately 1.5 hours in length. At least one parent/guardian is required to attend, but enrolling students and all primary caretakers are encouraged to attend.

After 20 days, if enrollment is not confirmed, the student's spot will be made available to students on the wait-list.

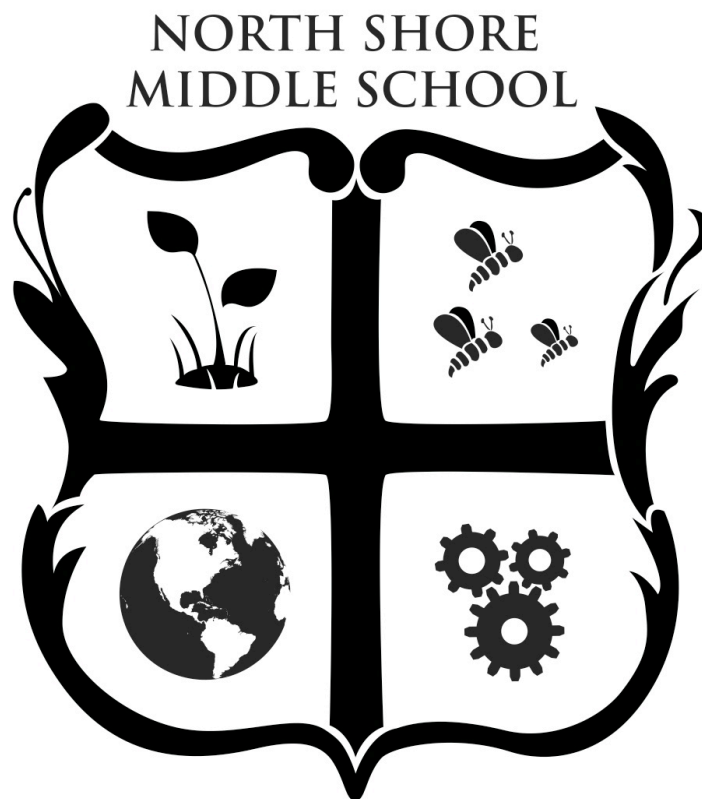
Transfers or Withdrawals

When a student transfers, the next student on the wait-list generated from the lottery will be offered the spot. The family will have 20 days to accept and complete the enrollment process. If the spot is not accepted or enrollment process is not complete in those 20 days, the spot will be offered to the next student on the wait-list.

[†] Financial exemptions and waivers will be granted

STUDENT CODE OF CONDUCT

ACADEMIC YEAR 2015-2016



STUDENT RIGHT AND RESPONSIBILITIES

Section I RIGHTS AND RESPONSIBILITIES

EDUCATION

A. Rights

Students have the right to pursue, through study and application, a quality education at public expense and to attain personal goals through participation in the entire school program and academic experience.

B. Responsibilities

Students have the responsibility to be on time and to attend all classes daily, along with completing each class assignment. Students must obey school rules, district rules and all school employees.

ATTENDANCE

A. Rights

1. All students have the right to attend school until graduation.
2. Students may be excused for the whole or a part of a day absence for the following reasons:
 - a. Personal illness;
 - b. Serious illness in the student's immediate family;
 - c. Death in the student's immediate family;
 - d. Recognized religious holidays of the student's own faith; or
 - e. Natural catastrophe and/or disasters.
 - f. Visit with parent prior to parent's military deployment or during parents leave.

Students granted excused absences for the above reasons shall be allowed to make up any school work which was missed.

B. Responsibilities

1. Regular attendance in school as provided by law is required of all students.
2. **Written statements from a parent, legal guardian or physician stating a reason for absences shall be given to proper school personnel within five (5) school days after the student returns to school.**
3. Students shall request makeup work for days missed due to excused absences.
4. Tardiness is related to a student's attendance in school and will be addressed by the school's recommended tardy plan.
5. Unexcused check-ins are considered incidents of tardiness and absences in the classes

Attachment K: Discipline Policy Draft

missed.

C. Responsibilities imposed by state laws and regulations

1. Students between 7 and 18 years of age shall attend school. A student below the age of 7 who enrolls in school shall attend school. Students between 17 and 18 years of age may withdraw prior to graduation with written consent of parent, tutor or legal guardian.
2. Students 16 years of age may exit school and enroll in an adult education program or enroll in a vocational-technical program under certain conditions of a waiver applied for by the parent or guardian for one of the following criteria:
 - a. Pregnant or actively parenting;
 - b. Incarcerated or adjudicated;
 - c. Chronic mental or physical illness;
 - d. Institutionalized or living in a group setting; or
 - e. Economic and/or family hardship.

If a waiver of the Compulsory School Attendance Law is granted and the student enrolls in an adult education or vocational-technical program, such student will be considered in compliance with the compulsory school attendance law if he/she attends 15 hours per week.

3. To be eligible to receive grades/credits for course work, elementary and middle school students (grades 1-8) shall be in attendance a minimum of 160 days a school year. Secondary students (grades 9-12) shall be present 81 days per semester.
4. The responsibility for a student attending school lies with the parents or the legal guardian. If the student is chronically absent or chronically late (tardy) to school, the parent and/or student may be referred to the Child Protective Service or local law enforcement. A. Students who refuse to attend school on a regular basis without a legal excuse will be referred to Juvenile Services. If the student's attendance does not improve, his/her case could be brought before a juvenile court judge for further review. A student can be referred to the juvenile court system for non-attendance. As few as five unexcused absences could result in the ruling of habitual absenteeism. B. It is a violation of the compulsory school attendance law for a parent/guardian to allow his/her children to miss school without a valid excuse. A parent/guardian who violates the compulsory school attendance law may be fined and/or sentenced to jail.

SAFETY

A. Rights

Students have the right to expect that school will be a safe place to obtain an education.

B. Responsibilities

1. In order to ensure the safety of others, students must follow established rules and

Attachment K: Discipline Policy Draft

- regulations and conduct themselves in accordance with the rules.
2. The parent/guardian is responsible to provide the student's school current working telephone numbers and any change in status concerning family information.
 3. Students have a responsibility to alert the teachers and school administrators about any hostile attempts made to a student, as well as, any information about possible violations of the Disciplinary Policy especially matters involving drugs and weapons.

OFFICIAL INFORMATION**A. Rights**

1. Parents or guardians have the right to review with a counselor or other designated school system personnel all official files and data which pertain to the student personally. Students 18 years of age or older may make the same request. They have a right to challenge the accuracy of the data through a formal hearing. Schools must produce such records for examination within 45 days of a written request. The school administration shall respond to reasonable requests for an explanation and interpretation of the student's records.
2. No official record, file or data pertaining to any individual student that is personally identifiable to the student shall be released to anyone other than the student and/or parent except as authorized by law unless the student and/or parent has executed a written release of such information to a particular person or agency.

B. Responsibilities

- Parents must provide the school with information of any illness, medication or medical condition that may affect the student's behavior and/or academic performance.
- Parents are required to inform the school of any address or telephone number changes during the school year.

ON CAMPUS COMMUNICATIONS**A. Rights**

- I. Students have the right to express their opinions verbally, provided such expressions are not indecent, vulgar, or lewd and are not slanderous or inflammatory toward another person.
- II. Students have the right to distribute written materials, provided the student receives written approval from the school leader or his/her designee prior to distribution. The written approval will include the number of times a day and the number of days the material is allowed to be distributed in the school. Materials shall be submitted by the student at least 48 hours prior to the intended time for distribution for review to determine compliance with the

Attachment K: Discipline Policy Draft

above stated prohibitions. Distribution of materials in areas of the campus which have the potential for disrupting order or impeding the free flow of student movement is prohibited. Students receiving permission to distribute reviewed materials are also responsible for the cleanup of the materials distributed in a manner which is not disorderly or coercive, and all materials must bear a permanent official disclaimer of school sponsorship.

B. Responsibilities

Students are responsible for knowing that certain expressive activities are prohibited, such as:

- I. Indecent, vulgar or lewd material or obscenity;
- II. Material that invades the privacy of others;
- III. Material that promotes illegal activities;
- IV. Material that infringes on someone's copyright;
- V. Material from non-student sponsored organizations;
- VI. Material that has libelous, slanderous or inflammatory components; and
- VII. Statements threatening physical harm.

Students in kindergarten through twelfth grade are required to exhibit appropriate responses to any public school system employee by using the respectful terms:

"Yes, Ma'am" and "No, Ma'am" or "Yes, Sir" and "No, Sir" as appropriate, or "Yes, Miss, Mrs., or Ms. (Surname)" and "No, Miss, Mrs., or Ms. (Surname)" or "Yes, Mr. (Surname)" and "No, Mr. (Surname)," as appropriate, each such title to be followed by the appropriate surname.

DRESS AND GROOMING

A. Rights

Students have the right to a safe and orderly environment. Uniforms have been shown to contribute to a safe and orderly environment for learning.

B. Responsibilities

All students have a responsibility to dress and appear on school campuses according to standards of propriety, safety and health set forth.

C. A School Leadership Team may not negate any provisions or restrictions of this Handbook. Each School Leadership Team will, after consultation with the constituency they represent, recommend to the school leader a suggested dress and grooming code in order that the school leader may make informed decisions regarding the dress and grooming code for the school. The school leader will make his/her decision in accordance

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with the Constitution and laws of the United States of America. The dress and grooming policy shall be posted at each school, and a copy sent home to each parent.

D. Hats or other head apparel such as bandanas, and do-rags may not be worn unless for religious, medical or safety purposes.

E. All students are prohibited from wearing T-shirts or other articles of clothing which display violence, profane or obscene language, gestures or inferences of profanity or advertisement of tobacco, alcohol, drugs or illegal substances. Students wearing such clothing may be asked to remove the offensive article, turn it inside out or in extreme cases, be sent home.

F. All students shall be required to wear a belt with pants that have loops. Pants shall be worn at natural waist level and shall not be excessively baggy nor sagging

G. All students are prohibited from wearing or using mouth grills or any removable mouth jewelry and wearing body piercing jewelry such as eye brow piercings, nose rings, heavily stretched ear loops, tongue rings and other similar body piercings jewelry or facial jewelry.

ORDERLY CLASSROOM

A. Rights

Students have the right to orderly classrooms in order to have an effective means of receiving instruction each class day.

B. Responsibilities

Students must follow the established classroom rules as provided by the teacher for each class and have prepared their assignments.

SCHOOL ACTIVITIES

A. Rights

Students have a right to expect full participation in all school organizations based upon their academic credentials, personal talent or other applicable objective criteria in accordance with School policy and rules governing that particular activity.

B. Responsibilities

Students have a responsibility to participate in all school activities, which are designed to help them develop into fully functioning, self-reliant adults.

ACCESS TO OUTSIDE SPEAKERS

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A. Rights

Recognized, approved student organizations have the right, with the approval of the school leader or designee, to present appropriate outside speakers, films, and other media which afford an opportunity for cultural development and/or academic accomplishment.

B. Responsibilities

Students have the responsibility to petition for speakers through the previously established procedures of the school. They must also inform the speaker of the school restrictions on such presentations and assemblies as prescribed in writing by the school leader or a designee.

DECISION MAKING

A. Rights

Students have the right to assist in decisions, which affect their lives in school. This right includes decisions related to election of courses of study beyond the required curriculum, participation in activities, and representation in an active student government organization.

B. Responsibilities

Students are encouraged to take part in student government by running for office or voting for the candidate of their choice. Students are responsible for making any problems known directly to the staff or through the student government organization.

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DUE PROCESS**A. Rights**

- a. No student shall be punished for misconduct or for committing any offense except in accordance with applicable law, School policy and implementing regulations. Every student shall be afforded due process of law. A copy of the Student Rights & Responsibilities Handbook and Discipline Policy listing School rules and regulations requiring or prohibiting certain conduct and the possible punishments for violations shall be made available to all students and parents.
- b. Each student is entitled to due process. This means students:
 - _ Must be informed of accusations against them.
 - _ Must have the opportunity to accept or deny the accusations.
 - _ Must have explained to them the factual basis for the accusations.
 - _ Must have a chance to present an alternative factual position if the accusation is denied.
- c. A student accused of committing a battery or an assault or making statements threatening physical harm on or to any school employee shall be suspended by the school leader or designee from school immediately and the student shall be removed immediately from the school premises with the necessary notifications and other procedures to follow as soon as practicable.
- d. In the event there is a recommendation for an expulsion, the student shall be entitled to a hearing before a Hearing Officer.
- e. If expelled, the student or parents may request a review of the expulsion by the CEO.
- f. Students attending alternative schools and/or programs as a direct consequence of a hearing for an expulsion from their original school have already been afforded due process of law. If behavior-warranting expulsion occurs at the alternative school, no additional hearing is required.
- g. Students with disabilities, who have been placed in an alternative school through the Individual Education Program (IEP) process, must be provided due process at the alternative school if behavior-warranting expulsion occurs at the alternative school.

B. Responsibilities

- a. Students must read the Student Rights and Responsibilities Handbook and Discipline Policy and review it with their parents. Parents should read the Handbook.
- b. Parents and students must sign and return to the school the form at the front of the Handbook acknowledging reading and receipt of a copy of the Handbook.

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Section II: SEARCHES**I. STUDENTS AND SCHOOL PROPERTY**

The North Shore Middle School respects the civil rights of the students attending its school and will uphold those rights, but will not tolerate violations of law, Board policy, or school rules. Searches are used to ensure the safety of ALL individuals on campus.

Any teacher, school leader, school security guard, or administrator in the School may search any building, desk, locker, area, grounds or vehicle parked on school property for evidence that the law, a school rule, or School policy has been violated. The School is the exclusive owner of all buildings, all desks and lockers and all are subject to be searched. The permission granted to park an automobile or vehicle on any School property constitutes consent of the owner and/or operator to allow a search of the vehicle.

The teacher, school leader, school security guard, or administrator may search the person or personal effects of a student when, based on the circumstances at the time of the search, there are reasonable grounds to suspect that the search will reveal evidence that the student has violated the law, a school rule, or a School policy. Such a search shall be conducted in a manner that is reasonably related to the purpose of the search and not excessively intrusive in light of the age or sex of the student and to the nature of the suspected offense. Random searches with a metal detector of students or their personal effects may be conducted at any time, provided they are conducted without deliberate touching of the student. Standards regarding procedures for searching students shall include the following:

A. Personal Searches

- A. If at all possible, searches of students should be conducted outside the presence of other students.
- B. Students should be asked to empty all of their pockets before the physical search of a student is conducted.
- C. If a “pat down” search of a student is to be conducted, a teacher, school leader, school security guard, or administrator of the same gender should conduct that search if at all possible. The delay in finding a person of the same gender should not create a significant likelihood that the item(s) sought in the search will be altered, destroyed, or disposed of in the meantime.

B. Standards

- 1. No action taken pursuant to this policy by any teacher, school leader, school security guard, or administrator, employed by the North Shore Middle School, shall be taken maliciously or with willful and deliberate intent to harass, embarrass or intimidate any student.

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2. Whenever any search is conducted of the person of any student based on individual suspicion of that student, a written record shall be made thereof by the person conducting the search and shall include the name or names of the persons involved, and the circumstances leading to the search, the results of the search, and the disposition of any articles or items found and seized. This record shall be filed and maintained in the school leader's office and a copy forwarded to the parent of the student involved.
3. Specially trained dogs may be used only for searches of lockers, rooms, buildings and parking lots. A dog may not be used for the search of the person of a student.
4. Any prohibited item seized or discovered in any search shall be safeguarded by the school leader or designee and maintained in a secure container. If the item is a firearm, knife, any weapon, or an illegal controlled substance or drug, the school leader or designee shall notify the police and turn over any such items to the police while obtaining a receipt for the transfer of the item to the police.

C. Other Penalties

1. Refusal to unlock lockers or vehicles parked on school property will be punishable by short-term suspension and in the case of a vehicle; the vehicle will be banned from campus.
2. Students who put their belongings in other student's vehicles or lockers may be subject to the same discipline as the owner(s) of the vehicle or locker.

II. PERSONS OTHER THAN STUDENTS

Any school school leader, administrator, teacher or school security guard may search the person, book bag, briefcase, purse, or other object in possession of any person who is not a student enrolled at the school, or a school employee, while in any school building or on school grounds. This search may be done randomly with a metal detector. Also when there is reasonable suspicion that such person has any weapons, illegal drugs, alcohol, stolen goods, or other materials or objects in violation of the School's policy, such persons may be searched.

SECTION II - DISCIPLINE POLICY BEHAVIOR AND DISCIPLINE

A smoothly functioning school cannot exist unless students are willing to cooperate with teachers and obey the rules of the school. School discipline procedures are no more or less than cooperative responsibilities between all students and teachers (a framework from which a student progresses to good citizenship).

Our school exists in order that children may obtain the best possible educational opportunity; it is essential that the conduct of all students at all times is such that each student may receive the maximum possible benefit from the learning situation.

Teachers are responsible for correcting student misbehavior not only in the classroom but wherever it is encountered. If the student refuses to accept being corrected by a teacher, he or

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she will be taken immediately to the school leader.

I. GENERAL STATEMENT DISCIPLINE POLICY

The North Shore Middle School places a strong emphasis on establishing a safe and orderly learning environment. Through the collective work of teachers, parents and administrators, children learn that problems are solved through open discussion, acceptance of the opinions of others, and through personal responsibility. Values such as wisdom, justice, courage, compassion, hope, respect, responsibility and integrity, are reflected in the school's code of conduct, modeled in all interactions among members of the school community and taught directly to students. Building strong character is fundamental to creating a positive learning environment and will be at the core of our Student Advisories.

Discipline is understood as positive efforts to teach and reinforce the expected behaviors and help young people learn that they are responsible for their actions. While it may be necessary on occasion to impose appropriate consequences should a student choose to behave in a manner that violates school policies, discipline consistently emphasizes prevention and is based on a system of behavior supports designed to minimize anti-social behaviors.

The North Shore Middle School's discipline model provides:

1. That all students know and demonstrate expected student behavior, show respect for, and obey persons in authority.
2. Direct teaching of the code of conduct.
3. Consistent use of positive incentives to reinforce expected student behaviors.
4. A school wide effort on prevention of student discipline problems.
5. Students acquire skills in conflict resolution and problem solving, and increasingly develop a positive attitude, self-discipline and socially acceptable behaviors.
6. Early identification and resolution of discipline problems.
7. Communicating to students, teachers, parents and the community that unacceptable behavior will not be tolerated.

Establishing a safe and orderly learning environment requires that all members of the school community - teachers, support staff, students, and parents - model behaviors that show respect for each other and persons in authority. North Shore Middle School believes all members of the school community have responsibility to model the behaviors listed below.

Student Responsibilities:

Students are expected to:

- ✓ Act in a responsible manner, exhibiting respect towards others.
- ✓ Participate in the process of their education actively.
- ✓ Accept responsibility for their behavior.

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- ✓ Cooperate with the school staff in maintaining safety, order, and a disciplined environment.
- ✓ Follow established school and classroom codes of conduct and rules, including safety and school bus rules.
- ✓ Attend all classes regularly and on time.
- ✓ Maintain appropriate dress.
- ✓ Respect the rights and property of others.

Parent and Guardian Responsibilities:

Parents and guardians of students are expected to participate in their child's education in the following ways:

- ✓ Volunteer at or for the North Shore Middle School for a minimum of 8 hours per month.
- ✓ Communicate routinely and as necessary with their child's teacher.
- ✓ Keep informed about school policies and their child's academic expectations, including homework.
- ✓ Ensure that your child attends regularly, arrives on time, and is prepared for school.
- ✓ Alert the school to specific problems or difficulties that may impede the child's learning or well-being.

Teacher and Staff Responsibilities:

Teachers and staff are expected to model behaviors consistent with North Shore Middle School's core values, staff code of conduct and with policies and school performance standards. All staff is expected to support a successful learning environment by modeling the following behaviors:

- ✓ Promote mutual respect between adults and students.
- ✓ Meet professional responsibilities associated with their respective positions.
- ✓ Develop and use cooperative discipline strategies and positive incentives for reinforcing the expected behaviors.
- ✓ Promote a sense of pride and community by contributing to an open and friendly environment, by supporting celebrations, clubs and activities, by maintaining spirit building routines and traditions, and by promoting service in the school community.
- ✓ Establish and maintain strong home to school communication, including but not limited to prompt communication of any serious infraction of the code of conduct.

Positive Reward System

North Shore Middle School strongly believes that the key to a successful school environment is praising and rewarding students for their hard work, effort, and success both behaviorally and academically. Each teacher and staff member is trained, encouraged and reminded to constantly catch students behaving according to the Code of Conduct and working toward their potential. The following are some of the ways the teachers and staff reward students.

1. Verbal Praise

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2. Positive notes on their assignments
3. Phone calls home
4. Special class assignments or parties
5. Free time
6. Specific rewards
7. Extra privileges
8. Extra computer time
9. Lunch with the School leader

In addition, every classroom with North Shore Middle School uses a pro-active disciplinary system. Students are rewarded for maintaining positive behavior choices throughout the school year with trips, celebrations, and other special activities determined by the house team.

Although the ultimate responsibility for student conduct rests with the student and the parents/legal guardian, it is the daily responsibility of school personnel to see that no single person interferes with the total learning environment of other students. The school demonstrates concern for the group and its welfare by preserving the proper atmosphere conducive for teaching and learning.

The North Shore Middle School School's authority to administer discipline applies whenever the interest of the System is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities. This handbook and the discipline policy are applicable not only for the school year but also for any summer sessions and for any alternative settings at any time.

The North Shore Middle School School takes a position of imposing serious punishment with regard to violations involving weapons, explosives, physical attacks or a battery, and possession of illegal narcotics, drugs, controlled substances and alcoholic beverages. The School shall not tolerate such conduct. These offenses may require immediate recommendation for expulsion.

Each student attending North Shore Middle School has a right to a quality education. The most important events that occur on the school campus occur in the classroom. To maintain a safe learning environment, certain offenses will not be tolerated and may result in disciplinary action, behavior clinic, time-out room, suspension or expulsion.

Each school leader or a designee is required to plan and implement an effective means of orientation concerning the **Student Rights & Responsibilities Handbook** and Discipline Policy with emphasis on revisions which have occurred during the past year. This orientation will be conducted for teachers during the beginning of the school year prior to the beginning of classes. The orientation for students shall be during the first five days of the school year.

For a student enrolling after the start of the school year they shall attend an orientation about

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the Handbook and Discipline Policy within five days of the enrollment date. Following the teacher orientation, all students will receive a Handbook and a standard form via email and take home and return with their parents' signatures as confirmation a slip stating they have read and understand, verifying that the parents have received a copy of the handbook or current revisions. Failure to receive a handbook or to attend an orientation is neither a defense nor an excuse to limit any discipline measures.

As a public agency, the school shares the responsibility with parents to educate, guide, and, when necessary, discipline students. In an effort to assure parental understanding and support of the school's shared responsibility, the School Leadership Team will meet to discuss school-wide disciplinary problems and trends and to make recommendations in these areas.

The disciplinary measures taken should be positive, constructive, and directed toward serving educational ends. They should be taken with parental involvement and notification. The purpose of all disciplinary action is to mold future behavior and to teach the student that education is a right qualified by compliance with reasonable rules and regulations and that there will be consequences for non-compliance.

Discipline assignments take precedence over all school activities, i.e., athletic events, band practice, field trips, etc. Students suspended and/or recommended for expulsion or expelled may not attend, participate or represent the school in any school activity during the term of the suspension or expulsion.

When a student transfers from one school to another, the student's discipline and attendance records for the school year shall also be transferred to the new school. The student will continue at the appropriate step in the discipline process at the new school.

Deviations of behavior shall result in attendance at behavior clinics, in-schools suspensions, time-out rooms (where in existence), suspensions, and/or expulsions. It is the expressed policy of the School to utilize alternatives to suspensions and expulsions and to reserve the use of suspensions and expulsions as the last step in progressive discipline based on the nature of the offense.

It is the final authority of the school leader or a designee to maintain discipline during the school day and at any school function. Keeping the school safe is of such a serious nature that it is necessary to prohibit the use of any object as a weapon on the school grounds or bus.

Suspensions and expulsions of a student with disabilities shall be handled in accordance with the requirements of state and federal laws and regulations applicable to such student.

II. FOR FIGHTING POLICY

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- A. Students involved in a fight at school will be subject to suspension or expulsion as stated in this handbook.
- B. Pushing and shoving are not considered fighting, but once a punch is thrown, a “fight” has occurred.
- C. Since pushing and shoving may lead to fighting, which is a violation of school policy, students may be subject to suspension or expulsion.
- D. Non-aggressive self-defense allows the student to defend himself against an attack, but only to the point where the attacker backs off.
- E. Counseling will include anger management and conflict resolution. It will be provided and supervised by the North Shore Middle School Parents or guardians will be advised and encouraged to participate.

CLASSROOM BEHAVIOR PLAN

All students are expected to follow the Code of Conduct at all times. If a choice is made to breach the Code of Conduct, the following plan will be implemented. This Behavior Plan is the general procedure a teacher uses to manage the classroom. At times, a student’s behavior warrants immediate action under the Discipline Plan or other measures to be taken. Thus, the Behavior Plan should be viewed only as the common classroom procedures for minor infractions.

- A. Examples of classroom misconduct that may result in discipline:
 - 1. Violating the rules or procedures established by the teacher;
 - 2. Cheating or copying the work of other students;
 - 3. Refusing to participate in classroom activities;
 - 4. Being tardy to class without an excuse;
 - 5. **Failing to bring required classroom materials or assigned work to class;**
 - 6. Engaging in horseplay, making excessive noise, or violating campus dress codes;
 - 7. Disrupting the classroom or interrupting the operation of the class;
 - 8. Failing to deliver or return written communications between home and school;
 - 9. Failing to protect individual computer-account passwords from disclosure;
 - 10. Cutting class;
 - 11. Disobeying;
 - 12. Failing to use respectful terms;
 - 13. Possessing inappropriate articles at school, such as trading cards, comic books, games and other items;
- B. Disciplinary Options/Responses
 - 1. Assignment of remedial work or written reprimand;
 - 2. Oral reprimand;
 - 3. Conduct a teacher-student conference;
 - 4. Contact parent by note or telephone call to parent;
 - 5. Removal of classroom computer privileges;
 - 6. Administer constructive punish work;

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7. Written notification to parents of disruptive or unacceptable behavior with a copy provided to the school leader;
8. Impose other disciplinary measures approved by the school leader and the faculty of the school and in compliance with School policy;
9. Referral of the student to a social worker; or
10. Referral of the student to the school leader or designee. The school leader or designee shall do one or more of the following:
 - i. Counsel/warn the student;
 - ii. Refer the student to the guidance counselor;
 - iii. Refer to Behavior Clinic;
 - iv. Refer to Time-Out Room (TOR), where available;
 - v. Seek and encourage parent/guardian involvement; and/or refer student to counselor or social worker.

C. Procedures

1. Any teacher or staff member who observes a student violating any discipline policies may correct the student.
2. A record of the offenses and disciplinary actions should be maintained by the teacher or staff member on the appropriate form.
3. The teacher should discuss the misbehavior with the parent, and administrator, or support personnel.
4. Classroom, class behavior and behaviors at school related activities subject to Discipline Options/Responses are not limited to those provided. Serious or repeated violations may result in a more severe response or referral to General Discipline Regulations options and responses including recommendations for expulsion.

VII. GENERAL DISCIPLINE REGULATIONS: Administrator Intervention

Some infractions will result in a referral to the school leader or designee. The disciplinary response depends on the offense, previous actions, and the seriousness of the misbehavior. General Discipline Regulations acts of misconduct include those student actions that interfere with the orderly educational process in the classroom, at the school, on a school bus or at a school sponsored function. A teacher who observes a student engaged in misconduct prohibited by General Discipline Regulations or more serious misconduct will fill out a discipline/referral form for the school leader or other appropriate administrator. Examples of misconduct for which a school leader may suspend the student from school or suspend from riding on any school bus and in appropriate situations recommend an expulsion, include such behavior as described below:

The following list is not exclusive and only is provided as examples of misconduct:

1. Willfully disobeying school employees.
2. Repeatedly violating classroom or transportation rules.
3. Behaving in a disrespectful manner by using profane/abusive language directed at teacher.
4. Threatening a teacher in a classroom.
5. Preventing orderly instruction of other students.

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6. Posing an immediate threat to the safety or physical well-being of any student or teacher.
7. Intentionally disrespecting a teacher, school leader, superintendent, School member, or employee of the school system.
8. Making an unfounded charge against a teacher, school leader, superintendent, School member, or employee of the school system.
9. Using unchaste or profane language.
10. Leaving the classroom, detention or school grounds without the permission of school personnel.
11. Possessing matches, lighters or other flammable materials.
12. Displaying of inappropriate affection, i.e. hugging, kissing, holding hands.
13. Verbally abusing or bullying of others, including but not limited to slurs, name calling, or derogatory statements to another person because of that person's race, color, religion, national origin, disability, physical/personal appearance, or sexual orientation.
14. Engaging in conduct that involves immoral or vicious practices or conduct or habits injurious to other students.
15. Smoking, using or possessing cigarettes or tobacco products in any form.
16. Disturbing the school and/or habitually violating any school rule.
17. Posting or distributing unauthorized materials on school grounds.
18. Failing to abide by rules and regulations at extracurricular activities or at co-curricular activities such as field trips.
19. Loitering in unauthorized areas.
20. Changing school records or documents or signing parent's name on school documents.
21. Using or operating any electronic telecommunication device, including any facsimile system, radio paging service, mobile telephone service, intercom or electro-mechanical paging system, such as beepers or cellular telephones is prohibited, without the specific authorization of the school school leader or designee. During system wide testing, students may not have or possess in the school building any such device. The unauthorized operation of paging devices or cell phones will result in confiscation. The school leader may impose additional disciplinary measures he/she deems appropriate. Upon the first incident, the school leader or designee will notify the parents to come to the school and pick up the device. In the event of a second incident during the school year, the device will be held by the school leader until the close of the school year at which time the parent may claim the device. If not claimed, the school leader or other administrator will notify the parent and pager company or cell phone provider of the serial number and of intent to dispose of the device after 30 days. Paging devices or cell phones not claimed will be sent to Property Management for disposal. **Bringing to school a cell phone or similar device is solely at the student's risk. The school shall not be**

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liable for any lost, stolen, or damaged device including any confiscated device.

The use and operation of any electronic telecommunication device in the event of an emergency of an actual or imminent threat to public health or safety which may result in loss of life, injury or property damage is not prohibited.

22. Cutting, defacing or injuring any part of a public school building, any property belonging to a school, or any school bus, whether owned by or contracted for use by the school system.
23. Writing any profane or obscene pictures in or on any school material or any school premises, or on any fence, pole, sidewalk or any school bus.
24. Throwing missiles or objects liable to injure other persons on school grounds or on any school bus.
25. Fighting one on one.
26. Provoking a fight either physically or verbally.
27. Violating traffic and/or safety regulations of the school.
28. Habitually being tardy or absent.
29. Engaging in a cafeteria disturbance.
30. Violating a school's mandatory school-uniform policy.
31. Engaging in disruptive behavior on a school bus.
32. Engaging in disorderly demonstrations, sit-ins, lock-ins or damage to school grounds, school plants or school records.
33. Accessing materials and sites on the Internet that are deemed to be inappropriate.
34. Sending or forwarding inappropriate e-mail, including e-mail containing offensive language, untruthful statements, junk e-mail, chain letters, or jokes.
35. Gambling.
36. Stealing/theft of property, including computers and related equipment.
37. Possessing a knife with a blade less than 2 inches in length, such as a utility knife or other instrument with razor blades, at a minimum placed in in-school suspension.
38. Failing to comply with reasonable requests of school personnel and/or defiance of the authority of school personnel.
39. Failing to adhere to terms of behavior contracts.
40. Making indecent/unsolicited sexual proposal/sexual harassment.
41. Selling or soliciting for sale any merchandise on school campus without the authorization of the building school leader.
42. Displaying disrespect toward school personnel or campus visitors.
43. Participating in activities by groups such as gangs and cults.
44. Wearing dress or attire signifying gang affiliations.
45. Possessing or displaying laser pens or laser pointers.
46. Using ethnic or racial slurs that seriously disrupt the educational process.
47. Engaging in threats or other acts of intimidation that interfere with another student's desire or willingness to participate in the educational process.
48. Engaging in misdemeanor criminal mischief (i.e., vandalism) resulting in the

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- destruction or defacing of any property, including computers and related equipment. This includes rendering computers or related equipment inoperable or damaging them by erasing data with magnets; intentionally introducing viruses, worms, or Trojans; or tampering with programs or other data without authority.
49. Using school computers, facsimile equipment, or other electronic devices to transmit, receive, view, or display obscene, vulgar, sexually explicit, or racist media or to display information that advocates unlawful activities or provides guidance on the construction or production of weapons, illegal devices, or controlled substances.
 50. Using the school computer network with the intent to incite violence or aggressive and/or disruptive action on the part of the student body, use of slanderous language, or use of language that promotes racial disorder or sexual harassment and is disruptive to the school environment.
 51. Using the school computer network for soliciting or purchasing commercial materials and/or services of any kind.
 52. Logging on to a computer, sending e-mail, or accessing the Internet or school system's intranet using a name or password other than the student's own.
 53. Posting unauthorized Web pages, graphic images, or offensive language or comments on a school/school system server, Web page, or guest book.
 54. Using the school computer network to engage in participation in hate groups.
 55. Engaging in extortion, which is defined as obtaining money or information from another by coercion or intimidation.
 56. Possessing or using of any prescription or nonprescription drug, medicine, vitamins, or other chemical in violation of the Guidelines for Dispensing Medications at School.
 57. Refusing to cooperate in, or interfering with, a random metal-detector safety search.
 58. Hazing.
 59. Assisting (directly or indirectly) with the promotion of any behavior prohibited by this Code of Student Conduct.
 60. Possessing drug paraphernalia.
 61. Being under the influence of alcoholic beverages or drugs.
 62. Committing a serious act or offense while under the influence of alcoholic beverages.
 63. Engaging in conduct that contains elements of the offense of public lewdness or indecent exposure.
 64. Burglarizing a School facility.
 65. Trespassing.
 66. Threatening student(s).
 67. Engaging in retaliation against any school employee, whether on or off of campus or at a school function, such as intentionally or knowingly threatening to harm another by an unlawful act in retaliation for that person's performance of his or her official duties.

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68. Participating in an illegal organization such as a fraternity, sorority, secret society, gang, cult, or other criminal combination prohibited by law that is defined as an organization composed at least in part of students and that seeks to perpetuate itself by recruiting members from the students enrolled in school on the basis of the decision of its membership rather than on the free choice of a student in the school who is qualified by the rules of the school to fill the special aims of the organization.
69. Using or operating during the school day or on a school bus or at school of an i-Pod, game device or similar device at school is prohibited. The unauthorized use or operation of an i-Pod or similar device will result in confiscation. The school leader may impose additional disciplinary measures he/she deems appropriate. Upon the first incident, the school leader or designee will notify the parents to come to the school and to pick up the device. In the event of a second incident during the school year, the school leader will hold the device until the close of the school year at which time the parents may claim the device. Devices not claimed will be sent to Property Management for disposal. Bringing to school an I-Pod or similar device is solely at the student's risk. The school shall be liable for any lost, stolen or damaged device including any confiscated device.
70. Committing an act of arson.
71. Any other act or conduct that disrupts the educational process such as a minor disturbance.
72. Using the Internet or social networking websites to threaten or bully others or making statements that are indecent, vulgar, lewd, slanderous, abusive, threatening, harassing or terrorizing which result in disrupting the school and teaching environment, a school function, or an extracurricular/co-curricular school activity.

General Disciplinary Options/Responses:

The possible options or responses include the following:

1. Advising the student of the particular misconduct of which he/she is accused, as well as, the basis for such accusation and allowing the student an opportunity to explain his/her version of the facts;
2. Contacting the parent by phone and written notification to parent or guardian;
3. Requiring administrator/student/parental conference;
4. Detention - classroom and/or recess;
5. Excluding from extracurricular activities, such as field trips, and commencement exercises/award ceremonies;
6. Removing of school transportation privileges;
7. "Behavior," "behavioral," and/or "conduct" contracts;
8. Removing by teacher of the student from the classroom (following procedures as outlined below);
9. Assigning to Time-out-Room;
10. Assigning to Behavior Clinic;

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11. Require completion of all assigned school and homework which was assigned during a period of suspension; or
12. Any other appropriate disciplinary actions determined by the administration with the concurrence of the teacher or building level committee.

General Discipline Procedures

Referral to administrator by way of written report using approved form.

1. Administrator must confer with student and give the student an opportunity to explain the student's version of the facts and may confer with the teacher to establish appropriate action.
2. For a student removed from the classroom by a teacher for the misconduct involving items in Section Three, Subparagraph VII, A3, A4, A5, or A6 above (page 22), the school leader or designee shall give the student time to explain his/her conduct and shall conduct a counseling session with the student, as appropriate. A student in kindergarten through Grade 6 shall not be permitted to return to the classroom for at least 30 minutes unless agreed to by the teacher. A student in Grade 7 through Grade 12 shall not be permitted to return to the classroom during the same class period unless agreed to by the teacher. In addition, prior to readmission of the student to the classroom, the administrator shall implement one of the following disciplinary measures:
 - a) Time-out-room;
 - b) Behavior clinic;
 - c) Detention-after school;
 - d) Any other disciplinary measure authorized by the school leader with the concurrence of the teacher or the building level committee;
 - e) Teacher may require a conference with the parent, tutor or guardian in the presence of the school leader or designee before the student is readmitted;
3. Upon the third removal from the same classroom, a conference between the parent, tutor, or legal guardian shall be required prior to readmission;
4. If disruptive behavior persists, the teacher may request that the student be transferred into another setting;
5. Suspension, if appropriate;
6. Require completion of all assigned school and homework that was assigned during a period of suspension.
7. Discipline Referral Form is retained by the school leader or designee.
8. General Discipline Regulations behavior violations and Discipline
9. Options/Responses are not limited to those stated.
10. In appropriate circumstances, violations may result in a more severe response, such as a referral to Recommended Expulsion Hearing Option

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VIII. RECOMMENDED EXPULSION HEARING OPTION

A recommendation for expulsion may include any conduct stated in Subsections VI and VII of

Section Three for which the school leader or designee may suspend the student, place the student into on-campus suspension, or recommend expulsion if the conduct is serious or persistent.

The school leader or other appropriate administrator makes the disciplinary determination on the basis of the severity of the misconduct and the previous record of behavior.

Any student after being suspended on three (3) occasions for committing any of the offenses enumerated in this Handbook (tardies and dress code violations do not count), during the same school year, may on committing the fourth such offense be recommended for expulsion from all public schools of the School until the beginning of the next regular school year or at least for one complete school semester. The Hearing Officer may determine that a long-term suspension is appropriate instead of an expulsion.

IX. REQUIRED RECOMMENDED EXPULSION HEARING

A. The following conduct requires a school leader or designee to immediately suspend the student and to recommend expulsion. Upon conclusion of a hearing and upon finding that a student is guilty of conduct warranting expulsion of any of the offenses described in Subsections VI, VII, or in this Subsection, the Hearing Officer shall determine whether such student shall be expelled from the school or if other corrective or disciplinary action shall be taken.

1. Battery, assault or making statements threatening physical harm to a teacher, instructor, administrator, staff person or employee of the school system. The student shall be immediately removed from the school premises. The student shall not be readmitted to the school of the assaulted or battered or threatened employee until all hearings and appeals have been exhausted.
2. Communicating false information of planned arson or bomb threats.
3. Inciting or participating in a major disturbance on campus.
4. Possession of alcoholic beverages.
5. Possession and/or distribution of counterfeit money.
6. Use of any object as a dangerous weapon.
7. Possession or use of an object as a weapon, such as mace, pepper spray or a box cutter.
8. Possession or use of explosive devices/fireworks, and/or ammunition or lookalike devices, such as replicas of guns similar in appearance to a real gun.
9. Tampering or destroying school records, roll books, or school property.
10. Terrorizing.
11. Engaging in conduct that contains the elements of an offense relating to sniffing glue or spray paint, including possession, use, delivery to a minor, or possession of paraphernalia used with abusable glue or spray paint.
12. Engaging in conduct that contains the elements of an offense relating to use,

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possession, delivery to a minor, or possession of paraphernalia used with volatile chemicals.

13. Carrying or possession of BB guns, pellet guns, paint ball guns, air rifles or other dangerous instrumentality.
14. The school leader or designee shall immediately suspend a student who is found carrying or possessing a knife the blade of which equals or exceeds two inches in length. The school leader shall immediately recommend the student's expulsion except, in the case of a student less than eleven years of age in pre- kindergarten through grade five who is found carrying or possessing a knife which exceeds two inches in length, the school leader or designee may, but shall not be required to recommend the student's expulsion.
15. Two (2) or more on one (1) fight or battery.
16. Sexual battery.
17. "Hacking" or other use of computers to gain unauthorized access to the School
18. System or other databases, including student, faculty, or district data files, without permission. In addition to any criminal penalties, students may have their computer privileges suspended.

B. For recommendations for expulsion, if found guilty by the Hearing Officer, the expulsion, except as otherwise provided in Section X Required Expulsion, will be a removal from all regular school settings for a period of not less than one complete school semester and placement in an alternative school or setting. The Hearing Officer may determine that a long-term suspension is appropriate instead of an expulsion.

X. REQUIRED EXPULSION

A. If found guilty by a Hearing Officer, the Hearing Officer may not assign a lesser punishment for the following offenses:

- a. Any student, 16 years of age or older, found guilty of possession of, or knowledge of and intentional distribution of, or possession with intent to distribute any illegal narcotic, drug, or other controlled substance on school property, on a school bus, or at a school sponsored event following a hearing shall be **expelled from school** for a minimum of a period of four complete school semesters.

B. The Superintendent may modify the length of the minimum requirement, stated in paragraphs 4-5 above, on a case-by-case basis with the modification reduced to writing. The parent or student may make a written request to the Superintendent for any reduced length of expulsion.

C. The School Drug Task Force and the District Attorney shall be notified when a student is in possession of drugs, intending to distribute drugs, or distributing drugs in a Drug Free Zone, or is in possession of a knife, firearms or explosives

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XI. CONVICTION OF A FELONY

A. The conviction of any student of a felony or the incarceration of any student in a juvenile institution for an act, which had it been committed by an adult would have constituted a felony, may be cause for expulsion of the student for a period of time as determined by the board. The expulsion shall require the vote of two-thirds of the members of the school board.

B. The conviction of any student of a felony or the incarceration of any student in a juvenile institution for an act, whether said act is committed in this state or outside this state, which had it been committed by an adult would have constituted a felony in this state, may be sufficient cause for any public school system superintendent to refuse admission of said student to any school except upon review and approval of a majority of the elected members of the

School when request for admission is made to the board.

XIII. SEXUAL AND DISABILITY HARASSMENT COMPLAINTS

Any student complaint about another student engaging in sexual or disability harassment reported to a teacher or counselor shall be immediately reported to the school leader. The school leader is responsible to investigate the complaint. The right to confidentiality, both of the complaining student and of the accused student, will be respected. The school leader may request assistance of the Assistant Superintendent in investigating student on student sexual harassment. If the act or acts involve possible criminal conduct, the appropriate police authorities should be notified. A substantiated charge against a student shall subject that student to disciplinary action, including suspension or expulsion, consistent with the provisions of **The Student Rights and Responsibilities Handbook and Discipline Policy**. Student complaints about an employee shall be handled as provided in the School Policy.

XIV. DISCIPLINE PROCEDURES**REMOVAL FROM SCHOOL CAN BE ONE OF THREE TYPES:**

- A. Short-term suspension - one (1) to ten (10) days.
- B. Long-term suspension - eleven (11) to twenty (20) days, which can only be imposed by a Hearing Officer in lieu of a recommended expulsion.
- C. Expulsion - denial of attendance in a regular school setting for a period of not less than one school semester or longer.

SUSPENSION PROCEDURES

Prior to any suspension, the school school leader or a designee shall tell the student of the particular misconduct of which he or she is accused, the specific reasons for such accusation, and the student shall be asked at that time to explain his or her version of the facts to the school school leader or a designee. The student may be requested to reduce to writing his or her version.

When the school leader or designee denies the student attendance rights, the school leader or

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designee shall contact by telephone or send a letter by a request for confirmation of delivery or certified at the address shown on the student's registration card to the parent, tutor, or legal guardian of the student in question giving notice of the suspension and, if applicable, any recommendation for expulsion, the reasons therefore and establishing a date and time for a conference with the school leader or designee as a requirement for readmitting the student, which is "affirmative notice." The school administration shall document all reasonable attempts made to secure "affirmative notice." The school administration shall record the actual date contact was made, and/or referral to Families In Need of Services, Parent Liaison and/or District Attorney's Office. A home visit is encouraged in cases where "affirmative notice" cannot be delivered by telephone. If the parent, tutor or legal guardian fails to attend the required conference within five (5) school days of mailing the letter by request for confirmation of delivery or certified mail, or other contact with the parent, tutor or guardian, such failure shall result in a student and/or parent referral to Families In Need of Services and/or Parent Liaison and/or District Attorney. "Affirmative notice" may be by face-to-face interaction, telephone communication, by mail through a signed delivery tag or confirmation of delivery or regular mail.

The parent/guardian should be notified of the suspension, and that the student will be or has been removed from class and will be kept under supervision until the close of the school day or the arrival of the parent or guardian. If the parent, legal guardian or school leader or designee so requests, the student will be granted an early dismissal from school to return home. In the event a student caused a disruption of the orderly operations of the school, he/she may be removed from the school premises immediately and placed in the custody of a parent, legal guardian or next of kin, provided that the procedure in Paragraph II A above, is complied with as soon as possible.

After the school leader or designee has secured or reasonable efforts have been made to secure "affirmative notice," the student, if for an out of school suspension, will be given a Alternative Education Center form which will admit him/her to a Alternative Education Center. Students under short-term suspensions are assigned to the closest available Alternative Education Center for the duration of the suspension. For the duration of the suspension, the Alternative Education Center is the student's school. No transportation is provided by the School System.

Additional copies of the Alternative Education Center and suspension reports shall be sent to the appropriate offices. In addition, the school leader or designee shall keep a copy on file. It should be noted that students who attend the Alternative Education Center will be allowed to make up all work.

LONG-TERM SUSPENSION

The Hearing Officer may, where otherwise provided in this Handbook, convert a recommendation for expulsion to a long-term suspension not to exceed twenty (20) school days.

Each student shall be given credit for each school day said student is denied attendance due to a

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recommendation for expulsion in the case a long-term suspension is imposed by a Hearing Officer.

The parent or guardian may request review of any long-term suspension by the Superintendent within five (5) days after receiving notification by certified mail. This right to a review of a long-term suspension includes expulsions that have been modified to long term suspensions. By requesting a review, the parent or guardian shall enclose a copy of the school leader's or the designee's recommendation for an expulsion and the Hearing Officer's notification after the hearing. The Superintendent will review the record and documents and take whatever course of action is deemed appropriate. The Superintendent will notify the parent or guardian of its action. In the absence of a timely request for review, the decision of the Hearing Officer shall be final.

Upon the student's return to school after a long-term suspension, the school leader or a designee shall schedule a conference to be attended by appropriate school personnel and by the student and, usually, the student's parent(s), guardian(s), or other family members. Follow-up conferences should be planned as indicated or as required to assist the student in adjusting to the school environment.

EXPULSION PROCEDURES

In addition to the offenses for which expulsion is warranted, a school leader or a designee may initiate proceedings for an expulsion after a student has received three suspensions in a school year. Tardies and dress code violations are excluded when considering three suspensions.

Statements taken from students who may have witnessed any event should be in the student's handwriting and signed by the student. If a student is only willing to give an anonymous handwritten statement, the school leader or designee should certify at the end of the student's statement that it was given under the condition of anonymity. If a student will only give an oral anonymous statement, a brief summary of the statement should be included with the individual taking the statement certifying that the version of the statement given is accurate and that the student would only give the statement if he/she could remain anonymous. Recorded statements may be taken with the student identifying him/her self on the recording. If a student will only give a recorded statement by remaining anonymous, the school leader or designee will so state at the beginning of the recording. A brief written report should be prepared which would include the following:

The school leader's or designee's conclusions as to why the incident occurred, who was involved, who was at fault and the penalty imposed or recommended; and

The evidence on which the conclusions were based, i.e., signed statements taken, unsigned statements taken, verbal only statements taken, recorded statements taken, evidence seized, lab test results on drugs, etc. Copies of all written materials must be attached to the report with identification of the names of any student witnesses removed before release to parents or used at any hearing.

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A field test confirming the presence of a illegal drug should be attached to the report.

After a school leader or a designee has investigated the incident and is satisfied that the nature and seriousness of the offense merits an expulsion, the school leader must then recommend expulsion to the Superintendent or a designee (Hearing Officer). There are some instances in which the school leader has no discretion.

Prior to suspending a student pending an expulsion, the school school leader or a designee shall advise the student of the particular misconduct of which he or she is accused, as well as, the specific reasons for such accusation, and the student shall be asked at that time to explain his or her version of the facts to the school school leader or a designee. The student may be requested to reduce to writing his or her version. The school leader or designee must complete the “affirmative notice.”

The school leader or a designee shall mail a copy of the proposed expulsion form including the specific reasons for the expulsion to the parent or guardian on the day of the student’s removal from school, but no later than the following school day. This report will be sent by a request for confirmation of delivery or certified mail, return receipt requested or hand delivered to the parent or guardian. For a student with disabilities, a Parent Notice of the Discipline (IEP) meeting date should be mailed with the proposed expulsion form.

The Hearing Officer shall proceed with the expulsion hearing when the parent/guardian and student fail to appear. Written notification shall be given to the parent/guardian and the school leader of the findings and action taken no later than three (3) school days after the hearing. In such notice the Hearing Officer shall inform the parent/guardian and the school leader that the findings and the action taken shall become final five (5) calendar days after the receipt of the notification. The school leader shall make the appropriate entries in the student data in the event the student had been dropped from the school. Whenever a student drops from a school, the school leader shall attend any expulsion hearing, even if the student and parent/guardian fail to appear for the hearing.

A hearing shall be held as soon as possible but no later than ten (10) school days after the student’s removal from the school, unless an alternate date is agreed upon by all parties.

Pending the hearing by the Hearing Officer, the student shall be suspended from the student’s school and denied normal attendance privileges, but shall be placed in an alternative setting, such as a Alternative Education Center.

Prior to the expulsion hearing, the parent/guardian has the right to view and to request, in writing, a copy of any information to be presented by the school at the expulsion hearing. The information shall be kept on file at the school office. Notice of this right shall be included on the expulsion form. Summaries of student statements without their identification or names are sufficient information for a hearing.

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Except in the case of an extreme emergency, requests with a valid reason to reschedule a hearing shall be made at least 24 hours prior to the date and time of the scheduled hearing.

At the hearing (a fact-finding process) conducted by the Hearing Officer, the specific reason(s) concerning the cause(s) for the proposed expulsion will be presented by the school leader or a designee in support of the recommendation. The student's prior performance and attendance may be presented to the Hearing Officer. The student or a representative of the student may produce witnesses or offer information including written statements on the student's behalf to the Hearing Officer. Questions and comments should generally be directed to the Hearing Officer.

After hearing the information provided by the school and the student, the Hearing Officer shall determine whether the student is guilty of the school leader's or a designee's charges and whether he/she is expelled from the school or if other corrective or disciplinary action is imposed. If the findings and disposition of the expulsion hearing are made at the conclusion of the hearing, the Hearing Officer shall inform the parent/guardian and the student of the findings and disposition of the matter. In any event, the Hearing Officer shall mail (by a request for confirmation of delivery or certified mail, return receipt requested), or hand deliver to the parent or guardian, the Child Welfare and Attendance section, and to the school leader or a designee, a decision of the findings no later than three (3) school days after the hearing was scheduled. In the event a Hearing Officer does not find the student guilty of the conduct warranting a recommendation of expulsion, the Hearing Officer shall state in writing the reason(s) for such finding and provide a copy to the school leader and the parents or tutor of the student.

In the event that the Hearing Officer determines that a student should be expelled, the parent or guardian of the expelled student or the student (if the student is 18 years of age or older), may request a review by the CEO of the expulsion decision. The request for review must be requested by mail and must be postmarked within ten (10) days after receipt of written notification of the expulsion decision by the parent of a minor student. The request for review may also be hand delivered within ten (10) days after receipt of written notification of the expulsion decision by the parent of the minor student. Requests for review that are not mailed within this time period shall not be processed unless extenuating circumstances can be demonstrated by the parent/guardian or student.

In the event that a parent/guardian or student timely requests a review by the CEO of an expulsion decision, the CED shall list each such request as an agenda item for the first or second next regularly scheduled meeting of the Board. If the review request is received after the deadline for completion of the Board meeting agenda, then the item will be placed on the agenda of the second or third next regularly scheduled meeting.

A student expelled for an offense of carrying or possessing a firearm or knife or another dangerous instrumentality other than a knife, or possesses, distributes, sells, gives, loans any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances

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Law, in any form, may only be readmitted on a probationary basis to a public school including an alternative education program in the School System prior to completion of the specified period of expulsion on such terms and conditions as may be stipulated by the CEO and agreed to in writing by the student and student's parents. In addition, the parents must produce documentation that the student and parent or legal guardian have enrolled and participated in an appropriate rehabilitation or counseling program related to the reason or reasons for the student's expulsion. The rehabilitation program or counseling costs are the sole responsibility of the parents.

STATUS AND REHABILITATION OF SUSPENDED AND EXPELLED STUDENTS

During a period of suspension, the student who is denied attendance privileges at his/her home school shall be assigned to a Alternative Education Center during school hours. In no case should the student be allowed on School property without prior authorization. Participation and presence of the suspended student at school extracurricular activities are denied. A student suspended for allegedly committing a battery or any assault on any school employee shall not be allowed in a school even on probation until all hearings and review associated with the alleged violation have been exhausted. The school leader and professional staff has a responsibility to provide proper counseling and to make every effort to help students returning from suspension or expulsion to remain in school. Students who are suspended and do not attend an Alternative Education Center shall receive an unexcused absence for each day of nonattendance during the suspension. A student found guilty at an expulsion hearing of committing a battery or an assault of any school employee or threatening physical harm to a school employee shall not be assigned to attend the school to which the school employee who was the victim of the battery, assault or threat is assigned.

A student expelled for an offense of carrying or possessing a firearm or knife or another dangerous instrumentality other than a knife, or possesses, distributes, sells, gives, loans any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law, in any form, **may only be readmitted including an assignment to an alternative education program** prior to completion of the specified period of expulsion by completion of the requirements.

A. ALTERNATIVE PROGRAMS:

Behavior Clinic:

Conducted after school for at least one hour and forty-five minutes.

Time-Out Room

An alternative procedure for dealing with disruptive students whereby a student is able to remain in school and given the opportunity to modify his/her behavior by removal from the classroom environment. Depending on the grade level of the student, parents and guardians may review the appropriate Time-Out Room Handbook at their child's school. The handbooks (Middle Schools) describe the policy and procedures for Time-Out Rooms.

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On-Campus Suspension

An alternative setting for a minimum of a complete school day whereby students remain in school and are provided the opportunity to complete their suspension at their school.

After School Hours Clinic

An alternative setting at school and after the normal school hours.

Alternative Education Centers

CORPORAL PUNISHMENT PROHIBITED

A. **There shall be no corporal punishment in North Shore Middle School.** The School does not authorize or condone the use of corporal punishment as a means of maintaining order in the schools. However, it is recognized that reasonable use of physical force and restraint may be necessary to stop a disturbance threatening physical injury to others, to obtain possession of dangerous or contraband objects from students, for the purpose of self-defense, for the protection of persons or property, or similar actions.

B. While corporal punishment is generally associated with spanking or paddling, the intentional infliction of pain by other means is also prohibited.

BEHAVIOR CLINIC

A. The clinic provides an alternative to the routine procedure for dealing with disruptive students. Its operation is based upon the concept of positive intervention and behavior modification theory and techniques. Alternative forms of discipline or clinic may be used when deemed necessary by the school leader. Students will be assigned to the clinic for committing minor offenses.

B. Parents or guardians are to provide transportation for the students and pick up the students promptly following the clinic.

C. Failure to appear at clinic on the assigned date will result in a suspension unless the student has a valid excuse. Students with valid excuses must attend makeup sessions of the clinic. Behavior Clinic will be conducted after school for a period of at least one hour and forty-five minutes. Parents will be informed of assignment to the clinic.

UNEXCUSED TARDIES

Each School Leadership Team shall establish a written tardy policy unique to that school which may include, but not be limited to, the procedures suggested in the following section:

School leaders or designees may deal with first through third tardies according to individual school plan.

A student who accumulates four (4) unexcused tardies is assigned to clinic (or Time- Out) room. The parent/guardian is contacted by the school leader or a designee.

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A student who refuses clinic or Time-Out Room is suspended, pending a parent/guardian conference. If the parent comes that afternoon or the next morning, no suspension is officially recorded.

If the parent/guardian does not come for a conference as requested, the student is officially for two (2) days and is assigned to a Alternative Education Center. E. The whole procedure begins again.

OFFENSIVE STUDENT CONDUCT AT END OF YEAR

A. Non-Graduating Students

Any student who commits offenses during the last ten (10) days of the school year which result in recommendations for suspension and/or expulsion shall serve the suspension and/or expulsion in the next school year.

B. Graduating Students

1. Any 8th grader committing a school-related serious offense (i.e., alcohol/drug/indecent/inappropriate behavior, etc.) after the last regular class period, may be excluded from year-end activities. This specifically includes, but is not limited to, participation in graduation exercises.

2. The school leader shall also be empowered, in consultation with the Superintendent, to prohibit an 8th grader from participating in graduation exercises for non-school related activities (i.e., arrests, gang related activities, etc.) if the school leader deems that the student's participation will unnecessarily disrupt or detract from the decorum of the graduation exercises.

3. When a 8th grader is prohibited from participating in graduation exercises, the certificate may be given or mailed to the student at the end of the school year⁴. Notwithstanding any of the foregoing, the school leader's decision shall be final.

XV. EXCEPTIONAL STUDENT SERVICES (SPECIAL EDUCATION) DISCIPLINE PROCEDURES

All procedural safeguards afforded regular education students must be extended to students with disabilities and their parents. In addition, discipline procedures for students with disabilities must follow the states' Regulations for Implementation of the Educational Opportunities for Students with Exceptionalities.

FOR EXCLUSIONS OF MORE THAN 10 CONSECUTIVE DAYS, OR WHEN PATTERN OF EXCLUSIONS HAS OCCURRED, OR UPON THE FOURTH EXCLUSION (SUSPENSION):

The student's Special Education teacher must notify the parent of a Discipline Individual Education Program (IEP) meeting. A Discipline Individual Education Program (IEP) meeting must be held to determine if the behavior is a manifestation of the student's disability. The IEP meeting must be appropriately constituted with the following persons: Officially Designated Representative (ODR) – the school leader or assistant school leader; the student's Special Education teacher; at least one

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of the student's Regular Education teachers; the parent, the student, if appropriate; and, any additional persons with knowledge of the student and the disability. (Note: If the parent does not attend the scheduled manifestation determination review (MDR) meeting, the school will reschedule the MDR meeting within (3) school days. If the parent does not attend the rescheduled MDR meeting, the school personnel shall meet without the parent.) If the behavior is a manifestation of the student's disability, the student will not be suspended nor expelled. If the behavior is NOT a manifestation of the student's disability, the student will follow procedures as a regular student and a free appropriate public education will be provided.

School personnel may order a change in placement of a student with a disability to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, **but for not more than 45 calendar days**, if the student carries a weapon to school or to a school function or possesses a weapon at school or at a school function; the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

An Independent Hearing Officer (IHO) appointed by the Department of Education may order a change in placement of a student with a disability to an appropriate interim alternative educational setting for not more than 45 calendar days. Such hearing officer, in an expedited due process hearing must determine that the public agency has demonstrated by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

EMERGENCY REMOVAL is used only when the student exhibits a substantial danger to himself/herself or others. In no case can this removal last longer than nine (9) consecutive school days. During this nine-day period, school officials shall initiate a meeting to review the student's Individual Education Program (IEP), consider an interim placement, or invoke the aid of a State designated Independent Hearing Officer or the courts to remove the allegedly dangerous student from school if they believe that maintaining the student in the current placement would be substantially likely to result in injury to the student or others.

EXCEPTIONAL STUDENT SERVICES GLOSSARY Change of Placement:

The removal of an exceptional student for more than ten (10) consecutive school days; or the student is subjected to a series of removals that constitute a pattern because they cumulate to more than 10 school days in a school year, and because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

Exceptional Student:

Any student who is presently identified as exceptional. Any student about whom the system has knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred, may assert any protections provided for Implementation of the Children with Exceptionalities. This does not apply to students identified as gifted or talented.

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XVI. STUDENT POLICIES AND GUIDELINES FOR NETWORK AND INTERNET ACCESS

The North Shore Middle School recognizes the role of educational technologies in stimulating innovative approaches to teaching and learning and shifting the way educators and students access and transmit information, share ideas, and contact others. Use of network resources and the Internet is for educational purposes. Adherence to policies and guidelines is required for continued access to technological resources.

I. E-MAIL AND TELECOMMUNICATIONS

In general, any student use of the System's networks and telecommunication resources must be for educational purposes. School system rules for student communication also apply in the online environment. Students must respect and adhere to North Shore Middle School policies and local, state, and federal law.

Students must

1. Login and use network resources only with their student account.
2. Logoff and close applications immediately after completing work to prevent unauthorized use of the user ID.
3. Not use email, chat rooms, net meeting rooms, and other forms of direct electronic communication including instant messaging systems unless authorized by the district and directly supervised by a teacher. School system rules prohibiting indecent, vulgar, lewd, slanderous, abusive, threatening, sexually harassing, or terrorizing language apply to all forms of electronic communications. The student and parent or guardian shall sign an Acceptable Use of Networks and Telecommunications Agreement prior to an email account being issued.
4. Not distribute private information about themselves or others.
5. Not send spam, chain letters, or other mass unsolicited mailings.
6. Not view, use, or copy passwords to which they are not authorized.

NETWORKS AND INTERNET USE**Students shall**

1. Use Internet search engines and/or other Internet tools only under the direction and supervision of teachers.
2. Observe copyright laws, citing the source of information accessed over the Internet using a standard system as directed by the teacher and/or librarian. Not intentionally access, transmit, copy, or create material that is illegal, such as obscenity, stolen materials, or illegal copies of copyrighted works, including, but not limited to, music, games, and movies.
3. Not intentionally access, transmit, copy, or create any materials or visual depictions on school or district networks or the Internet that are indecent, vulgar, lewd, slanderous,

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abusive, threatening, harassing, terrorizing, or harmful to minors.

4. Not attempt to gain unauthorized access, including so-called “hacking” or otherwise compromise any computer or network security or engage in any illegal activities on the Internet, including willfully introducing a computer virus, worm, or other harmful program to the network.
5. Not download and install any file sharing program that bypasses the district filtering device.
6. Not use technology resources to further other acts that are criminal or violate the school or district code of conduct.
7. Not make any purchase on the Internet while using school equipment or Internet service.

Students who may inadvertently access a site that is pornographic, obscene, or harmful to minors shall immediately disconnect from the site and inform the teacher. The Board does not condone any illegal or inappropriate activities and will not be responsible for such use by students. The Board does not guarantee the right to use the Internet and reserves the right to suspend or terminate the privilege of any individual at its sole discretion without notice, cause, or reason.

All school rules apply to the Internet the same as they do in the classroom, elsewhere on school grounds or school functions. Network administrators and school personnel may review student e-mail messages at any time or track student navigation of the Network or Internet.

Any violation of this policy may result in the loss of access to the Internet through the network. Additional disciplinary action for students will be determined in accordance with existing rules and procedures, both administrative and as stipulated in the policy, and including applicable law enforcement agencies when necessary. The Board recognizes that changes in technologies and local, state, and federal laws may from time to time require adjustments to policies and guidelines governing technology usage in the District and hereby authorizes the superintendent or designee(s) to make such adjustments as necessary.

XVII. COMMUNICATIONS WITH STUDENTS AND PARENTS

I. All schools are obligated to provide written or verbal communications with students and parents or guardians in a language they can best understand. This handbook may be translated or interpreted to meet the Office of Civil Rights (OCR) standards and the Equal Educational Opportunity Act (EEOA) Guidelines of 1974. For more information, please contact the office.

II. Parents and guardians are expected to treat with respect the school system employees. An assault or battery of a school system employee by a parent or guardian or other adult will result in a request for police, possible exclusion from school system property and similar actions.

XVIII. MEDICATION POLICY NURSES OFFICE

A sick chair is provided for ill students to sit down in the counselors office if necessary. Students are to have a pass from the classroom teacher, MUST sign in, and will be allowed to remain for 15 minutes. Parents will be notified if necessary. Parents are reminded that school officials are not permitted to dispense medication unless a prescription signed by a Doctor is on file with the school.

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I. As a general principle, medication shall not be given at school unless it is certified in writing by the attending physician or other licensed prescriber licensed in the state and such medication cannot be administered before or after school hours. **Antibiotics and other short-term medications, including non-prescription medication, shall not be given at school.**

II. Possible medication exceptions to the general principle:

A. Behavior modification

B. Insect sting allergy

C Anticonvulsant (e.g. Dilantin, Phenobarbital) D. Asthmatic conditions

E. Insulin

III. Students shall not be allowed to have medications in their possession on the school grounds. Prescriptions are required for controlled substances and the possession of such prescriptions by a student at school, on the school bus, or other school function is prohibited except students shall be allowed to carry and possess Epipens and asthma inhalers provided that:

1. Authorization from the physician and from the student's parent or guardian are on file and communication with the prescriber has been established.
2. The school nurse has evaluated the situation and deemed it to be safe and appropriate; has documented this on the student's cumulative health record; and has developed a plan for general supervision. The plan may include observation of the procedure, student health counseling, and health instruction regarding the principles of self-care.
3. The school leader and appropriate staff are informed that the student is self-administering the prescribed medication.
4. The medication is handled in a safe, appropriate manner.
5. Such medication is transported to the school, and maintained under the student's control in accordance with the school policy.
6. The Board of Education's policy on self-medication by students and the school Drug Free Zone policy permits.
7. The school school leader and the school employed registered nurse determine a safe place for storing the medication for the individual student. The medication must be accessible if the student's health needs require it; this information is included in the medication administration plan.
8. Some medication should have a backup supply readily available (such as an inhaler). The student records the medication administration and reports unusual circumstances. The school-employed registered nurse, and/or the designated employee monitors the student.
 - a. Self-administration is included in the medication administration plan.
 - b. The plan includes any or all of the following: teaching correct administration; reminding the student to take the medication; visual observation of the student taking the medication; recording the procedure; and notifying the RN, parent, or prescriber of any side effects, unusual occurrences, or noncompliance.

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IV. Prior to the administering of other medications during school hours, the following will be required.

- A. An order from a licensed physician or dentist and parental consent. (Forms are available at each school).
- B. Medication must be brought to the school by the parent or guardian.
- C. The medication container shall contain clear instructions identifying the student's name, prescription numbers, if any, date, frequency, name of the medication, dosage, route, and physician's or dentist's name.
- D. At the beginning of each school year and anytime there is a change in medication, a new form from the physician must accompany the new prescription.
- E. No more than one month's supply (twenty-five school days) of the medication shall be kept at school.

V. Disposition of medication at the end of the school year - medication shall be picked up by the parent/guardian within 5 days of the end of the academic year. Medication not picked up will be destroyed by the school leader or otherwise disposed of in accordance with the law.

XIX. COMMUNICABLE DISEASE CONTROL POLICY

Current immunization records are required for all students entering school for the first time, including kindergarten, in compliance with the immunization schedule established by the legislature unless compliance is waived pursuant to the statute. School personnel will cooperate with public health personnel in completing and coordinating all immunization data, waivers and exclusions, including the necessary Vaccine Preventable Disease Section's School Immunization Report forms to provide for control of preventable communicable diseases.

XX.FEES AND FINES DUE FOR LOST OR DESTROYED TEXTBOOKS OR OTHER SCHOOL PROPERTY

Students shall be required to pay full price for textbooks and library books which are lost or damaged beyond use. The School also requires students to pay for any other school property damaged as a result of student misconduct.

XXI. GRADUATION

Students must meet all course requirements prior to graduating. In addition, all students must meet the same criteria in order to participate in graduation exercises.

XXII. DEFINITIONS

1. **ARSON** - The damage to property by the use of an explosive substance or the setting on fire to any school or personal property.
2. **ASSAULT** – An attempt to commit on a person a battery or intentional placing of a

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- person in reasonable apprehension of receiving a battery or making statements threatening physical harm to a person.
3. **BATTERY** – The use of force or violence upon a person if actual contact is made.
 4. **BULLYING** - Any act or speech that subjects a person to indignity, humiliation, intimidation, physical abuse or threat of physical abuse, social or other isolation, shame, or disgrace or threat of physical abuse, social or other isolation, shame or disgrace.
 5. **BURGLARY**- The unauthorized entry of property.
 6. **COMMUNICATING OF FALSE INFORMATION OF PLANNED ARSON OR BOMB THREATS** - The intentional stating, or causing a statement by the use of the mail, telephone, telegraph, the Internet, word of mouth, or other means of communication, of any threat or false information knowing the same to be false, including bomb threats or threats involving fake explosive devices, concerning an attempt or alleged attempt being made, or to be made, to commit either aggravated or simple arson.
 7. **COMPLETE SEMESTER**- For the purposes only for an expulsion after three suspensions (see page 27), if the offense occurs on or before the forty-fifth school day of a semester, the minimum expulsion period shall be for the remainder of the semester during which the offense occurred. If the offense occurs after the forty-fifth school day of a semester, the minimum expulsion period shall consist of the remainder of the semester during which the offense occurred and the school semester immediately following.
 8. **COMPUTER HACKING** - The accessing or causing to be accessed of any computer, computer system, computer network, or any part thereof with intent to view, alter, delete, or insert programs or data without authority.
 9. **CORPORAL PUNISHMENT** – Physical punishment of any kind inflicted on the body of a student, such as paddling or spanking, hitting with any instrument, or slapping, striking with a hand or foot. Corporal punishment is prohibited
 10. **DISABILITY HARASSMENT** - Consists of physical or verbal conduct relating to an individual's physical or mental impairment when the conduct has the purpose or effect of creating an intimidating, hostile, or offensive school environment.
 11. **DISRESPECT FOR AUTHORITY** - Any unprovoked act of aggression which demonstrates a disregard or interference with authority or supervising personnel.
 12. **DISTURBANCE** –
 - A. Minor Disturbance - An act of misconduct that disrupts the orderly process of educational activities in that area that is confined to a limited area, and/or which jeopardizes safety of children.
 - B. Major Disturbance - A serious act of misconduct that interrupts the orderly process of educational activities that is not confined to a limited area, and/or which jeopardizes safety of children.
 13. **DRUGS** - Illegal narcotics or any controlled dangerous substances.
 14. **DRUG PARAPHERNALIA** - Any equipment, products and materials of any kind which are used with drugs such as roach clips, rolling papers, pipes, etc.
 15. **EMANCIPATION** - results when a child reaches the age of eighteen years, or is emancipated by a notarial act, by marriage or by judicial decision prior to reaching the age of 18.
 16. **EMERGENCY** - An unexpected situation that requires prompt action.
 17. **EXCUSED TARDY** - Acceptable reason for not being in class on time, including but not limited to accidents, illness, emergencies or natural disasters.
 18. **EXPLOSIVE DEVICES** - Including fireworks, bullets, bombs, and incendiary devices.
 19. **EXTORTION** - The taking of property or services from another person by threats, force or intimidation, with or without that person's consent.

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20. **FIGHTING** - The exchange of blows between two or more students with the intent of harming one another.
21. **FIREARM** - The term has the same meaning as given in 18 U.S.C. §921(a). It means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device. A destructive device means any explosive, incendiary or poison gas (1) bomb; (2) grenade; (3) rocket having a propellant charge of more than four ounces; (4) missile having an explosive or incendiary charge of more than one-quarter ounce; (5) mine or (6) any device similar to any of the devices described in the preceding clauses.
22. **GAMBLING** - To play a game of chance where a reward is expected.
23. **HABITUAL OFFENDER** - One who has committed several offenses, not necessarily of the same type.
24. **HAZING** - Any knowing behavior, whether by commission or omission, of any student to encourage, direct, order, or participate in any activity which subjects another student to potential or actual physical, mental or psychological harm for the purpose of initiation or admission into, affiliation with, continued membership in, or acceptance by existing members of any organization or extracurricular activity, whether such behavior is planned or occurs on or off school system property, including any school bus and school bus stop.
25. **INDECENT BEHAVIOR** - Socially unacceptable behavior that is morally offensive.
26. **INDIVIDUAL EDUCATION PROGRAM (IEP)** - A written statement for a student with disabilities that contains an overview of instructional needs that is developed, reviewed, and revised in a meeting in accordance with C.F.R. 300.341-300.350, IDEA Regulations.
27. **INTIMIDATION** - To make timid or fearful; intentional unlawful threat by word or act to do violence to the person or property of another person.
28. **LOOK-ALIKE** - Similar to; appear to be.
29. **MOLESTATION** - To make indecent advances in which physical contact is made.
30. **PORNOGRAPHY** - Material (such as books, writing, or photographs) that show erotic behavior and is intended to cause sexual excitement.
31. **POSSESSION** - The exercise of dominion or control over a thing or substance even though not in a person's physical dominion or control, a thing or substance is subject to his dominion or control; joint possession occurs when a thing or substance is in the physical custody of another person who willfully and knowingly shares with the other the right to control the thing or substance.
32. **PROBATION** - A condition in which students are temporarily placed to assist them in adjusting to a normal school setting.
33. **PROVOKING A FIGHT** - To purposely cause or invite either verbally or physically a student or students to fight.
34. **REASONABLE BELIEF** - A suspicion founded upon circumstances sufficiently strong to warrant a belief in a reasonable person that something is true.
35. **ROBBERY** - Taking of anything of value belonging to another by the use of force or intimidation.
36. **SCHOOL BUILDING LEVEL COMMITTEE (SBLC)** - A group of knowledgeable persons comprised of school staff and parents who meet in response to a student's needs.
37. **SELF-DEFENSE** - An act of protecting oneself from an aggressor where the force used is only sufficient to repel the aggressor.
38. **SERIOUS BODILY INJURY** - Impairment or physical condition not limited to the following: loss of consciousness, concussion, bone fracture, impairment of function of bodily member or organs, wound requiring suturing, and serious disfigurement.
39. **SEXUAL BATTERY** - The touching without consent as defined in the statute.
40. **SEXUAL HARASSMENT** -
 - A. Student to Student, Student to Staff, or Staff-to Student Harassment -In this

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context, sexual harassment is defined as any unwelcome sexual advance, request for sexual favors or other inappropriate verbal, visual, written or physical conduct of a sexual nature at school or a school sponsored event.

B. Extended Definition - Sexual harassment may also include but is not limited to:

- 1) Verbal harassment or abuse;
- 2) Uninvited letters, telephone calls, or materials of sexual nature;
- 3) Uninvited or inappropriate leaning over, cornering, patting or pinching;
- 4) Uninvited sexually suggestive looks or gestures;
- 5) Intentional brushing against a student's or school employee's body;
- 6) Uninvited pressure for dates;
- 7) Uninvited sexual teasing, jokes, remarks or questions;
- 8) Any sexually motivated unwelcome touching; or
- 9) Attempted or actual rape or sexual assault.

41. **TARDY** - When one is not in his or her classroom or other assigned area when the tardy bell rings.

42. **TERRORIZING** - The intentional communication of information, known by the offender to be false, that the commission of a crime of violence is imminent or in progress or that a circumstance dangerous to human life exists or is about to exist, thereby causing any person to be in sustained fear for his or another person's safety; causing evacuation of a building, a public structure, or a facility of transportation; or causing other serious disruption to the public.

43. **THEFT** - Taking property of another without permission, by stealing, fraud or trickery.

44. **THREAT** - A communication in person, in writing or through the use of the Internet to injure a person or to kill a person, who is a teacher, employee of the school system or a student of the school system.

45. **TRESPASSING** - Unauthorized entry on a school campus other than the one a student normally attends except when the student has been assigned to an alternative program.

46. **TRUANT/HOOKY** - One who is absent from school without permission.

47. **VANDALISM** - The defacing, damaging, and/or breaking of others' property through willful misconduct.

48. **WEAPON** - Any object which, under the circumstances, may be used to inflict bodily injury or damage to property.

49. **WILLFUL DISOBEDIENCE** - The refusal to follow a reasonable request of a teacher, administrator, or an adult authority figure on campus.

50. **ZERO TOLERANCE** - An anti-violence policy making school a safer place for learning. School leaders will call the police authorities for every fight involving students who are 14 years of age or older.

XXII - STUDENT/PARENT GRIEVANCE/COMPLAINT PROCEDURES

Situations Other Than Suspensions and Expulsions

If a student or parent has a complaint or request information or believes the student is being improperly punished or subjected to an inappropriate rule or standard, he/she should follow these steps:

- A. Discuss the situation with your student and the involved teacher, counselor, bus driver and/or administrator
- B. Request a conference with the involved school employee and the school-level

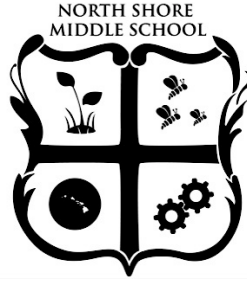
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administrator.

C. Appeal to the School School leader.

D. File a written complaint with the School School leader requesting that the case be referred to a Hearing Officer. The School School leader shall notify all parties of the date of the hearing and of their right to be present at the Hearing Officer meeting. All parties will be notified in writing of the action taken by the Hearing Officer.

E. Appeal to the CEO. The CEO's final decision will be given to all parties in writing.

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ACKNOWLEDGEMENT OF RECEIPT OF STUDENT HANDBOOK/CODE OF CONDUCT

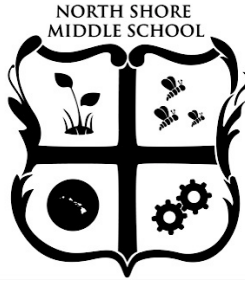
I _____, the parent/guardian of _____
 acknowledge receipt of the student handbook. I am aware that my child(ren) and I are expected
 to read and understand the contents of the handbook and that all members of the school
 community are accountable to abiding by the **Code of Conduct** described in the handbook.
 Failure to conduct oneself in the manner described will subject school community members, my
 child, or me to appropriate disciplinary action.

As the parent or guardian of a child attending an, North Shore Middle School I am committed to
 the success of my child and all of the children attending the school. I will conduct myself in a
 manner consistent with that statement and vow to support the children and school as
 it develops the young scholars of the school.

 Parent / Guardian Name

 Date

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**Parental/Legal Guardian Media Consent Form**

I hereby consent to the use of any photographs/video tape taken of my child by the North Shore Middle School or the media for the purpose of advertising or publicizing events, activities, facilities and programs of North Shore Middle School in newspapers, newsletters, website, other publications, television, radio and other communications and advertising media.

By law, the North Shore Middle School protects the privacy of the students and is prohibited from releasing students' personal information. From time to time representatives of the news media are invited to campus to cover events at our schools. When this happens there is a possibility your child/children may be photographed, videotaped, or interviewed for a news story.

Please mark one of the choices below and return to school.

_____ Yes, I allow my child/children to be identified in any good news North Shore Middle School publication.

_____ No, I do not want my child/children identified in any good North Shore Middle School publication.

PLEASE PRINT

Student's Name: _____

Address: _____

City: _____

State/Zip: _____

Signature:**Parent or Guardian if above person is under 18:**

Parent/Guardian's Name: _____

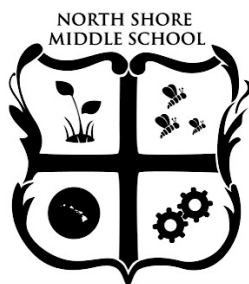
Address: _____

City: _____

State/Zip: _____

Signature:

Attachment K: Discipline Policy Draft



STUDENT COMPLAINT FORM

When a student (or the parent and/or guardian jointly with the student) feels that he/she has a basis for a complaint concerning an alleged violation of the Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, or Title II of the Americans with Disabilities Act, he/she may file a written complaint with his/her school leader or supervisor. (The form below is available in regular size in the office.)

Name of Complainant:

Date alleged violation occurred:

Statement of complaint: (Please describe the nature of the complaint and identify the particular section of the law and/or policies and procedures alleged to have been violated.)

Relief requested:

Signature of Complainant

Date

Signature of Parent/Guardian (if Student is under 18)

Date

Business Partnership in Education Activities Agreement

North Shore Middle and Hale Anuenue enter into this Business/School Partnership beginning 12 MO 5 Date 2013 Yr. The length of the partnership is one academic year (September-May), at which the relationship will be evaluated by both parties and further plans, made based on these evaluations. Above partners will participate in the following activities.

- ☒ Miscellaneous business partnership activities
- ☐ Work based learning experience
- ☐ Curriculum planning and input
- ☒ Other (please specify) After school program

ROLE OF THE SCHOOL

- ☒ Share school profile with the business (enrollment data, school improvement goals, etc...)
- ☒ Determine school needs with which the business can help, and school resources the business can access.
- ☐ Arrange an assembly or other activity to announce the new partnership.
- ☒ Keep records of partnership activities and maintain contact with the Business Partnership Coordinator
- ☒ Generate publicity for the program and for your partner within the school and community.
- ☐ Maintain responsibilities for "thank you" letters and notes, and appreciation activities.

ROLE OF THE BUSINESS

- ☒ Designate an employee to coordinate the business participation and maintain contact with school.
- ☐ Promote the partnership within the business through presentations to staff, requests for input, letters in paychecks, etc...
- ☒ Seek publicly for the program.
- ☒ Evaluate partnership and keep records of time, money, human resources, etc...Invested.
- ☐ Contribute to annual grant and monthly donation projects
- ☒ Participate in school projects as needed
- ☐ Maintain active involvements in literacy campaign with school

Terms of this agreement include: The partnership may be terminated at any time by one or both parties, so long as the Business Partnership coordinates and the school is notified; planning meetings are to occur on as-needed basis.

I have read and agree to the above:

Dali Kym 388-8757
School Principal Phone

(808) 284-9764
Business Contact Phone

Office Coordinator
School Operations Mgr. Phone

ALISH ROBERTY J. ROY
Business Partnership Coordinator Phone

808-284-9764

Business Partnership in Education Activities Agreement

North Shore Middle and Friends of Sunset Beach enter into this Business/School Partnership beginning 11 MO 27 Date 13 Yr. The length of the partnership is one academic year (September-May), at which the relationship will be evaluated by both parties and further plans, made based on these evaluations. Above partners will participate in the following activities.

- ☐ Miscellaneous business partnership activities
- ☐ Work based learning experience
- ☒ Curriculum planning and input
- ☒ Other (please specify) provide art resources

ROLE OF THE SCHOOL

- ☒ Share school profile with the business (enrollment data, school improvement goals, etc...)
- ☒ Determine school needs with which the business can help, and school resources the business can access.
- ☐ Arrange an assembly or other activity to announce the new partnership.
- ☒ Keep records of partnership activities and maintain contact with the Business Partnership Coordinator
- ☒ Generate publicity for the program and for your partner within the school and community.
- ☐ Maintain responsibilities for "thank you" letters and notes, and appreciation activities.

ROLE OF THE BUSINESS

- ☒ Designate an employee to coordinate the business participation and maintain contact with school.
- ☐ Promote the partnership within the business through presentations to staff, requests for input, letters in paychecks, etc...
- ☒ Seek publicity for the program.
- ☒ Evaluate partnership and keep records of time, money, human resources, etc...Invested.
- ☒ Contribute to annual grant and monthly donation projects
- ☒ Participate in school projects as needed
- ☐ Maintain active involvements in literacy campaign with school

Terms of this agreement include: The partnership may be terminated at any time by one or both parties, so long as the Business Partnership coordinates and the school is notified; planning meetings are to occur on as-needed basis.

I have read and agree to the above:

Cathy Shanley
Board President

808-271-1831

Jodi Ryzell (808) 388-5757
Business Contact School Leader Phone

Cathy Shanley
Business Partnership Coordinator Phone

Attachment M: Proposed School Leaders Biography

Professional Biography for Dali Pyzel

Originally setting her sights on becoming a criminal prosecutor, Ms. Pyzel changed her focus to working with children who did not have the benefits of stable and healthy role models. It's been her goal to give those who didn't have anyone to believe in them the attention and help they need to become successful. After graduating with honors for her bachelor's degree from the University of Hawaii at West Oahu, Ms. Pyzel went on to complete her Post Baccalaureate Degree in Secondary Education at the University of Phoenix. She has worked in various educational settings from a high school classroom teacher to an elementary school librarian to a program director for a private school using for a virtual hybrid model. Dali also has worked on creating the North Shore Middle School since 2010 in order to offer kids effective programs that are meaningful and character building.

In her time not working in education, Dali owns and operates Pyzel Surfboards, LLC with her husband. They have built the business since it's development in 1996 to a world-wide brand with distribution in over 14 countries. She also works with her daughter on managing a swimwear line she helped her daughter to create in 2013 and runs a children's book publishing company. Ms. Pyzel earned her commercial pilot's license in 2005 but currently only flies recreationally.

Attachment M: School Leaders Qualifications

Dali Pyzel

59-235B KeNui Rd., Haleiwa, HI 96712

808.388.5757

admin@nscharter.org

*"Never doubt that a small group of
thoughtful, committed citizens can
change the world. Indeed, it is the only
thing that ever has."*

Margaret Mead

*"Fostering students' capacities to
improve their communities, from local
to global, through experiential and
problem-based learning."*

North Shore Middle School

Relative Information

Business Experience: Owns and operates a successful family surfboard business since 1996. Dali is chief financial officer, lead marketing agent, chief website and online store designer, growing the business into a worldwide brand and trademarking the Pyzel surfboard brand in 22 countries. Additionally, has helped establish Benoa Swimwear through production sourcing, campaigning and fundraising, as well as web design.

Marketing Experience: Responsible for brochure, flyers and points of purchase advertising material creation for

Professional Profile

Dedicated, experienced education professional with a proven track record and more than thirteen years of experience seeking a school leader position that will allow for a broadening of skills, as well as utilize current experience. Believes that effective education leadership makes a difference in student trajectory.

Education, Honors, and Certifications**Post Baccalaureate Degree**

University of Phoenix, HI, 2002

Eighteen month program designed for non-educator majors to prepare for teaching in the classroom. Classes from child development through curriculum constructs and assessment were required, as well as a regularly evaluated student-teacher program, which was completed at Kahuku High and Intermediate School.

Bachelor of Social Sciences (emphasis on Political Sciences & Psychology)

University of Hawaii at West Oahu, HI – Graduated with honors, 2000

Key Qualifications

Certified in Secondary (7-12) and Social Studies

Plan and instruct each subject area using wide variety of teaching aids, motivational and implementation strategies to engage students in active learning.

Incorporate learning modality principles into classroom and individual instruction. Develop and conduct inter-grade activities.

Implement technological approaches to subject material. Research educational resources on the Internet. Assist with information retrieval.

Professional Development

10 years of experience as a classroom teacher, including substitute and summer school teaching.

Has gained additional experience (18 years) with business and project management, including contract negotiations and production management, and marketing.

Worked as a school librarian for one year.

Candidate owns and operates a children's book publishing company.

4 years' experience acting as a Program Director of a private hybrid online school (member of Hawaii Association of Independent Schools, HAIS and Western Association of Schools and Colleges; also WASC accredited).

Skills

- Commercial Pilots license (use of math, science, research and planning)
- **Software:** Mac, Microsoft, Google Apps for Education, Microsoft Office, iWorks, Website builder Application, iPhone Application Builder, Reading Plus, iMovie, Garage Band, MS Word, Xtranormal Animation Maker, iBook, Quicktime player screen recordings, Petition Maker, Rosetta Stone, E2020,

Attachment M: School Leaders Qualifications

Pyzel Surfboards. Designed and created flyer layout for North Shore Middle School. Built 500 community supporters with NSMS promotion. Secured \$21,000 worth of pledges. Raised more than \$5,000 with fundraiser for applicant group. Created monthly newsletter and sales promotions. Has worked with manufacturers worldwide.

Contract Negotiations:

Created and negotiated licensing contracts with business partners and manufacturers in the UK, Australia and Brazil. Also negotiated terms for international distribution of surfboards in Japan, Portugal, Brazil, Uruguay and Indonesia.

Production Management:

Surfboard tracking, which includes writing initial order, invoicing, billing and accounts receivable, design, cutting, shaping, airbrushing, glassing, notifying customers of completion and shipping. Oversaw manufacturing websites and bulk orders. Collaborated with Portuguese computer program development company. Hiring and managing seven employees, including an office assistant and a sales rep.

Commercial Pilot's License:

Holds instrument rating, multi-engine rating, tail dragger endorsement, high altitude endorsement and commercial pilot license.

*Employment***North Shore Middle School, *Haleiwa, HI***

- **Founder**, 2010 to present
- **Vision**, our vision is to create a charter middle school for the North Shore of Oahu that will prepare students for academic excellence in high school through innovative curriculum, problem-based experiential and service learning, as well as foster a new generation of community leaders.

Elite Element Academy, *Kapaa, HI*

- **Program Director**, Aug. 2008 to Aug. 2011
 - Designed school academic program
 - Customized educational software
 - Analyzed student progress
 - Purchased new support curriculum
 - Conducted teacher training (also helped with preparation for WASC accreditation)
 - Conducted special math and reading supplemental program for students
- **Full-Time Lead Teacher**, Dec. 2007 to July 2008
- **Part-Time Teacher**, Sept. 2007 to Nov. 2007

Sunset Beach Elementary, *Haleiwa, HI*

- **Librarian**, Dec. 2006 to Dec. 2007
- **Elementary Teacher**, Aug. 2004 to Dec. 2005

Kapolei High School, *Kapolei, HI*

- **World History Teacher**, Jan. 2006 to June 2006
 - Responsible for scope and sequence of curriculum and creation/delivery of standard-based lessons meeting state-required benchmarks to 150 10th grade students.
 - Integration of technology and project-based learning, including use of multimedia projects exposing students to web design, movie-making, PowerPoint and more.

Various Schools *HI*

- **Substitute**, Aug. 2003 to Present

Kahuku High & Intermediate School, *Kabuku, HI*

- **US History and Japanese Teacher**, July 2001 to July 2002
 - Responsible for scope and sequence of curriculum and creation/delivery of standard-based lessons meeting state-required benchmarks to 150 10th grade students.
 - Integration of technology and project-based learning, including use of multimedia projects exposing students to web design, movie-making, PowerPoint and more.

Leilehua High School, *Leilehua, HI*

- **Summer School Teacher**, June 2001 to July 2001

Attachment O: Proposed Board Member, Chair

Professional Biography

James O'Shea graduated from USF with a BA in Philosophy/English as a Saint Ignatius Institute Scholar, on the Dean's List, Honor Roll, and as a Davies Scholar. Since that time he has worked as an employee, manager, or owner in fields as diverse as environmental research, publishing, health care, international manufacturing, government services, alternative energy production, and information management.

JAMES O'SHEA

jcposhea@gmail.com

59-171 Ke Nui Road #D, Haleiwa, HI 96712

WORK EXPERIENCE SUMMARY

- Over 20 years experience developing and managing major technology upgrades in large distributed computing environments. Involved in all phases of the technology project life cycle including solutioning, design and planning, budget creation and management, engineering, management, testing, implementation, and support staff training.
- Industries supported: News/publishing, business/retail, health care, government/military, POS/billing/payment, document management, and global manufacturing.

SECRET CLEARANCE: DETAILS UPON REQUEST, IF REQUIRED**KAISER PERMANENTE INFORMATION TECHNOLOGY, HONOLULU, HAWAII****STRATEGY, PLANNING & PORTFOLIO MANAGEMENT DEPARTMENT —****BUSINESS CONSULTANT & LEAD SOLUTION CONSULTANT****AUGUST 2008 — PRESENT**

- Customer facing position to document functional requirements, analyze business processes and develop business cases to support IT and business solutions. Provides client support during system development and implementation; development and maintenance of service level agreements
- Participates or leads integrated systems planning and recommends alternative technologies which enhance current or anticipated IT systems and support overall corporate and business goals
- Identifies opportunities for increasing business efficiency through improved manual and automated work flows
- Independently identifies and coordinates the analysis of complex client system needs in project areas such as: new business operating models, innovative approaches to IT solutions support, market research of emerging or available product functionality and operational readiness assessment to plan, develop, and document strategic multi-year plans and workflows by business segment
- With self-direction, incorporates best practices, lessons learned and employs problem solving and coordination across functional lines to develop solutions to a diverse range of complex problems; influences others to buy into new concepts and methodologies in order to meet corporate directives
- Advises clients and sponsors on the consequences of actions; communicates risks and ensures understanding of these risks
- Coordinates various IT teams (application development, field service, server support, infrastructure management, system integration, project management, testing, enterprise integration, electronic medical record, enterprise architecture, strategic planning, network design and planning, biomedical device integration, clinical technologies, end user services, vendor integrity group, et al), legal, compliance, vendors, contracted servicers, IT management, business partners, sponsors, and executive leadership to develop and document scope, project requirements, technical solutions and designs, timelines, cost estimates, assumptions, risks, and ROIs
- Following qualified idea and concept project phases, shepherds scope, timeline, budget, and logical and physical solutions through peer tech review, financial review, design review, resource planning, governance board, strategic services council, steering committees, executive funding and business case approvals, and change control processes
- Acts as a liaison between business clients and technical staff and/or with development staff throughout the development life cycle
- Serves as a technical/professional mentor to team members and acts as a technology consultant for senior leaders

EDS @ GENERAL MOTORS, HONOLULU, HAWAII AND DETROIT, MICHIGAN**GLOBAL MANUFACTURING AND QUALITY— GIIS PROJECT MANAGER ADV****JANUARY 2006 — July 2008**

- Program Manager for Global Integrated Infrastructure Services group
- Identified and clarified organization's Global Service Contract critical deliverables
- Developed project resources to map out organizational work plan and objectives
- Produced deliverable definitions, project charter, project scope, gap analyses, risk management, and project plans to meet business and contract requirements
- Drafted executive level reports and presentations
- Produced and published Infrastructure Standards and Design and Engineering templates

- Developed and implemented SLA 'Go to Green' action plans to meet contractual requirements and customer needs
- Acted as global manufacturing asset management lead (>1M asset records)
- Produced contractually obligated critical deliverables: metrics and reports
- Liaison with HP to manage engineering centers located in manufacturing facilities globally

JCPOS / WAKELIGHT TECH. / EDS @ NMCI, PEARL HARBOR, HI

INFORMATION ASSURANCE— REGIONAL OPERATIONS MANAGER NOVEMBER 2004 — DECEMBER 2005

- Technical delivery manager for a team of 26 IA security analysts performing a wide range of security functions including Local Registration Authority (LRA), Trusted Agent (TA), Information Systems Security Administrator (ISSA), Boundary Hardware Administrator (BHA), Incident Response (IR), Certification and Accreditation (C&A), EKMS/COMSEC Local Element (LE), and Virtual Private Network (VPN)/Firewall management.
- Responsible for network security equipment and practices to support classified and unclassified users spread across a region from the Mississippi River to Japan.
- Hired, mentored, coached, and evaluated team member performances and administered compensation accordingly.
- Ensured team exceeded contractual Service Level Agreements to satisfy both internal and end user customers including Flag and General Officers.
- Shepherded the development and documentation of new security and business processes

OAHU NOC PLANNING & DEPLOYMENT TEAM — TRANSITION TEAM LEAD AUGUST 2003 — OCTOBER 2004

- Acted as technical lead for team of five transition administrators
- Escalated and managed technical and process issues as required
- Advocated enforcement of enterprise project standards and change processes
- Reported team progress and status to upper management
- Developed and published deployment and transition processes

OAHU NOC PLANNING & DEPLOYMENT TEAM — TRANSITION ADMINISTRATOR JUNE 2002 — AUGUST 2003

- Performed mass AD object creation and migration for users, groups, and network resources using in-house and COTS applications. Migrated over 43 thousand user and 18 thousand computer accounts into one of the largest AD instances in the world.
- Established and monitored 70+ NT/W2K domain trusts through complex network boundaries in both classified and unclassified enclaves
- Supported implementation of physical and logical Community of Interests (COIs) for USPACOM, NNPI and development teams
- Area of responsibility included over a hundred sites from Minneapolis to Honolulu
- Maintained complex distributed host name resolution schemes including DNS, WINS, host/lmhost files, and proxy exceptions for both NMCI and legacy systems
- Acted as NOC technical liaison for Base Operations, Site Deployment, and Transition teams
- Resolved technical issues for Legacy Application Testing and Staging & Deployment teams
- Implemented and updated technical documentation and plans to install, configure, and manage legacy network migration tools
- Coordinated technical operations with NOC team members located in Norfolk, Herndon, Quantico, and San Diego

OAHU NETWORK OPERATIONS CENTER — ELECTRONIC SOFTWARE DISTRIBUTION March 2002 — June 2002

- Performed remote software installations for NOC and customer workstations using Radia 2.x/3.x
- Managed nightly workstation connections to ensure enterprise security configuration requirements and customer needs were met
- Troubleshoot application distributions at both the server and client level
- Replicated 1,400 application database through Novadigm tiered architecture
- Created, monitored, and maintained Radia databases, services, and hardware
- Maintained technical watch and summary reports
- Performed as interim change and release administrator

**AXEAN GROUP / ABE / PRO STAFFING @ KAISER PERMANENTE IT
HONOLULU, HI & WALNUT CREEK, CA**

NOVEMBER 1997 – APRIL 2002

**NATIONAL TECHNICAL ENVIRONMENTS & ENGINEERING — HAWAII TECHNICAL IMPLEMENTATION LEAD
JANUARY 2000 – APRIL 2002**

- NT Lead for the implementation of a strategic application called the Kaiser Permanente Clinical Information System (KP-CIS). Prepared KP-CIS environments by integrating client applications and implementing enterprise core services such as PKI (Public Key Infrastructure), secure time services (NTPv4), Tivoli Application Performance Management (TAPM), Tivoli Software Distribution, and Enterprise Directory Services (LDAP).
- Lead IT technical staff supporting 26 different KP-CIS client/server environments for testing, training, and supporting the KP-CIS application.
- Acted in an advisory position on the Technology Review Board for the KP Hawaii Region to assess the impact of technology changes to the production environment
- Coordinated and executed managed change for 200+ environment upgrades requiring client code distribution and configuration for varying subsets of thousands of workstations.
- Participated as a team member for completing design reviews for PKI, EDS, and Time Services.
- Created detailed planning, testing and implementation strategies utilized on the project. These plans included data capturing techniques, used to analyze the effectiveness and reliability of the IT operations.
- Developed and conducted system technical training for IT staff. Developed repeatable work plans for IT staff and created system tools for tracking and reporting workflow events and issues. This ensured the successful knowledge transfer of job duties once the KP-CIS application went live in the Hawaii Region.
- Supported the implementation and maintenance of a centralized project management system that was utilized by the KP-CIS project. This included the large-scale use of Microsoft Project Central server, MS Project 2000 MS Terminal Services.

**KP-IT CLINICAL INFORMATION SYSTEMS — APPLICATION, SERVER, SYSTEMS ENGINEER
FEBRUARY 1999 – DECEMBER 1999**

- Account manager for 8 technical contract staff based in Hawaii.
- Developed Statements of Work contracts, including technical implementation designs, support models, staffing, and cost estimates.
- Automated the installation and configuration of applications used for clinical information systems called Population Care Registry. This application used three-tiered application architecture. This required a detailed understanding of NT, CORBA and Oracle from both the client and server side.
- Key team member representing the Hawaii region. Provided valuable input to the project team by attending meetings, producing documentation, and providing technical explanations, solutions, and insights.
- Helped integrate the latest technology components to maintain lab and domain infrastructure. Refreshed Windows NT networking services technology including Year 2000 remediation on all lab and domain resources and applications.
- Researched, wrote and produced documentation that included highly technical logical and physical application and domain architectural specifications, project documentation, training courseware, and end-user reference materials.
- Coded automation and customization scripts for installing and configuring software on the desktop from a portfolio of over 250 desktop applications.

**HI KP-IT MODEL OFFICE INTEGRATION LAB — APPLICATION INTEGRATION ENGINEER
AUGUST 1998 – FEBRUARY 1999**

- Designed and implemented NT server and workstation lab using ModelOffice methodologies. Organized and staffed the ModelOffice lab to provide hardware engineering, application integration and testing services. Provided rollout support for infrastructure upgrade projects, including SMS, Tivoli framework, and several tiered client-server clinical application systems (Wave, PCR, KP-CIS).

- Performed application engineering and integration, application troubleshooting, and automated installations and deployment techniques for Windows NT Workstation and NT Server.
- Performed server implementation and support from domain design through the implementation of servers on the network. Implemented 18 Windows NT sites including account and resource domain controllers, core NT services (DHCP, WINS, DNS, Time Services), File and Print services, and Microsoft cluster servers for fail over capabilities.
- Integrated and packaged applications for automated distribution via SMS and Tivoli system management solutions. Diagnosed failed distributions including developing scripts to analyze distribution jobs. Maintained region-wide inventory management using Tivoli and SMS.
- Maintained logon scripts, coded administration utilities, batch process, etc. Compiled, analyzed, and reported results and recommendations to senior management enabling informed strategic business decisions.
- Responsible for the design and operation of system management tools on an administrative console using SNMP, SMS, and other tools for monitoring distributed computing operations. This included integration of SNMP and other SMS-specific monitoring tools, asset management, remote control and administration.
- Provided field engineers with deployment documentation and job aids detailing installations steps, configurations, and methods of automated software distribution.
- Trained and mentored Integration Lab engineers and support staff.

CA KP-IT MODEL OFFICE INTEGRATION LAB – APPLICATION INTEGRATION ENGINEER

NOVEMBER 1997 – JULY 1998

- Engineered and documented NT Server, application, database, and system messaging interfaces for several clinical client / server applications (e.g., AmCare, ANSOS, APC) in a lab environment. The documentation was used in a production environment and aided in providing repeatable, reliable, and verifiable build work for field engineers.
- Developed and supported automated NT 4.0 workstation build routines.
- Distributed software packages to production client workstations via SMS 1.2.
- Trained lab engineers and led team integration efforts.
- Performed domain and SMS administration tasks; maintained lab domain resources.

KINKO'S WORLD HEADQUARTERS

FEBRUARY 1994 – JULY 1997

QUINTUS ADMINISTRATOR

OCTOBER 1996 – JULY 1997

- Managed UNIX/Informix based customer and problem tracking solution.
- Project manager for major upgrade including planning, design and specifications, systems setup, data migration, testing, training, and contract negotiations.

INTRANET MANAGER

FEBRUARY 1995 – JULY 1997

- Planned, designed, tested, selected, implemented, and managed intranet solution, including HW/SW platforms, and format/content.
- Coded HTML, Cold Fusion, and other scripts for intranet.

BUSINESS SYSTEMS ANALYST

OCTOBER 1994 – JULY 1997

- Second level support for enterprise business systems including DOS and OS/2 based POS System, Xcullenet and UNIX data transfer/storage system, Informix based customer and problem tracking solutions, and Windows based support team.
- Developed application specifications and testing routines. Drafted enhancement requests and detailed bug reports.

TECHNICAL SUPPORT SPECIALIST

FEBRUARY 1994 – OCTOBER 1994

- Participated in rollout of new Point of Sale system, which revolutionized company business practices and focus. Developed system support standards, rollout and go-live procedures, and QA checklists.
- Provided technical support for daily operations of 850+ branch offices including Macintosh/IBM desktop publishing centers and networked POS systems.
- 110% Customer Satisfaction certification.

EDUCATION

UNIVERSITY of SAN FRANCISCO / COLLEGE of the HOLY CROSS

BA Philosophy/English

Saint Ignatius Institute Scholar, Dean's List, Honor Roll, Davies Scholar

OXFORD UNIVERSITY, Blackfriar's Studium; Oxford, England

Philosophy/English Literature

Microsoft Certified Professional

ITIL Foundations Certified – IT Service Management Foundation

Various industry management training regimes

References available upon request.

Attachment O: Board Member Information, Treasurer

Professional Biography

Katie Landgraf is a Certified Public Accountant (CPA) and currently teaches as an Instructor of Accounting and Finance. Mrs. Landgraf has had a wide assortment of experiences relevant to the workload that she will encounter while being the Treasurer for the North Shore Middle School governing board. Mrs. Landgraf started her career in 2007 as an Auditor at Baker Tilly, Inc. after achieving her Bachelor of Business Administration with an Accounting and Finance double major. She obtained her Master of Business Administration during 2011, while starting her teaching career at the University of Wisconsin – Milwaukee. Her full-time teaching career started in 2012 at the University of Hawai'i – West O'ahu. Mrs. Landgraf has taken on various roles throughout her dedication to the community and to the university such as Cree Application for Federal Student Aid (FAFSA) Committee Leader, Budget Committee Member, Prior Learning Assessment Committee Member, and community service volunteer.

KATIE LANDGRAF, CPA

91-1257 Kamaaha Avenue Unit 1305

Kapolei, HI 96707

katiebl@hawaii.edu

Work: 808.689.2382 Cell: 808.225.8104

EDUCATION

Kent State University

AACSB Accredited

Ph.D. in Business Administration**Major:** Accounting **Minor:** Finance and Statistics

KENT, OH

CUMULATED GPA: 3.67 / 4.0

University of Wisconsin – Milwaukee

AACSB Accredited

Master of Business Administration

Accounting Strategy Elective Track

MILWAUKEE, WI

GRADUATION DATE: MAY 2011

CUMULATED GPA: 3.91 / 4.0

University of Wisconsin – Eau Claire

AACSB Accredited

Bachelor of Business Administration**Majors:** Accounting and Finance

Certificate: Advanced Business Communication

EAU CLAIRE, WI

GRADUATION DATE: MAY 2007

CUMULATED GPA: 3.41 / 4.0

PROFESSIONAL CERTIFICATIONS

Certified Public Accountant

Licensed in Wisconsin

(2008)

ACADEMIC EXPERIENCE

University of Hawai'i-West O'ahuInstructor: Accounting and Finance

KAPOLEI, HI

(2012-CURRENT)

- Teaching 110+ students within upper level undergraduate accounting and finance courses: Intermediate Managerial Accounting, Intermediate Financial Accounting I & II, Managerial Accounting, Business Finance, and Personal Finance.
- Leveraging technology within the classroom to ensure students are exposed to current technologies.
- Allocating time dedicated to teaching full-time, service hours, and academic research.
- Utilizing current distant learning tools such as Blackboard Collaborate within my online courses.
- Hosting office hours either in person or online to reach out to students during convenient times.
- Established a new organization, Insurance Society, with emphasis on connecting students to real-world exposure and local insurance firms/agents.
- Creating syllabi, quizzes, homework lessons, group projects, and examinations focused on critical thinking and problem solving skills.
- Received 4.42 out of 5.0 on average from student evaluations compared to 4.24 from entire campus.

University of Wisconsin – MilwaukeeAdjunct Professor: Managerial Accounting courseTeacher Assistant: Managerial and Intermediate Accounting courses

MILWAUKEE, WI

(2010-2011)

(2009-2011)

- Taught 180 students within undergraduate level accounting courses and supply tutoring for learners.
- Formulated syllabi, quizzes, homework lessons, group projects, and examinations.
- Received 4.58 out of 5.0 from student evaluations on overall effectiveness of teacher.

Cardinal Stritch UniversityMILWAUKEE, WI
(2010-2011)Adjunct Professor: Managerial Finance M.B.A. course

- Instructed students within a master's level course.
- Conducted tutoring and study sessions for students outside of the classroom.
- Structured quizzes, homework lessons, group projects, and examinations.
- Received 4.84 out of 5.0 from student evaluations on overall effectiveness of teacher.

University of Wisconsin – Eau ClaireEAU CLAIRE, WI
(2003-2007)
(2003-2005)Teacher Assistant: Accounting and FinanceSpecial Needs Tutor: Accounting, Mathematics, and Economics

- Assisted in instructing six accounting courses while finishing my undergraduate degree.
- Taught and offered study sessions to 120 college level students in accounting and finance principles.
- Tutored students with learning disabilities in the areas of economic, accounting, and mathematics.
- Exercised different teaching methods to fit the students' needs.

PROFESSIONAL EXPERIENCE**Baker Tilly, LLP**MILWAUKEE, WI
(2007-2009)Accountant: Certified Public Accountant

- Managed and designed Financial Statement Audits for Fortune 500 companies.
- Dedicated time and energy to over 20 clients while tending to their diverse needs.
- Leveraged technology to ensure financial information is readily accessible and available.
- Trained over 30 new staff on detailed intensive programs and U.S. GAAP regulations.
- Completed tax reports and analysis on individuals, partnerships, and corporations.

Cargill, Inc.MINNETONKA, MN
(SUMMER 2006)Internship: Accounting and Finance

- Employed in Cargill Value Investment area, Cargill's most profitable business unit.
- Performed valuable projects related to non-consolidated partnership deals.
- Analyzed ways to improve systems used within Cargill Inc. globally.

Biesterveld & Company, LLCEAU CLAIRE, WI
(2004-2006)Accountant: Staff Accountant

- Worked during two tax busy seasons while finishing my undergraduate degree.
- Assisted 40 clients with bookkeeping, payroll, and sales taxes using Quickbooks and Peachtree.
- Fulfilled tax work on individuals, partnerships, and corporations.

HONORS AND ORGANIZATIONS**Insurance Society**KAPOLEI, HI
(2012-CURRENT)Faculty Advisor**Doctoral Management Student Association**KENT, OH
(2011-2012)Member**Graduate Business Association**MILWAUKEE, WI
(2009-2011)Treasurer**Beta Alpha Psi**EAU CLAIRE, WI
(2004-2007)Internal Auditor**International Student Services**EAU CLAIRE, WI
(2005-2006)Study Abroad Ambassador: Australia

Charter School Management Company

1-888-994-CSMC (2762)

<http://www.csmci.com/about-csmc>

Most charter school founders and operators are educators, not lawyers, administrators, or finance managers. CSMC's was founded to support those educational experts and ease the maturity curve and growth phase for charter schools by providing them with a range of cost-effective, high-quality business services.

CSMC is the largest provider of back office services to charter schools in the nation, with more than 50 employees 135 schools throughout the country. While we are continually examining new opportunities to support charter school growth and outreach into other areas of the country, CSMC currently provides services in the following ten states:

· *Arizona* · *California* · *Colorado* · *Florida* · *Hawaii*
· *Indiana* · *Louisiana* · *Nevada* · *Ohio* · *Wyoming*

CSMC is committed to empowering charter schools and their leaders to create and lead successful, innovative charter schools, and we have the experience, personnel and resources to make it happen. With our background in school development, budget, operations, and financial management, CSMC can free you to lead your team toward your core mission: educating your students.

CSMC's experience echoes the same personal story upon which many charter schools are founded: Sandro Lanni, CSMC CEO, was looking for a better school for his own children and decided to help start what was then a new concept in public schools. The leaders of this new charter school needed financial and business experience and support, so Sandro mobilized his passion for the charter school movement and assembled a team of professionals to provide charter school financial services at affordable rates.

Our innovative and experienced team is equipped to help you with all of your school back office needs. We know that offering unrivalled quality of service and outstanding value for money is not enough. We regularly deliver challenging solutions to our schools, while continuing to go the extra mile in pursuit of funding opportunities, cost savings, and innovative opportunities to help their students.

Professional Biography

Dr. Monique Mironesco is Associate Professor of Political Science at the University of Hawaii West Oahu. She has been teaching online courses there since 2004 and developed a 100% online program for the Social Sciences division in Political Science at UHWO to provide access to higher educational opportunities for neighbor island and working students. She has extensive experience in both curriculum development and technical expertise for online courses as well as writing and receiving extramural funding, most recently from Kamehameha Schools for the development of a new academic program in Sustainable Community Food Systems at UHWO. Dr. Mironesco earned her Ph.D. from UH Manoa in 2003 and has been a North Shore community member since 1993. She has two children in the Hawaii public school system.

MONIQUE MIRONESCO
59-450 A Alapio Rd. Hale'iwa, HI 96712
(808) 638-5916 mironesc@hawaii.edu

Curriculum Vitae

Education

University of Hawai'i at Manoa

- Department of Political Science: Ph.D., May 2003
 Dissertation Title: *Feminist consciousness, Voice, and Empowerment: Women's Studies in Hawai'i.*
- Course work included: Feminist theory, feminist methodology, public policy, political theory, political pedagogy, indigenous epistemology, cultural anthropology.
- Women's Studies Program: Graduate Certificate in Advanced Feminist Studies, May 2002.

San Diego State University

- Department of Political Science: Master's Degree, August 1994.
 Thesis Title: *Sovereignty and the International Commons.* This thesis examines the relationship between nation state sovereignty and the international commons using the United Nations Law of the Sea as a case study.

University of California San Diego

- Bachelor's Degree, June 1992, Fifth College (now renamed Eleanor Roosevelt College). Political Science major with a minor in classical and medieval Europe. Specialized coursework included a two-year course in the making of the modern world from non-Western perspectives.

University of California, Los Angeles

- Coursework in French Literature.

Santa Monica College

- General education coursework required for transfer to the University of California, San Diego.

Teaching History

University of Hawai'i, West O'ahu

Assistant Professor, Political Science: 2007 – present.

Instructor, Political Science: 2002 – 2007.

Courses taught:

Online	In Person	Online and In Person
Environmental Politics(WI), (SL)	Politics of Food (SL)	American Politics (SL)
Constitutional Law (WI)	State and Local Government	Hawai'i Politics (WI)
Sociology of Education	Indigenous Peoples and Modernity (cross listed with ANTH and HPST)	Global Issues (WI), (SL)
Fieldwork and Qualitative Methods	Politics of the Media	Politics of Film (WI)
Women and Politics , (WI), (SL)	Directed Reading	Senior Project (WI)
Feminist Theory (WI), (E)		Senior Practicum (WI)
Politics of the Media		Introduction to Women's Studies

*Bolded titles are new course offerings I created at UHWO

University of Hawai'i at Manoa

Lecturer – Political Science Department: 1998 – present

Courses taught: Feminist Theory, Women and Politics, Introduction to Political Science, Introduction to American Politics, Power in America, Politics of the Media, American Politics, Hawai'i Politics.

Lecturer - Women's Studies Program: July 2000 – present

Courses taught: Feminist Theory (Cross-listed with Political Science), Women and Politics (Cross-listed with Political Science), Introduction to Women's Studies

Chaminade University of Honolulu

Lecturer – Political Science/History Department: 1998 to present
 Courses taught: American Politics (in person), American Politics (online), History and Politics of Film (online), Constitutional Law (online), Contemporary World Order (online), Politics of the Media (online)

Waialua High School

Third and fourth year French teacher, 1996 – 1997

Punahou Academy, Honolulu

French and Social Studies substitute teacher, 1995 – 1999

Department of Education, Central Oahu District

Substitute teacher, 1996 – 1999

Department of Education, Windward Oahu District

Substitute teacher, 1995 – 1996

Publications

- Mironesco, Monique. Fall 2012. "The Politics of School Lunch." *eJournal of Educational Policy*, **peer reviewed**.
- Mironesco, Monique. "Farmers' Markets in Hawai'i: A Local/Global Nexus." Accepted for publication as a chapter in *Diet for a Small Island: Visioning Food Democracy in Hawai'i*. Honolulu, HI: University of Hawai'i Press, forthcoming, **peer reviewed**.
- Mironesco, Monique. "Globalization/Localization: Women's Roles in French Farmers' Markets. Submitted on August 19, 2012. Under review at *Food and Foodways*, **peer reviewed**.
- Mironesco, Monique. December 2011. "Disconnection: Advertising and Editorial Content in the *Housewives League Magazine* (1913-1916), *Atenea*:

A Bilingual Journal of the Humanities and Social Sciences. University of Puerto Rico at Mayaguez, **peer reviewed**.

- Mironesco, Monique. 2010. "Notes from the Field(s): From Pulling up Weeds to Putting Down Roots in the Community." *Quick Hits for Service-Learning: Successful Strategies from Award Winning Educators*. Mary Cooksey and Kimberly Olivares, eds., pp. 38-39. Indiana: Indiana University Press, **peer reviewed**.
- Ernst, Cheryl, ed. October 2010. "Early magazine reveals disconnect between ads and editorial content." *Malamalama Magazine* featured my paper entitled "Disconnection: Advertising and Editorial Content in the *Housewives League Magazine* 1913-1916."
- Mironesco, Monique. Fall 2010. "Student Civic Engagement Outcomes and the "Politics of Food." *The Journal for Civic Commitment*, **peer reviewed**. <http://www.mesacc.edu/other/engagement/Journal/>
- *Kui Na Lima*. November 2009. Politics of Food Service Learning Program featured in "UHWO's Service Learning Projects Continue to Engage Communities."
- Mironesco, Monique. Spring 2009. "Writing in Political Science" in *Upper Level Writing in the Social Science*. Nye, Emily and Aaron Gorospe, eds. No'eau Center for Writing, Math and Academic Success: UHWO.
- Ferguson, Kathy, and Monique Mironesco, eds. 2008. *Gender and Globalization in Asia and the Pacific: Method, Practice, Theory*. Honolulu: University of Hawai'i Press, **peer reviewed**.
- Merry, Sally, Kathy Ferguson and Monique Mironesco. 2008. "Chapter One: Introduction" in *Gender and Globalization in Asia and the Pacific: Method, Practice, Theory*. Honolulu: University of Hawai'i Press, **peer reviewed**.
- Ferguson, Kathy and Monique Mironesco. 2008. "Chapter 18: Advancing Feminist Thinking on Globalization" in *Gender and Globalization in Asia and the Pacific: Method, Practice, Theory*. Honolulu: University of Hawai'i Press, **peer reviewed**.
- Ferguson, Kathy, Gwyn Kirk and Monique Mironesco. 2008. "Chapter 15: Gender, Globalization and Militarism: An Interview with Cynthia Enloe" in *Gender and Globalization in Asia and the Pacific: Method, Practice, Theory*. Honolulu: University of Hawai'i Press, **peer reviewed**.

- Ferguson, Kathy and Monique Mironesco, eds. *Occasional Papers Series*. Honolulu, HI: Women's Studies Program at the University of Hawai'i, Manoa, **peer reviewed**.
 - Volume I: Spring 2004
 - Volume II: Spring 2005
 - Volume III: Summer 2005
 - Volume IV: Spring 2007
- Mironesco, Monique. November 2004. "Feminist Consciousness, Voice and Empowerment." *Women in Higher Education*.
- Mironesco, Monique. Spring 1999. "Feminist Consciousness, Voice, and Empowerment: Women's Studies in Hawai'i, a Work in Progress." *Far Western Philosophy of Education Society Conference Publications*.
- Mironesco, Monique. Fall 1998. "Women's Studies: Autonomy and Integration" - *Student Working Paper Series*. Honolulu, HI: University of Hawai'i, Manoa, Office of Women's Research, **peer reviewed**.

Extramural Funding

United States Department of Agriculture – National Institute of Food and Agriculture – Opportunity ID USDA-NIFA-CGP-003954: Higher Education Challenge Grant. 2013. Writing a grant to establish a Sustainable Community Food Systems program at UHWO – pending.

Kamehameha Schools. 2013. Writing a grant to fund a faculty position to teach the core courses in the Sustainable Community Food Systems concentration at UHWO – pending.

United States Department of Agriculture – National Institute of Food and Agriculture – Opportunity ID USDA-NIFA-AHSA-003631: Alaska Native-Serving and Native Hawaiian Serving Institutions Education Competitive Grants Program. 2012. Wrote a grant to establish a Center for Hawai'i Agroecology and Island Food Systems at UHWO. Unfunded.

Conference Presentations

Western Political Science Association Meeting – Los Angeles, CA: March 28-30, 2013. Paper accepted for presentation entitled "Shifting the Narrative: The Politicization of a Farmers' Market."

Laulima Flash Presentation, UHWO – October 22, 2012. Invited presentation to share information about customizing Laulima home page.

American Association of Sustainability in Higher Education Meeting – Los Angeles, CA: October 13-15, 2012. Co-presented a paper with Aurora Winslade entitled “Creating Hubs of Indigenous Innovation through Public/Private Partnerships: the Collaboration between MA’O Organic Farms and the University of Hawai’i West O’ahu.”

UHWO Center for Teaching Excellence: Invited presentation for Tenure and Promotion Portfolios – August 24, 2012.

Western Political Science Association Meeting – Portland, OR: March 22-24, 2012. Presented a paper entitled “The Politics of School Lunch in Hawai’i.”

Pacific Ancient and Modern Language Association – Honolulu, HI: November 14, 2010. Presented a paper entitled “Disconnection: Advertising and Editorial Content in the *Housewives League Magazine* 1913-1916.”

UHWO Brown Bag Presentation – Pearl City, HI: April 15, 2010. Presented a paper entitled “Disconnection: Advertising and Editorial Content in the *Housewives League Magazine* 1913-1916.”

Western Political Science Association Meeting – San Francisco, CA: April 1-3, 2010. Presented a paper entitled “‘Disconnection’: Advertising and Editorial Content in the *Housewives League Magazine* 1913-1916.”

UHWO Center for Teaching and Learning Excellence - Pearl City, HI. January 27, 2010. Invited presentation entitled “Online and Hybrid Teaching Strategies.”

UHWO Center for Teaching and Learning Excellence– Pearl City, HI. November 30, 2009. Invited presentation entitled “Online Courses: Trials and Tribulations.”

Western Political Science Association Meeting – Vancouver, BC, Canada: March 19-21, 2009. Presented a paper entitled “The Romance is Gone: Women and Farmers’ Markets in France.”

Oceanic Popular Culture Association – Honolulu, HI, May 23, 2009. Presented a paper entitled “Women in French Farmers’ Markets.”

Continuums of Service Conference – Portland, OR: April 18-20, 2008. Presented a paper with April Casey, UHWO student, entitled “Notes from the Field(s):

From Pulling up Weeds to Putting down Roots in the Community.” Peer evaluation feedback was provided, letting us know that our presentation was among the best of the entire conference.

Western Political Science Association Meeting – San Diego, CA: March 20-22, 2008 – Presented a paper entitled: “Food in Location/Food on Location” for the Gender and Intersectionality Section of the conference.

Teaching Swapmeet on Sustainability, UH Manoa – March 17, 2008 – Invited speaker at a workshop on teaching sustainability issues throughout the UH system sponsored by The Office of Sustainability, Public Policy Center, and the Center for Teaching Excellence. Presented results from teaching Politics of Food class.

Oceanic Popular Culture Association – Honolulu, HI, May 25-27, 2007. Presented a paper entitled “Teaching the Politics of Food.”

Western Political Science Association Meeting – Las Vegas, NV: March 8-11, 2007. Presented a paper entitled: “What’s Age Got to Do With It? Traditional and Non-Traditional Students in Hawai’i Women’s Studies Courses.”

Western Political Science Association Meeting: Oakland, CA, March 16-18, 2005. Presented a paper entitled: “Feminism by Any Other Name: Crafting a Qualitative Methods Course Using Feminist Methods.”

International Studies Association Meeting. Honolulu, HI March 1-4, 2005. Presented a Poster Session Presentation of a paper entitled: “Of Plants and Passion: The Gendered Politics of Plants in Hawai’i.”

Western Political Science Association Meeting – Portland, Oregon. March 13, 2004. Presented a paper entitled “‘As Women’: The Problematization of Gender Identity through Ethnic Narrative in Hawai’i.”

Critical Moments Emory University Graduate Institute of Liberal Art Conference –Atlanta, Georgia: March 28-30, 2003. Presented a paper entitled: “Women's Studies in Hawai’i: Gender, Ethnic Identity, and Education.”

Western Political Science Association Annual Meeting – Denver, Colorado: March 27-29, 2003. Presented a paper entitled: “Feminist Consciousness as Women's Empowerment in Women's Studies Classes in Hawai’i”

UCLA Thinking Gender Feminist Graduate Student Conference – Los Angeles, California: March 7, 2003. Presented a paper entitled: “Voice as Manifestation of Feminist Consciousness: Women's Studies in Hawai’i.”

East-West Center and SHAPS Annual International Graduate Student Conference Honolulu, HI: February 20-22, 2003. Presented a paper entitled "'As Women': The Problematization of Gender Identity through Ethnic Narrative in Hawai'i."

Far Western Philosophy of Education Society – 50th Annual Meeting Honolulu, HI, January 17, 2003. Presented a paper entitled "Feminist Consciousness and Voice: The Impact of Women's Studies on Women Adult Learners in Hawai'i."

Women's Studies Graduate Certificate Capstone Experience Honolulu, HI: March 2002. Presented a paper entitled "Feminist Consciousness: Women's Studies in Hawai'i" based on a chapter of my dissertation.

School of Hawaiian, Asian, and Pacific Studies, Graduate Student Annual Conference – Honolulu, HI: March 2002. Presented a paper entitled "Feminist Consciousness and Local Identity" based on a portion of my dissertation research. The year's conference theme was ethnic identity in Hawai'i.

Far Western Philosophy of Education Society Conference, Honolulu, HI: January 1999. Educational Philosophy Panel Presentation. Presented a paper entitled "Feminist Consciousness, Voice, and Empowerment: Women's Studies in Hawai'i, a Work in Progress" based on my dissertation research experiences.

University of Hawai'i, Manoa, Women 2000 Conference, Honolulu, HI: March 1998. Conference sponsored by the Office of Women's Research and the Women's Studies Program. Graduate student panel presentation, Third prize. Presented paper entitled "Women's Studies: Autonomy and Integration" examining the role of Women's Studies programs in academia.

Conference Attendance for Professional Development

MA'O Farms Education Consortium – Invited attendance and participation November 17, 2012.

UHWO Center for Teaching and Learning Excellence – Lualaba Showcase with David Pai. September 19, 2011.

MA'O Farms Education Consortium – Invited attendance and participation. September 17, 2011. MA'O Farms.

University of California Santa Cruz – Invited attendance and participation in a series of sustainability events to inform the sustainability plan for the new UHWO campus. April 20-23, 2011.

Diet for a Small Island – Watada Lecture Series – France Moore Lappé.
November 5 and 6, 2010.

Hands Turned to the Soil: A Food Sovereignty Conference: Waiamanalo, Oah'u. June 11, 2010. Attendance at a food sovereignty conference.

MA'O Farms Education Consortium – Invited attendance and participation.
March 20, 2010. Leeward Community College.

Feminist Theory Pre-WPSA Conference Workshop, March 17, 2010 –
Participant on discussion panel based on a series of *Perspectives* articles on
feminist theory which appeared in March 2010.

USDA Farm to School: Opportunities to Increase Local Foods in School Meals
- Participated in webinar hosted by the USDA on Farm to School issues – March
10, 2010.

'Aina Ho'ola o Ma'ilikukahi: Hands Turned to the Soil - Kahana Bay, Oah'u.
June 12, 2009. Attendance at a food sovereignty conference.

Feminist Theory Pre-WPSA Conference Workshop, March 18, 2009 –
Participant on discussion panel based on Susan Burgess's 2008 book *The Founding
Fathers, Pop Culture, and Constitutional Law*. London: Ashgate Publishing.

Tomorrow's Table: Organic Farming, Genetics, and the Future of Food -
attended a lecture at UH Manoa by the authors of the book *Tomorrow's Table*.
February 5, 2009.

Continuums of Service Conference – attended this Service Learning conference
in Seattle, WA: April 16-18.

Feminist Theory Pre-WPSA Conference Workshop, March 19, 2008 –
Participant on discussion panel of Marla Brettschneider's *The Family Flamboyant:
Race Politics, Queer Families, and Jewish Lives* (SUNY Press, 2006).

Ho'ea Ea Return to Freedom: A Food Sovereignty Conference – Hilo, HI: June
14-17, 2007. Participated in panel discussions entitled "How to Impact the
Political Process with Senator Russell Kokubun" and "COP3: Co-Producing to
the Third Power with Ed Kenney, Gary Maunakea-Forth and Nancy Pi'ianai'i."

Oceanic Popular Culture Association – Honolulu, HI – May 25, 2007. Section
Chair for "Food in Popular Culture" Section.

Continuums of Service: 10th Annual Service Learning Conference – San Jose CA. April 12-14, 2007. Attended service learning conference to learn about other service learning programs in the Western Region that might be applicable to UHWO.

Feminist Theory Pre-WPSA Conference Workshop March 7, 2007 – Participant on discussion panel of Linda Zerilli's *Feminism and the Abyss of Freedom* (University of Chicago Press, 2005).

Western Regional Summer Institute for Union Women: "Reaching Up and Reaching Out" – Honolulu, HI: July 8-10, 2006. Participated in Panel Discussions entitled "Basic Grievance Handling" and "Talking to Management."

Feminist Theory Pre-WPSA Conference Workshop March 15, 2005 – Participant on discussion panel of Bonnie Honig's *Democracy and the Foreigner* (Princeton, 2003)

Feminist Theory Pre-WPSA Conference Workshop March 11, 2004 Participant on discussion panel of Kitty Holland's *The Body Politic: Foundings, Citizenship and Difference in the American Political Imagination* (Routledge, 2001).

University of Hawai'i, Manoa Department of Political Science Colloquium, Honolulu, HI: May 1997. "Wai'anae School Project Planning Committee Report." Presented the results of our Politics of Pedagogy course in which we worked with community members in Wai'anae to plan a charter school for Native Hawaiian children.

Grants and Awards

Faculty Travel Fund: University of Hawai'i, West O'ahu for travel to present my single authored paper at the WPSA conference in Portland, OR: March 22-24, 2012. Award: \$1,300.

Faculty Travel Fund: University of Hawai'i, West O'ahu for travel to present my single authored paper at the WPSA conference in San Francisco, CA: March 19-21, 2010. Award: \$1,200.

University Research Council Travel Fund: University of Hawai'i, Manoa for travel to present my single authored paper at the WPSA conference in March 2009 in Vancouver, BC, Canada. Award: \$1100.

Faculty Travel Fund: University of Hawai'i, West O'ahu for travel to present my single authored paper at the WPSA conference in San Diego CA, March 2008. Award: \$1,390.

Service Learning Grant: University of Hawai'i, West O'ahu for service related activities such as the purchase of plants, soil, and garden tools for sustainable agriculture planting activity for (and with) the residents of Ma'ililand Transitional Housing (see Creative Activities section above). Principal Investigator: Melinda Wood. Award: \$500

University Research Council Travel Fund: University of Hawai'i, Manoa for travel to present my single authored paper at the WPSA conference in Las Vegas, Nevada. March 2007. Award: \$1100.

Faculty Travel Fund: University of Hawai'i, West O'ahu for travel to present my single authored paper at the WPSA conference in Oakland California, March 2005. Award: \$750

Graduate Student Organization Travel Fund: University of Hawai'i, Manoa for travel to WPSA conference in Denver, CO and Critical Moments conference in Atlanta, GA, to present two separate single authored papers in March 2003. Award: \$840.

Teaching Assistantship: Fall 1998 – Spring 2001. Position awarded each year to graduate students showing progress on their dissertation, as well as excellence in teaching as reflected in course evaluations. University of Hawai'i, Department of Political Science.

Norman Meller Award: Fall 2001 and Fall 2002. Award of \$1,500 given to graduate students to support dissertation work. University of Hawai'i, Department of Political Science.

Pacific Asia Scholarship: Fall 1996, Spring 1997, Spring 1998. Tuition Waivers awarded to support research on Asia and/or the Pacific. University of Hawai'i, Department of Political Science.

Merit Scholarship: Fall 1997. Tuition waivers awarded on the basis of academic merit. University of Hawai'i – Department of Political Science.

University Service

- Serving on the Writing Committee: AY 2011-2013.
- Wrote the “Closing the Loop” Oral and Writing assessment report for the Political Science concentration (Fall 2010).
- Served on the General Education Committee during AY 2010-2011.
- Faculty Senate Representative for Social Sciences Division 2004-2011.
- Wrote the Oral Communication assessment report for the Political Science Concentration (Spring 2009).
- Developed the entire online Political Science concentration option, complete with draft course rotations, marketing information, and curricular materials. Political Science is the first of the concentrations in Social Sciences at UHWO to offer students an online option for their Bachelors’ degrees. This program started Fall 2008. Our student numbers have increased quite significantly (69%) due to this outreach to the neighbor islands. Granted, the number of Political Science students was small to begin with, but this large increase shows that the need for distance learning classes in Political Science was substantial. I am continuing this outreach to potential Political Science students presently as well, contacting the University Center Directors on all the neighbor islands and providing them with copies of the promotional materials for the online Political Science concentration so that they may share the information with prospective students especially on the neighbor islands, who have few options for obtaining Bachelors’ degrees without moving away from their respective communities.
- Leader in presenting faculty service learning projects at Professional Development day, August 20, 2008.
- Social Sciences Award Chair – Spring 2008 and 2009
- Nominated Spring 2008 commencement speaker, April Casey.
- Attended career fair to distribute information about Social Sciences major and Political Science concentration requirements, April 10, 2008.
- Wrote the Written Communication assessment report for the Political Science Concentration (Spring 2008).

- Wrote all of the assessment documents for the Political Science concentration for the Social Sciences divisional learning outcomes revision effort (AY 2007-2008).
- Proposed all of the General Education designations for Political Science and filed the appropriate paperwork with the General Education committee throughout AY 2007-2008. All of the proposals were approved by the General Education Committee.
- Proposed new Political Science course, Politics of Food (POLS 335) to the curriculum committee. The proposal was approved by the Curriculum Committee.
- Proposed name change for Asian Politics (POLS 450) to Pacific Asian Politics in order to be more reflective of the interests of our student population. The proposal was approved by the Curriculum Committee.
- Served on the Service Learning taskforce during AY 2007-2008. We planned projects and helped recruit faculty for service learning projects to benefit both students and the community at large.
- Spearheaded effort to get campus wide SL designation for Service Learning classes. Faculty Senate approved this measure.
- Prepared classes for Fall 2008 and Spring 2009 as Service Learning classes, even though all of my classes were online. Worked with the Service Learning Coordinators on the neighbor islands to facilitate this process and ensure that the students, the university, and the community partners ended up with successful service learning projects.
- Served on the Writing Committee (AY 2007-2008) due to my commitment to making writing an integral part of the curriculum for Political Science and other disciplines at UHWO. I continued this service for the 2008-2010 academic years.
- Graded Writing Assessment Exams each time they were administered until Spring 2008.
- Wrote and submitted the Political Science Development Plan 2007-2012 to the Academic Development Taskforce.
- Served on the recurring and ultimately successful, Elementary Education Search committee which resulted in the hiring of Dr. Paula Mathis.

- Guest lectured Dr. Falgout SSCI 317: Fieldwork and Qualitative Methods class on Feminist Methods – February 11, 2008.
- Invited by Dr. Joanne Itano and Vice President Linda Johnsrud to present information on the online Political Science program to the neighbor island University Center Directors, January 30, 2008.
- Re-wrote the Political Science concentration learning outcomes for the divisional assessment efforts (Fall 2007).
- Served as a Faculty Ambassador through the GEAR Up Hawai'i program at Kahuku High School. I went to two ELL classes and gave presentations as if it was the first day of classes in my Politics of Food class, handing out the syllabus, explaining the course requirements and its content. The students asked questions about the class, its structure, and college programs in general – November 15, 2007.
- Attended Fall 2007 high school counselors' luncheon to provide high school counselors with information about UHWO in general and Political Science in particular.
- Attended and presented information about the Political Science concentration at the UHWO new student orientation for Fall 2007.
- Attended 100% of the Faculty Senate meetings in AY 2007-2011.
- Elected Faculty Senator for the AY 2008-2011 by my Social Science Division colleagues.
- UHWO representative for the Spring 2008 Maui commencement ceremonies.
- Participant in all commencement ceremonies since Fall 2004.
- Participant in Aloha United Way softball tournament for UHWO softball team, 2007 and 2008.
- Written letters of recommendation for UH-West O'ahu and UH Manoa students pursuing graduate school, scholarships, and employment.
- Attended the UHWO-sponsored high school guidance counselor luncheon to give information about UHWO – January 25, 2007.

- University of Hawai'i, West O'ahu, Educational Effectiveness Committee – Academic Year 2006-2007.
- Coordinated, with Pam Haight, UHWO Career Counselor, a trip for UHWO students to visit the UHM Richardson School of Law. Ms. Haight and I took 5 students to the law school and attended Eric Yamamoto's Civil Procedures course on November 21, 2006. We also facilitated a conversation between UHWO students, Assistant Dean Tochiki, and Amy Wiecking, Career Services Coordinator for the law school.
- Developed a proposal for a UHWO Women's Studies Certificate, to be proposed to the Council of Chief Academic Officers. Due to budgetary considerations, this project has been temporarily shelved.
- University of Hawai'i, West O'ahu Curriculum Committee – Academic Year 2004-2006
- University of Hawai'i, West Oahu Pilot Course Assessment Project committee – Academic Year 2005-2006.
- University of Hawai'i, West O'ahu Social Sciences Student of the Year Selection committee – 2004-2009 (Chair in 2008 and 2009).
- Attended the Leeward Community College Career Fair as part of a UHWO team in order to give information to prospective students about UHWO and the Political Science Concentration (March 2006).
- Academic advisor to all of the *distance* Political Science Students UHWO – Academic years 2008 – present.
- Academic advisor to half of the Political Science students UHWO – Academic years 2007-2011.
- Academic advisor to all Political Science students. UHWO – Academic years 2004-7.
- Political Science Senior Project Supervisor. UHWO – Academic year 2004-2011.
- Political Science Senior Practicum Supervisor. UHWO – Academic year 2004-11.
- Writing Assessment Exam – Evaluator: 2003-2008.

- Department of Political Science, University of Hawai'i, Manoa: Curriculum Development Committee: 1998-1999.

Community Service and Volunteer Work

- Board member – North Shore Middle School – Charter School – AY 2013-14.
- Kokua Hawai'i Foundation – 'AINA Team parent representative - AY 2011-present.
- Television Presentation on "Gil Gets It Done" – Olelo Channel 54, with Representative Gil Riviere, Dexter Kishida, and Kaliko Amona – School Food Issues. Aired April 3, 4, 11, 13, 2011.
- Farm-to-School Advisory Board – Hawai'i State Legislature. Working with several Senators and Representatives to implement solutions to include locally grown foods for Hawai'i DOE cafeterias. 2008 – 2011.
- Kokua Hawai'i Foundation – AINA IS program volunteer. 2008 – present
- Fresh Choice Salad Bar – Sunset Beach Elementary School. 2010 – present Volunteer coordinator. I organize the parent volunteers to serve the entire school a fresh salad bar during school lunch hours in the cafeteria. I volunteer my own time once a month to serve the salad bar as well.
- Aina Kine Farmers' Market – Sunset Beach Elementary School – 2009 – present. Developed a farmers' market run by the children of SBES. With the proceeds from selling donated produce, this program provides a healthy snack for the entire school biweekly.
- Healthy Snack – Sunset Beach Elementary School – volunteer 2008 – present. Along with other parents, I help prepare and distribute a healthy snack of either local fruit or local vegetables for the entire school population of 430 children every other Tuesday morning from the proceeds of the 'Aina Kine Farmers' Market. For some of the children at the school, this is the only fresh vegetable/fruit they encounter throughout the entire day.
- Volunteer for the 'Aine Kine garden club at Sunset Beach Elementary School. We received over \$650 in donations to plant 8 large fruit trees in

order to provide a self-sustaining healthy snack program for the entire school community.

- Volunteer coordinator for KOKUA Hawai'i Foundation's AINA IS garden program at Sunset Beach Elementary School (AY 2007-2008).
- School Community Council – Sunset Beach Elementary School – volunteer (AY 2008-2010).
- Attended Slow Food O'ahu's "Time for Lunch" Eat-In at BYUH on September 5, 2009 in order to show support for a change in the Child Nutrition Reauthorization Act which was set to expire at the end of September 2009.
- School Community Council Healthy Lunch Initiative subcommittee chair – (AY 2008-2009) – Currently working with Senator Carol Fukunaga to help start a pilot program for affordable healthy school lunches in several schools on O'ahu through a feasibility study of such a program. In 2009, SB 1179 and HB 552 were under committee review at the state legislature. Our group's input was instrumental in moving this process along but unfortunately, while both bills were passed, neither was funded.
- Volunteer reading tutor – Sunset Beach Elementary School, first grade class (AY 2007-2008).
- American Youth Soccer Organization – Assistant Coach to U10 Girls Team (2008-2009 season).
- American Youth Soccer Organization – Assistant Coach to U10 Girls Team (2007-2008 season).
- Waialua Little League – Assistant Coach for Mets Coach Pitch team (2008 season).
- Surfrider Foundation Europe: Traveled to Biarritz, France in 1992 to work as a volunteer in a political, non-profit organization dedicated to promote a coastal environmental message internationally. Helped devise tactics to raise membership and funds. Developed marketing and advertising strategies to increase public awareness of environmental problems on France's coasts.

Related Experiences

- Organized a conference at the University of Hawai'i, Manoa entitled "Gender and Militarism in Asia and the Pacific," February 1-4, 2005.
- Project Coordinator for the Rockefeller Humanities Fellowship on Gender and Globalization in Asia and the Pacific through the auspices of the Office for Women's Research at the University of Hawai'i, Manoa. Duties included: coediting and compiling the refereed journal *Occasional Paper Series*, planned a "reunion" conference of all the Rockefeller Fellows (April 22-24, 2004), wrote grant proposals to fund said conference and journal, planned a colloquium series, as well as coordinated fellows' stays in residency at the University of Hawai'i, Manoa.
- Participated in Politics of Pedagogy course. This course was aimed for students to partake in, and work with the Wai'anae School Project Planning Committee to design and provide research assistance for the creation of an autonomous school for Native Hawaiian Children on the Wai'anae coast. The result was a \$96,000 grant to Ka Wai'hona o Ka Na'auao for the planning of the charter school.
- Taught third and fourth year French at Waialua High School, and substituted at Punahou Academy and Central Oahu District for French and Social Studies. Duties included devising a syllabus, creating lesson plans, classroom management, engaging in cooperative learning techniques, and working with another teacher in the same classroom.

Professional Biography

Bill Ballard has been in business for himself since the age of 22 when he started his first business, Power Master, a pressure washing business, after the massive hurricane Iniki which wrecked the island of Kauai. After selling that business 2 years later Mr. Ballard went on to start Billygoat Productions, Inc. a surf film production company, and over the next 15 years went on to make over 25 surf films, numerous tv shows and commercials. In 1999 he branched the company into distribution and quickly became the nations leading surf movie distribution company. In 2004 he sold the distribution company and focused his attention on production getting heavily involved in early Hi Definition action sport production. After nearly 20 years of global traveling and film making Bill and his wife Cara decided to go into a completely different direction and in the summer of 2010 started Paradise Baby Co, a baby equipment rental company which rents and delivers baby equipment to both traveling families as well as local families coming home to visit. In just 3 short years Paradise Baby Co has become Oahu's leading baby equipment rental company working with most the major hotels as well as vacation rental agencies. They have positioned themselves to become a well known and trusted vendor in the largest sector of business for the state of Hawaii, tourism.

William Ballard

59-235 Ke Nui Rd # A, Haleiwa, HI 96712

Phone: (808) 779-4628 E-Mail: bgpinc@icloud.com

Objective

To contribute to the development and governance of the North Shore Middle School in order to provide an opportunity for the children of the North Shore to attend an excellent school designed for a relevant, respectful and an academically challenging education. As a successful small business owner in the state of Hawaii for over 20 years and the father of a soon to be 7th grader, I am honored and excited to serve as a board member for the North Shore Middle School and look forward to helping develop the school into the best it can be.

Experience

- Owned and operated Billygoat Productions, Inc since 1993 which became one of the most successful surf film companies for nearly 2 decades.
- Filmed and directed over 25 surf films, 10 HD TV shows as well as numerous surf brand commercials all under the Billygoat Productions brand. BGP films were sold in over 30 countries worldwide.
- Thru that same period was nominated for over 30 surf film awards, winning 10 different awards for various films and subjects. 5 of the BGP surf films were nominated for surf film of the year at the annual Surfer Poll Awards event.
- Owned and operated the largest Surf Distribution Video Company, Billygoat Distribution, Inc. for 7 years before selling the company in 2002.
- Made the original Blue Crush and sold name to Universal Pictures/Imagine Entertainment for the successful theatrical release which went on to generate over 100 million in sales. Bill also filmed all the behind the scenes for the film which can be seen on the DVD.
- Directed films for surf brands O'neill, HIC, and Volcom.
- Licensed music soundtrack deals that were included with the films, 2 with Warner Brothers Records (Better Days and Because) and 1 with Ubiquity Records (The Mystic)
- Directed DVD on Nascar/Off-road star Robby Gordon titled Against The Grain.
- Client list includes MTV, ESPN, NBC, FOX, FUEL, HBO, Showtime, Universal Pictures, Warner Brothers, Discovery Channel, Outdoor Network, OLN, and MANY more.
- In 2010 Bill and his wife started Paradise Baby Co. renting and delivering baby equipment island wide to both traveling families as well as local families in need.
- Paradise Baby Co. in it's first full year of business was named BEST OF HONOLULU 2012.
- Currently Paradise Baby Co is the provider for Disney Hotel, Hilton Resorts, Outrigger, Aqua, Westin, Kahala and the Royal Hawaiian hotels.
- Growth of over 75% each year so far, Paradise Baby Co. is destined to be a staple in the tourism industry island wide.

Attachment O: Board Member, Secretary

Professional Biography

Melissa Ginella has had a great deal of success as a community events coordinator. In the last thirteen years, Melissa served as either the President or Vice President of the Sunset Beach Elementary School PTCA. She helped raised an average of \$50,000 a year to help support Sunset Beach Elementary School's teachers and students. Her comprehensive fundraising service to Sunset Beach Elementary School makes Melissa one of the most experienced fundraisers in the Sunset Beach community. She still regularly assist community non-profit organizations by volunteering regularly for various schools and community events. Her expertise in fundraising, school and community relations, and personnel resources, makes her an excellent resource for a start up charter school.

**MELISSA PUANANI GINELLA**57-477 Kamehameha Hwy
Kahuku, HI 96731T808.375.7844
hawnginella@hotmail.com**PROFILE**

Statement of Commitment

I believe the future of our children and community would greatly be improved by this charter school and will support and help facilitate what ever is needed for our community .

I have worked thousands of hours with other volunteers , school staff and our community to fundraise to better our children's education. I have helped raise over \$250,000. for our wonderful school

EXPERIENCE**SCHOOL COMMUNITY COUNCIL, SUNSET BEACH ELEMENTARY — 2006-2008, 2011-PRESENT**

Implements plans for the school

KOKUA FESTIVAL, VIP/BACKSTAGE DECOR AND SUPPLIES — 2004-2010

VIP/Backstage decor and supplies at the Kokua Festival; which is a fundraising event for the Kokua Hawaii Foundation and hosts over 80 sponsors and 16,000 people.

PARENT TEACHER STUDENT ASSOCIATION, VICE PRESIDENT — 2006-2009

School/Parent liaison. Parent/Teacher liaison. Committee for Principal hire. Coordinator of PGA charity Golf tournaments, Coordinator of Spring Fun Fair, Coordinator of Surf Night

PARENT TEACHER STUDENT ASSOCIATION, PRESIDENT — 2000-2006

School/Parent liaison. Parent/Teacher liaison. Committee for Principal hire. Coordinator of PGA charity Golf tournaments, Coordinator of Spring Fun Fair, Coordinator of Surf Night

PARENT TEACHER STUDENT ASSOCIATION, VICE PRESIDENT — 1998-2000

School/Parent liaison. Parent/Teacher liaison. Committee for Principal hire. Coordinator of PGA charity Golf tournaments, Coordinator of Spring Fun Fair, Coordinator of Surf Night

EDUCATION

Orange Coast Community College, California

Kaiser High School, Hawaii

SKILLS

Hard working, dedicated coordinator. Diplomatic and thoughtful mediator. Resourceful fundraiser. Microsoft Office and Apple Pages

REFERRALS

Georgianne Webster, Sunset Elementary. Ruth Holmburg, former Sunset Elementary Principal. Bernice Tyrell, current Sunset Elementary Principal. Kim Johnson, Executive Director Kokua Hawaii Foundation.

Attachment Q: By-Laws NSMS Governing Board

Draft BY-LAWS OF **North Shore Middle School**,
The Governing Board (Board) of the North Shore Middle School Public Charter

Article I. Organization

The name of the organization shall be **North Shore Middle School**.

Article II. Purposes

The following are the purposes for which this organization has been organized:

- Fulfilling the school's vision and mission
- Assessing students' academic achievement
- Ensuring the school is operationally and financially sound (including compliance with the law and all health and safety requirements)
- Ensuring the school leader is effective in driving the school toward the path of excellence

The scope of the Board's work includes:

1. Creating a pre-operating year budget and agenda
2. Finding appropriate facilities for the school's operation
3. Developing school policies, including, but not limited to, Codes of Conduct, Conflict of Interest, and Confidentiality policies for board and staff members
4. Hiring the head of school
5. Developing a long-term strategy, with clear and measurable objectives, to guide the overall work of the school
6. Securing resources and partnerships to support the vision and strategic planning

Nominating, orienting, and electing the NSMS Board

Article III. Board Members

A. Number of Members. The NSMS Board shall consist of at least ten (10) Members and no more than twelve (12) Members. All Members will be voting members, except for the School Leader who is a non-voting member. The exact number of Members to be fixed, within the limits specified, by a resolution adopted by the Board of Members.

B. Term of Office. Except as noted below, the term of office for members of the Board shall be two years except for the initial approval of the charter at which time the founding group members will continue as Governing Board members, half of which will serve for two years from opening and half of which will serve for three years from opening in order to provide historical context and consistency through the initial phases of school opening. Insofar as possible, Members' terms shall be staggered so that each year approximately half of the Members' terms shall expire. No Board member may serve more than three consecutive two year terms.

C. Compensation. The Board members shall serve without compensation.

D. Interested Parties. No current employees or any party deemed to have a financial interest in North Shore Middle School or its' operations, shall serve as a voting member of the Board.

Attachment Q: By-Laws NSMS Governing Board

G. Meetings; Annual Meetings. All meetings of the Board and its committees shall be called, noticed, and held in compliance with Act 130 Meetings shall be conducted according to Robert's Rules of Order. At a minimum, the Board shall meet monthly during the school year for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

H. Regular Meetings. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting

I. Special Meetings. Special meetings of the Board for any purpose may be called at any time by the Chairman of the Board, the Secretary, or any two Directors. The party calling a special meeting shall determine the place, date, and time thereof.

J. Notice. Notice of the time and place of all meetings shall be given to each trustee by email of written notice, or by telephone at least 72 hours before the time set for the meeting. The notice shall state the time and place of the meeting.

K. Emergency Meetings and Notice. Emergency meetings of the Board may be held only after twenty-four (24) hours notice is given to each Director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board shall adhere to the following notice requirements for special meetings:

a. Any such notice shall be addressed or delivered to each Director at the Director's email address as it is shown on the records of the North Shore Middle School Board or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Directors are regularly held.

b. Notice by mail or email shall be deemed received at the time a properly addressed written notice is deposited in the United State mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

d. All parents will receive an email or phone notice of each Special Meeting, prior to its occurrence. L. Quorum. During open session, a majority of the voting directors then in office shall constitute a quorum. For purposes of closed session, a majority of the voting

Attachment Q: By-Laws NSMS Governing Board

directors then in office and eligible to vote on the closed session item shall constitute a quorum. All acts or decisions of the Board will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy.

M. Teleconference Meetings. Members of the may participate in teleconference meetings so long as all of the following requirements in Act 130 are complied with:

- a. At a minimum, a quorum of the members of the Board shall participate in the teleconference;
- b. All votes taken during a teleconference meeting shall be by roll call;

N. Vacancies. A vacancy or vacancies on the board shall exist on the occurrence of the death or resignation of any trustee or the declaration by board resolution of a vacancy of a trustee who has been declared of unsound mind by order of court, convicted of a felony or found to have breached a duty under the Law. Vacancies on the Board shall be filled by a vote of the majority of the remaining members of the Board, for the balance of the term of the trustee whose seat has been vacated.

O. Resignation. Any trustee may resign by giving written notice to the chair of the board or the secretary of the board. The resignation shall be effective when the notice is given unless it specifies a later time for the resignation to become effective. If a trustee's resignation is effective at a later time, the board may elect a successor to take office as of the date when the resignation becomes effective. The absence of a board member from three regularly scheduled board meetings in one calendar year may constitute a voluntary resignation pending board review.

P. Reduction of Number of Members. No reduction of the authorized number of Members shall have the effect of removing any trustee before that trustee's term of office expires.

Q. Committees. The Board, by resolution adopted by a majority of the Members then in office, provided a quorum is present, may appoint such standing and / or ad hoc committees as it deems appropriate and necessary to serve at the pleasure of the Board. Any such committee, to the extent provided in a Board resolution, shall have all the authority of the Board, except that no committee, regardless of Board resolution may:

- 1) Fill vacancies on the Board or on any committee that has the authority of the Board.
- 2) Fix compensation of the Members for serving on the Board or on any committee.
- 3) Amend or repeal bylaws or adopt new bylaws.
- 4) Amend or repeal any resolution of the Board.
- 5) Create other committees of the Board or appoint the members of committees of the board.

R. Standing Committees. The standing committees of the corporation shall include the following: Finance Committee, Executive Committee, and the Governance Committee.

At its discretion, the Board may add or delete standing committees. Each committee shall consist of one or more Members, and shall have a chair appointed by the Board of Members.

Article IV. Officers

A. Authorized Officers. The officers of the corporation shall be a chair of the Board, a secretary, and a treasurer. The corporation may also have, at the Board's discretion, one or more vice

Attachment Q: By-Laws NSMS Governing Board

presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed by resolution of the Board. The Board may authorize the chair to appoint officers. Any number of offices may be held by the same person, except that neither the Secretary nor Treasurer may serve concurrently as the Chair of the Board.

B. Election of Officers. The officers of the corporation shall be chosen annually by the Board and shall serve at the pleasure of the Board. Without prejudice to any rights of an officer under any contract of employment, any officer may be removed with or without cause by the Board and also, if the officer was not chosen by the Board, by any officer on whom the Board may confer that power of removal.

C. Resignation. Any officer may resign at any time by giving written notice to the corporation. The resignation shall take effect as of the date the notice is received or at any later time specified in the notice and, unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party.

D. Chair of the Board. The Board shall elect a chair of the board that shall preside at meeting of the board and shall exercise and perform such other powers and duties as the Board may assign from time to time. The Chair shall have all of the powers and shall perform all of the duties which are normally inherent the office of the Chair of the Board of a nonprofit corporation or association.

E. Vice Chair. The vice chair, if any, shall, in the event of the absence or inability of the chair to exercise the office, become acting chair of the organization with all the rights, privileges and powers as if s/he had been the duly elected chair.

F. Secretary. The secretary shall keep the minutes and records of the organization in the appropriate books; shall file any certificate required by any state or federal statute; and shall be the official custodian of the records of the organization; shall submit to the Board all communications which shall be addressed to her/him as secretary of the organization; shall attend to all correspondence of the organization; and shall exercise all duties incident to the office of secretary.

G. Treasurer. The treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The treasurer shall oversee the financial affairs of the corporation. The treasurer shall present such financial statements and reports as may be required by law or as the Board may direct.

Article V. School Leader

The School Leader shall be hired by the Board and shall be the Chief Executive Officer of the school subject to the direction and approval of the Board. The School Leader shall, subject to the control of the Board, supervise and direct the school's activities and affairs.

Article VI. Amendments

Except as otherwise provided herein, new bylaws may be adopted or the bylaws may be amended by the affirmative vote of a majority of the Board.

Statement of Assurances

Please print this form, and initial each item in the box provided. The form must be SIGNED by an authorized representative of the school.

The charter school governing board agrees to comply with all of the following provisions, specifically, if approved the school:

- ☒ will operate in compliance with all applicable state and federal laws including but not limited to HRS Chapter 302D;
- ☒ will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the Commission and in compliance with the charter contract and HRS Chapter 302D;
- ☒ will operate in accordance with and comply with all of the requirements of collective bargaining agreements, pursuant to HRS Chapter 89, and negotiate any supplemental agreements necessary;
- ☒ will, for the life of the charter contract, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the Hawaii Department of Education; this includes participation in any federal or state funded charter school evaluations or studies, final grant report documentation and financial statements.
- ☒ will provide special education services for students as provided in Title 49, Chapter 10, and Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act;
- ☒ will ensure that a student's records, and, if applicable, a student's individualized education program as defined in section 602(11) of the Individuals with Disabilities Act, will follow the student, in accordance with applicable law (P.L. 107-110, section 5208).
- ☒ will comply with all provisions of Elementary and Secondary Education Act, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act and assessments [P.L. 107-110].
- ☒ will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act;
- ☒ will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
- ☒ will ensure equitable program participation, as required under section 427 of the General Education Provision Act;
- ☒ will follow any federal and state court orders in place in the local school district;
- ☒ will comply with federal and state applicable health and safety standards;


- ☒ will permit the Commission to audit, review, and inspect the operator's activities, books, documents, papers and other records;
- ☒ will comply with all federal and state audit requirements and ensure that arrangements have been made to finance those mandatory audits;
- ☒ will employ individuals to teach who hold a license to teach in a public school in Hawaii or meet the minimum requirements for licensure as defined by the State Board of Education;
- ☒ will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;
- ☒ will maintain its accounts and records in accordance with generally accepted accounting principles;
- ☒ will prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school; and
- ☒ will read, understand and agree to comply with all parts of the charter contract, including, but not limited to, the performance standards and requirements established by the charter contract and attached performance framework.

Certification

Name of School: North Shore Middle School

Name of Authorized Representative: Daleth R. Pyzel (Dali)

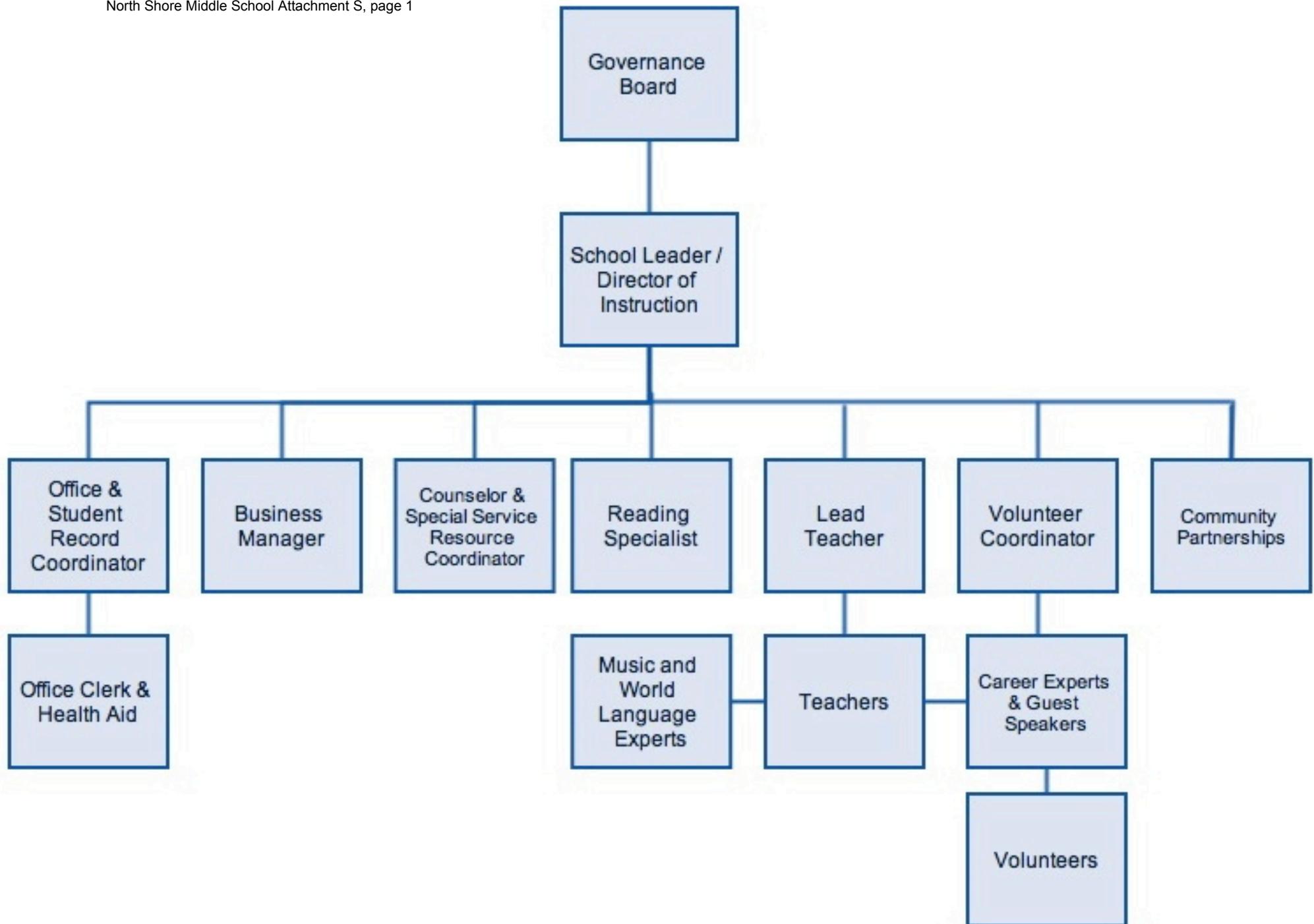
I, the undersigned, do hereby agree to the assurances contained above.



Signature of Charter School Sponsor Authorized Representative

12/9/13

Date



Board Member Information

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

All forms must be signed by hand.

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: North Shore Middle School

2. Contact information:
 Name: James O'Shea
 Phone: 808-638-7678
 E-mail: jcposhea@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 want to help provide excellent learning opportunities for the North Shore community, and in particular fill the middle school option gap.

6. What is your understanding of the appropriate role of a public charter school board member?
 To provide guidance, vision, governance, and support to the school operators so they can achieve the school's mission and charter.

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.
No experience with charter school boards. Attended seminar on being a board member for charter schools in 2013. Experience supporting various community interests over the last decade.

8. Describe the specific knowledge and experience that you would bring to the board.
Two decades experience working on large IT infrastructure projects. Includes all phases of project work: concept, design, development, deployment, and support. Includes developing and managing budgets, leading project teams, and careful stewardship of resources.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
To provide an excellent education for middle school students so they can meet or exceed state standards; to prepare them to succeed in high school; and engage them in their community through "real-world" projects.
2. What is your understanding of the school's proposed academic plan?
A blended model of individualized and collaborative classroom learning which will allow students to develop problem solving skills and meet or exceed grade level standards. Music and language classes to gain a broader understanding of their world. Group projects to help students get a better understanding and appreciation of their community.
3. What do you believe to be the characteristics of a successful school?
One that is financially sound since financial troubles is the leading cause of charter school failures. The school environment should be safe, nurturing, and conducive to learning- where teachers and students can focus on and enjoy teaching and learning.
4. How will you know that the school is succeeding or is not succeeding in its mission?
Financial audits, yearly reviews for all staff, academic reviews/reports, student and parent feedback.

Governance

1. Describe the role that the board will play in the school's operation.
To provide guidance, vision, governance, and support to the school operators so they can achieve the school's mission and charter. The board hires the school leader who is responsible for accomplishing the goals the board defines.
2. How will you know if the school is successful at the end of the first year of operation?
Financial audits, yearly reviews for all staff, academic reviews/reports, student and parent feedback.
3. How will you know at the end of five years if the school is successful?
Yearly reviews as noted above; scheduled yearly review and update to vision and mission statements; successful transfer of school leadership/board

members as noted in charter.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Regularly scheduled meetings and training for the board. "Eyes on" at the school during operations. Careful watch on budget vs actuals for fiscal health.
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 details, either discuss it with the individual(s), discuss it at the next scheduled board meeting, or schedule an emergency meeting.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I/we do not know these individuals ☒ Yes
Both me and my spouse know all the board members as friends in the community except Katie Landgraf who is contributing from outside the North Shore.
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
Dali Pyzel, who is a board member and friend, will likely be the founding school leader.
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

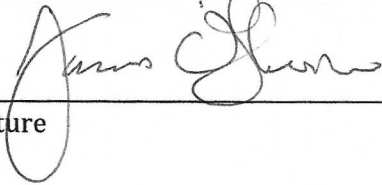
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

☒ None ☐ Yes

Certification

I, JAMES O'Shea, 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

1/4/2014

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: North Shore Middle School

2. Contact information:
 Name: Katie Landgraf
 Phone: 808-689-2382
 E-mail: katiebl@hawaii.edu

3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
☒ Resume and professional bio are attached to this form.
☐ Resume and professional bio are attached elsewhere in the application:

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☐ Does not apply to me ☒ No, I only serve on North Shore Middle School's Board

5. Why do you wish to serve on the board of the proposed charter school? To help assure that the North Shore Middle School succeeds financially before and during enrollment of students.

6. What is your understanding of the appropriate role of a public charter school board member? I have an understanding of the ByLaws and will continue to follow these ByLaws.

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 current role as an educator at the University of Hawai'i – West O'ahu and a committee member of the Budget Committee at the University of Hawai'i – West O'ahu help me to develop skills necessary to help the Charter school fulfill its financial needs as an academic entity.

8. Describe the specific knowledge and experience that you would bring to the board.
My previous experience as an Auditor for a Certificate of Public Accountant (CPA) firm and the completion of the CPA certification gives me the knowledge necessary to have an active role in the financial portion of the Charter School.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
The mission of the North Shore Middle School is to "Fostering students' capacities to improve their communities, from local to global, through experiential and problem-based learning"

2. What is your understanding of the school's proposed academic plan?
The North Shore Middle School (NSMS) will provide an opportunity for, 7th and 8th graders to meet or exceed national core standards and be prepared and motivated to graduate from high school and college by offering a blended learning school. The school will utilize award winning, online instructional software that is adaptive and can be individualized for diverse student needs combined with experiential learning through advanced technology, career learning and community service projects in a small supportive school environment. The school will be both the first, and only, middle and public charter school in the area. Academics will be guided by five elements: 1) **Academic Excellence**- Using a blended learning model that integrates on site daily online learning and project based learning into the school schedule and allows for the benefits of the individualization of each student's curriculum to meet his or her learning needs as measured by to the common core and Strive HI standards. The initial mission-specific goals for this essential item is students scoring 10% better than the averaged feeder schools in both reading and math based on HAS testing after two years of enrollment at the school. Student website portfolios will also be required and will include eight different advanced technology projects in two years. 2) **Career Learning**- Students will pick one of four career focus groups, which will guide their community service projects throughout the year and determine how students will be spending their Friday Community Service Days. The initial goal is to raise \$4000 annually for the *Cause of the Quarter* program, the non-profits organizations selected by the student body at the beginning of each quarter through completing projects that can generate revenue. 3) **Parental Involvement**- Parent, caregivers or a substitute volunteer will be expected to volunteer eight hours a month, per student to support student and school success. The school will measure this essential term by recording and tracking the volunteer hours provided by a representative of each student. If a student can not provide their own volunteer, the school will find a volunteer to donate his or her time on behalf of the student. A variety of jobs will be available for volunteers to choose from. NSMS will set a goal of 80% compliance with this volunteer expectation based off of the volunteer sign-in sheets. 4) **Community Service**- Our *Cause of the Quarter* program will teach students how to support effective non-profit organizations using skills learned in their career focus groups. The initial mission-specific goal for this essential item is the goal to raise \$4000 annually through career projects for our *Cause of the Quarter* program. 5) **H.I.C.** a) Holistic Learning, b) Intercultural Awareness c) Communication. The NSMS will foster the values of

holistic learning, intercultural awareness and communication, through their guest speaker, family wellness and after-school programs provided through community partnerships. Students will be required to take year-long world language and music courses to help achieve these goals. The success of these H.I.C will be measured by student success in their communication skills assessed by their language, music, and writing development grades.

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

A successful school needs to fully consider the needs of the environment that it surrounds. A successful school also needs to supply education that will not only fill the gaps for needs in the area but also challenge parents and children to grow in order to prepare them for their next steps.

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

When the community, parents and students included, is able to grow from having the school in the area. This growth may include more students attending higher educational institutions, the communities unemployment rates drop, more businesses are created, and the educational health of the community continues to improve.

Governance

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

The board will first take on the position of helping the school get started, developed, etc. Once the school has established itself, the board will be responsible for what the school does through its operations, financials and legal obligations.

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

The school will be successful after the first year of operations if we as a board are able to obtain the appropriate staff in place to teach and enroll students. Financially, the school will be successful after its first year if we have the correct processes in-place to continue the funding the school in the future.

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

The school will be successful after the five years of operations if the school continues to enroll to capacity levels and staff/teachers equip our students with the appropriate learning tools needed to complete our mission. Financially, the school will be successful after its five years if we have the correct processes in-place to continue the funding the school in the future.

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 make sure the suitable financial and operational processes are in place in order to be a successful charter school. Additionally, the charter school will need the support from the community to supply the students and involve the parents who desire this school to be successful.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I, personally, would make sure to discuss the unethical action with the board member and make sure that it does not continue in the future. If the actions continue in the future, the rest of the members will be informed in order to better assess 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.
X I/we do not know these individuals ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
X I/we do not know any such employees ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
X I/we do not know any such persons ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
X I/we do not anticipate conducting any such business ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
X 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. X 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 X I/we or my family do not anticipate conducting any such business ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

X Does not apply to me, my spouse or family ☐ Yes

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

Certification

I, Katie Landgraf, 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

Katie Landgraf

12/15/13 Date

Attachment T: Board Member Information, Treasurer

Katie Landgraf is a Certified Public Accountant (CPA) and currently teaches as an Instructor of Accounting and Finance. Mrs. Landgraf has had a wide assortment of experiences relevant to the workload that she will encounter while being the Treasurer for the North Shore Middle School governing board. Mrs. Landgraf started her career in 2007 as an Auditor at Baker Tilly, Inc. after achieving her Bachelor of Business Administration with an Accounting and Finance double major. She obtained her Master of Business Administration during 2011, while starting her teaching career at the University of Wisconsin – Milwaukee. Her full-time teaching career started in 2012 at the University of Hawai'i – West O'ahu. Mrs. Landgraf has taken on various roles throughout her dedication to the community and to the university such as Cree Application for Federal Student Aid (FAFSA) Committee Leader, Budget Committee Member, Prior Learning Assessment Committee Member, and community service volunteer.

KATIE LANDGRAF, CPA

91-1257 Kamaaha Avenue Unit 1305

Kapolei, HI 96707

Katiebl@hawaii.edu

808.689.2382

EDUCATION**University of Wisconsin – Milwaukee****Master of Business Administration**

Accounting Strategy Elective Track

MILWAUKEE, WI

GRADUATION DATE: MAY 2011

CUMULATED GPA: 3.91 / 4.0

University of Wisconsin – Eau Claire**Bachelor of Business Administration****Majors: Accounting and Finance**

Certificate: Advanced Business Communication

EAU CLAIRE, WI

GRADUATION DATE: MAY 2007

CUMULATED GPA: 3.41 / 4.0

Additional Ph.D. Graduate Coursework:**Kent State University**

DATE ATTENDED: 2011-2012

CUMULATED GPA: 3.67 / 4.0

PROFESSIONAL CERTIFICATIONS**Certified Public Accountant**

Licensed in Wisconsin

(2008)

ACADEMIC EXPERIENCE**University of Hawai'i-West O'ahu**Instructor: Accounting and Finance

KAPOLEI, HI

(2012-CURRENT)

- Teaching 110+ students within upper level undergraduate accounting and finance courses: Intermediate Managerial Accounting, Intermediate Financial Accounting I & II, Managerial Accounting, Business Finance, and Personal Finance.
- Leveraging technology within the classroom to ensure students are exposed to current technologies.
- Allocating time dedicated to teaching full-time, service hours, and academic research.
- Utilizing current distant learning tools such as Blackboard Collaborate within my online courses.
- Hosting office hours either in person or online to reach out to students during convenient times.
- Established a new organization, Insurance Society, with emphasis on connecting students to real-world exposure and local insurance firms/agents.
- Creating syllabi, quizzes, homework lessons, group projects, and examinations focused on critical thinking and problem solving skills.
- Received 4.42 out of 5.0 on average from student evaluations compared to 4.24 from entire campus.

University of Wisconsin – MilwaukeeAdjunct Professor: Managerial Accounting courseTeacher Assistant: Managerial and Intermediate Accounting courses

MILWAUKEE, WI

(2010-2011)

(2009-2011)

- Taught 180 students within undergraduate level accounting courses and supply tutoring for learners.
- Formulated syllabi, quizzes, homework lessons, group projects, and examinations.
- Received 4.58 out of 5.0 from student evaluations on overall effectiveness of teacher.

Cardinal Stritch UniversityAdjunct Professor: Managerial Finance M.B.A. course

MILWAUKEE, WI

(2010-2011)

- Instructed students within a master's level course.
- Conducted tutoring and study sessions for students outside of the classroom.
- Structured quizzes, homework lessons, group projects, and examinations.
- Received 4.84 out of 5.0 from student evaluations on overall effectiveness of teacher.

University of Wisconsin – Eau Claire

EAU CLAIRE, WI

Teacher Assistant: Accounting and Finance

(2003-2007)

Special Needs Tutor: Accounting, Mathematics, and Economics

(2003-2005)

- Assisted in instructing six accounting courses while finishing my undergraduate degree.
- Taught and offered study sessions to 120 college level students in accounting and finance principles.
- Tutored students with learning disabilities in the areas of economic, accounting, and mathematics.
- Exercised different teaching methods to fit the students' needs.

PROFESSIONAL EXPERIENCE

Baker Tilly, LLP

MILWAUKEE, WI

Accountant: Certified Public Accountant

(2007-2009)

- Managed and designed Financial Statement Audits for Fortune 500 companies.
- Dedicated time and energy to over 20 clients while tending to their diverse needs.
- Leveraged technology to ensure financial information is readily accessible and available.
- Trained over 30 new staff on detailed intensive programs and U.S. GAAP regulations.
- Completed tax reports and analysis on individuals, partnerships, and corporations.

Cargill, Inc.

MINNETONKA, MN

Internship: Accounting and Finance

(SUMMER 2006)

- Employed in Cargill Value Investment area, Cargill's most profitable business unit.
- Performed valuable projects related to non-consolidated partnership deals.
- Analyzed ways to improve systems used within Cargill Inc. globally.

Biesterveld & Company, LLC

EAU CLAIRE, WI

Accountant: Staff Accountant

(2004-2006)

- Worked during two tax busy seasons while finishing my undergraduate degree.
- Assisted 40 clients with bookkeeping, payroll, and sales taxes using Quickbooks and Peachtree.
- Fulfilled tax work on individuals, partnerships, and corporations.

HONORS AND ORGANIZATIONS

Budget Committee at University of Hawai'i-West O`ahu

KAPOLEI, HI

Member

(2012-CURRENT)

North Shore Charter School

HALEIWA, HI

Committee Member

(2013-CURRENT)

Prior Learning Assessment Committee at University of Hawai'i-West O`ahu

KAPOLEI, HI

Member

(2012-CURRENT)

Insurance Society at University of Hawai'i-West O`ahu

KAPOLEI, HI

Faculty Advisor

(2012-CURRENT)

Doctoral Management Student Association

KENT, OH

Member

(2011-2012)

Graduate Business Association

MILWAUKEE, WI

Treasurer

(2009-2011)

Beta Alpha Psi

EAU CLAIRE, WI

Internal Auditor

(2004-2007)

Board Member Information

Background

1. Name of charter school on whose Board of Directors you intend to serve:
North Shore Middle School
2. Contact information:
Name: Monique Mironesco
Phone: 808 754 4145
E-mail: mironesc@hawaii.edu
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
X Resume and professional bio are attached to this form.
☐ Resume and professional bio are attached elsewhere in the application:

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
X Does not apply to me ☐ Yes
5. Why do you wish to serve on the board of the proposed charter school?
This charter school is needed in our community and as an educator I can be of service to my community and provide expertise in the necessary areas.
6. What is your understanding of the appropriate role of a public charter school board member?
To provide expertise and guidance from one's professional perspective to a community educational endeavor.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have not served on any other boards, but I served on the Sunset Beach Elementary School Community Council as a parent representative for two years, and I am an educator at the University of Hawai'i West O'ahu.
8. Describe the specific knowledge and experience that you would bring to the board.
While being a parent of two teenagers is an education in and of itself, my professional background as a college professor enables me to understand the intricacies of the educational system, as well as provide experience to the board and the North Shore Middle School in seeking extramural funds to provide additional revenue to the school.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
Fostering students' capacities to improve their communities, from local to global, through experiential and problem-based learning.
2. What is your understanding of the school's proposed academic plan?
Teaching students through an innovative, hybrid technology to deliver a

curriculum that includes problem-based, experiential learning, as well as focused service learning and career exploration components.

3. What do you believe to be the characteristics of a successful school?
It's a place where students want to go, to learn, to understand how to become effective communicators through writing and oral means, as well as critical thinkers with the capacity to make a difference in their respective communities.
4. How will you know that the school is succeeding or is not succeeding in its mission?
Through assessment of our individual classes, as well as overall mission by tracking student performance during their time at our school and beyond.

Governance

1. Describe the role that the board will play in the school's operation.
The board will provide guidance for the school, in terms of its mission and vision, as well as make key decisions to help the school leader and teachers to navigate through the bureaucratic hoops necessary to keep the school, not only operational, but successful as well.
2. How will you know if the school is successful at the end of the first year of operation?
Student return rate from 7th to 8th grade, as well as HSA scores, projected to be 10% higher than those of the 7th and 8th grade at Waialua Intermediate school.
3. How will you know at the end of five years if the school is successful?
The school will be a model for other charter schools to follow due to its innovative curriculum.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Again, providing focused guidance to the school leader and teachers, keeping in mind what's best for the students, the school and the overall community.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would talk about the incident(s) with the board member first, and then the school leader and then the entire board, in order to get 1) clarification about the incident, and 2) work with others to find a resolution that would enable the school's students, faculty and staff to move past it.

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
This is a small community and most of us know each other as friends. One board member is a colleague of mine from work at UHWO.
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 X Yes
I have been friends with the proposed school leader for the past 15 years.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
X I/we do not know any such persons ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 X I/we do not anticipate conducting any such business ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
 X 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. X 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 X I/we or my family do not anticipate conducting any such business ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 X Does not apply to me, my spouse or family ☐ Yes
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

Certification

I, Monique Mironesco, 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

12/18/2013
 Date

Professional Biography

Dr. Monique Mironesco is Associate Professor of Political Science at the University of Hawaii West Oahu. She has been teaching online courses there since 2004 and developed a 100% online program for the Social Sciences division in Political Science at UHWO to provide access to higher educational opportunities for neighbor island and working students. She has extensive experience in both curriculum development and technical expertise for online courses as well as writing and receiving extramural funding, most recently from Kamehameha Schools for the development of a new academic program in Sustainable Community Food Systems at UHWO. Dr. Mironesco earned her Ph.D. from UH Manoa in 2003 and has been a North Shore community member since 1993. She has two children in the Hawaii public school system.

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MONIQUE MIRONESCO
59-450 A Alapio Rd. Hale'iwa, HI 96712
(808) 638-5916 mironesc@hawaii.edu

Curriculum Vitae

Education

University of Hawai'i at Manoa

- Department of Political Science: Ph.D., May 2003
 Dissertation Title: *Feminist consciousness, Voice, and Empowerment: Women's Studies in Hawai'i.*
- Course work included: Feminist theory, feminist methodology, public policy, political theory, political pedagogy, indigenous epistemology, cultural anthropology.
- Women's Studies Program: Graduate Certificate in Advanced Feminist Studies, May 2002.

San Diego State University

- Department of Political Science: Master's Degree, August 1994.
 Thesis Title: *Sovereignty and the International Commons.* This thesis examines the relationship between nation state sovereignty and the international commons using the United Nations Law of the Sea as a case study.

University of California San Diego

- Bachelor's Degree, June 1992, Fifth College (now renamed Eleanor Roosevelt College). Political Science major with a minor in classical and medieval Europe. Specialized coursework included a two-year course in the making of the modern world from non-Western perspectives.

University of California, Los Angeles

- Coursework in French Literature.

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Santa Monica College

- General education coursework required for transfer to the University of California, San Diego.

Teaching History

University of Hawai'i, West O'ahu

Assistant Professor, Political Science: 2007 – present.

Instructor, Political Science: 2002 – 2007.

Courses taught:

Online	In Person	Online and In Person
Environmental Politics(WI), (SL)	Politics of Food (SL)	American Politics (SL)
Constitutional Law (WI)	State and Local Government	Hawai'i Politics (WI)
Sociology of Education	Indigenous Peoples and Modernity (cross listed with ANTH and HPST)	Global Issues (WI), (SL)
Fieldwork and Qualitative Methods	Politics of the Media	Politics of Film (WI)
Women and Politics , (WI), (SL)	Directed Reading	Senior Project (WI)
Feminist Theory (WI), (E)		Senior Practicum (WI)
Politics of the Media		Introduction to Women's Studies

*Bolded titles are new course offerings I created at UHWO

University of Hawai'i at Manoa

Lecturer – Political Science Department: 1998 – present

Courses taught: Feminist Theory, Women and Politics, Introduction to Political Science, Introduction to American Politics, Power in America, Politics of the Media, American Politics, Hawai'i Politics.

Lecturer - Women's Studies Program: July 2000 – present

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Courses taught: Feminist Theory (Cross-listed with Political Science), Women and Politics (Cross-listed with Political Science), Introduction to Women's Studies

Chaminade University of Honolulu

Lecturer – Political Science/History Department: 1998 to present

Courses taught: American Politics (in person), American Politics (online), History and Politics of Film (online), Constitutional Law (online), Contemporary World Order (online), Politics of the Media (online)

Waialua High School

Third and fourth year French teacher, 1996 – 1997

Punahou Academy, Honolulu

French and Social Studies substitute teacher, 1995 – 1999

Department of Education, Central Oahu District

Substitute teacher, 1996 – 1999

Department of Education, Windward Oahu District

Substitute teacher, 1995 – 1996

Publications

- Mironesco, Monique. Fall 2012. "The Politics of School Lunch." *eJournal of Educational Policy*, **peer reviewed**.
- Mironesco, Monique. "Farmers' Markets in Hawai'i: A Local/Global Nexus." Accepted for publication as a chapter in *Diet for a Small Island: Visioning Food Democracy in Hawai'i*. Honolulu, HI: University of Hawai'i Press, forthcoming, **peer reviewed**.
- Mironesco, Monique. "Globalization/Localization: Women's Roles in French Farmers' Markets. Submitted on August 19, 2012. Under review at *Food and Foodways*, **peer reviewed**.
- Mironesco, Monique. December 2011. "Disconnection: Advertising and Editorial Content in the *Housewives League Magazine* (1913-1916), *Atenea*:

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A Bilingual Journal of the Humanities and Social Sciences. University of Puerto Rico at Mayaguez, **peer reviewed**.

- Mironesco, Monique. 2010. "Notes from the Field(s): From Pulling up Weeds to Putting Down Roots in the Community." *Quick Hits for Service-Learning: Successful Strategies from Award Winning Educators*. Mary Cooksey and Kimberly Olivares, eds., pp. 38-39. Indiana: Indiana University Press, **peer reviewed**.
- Ernst, Cheryl, ed. October 2010. "Early magazine reveals disconnect between ads and editorial content." *Malamalama Magazine* featured my paper entitled "Disconnection: Advertising and Editorial Content in the *Housewives League Magazine* 1913-1916."
- Mironesco, Monique. Fall 2010. "Student Civic Engagement Outcomes and the "Politics of Food." *The Journal for Civic Commitment*, **peer reviewed**. <http://www.mesacc.edu/other/engagement/Journal/>
- *Kui Na Lima*. November 2009. Politics of Food Service Learning Program featured in "UHWO's Service Learning Projects Continue to Engage Communities."
- Mironesco, Monique. Spring 2009. "Writing in Political Science" in *Upper Level Writing in the Social Science*. Nye, Emily and Aaron Gorospe, eds. No'eau Center for Writing, Math and Academic Success: UHWO.
- Ferguson, Kathy, and Monique Mironesco, eds. 2008. *Gender and Globalization in Asia and the Pacific: Method, Practice, Theory*. Honolulu: University of Hawai'i Press, **peer reviewed**.
- Merry, Sally, Kathy Ferguson and Monique Mironesco. 2008. "Chapter One: Introduction" in *Gender and Globalization in Asia and the Pacific: Method, Practice, Theory*. Honolulu: University of Hawai'i Press, **peer reviewed**.
- Ferguson, Kathy and Monique Mironesco. 2008. "Chapter 18: Advancing Feminist Thinking on Globalization" in *Gender and Globalization in Asia and the Pacific: Method, Practice, Theory*. Honolulu: University of Hawai'i Press, **peer reviewed**.
- Ferguson, Kathy, Gwyn Kirk and Monique Mironesco. 2008. "Chapter 15: Gender, Globalization and Militarism: An Interview with Cynthia Enloe" in *Gender and Globalization in Asia and the Pacific: Method, Practice, Theory*. Honolulu: University of Hawai'i Press, **peer reviewed**.

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- Ferguson, Kathy and Monique Mironesco, eds. *Occasional Papers Series*. Honolulu, HI: Women's Studies Program at the University of Hawai'i, Manoa, **peer reviewed**.
 - Volume I: Spring 2004
 - Volume II: Spring 2005
 - Volume III: Summer 2005
 - Volume IV: Spring 2007
- Mironesco, Monique. November 2004. "Feminist Consciousness, Voice and Empowerment." *Women in Higher Education*.
- Mironesco, Monique. Spring 1999. "Feminist Consciousness, Voice, and Empowerment: Women's Studies in Hawai'i, a Work in Progress." *Far Western Philosophy of Education Society Conference Publications*.
- Mironesco, Monique. Fall 1998. "Women's Studies: Autonomy and Integration" - *Student Working Paper Series*. Honolulu, HI: University of Hawai'i, Manoa, Office of Women's Research, **peer reviewed**.

Extramural Funding

United States Department of Agriculture – National Institute of Food and Agriculture – Opportunity ID USDA-NIFA-CGP-003954: Higher Education Challenge Grant. 2013. Writing a grant to establish a Sustainable Community Food Systems program at UHWO – pending.

Kamehameha Schools. 2013. Writing a grant to fund a faculty position to teach the core courses in the Sustainable Community Food Systems concentration at UHWO – pending.

United States Department of Agriculture – National Institute of Food and Agriculture – Opportunity ID USDA-NIFA-AHSA-003631: Alaska Native-Serving and Native Hawaiian Serving Institutions Education Competitive Grants Program. 2012. Wrote a grant to establish a Center for Hawai'i Agroecology and Island Food Systems at UHWO. Unfunded.

Conference Presentations

Western Political Science Association Meeting – Los Angeles, CA: March 28-30, 2013. Paper accepted for presentation entitled "Shifting the Narrative: The Politicization of a Farmers' Market."

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Laulima Flash Presentation, UHWO – October 22, 2012. Invited presentation to share information about customizing Laulima home page.

American Association of Sustainability in Higher Education Meeting – Los Angeles, CA: October 13-15, 2012. Co-presented a paper with Aurora Winslade entitled “Creating Hubs of Indigenous Innovation through Public/Private Partnerships: the Collaboration between MA’O Organic Farms and the University of Hawai’i West O’ahu.”

UHWO Center for Teaching Excellence: Invited presentation for Tenure and Promotion Portfolios – August 24, 2012.

Western Political Science Association Meeting – Portland, OR: March 22-24, 2012. Presented a paper entitled “The Politics of School Lunch in Hawai’i.”

Pacific Ancient and Modern Language Association – Honolulu, HI: November 14, 2010. Presented a paper entitled “Disconnection: Advertising and Editorial Content in the *Housewives League Magazine* 1913-1916.”

UHWO Brown Bag Presentation – Pearl City, HI: April 15, 2010. Presented a paper entitled “Disconnection: Advertising and Editorial Content in the *Housewives League Magazine* 1913-1916.”

Western Political Science Association Meeting – San Francisco, CA: April 1-3, 2010. Presented a paper entitled “‘Disconnection’: Advertising and Editorial Content in the *Housewives League Magazine* 1913-1916.”

UHWO Center for Teaching and Learning Excellence - Pearl City, HI. January 27, 2010. Invited presentation entitled “Online and Hybrid Teaching Strategies.”

UHWO Center for Teaching and Learning Excellence– Pearl City, HI. November 30, 2009. Invited presentation entitled “Online Courses: Trials and Tribulations.”

Western Political Science Association Meeting – Vancouver, BC, Canada: March 19-21, 2009. Presented a paper entitled “The Romance is Gone: Women and Farmers’ Markets in France.”

Oceanic Popular Culture Association – Honolulu, HI, May 23, 2009. Presented a paper entitled “Women in French Farmers’ Markets.”

Continuums of Service Conference – Portland, OR: April 18-20, 2008. Presented a paper with April Casey, UHWO student, entitled “Notes from the Field(s):

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From Pulling up Weeds to Putting down Roots in the Community.” Peer evaluation feedback was provided, letting us know that our presentation was among the best of the entire conference.

Western Political Science Association Meeting – San Diego, CA: March 20-22, 2008 – Presented a paper entitled: “Food in Location/Food on Location” for the Gender and Intersectionality Section of the conference.

Teaching Swapmeet on Sustainability, UH Manoa – March 17, 2008 – Invited speaker at a workshop on teaching sustainability issues throughout the UH system sponsored by The Office of Sustainability, Public Policy Center, and the Center for Teaching Excellence. Presented results from teaching Politics of Food class.

Oceanic Popular Culture Association – Honolulu, HI, May 25-27, 2007. Presented a paper entitled “Teaching the Politics of Food.”

Western Political Science Association Meeting – Las Vegas, NV: March 8-11, 2007. Presented a paper entitled: “What’s Age Got to Do With It? Traditional and Non-Traditional Students in Hawai’i Women’s Studies Courses.”

Western Political Science Association Meeting: Oakland, CA, March 16-18, 2005. Presented a paper entitled: “Feminism by Any Other Name: Crafting a Qualitative Methods Course Using Feminist Methods.”

International Studies Association Meeting. Honolulu, HI March 1-4, 2005. Presented a Poster Session Presentation of a paper entitled: “Of Plants and Passion: The Gendered Politics of Plants in Hawai’i.”

Western Political Science Association Meeting – Portland, Oregon. March 13, 2004. Presented a paper entitled “‘As Women’: The Problematization of Gender Identity through Ethnic Narrative in Hawai’i.”

Critical Moments Emory University Graduate Institute of Liberal Art Conference –Atlanta, Georgia: March 28-30, 2003. Presented a paper entitled: “Women's Studies in Hawai’i: Gender, Ethnic Identity, and Education.”

Western Political Science Association Annual Meeting – Denver, Colorado: March 27-29, 2003. Presented a paper entitled: “Feminist Consciousness as Women's Empowerment in Women's Studies Classes in Hawai’i”

UCLA Thinking Gender Feminist Graduate Student Conference – Los Angeles, California: March 7, 2003. Presented a paper entitled: “Voice as Manifestation of Feminist Consciousness: Women's Studies in Hawai’i.”

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East-West Center and SHAPS Annual International Graduate Student Conference Honolulu, HI: February 20-22, 2003. Presented a paper entitled "'As Women': The Problematization of Gender Identity through Ethnic Narrative in Hawai'i."

Far Western Philosophy of Education Society – 50th Annual Meeting Honolulu, HI, January 17, 2003. Presented a paper entitled "Feminist Consciousness and Voice: The Impact of Women's Studies on Women Adult Learners in Hawai'i."

Women's Studies Graduate Certificate Capstone Experience Honolulu, HI: March 2002. Presented a paper entitled "Feminist Consciousness: Women's Studies in Hawai'i" based on a chapter of my dissertation.

School of Hawaiian, Asian, and Pacific Studies, Graduate Student Annual Conference – Honolulu, HI: March 2002. Presented a paper entitled "Feminist Consciousness and Local Identity" based on a portion of my dissertation research. The year's conference theme was ethnic identity in Hawai'i.

Far Western Philosophy of Education Society Conference, Honolulu, HI: January 1999. Educational Philosophy Panel Presentation. Presented a paper entitled "Feminist Consciousness, Voice, and Empowerment: Women's Studies in Hawai'i, a Work in Progress" based on my dissertation research experiences.

University of Hawai'i, Manoa, Women 2000 Conference, Honolulu, HI: March 1998. Conference sponsored by the Office of Women's Research and the Women's Studies Program. Graduate student panel presentation, Third prize. Presented paper entitled "Women's Studies: Autonomy and Integration" examining the role of Women's Studies programs in academia.

Conference Attendance for Professional Development

MA'O Farms Education Consortium – Invited attendance and participation November 17, 2012.

UHWO Center for Teaching and Learning Excellence – Lualaba Showcase with David Pai. September 19, 2011.

MA'O Farms Education Consortium – Invited attendance and participation. September 17, 2011. MA'O Farms.

University of California Santa Cruz – Invited attendance and participation in a series of sustainability events to inform the sustainability plan for the new UHWO campus. April 20-23, 2011.

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Diet for a Small Island – Watada Lecture Series – France Moore Lappé.
November 5 and 6, 2010.

Hands Turned to the Soil: A Food Sovereignty Conference: Waiamanalo, Oah'u. June 11, 2010. Attendance at a food sovereignty conference.

MA'O Farms Education Consortium – Invited attendance and participation.
March 20, 2010. Leeward Community College.

Feminist Theory Pre-WPSA Conference Workshop, March 17, 2010 –
Participant on discussion panel based on a series of *Perspectives* articles on
feminist theory which appeared in March 2010.

USDA Farm to School: Opportunities to Increase Local Foods in School Meals
- Participated in webinar hosted by the USDA on Farm to School issues – March
10, 2010.

'Aina Ho'ola o Ma'ilikukahi: Hands Turned to the Soil - Kahana Bay, Oah'u.
June 12, 2009. Attendance at a food sovereignty conference.

Feminist Theory Pre-WPSA Conference Workshop, March 18, 2009 –
Participant on discussion panel based on Susan Burgess's 2008 book *The Founding
Fathers, Pop Culture, and Constitutional Law*. London: Ashgate Publishing.

Tomorrow's Table: Organic Farming, Genetics, and the Future of Food -
attended a lecture at UH Manoa by the authors of the book *Tomorrow's Table*.
February 5, 2009.

Continuums of Service Conference – attended this Service Learning conference
in Seattle, WA: April 16-18.

Feminist Theory Pre-WPSA Conference Workshop, March 19, 2008 –
Participant on discussion panel of Marla Brettschneider's *The Family Flamboyant:
Race Politics, Queer Families, and Jewish Lives* (SUNY Press, 2006).

Ho'ea Ea Return to Freedom: A Food Sovereignty Conference – Hilo, HI: June
14-17, 2007. Participated in panel discussions entitled "How to Impact the
Political Process with Senator Russell Kokubun" and "COP3: Co-Producing to
the Third Power with Ed Kenney, Gary Maunakea-Forth and Nancy Pi'ianai'i."

Oceanic Popular Culture Association – Honolulu, HI – May 25, 2007. Section
Chair for "Food in Popular Culture" Section.

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Continuums of Service: 10th Annual Service Learning Conference – San Jose CA. April 12-14, 2007. Attended service learning conference to learn about other service learning programs in the Western Region that might be applicable to UHWO.

Feminist Theory Pre-WPSA Conference Workshop March 7, 2007 – Participant on discussion panel of Linda Zerilli's *Feminism and the Abyss of Freedom* (University of Chicago Press, 2005).

Western Regional Summer Institute for Union Women: "Reaching Up and Reaching Out" – Honolulu, HI: July 8-10, 2006. Participated in Panel Discussions entitled "Basic Grievance Handling" and "Talking to Management."

Feminist Theory Pre-WPSA Conference Workshop March 15, 2005 – Participant on discussion panel of Bonnie Honig's *Democracy and the Foreigner* (Princeton, 2003)

Feminist Theory Pre-WPSA Conference Workshop March 11, 2004 Participant on discussion panel of Kitty Holland's *The Body Politic: Foundings, Citizenship and Difference in the American Political Imagination* (Routledge, 2001).

University of Hawai'i, Manoa Department of Political Science Colloquium, Honolulu, HI: May 1997. "Wai'anae School Project Planning Committee Report." Presented the results of our Politics of Pedagogy course in which we worked with community members in Wai'anae to plan a charter school for Native Hawaiian children.

Grants and Awards

Faculty Travel Fund: University of Hawai'i, West O'ahu for travel to present my single authored paper at the WPSA conference in Portland, OR: March 22-24, 2012. Award: \$1,300.

Faculty Travel Fund: University of Hawai'i, West O'ahu for travel to present my single authored paper at the WPSA conference in San Francisco, CA: March 19-21, 2010. Award: \$1,200.

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University Research Council Travel Fund: University of Hawai'i, Manoa for travel to present my single authored paper at the WPSA conference in March 2009 in Vancouver, BC, Canada. Award: \$1100.

Faculty Travel Fund: University of Hawai'i, West O'ahu for travel to present my single authored paper at the WPSA conference in San Diego CA, March 2008. Award: \$1,390.

Service Learning Grant: University of Hawai'i, West O'ahu for service related activities such as the purchase of plants, soil, and garden tools for sustainable agriculture planting activity for (and with) the residents of Ma'ililand Transitional Housing (see Creative Activities section above). Principal Investigator: Melinda Wood. Award: \$500

University Research Council Travel Fund: University of Hawai'i, Manoa for travel to present my single authored paper at the WPSA conference in Las Vegas, Nevada. March 2007. Award: \$1100.

Faculty Travel Fund: University of Hawai'i, West O'ahu for travel to present my single authored paper at the WPSA conference in Oakland California, March 2005. Award: \$750

Graduate Student Organization Travel Fund: University of Hawai'i, Manoa for travel to WPSA conference in Denver, CO and Critical Moments conference in Atlanta, GA, to present two separate single authored papers in March 2003. Award: \$840.

Teaching Assistantship: Fall 1998 – Spring 2001. Position awarded each year to graduate students showing progress on their dissertation, as well as excellence in teaching as reflected in course evaluations. University of Hawai'i, Department of Political Science.

Norman Meller Award: Fall 2001 and Fall 2002. Award of \$1,500 given to graduate students to support dissertation work. University of Hawai'i, Department of Political Science.

Pacific Asia Scholarship: Fall 1996, Spring 1997, Spring 1998. Tuition Waivers awarded to support research on Asia and/or the Pacific. University of Hawai'i, Department of Political Science.

Merit Scholarship: Fall 1997. Tuition waivers awarded on the basis of academic merit. University of Hawai'i – Department of Political Science.

University Service

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- Serving on the Writing Committee: AY 2011-2013.
- Wrote the “Closing the Loop” Oral and Writing assessment report for the Political Science concentration (Fall 2010).
- Served on the General Education Committee during AY 2010-2011.
- Faculty Senate Representative for Social Sciences Division 2004-2011.
- Wrote the Oral Communication assessment report for the Political Science Concentration (Spring 2009).
- Developed the entire online Political Science concentration option, complete with draft course rotations, marketing information, and curricular materials. Political Science is the first of the concentrations in Social Sciences at UHWO to offer students an online option for their Bachelors’ degrees. This program started Fall 2008. Our student numbers have increased quite significantly (69%) due to this outreach to the neighbor islands. Granted, the number of Political Science students was small to begin with, but this large increase shows that the need for distance learning classes in Political Science was substantial. I am continuing this outreach to potential Political Science students presently as well, contacting the University Center Directors on all the neighbor islands and providing them with copies of the promotional materials for the online Political Science concentration so that they may share the information with prospective students especially on the neighbor islands, who have few options for obtaining Bachelors’ degrees without moving away from their respective communities.
- Leader in presenting faculty service learning projects at Professional Development day, August 20, 2008.
- Social Sciences Award Chair – Spring 2008 and 2009
- Nominated Spring 2008 commencement speaker, April Casey.
- Attended career fair to distribute information about Social Sciences major and Political Science concentration requirements, April 10, 2008.
- Wrote the Written Communication assessment report for the Political Science Concentration (Spring 2008).

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- Wrote all of the assessment documents for the Political Science concentration for the Social Sciences divisional learning outcomes revision effort (AY 2007-2008).
- Proposed all of the General Education designations for Political Science and filed the appropriate paperwork with the General Education committee throughout AY 2007-2008. All of the proposals were approved by the General Education Committee.
- Proposed new Political Science course, Politics of Food (POLS 335) to the curriculum committee. The proposal was approved by the Curriculum Committee.
- Proposed name change for Asian Politics (POLS 450) to Pacific Asian Politics in order to be more reflective of the interests of our student population. The proposal was approved by the Curriculum Committee.
- Served on the Service Learning taskforce during AY 2007-2008. We planned projects and helped recruit faculty for service learning projects to benefit both students and the community at large.
- Spearheaded effort to get campus wide SL designation for Service Learning classes. Faculty Senate approved this measure.
- Prepared classes for Fall 2008 and Spring 2009 as Service Learning classes, even though all of my classes were online. Worked with the Service Learning Coordinators on the neighbor islands to facilitate this process and ensure that the students, the university, and the community partners ended up with successful service learning projects.
- Served on the Writing Committee (AY 2007-2008) due to my commitment to making writing an integral part of the curriculum for Political Science and other disciplines at UHWO. I continued this service for the 2008-2010 academic years.
- Graded Writing Assessment Exams each time they were administered until Spring 2008.
- Wrote and submitted the Political Science Development Plan 2007-2012 to the Academic Development Taskforce.
- Served on the recurring and ultimately successful, Elementary Education Search committee which resulted in the hiring of Dr. Paula Mathis.

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- Guest lectured Dr. Falgout SSCI 317: Fieldwork and Qualitative Methods class on Feminist Methods – February 11, 2008.
- Invited by Dr. Joanne Itano and Vice President Linda Johnsrud to present information on the online Political Science program to the neighbor island University Center Directors, January 30, 2008.
- Re-wrote the Political Science concentration learning outcomes for the divisional assessment efforts (Fall 2007).
- Served as a Faculty Ambassador through the GEAR Up Hawai'i program at Kahuku High School. I went to two ELL classes and gave presentations as if it was the first day of classes in my Politics of Food class, handing out the syllabus, explaining the course requirements and its content. The students asked questions about the class, its structure, and college programs in general – November 15, 2007.
- Attended Fall 2007 high school counselors' luncheon to provide high school counselors with information about UHWO in general and Political Science in particular.
- Attended and presented information about the Political Science concentration at the UHWO new student orientation for Fall 2007.
- Attended 100% of the Faculty Senate meetings in AY 2007-2011.
- Elected Faculty Senator for the AY 2008-2011 by my Social Science Division colleagues.
- UHWO representative for the Spring 2008 Maui commencement ceremonies.
- Participant in all commencement ceremonies since Fall 2004.
- Participant in Aloha United Way softball tournament for UHWO softball team, 2007 and 2008.
- Written letters of recommendation for UH-West O'ahu and UH Manoa students pursuing graduate school, scholarships, and employment.
- Attended the UHWO-sponsored high school guidance counselor luncheon to give information about UHWO – January 25, 2007.

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- University of Hawai'i, West O'ahu, Educational Effectiveness Committee – Academic Year 2006-2007.
- Coordinated, with Pam Haight, UHWO Career Counselor, a trip for UHWO students to visit the UHM Richardson School of Law. Ms. Haight and I took 5 students to the law school and attended Eric Yamamoto's Civil Procedures course on November 21, 2006. We also facilitated a conversation between UHWO students, Assistant Dean Tochiki, and Amy Wiecking, Career Services Coordinator for the law school.
- Developed a proposal for a UHWO Women's Studies Certificate, to be proposed to the Council of Chief Academic Officers. Due to budgetary considerations, this project has been temporarily shelved.
- University of Hawai'i, West O'ahu Curriculum Committee – Academic Year 2004-2006
- University of Hawai'i, West Oahu Pilot Course Assessment Project committee – Academic Year 2005-2006.
- University of Hawai'i, West O'ahu Social Sciences Student of the Year Selection committee – 2004-2009 (Chair in 2008 and 2009).
- Attended the Leeward Community College Career Fair as part of a UHWO team in order to give information to prospective students about UHWO and the Political Science Concentration (March 2006).
- Academic advisor to all of the *distance* Political Science Students UHWO – Academic years 2008 – present.
- Academic advisor to half of the Political Science students UHWO – Academic years 2007-2011.
- Academic advisor to all Political Science students. UHWO – Academic years 2004-7.
- Political Science Senior Project Supervisor. UHWO – Academic year 2004-2011.
- Political Science Senior Practicum Supervisor. UHWO – Academic year 2004-11.
- Writing Assessment Exam – Evaluator: 2003-2008.

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- Department of Political Science, University of Hawai'i, Manoa: Curriculum Development Committee: 1998-1999.

Community Service and Volunteer Work

- Board member – North Shore Middle School – Charter School – AY 2013-14.
- Kokua Hawai'i Foundation – 'AINA Team parent representative - AY 2011-present.
- Television Presentation on “Gil Gets It Done” – Olelo Channel 54, with Representative Gil Riviere, Dexter Kishida, and Kaliko Amona – School Food Issues. Aired April 3, 4, 11, 13, 2011.
- Farm-to-School Advisory Board – Hawai'i State Legislature. Working with several Senators and Representatives to implement solutions to include locally grown foods for Hawai'i DOE cafeterias. 2008 – 2011.
- Kokua Hawai'i Foundation – AINA IS program volunteer. 2008 – present
- Fresh Choice Salad Bar – Sunset Beach Elementary School. 2010 – present Volunteer coordinator. I organize the parent volunteers to serve the entire school a fresh salad bar during school lunch hours in the cafeteria. I volunteer my own time once a month to serve the salad bar as well.
- Aina Kine Farmers' Market – Sunset Beach Elementary School – 2009 – present. Developed a farmers' market run by the children of SBES. With the proceeds from selling donated produce, this program provides a healthy snack for the entire school biweekly.
- Healthy Snack – Sunset Beach Elementary School – volunteer 2008 – present. Along with other parents, I help prepare and distribute a healthy snack of either local fruit or local vegetables for the entire school population of 430 children every other Tuesday morning from the proceeds of the 'Aina Kine Farmers' Market. For some of the children at the school, this is the only fresh vegetable/fruit they encounter throughout the entire day.
- Volunteer for the 'Aine Kine garden club at Sunset Beach Elementary School. We received over \$650 in donations to plant 8 large fruit trees in

Attachment T: Board Member

- order to provide a self-sustaining healthy snack program for the entire school community.
- Volunteer coordinator for KOKUA Hawai'i Foundation's AINA IS garden program at Sunset Beach Elementary School (AY 2007-2008).
 - School Community Council – Sunset Beach Elementary School – volunteer (AY 2008-2010).
 - Attended Slow Food O'ahu's "Time for Lunch" Eat-In at BYUH on September 5, 2009 in order to show support for a change in the Child Nutrition Reauthorization Act which was set to expire at the end of September 2009.
 - School Community Council Healthy Lunch Initiative subcommittee chair – (AY 2008-2009) – Currently working with Senator Carol Fukunaga to help start a pilot program for affordable healthy school lunches in several schools on O'ahu through a feasibility study of such a program. In 2009, SB 1179 and HB 552 were under committee review at the state legislature. Our group's input was instrumental in moving this process along but unfortunately, while both bills were passed, neither was funded.
 - Volunteer reading tutor – Sunset Beach Elementary School, first grade class (AY 2007-2008).
 - American Youth Soccer Organization – Assistant Coach to U10 Girls Team (2008-2009 season).
 - American Youth Soccer Organization – Assistant Coach to U10 Girls Team (2007-2008 season).
 - Waialua Little League – Assistant Coach for Mets Coach Pitch team (2008 season).
 - Surfrider Foundation Europe: Traveled to Biarritz, France in 1992 to work as a volunteer in a political, non-profit organization dedicated to promote a coastal environmental message internationally. Helped devise tactics to raise membership and funds. Developed marketing and advertising strategies to increase public awareness of environmental problems on France's coasts.

Related Experiences

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- Organized a conference at the University of Hawai'i, Manoa entitled "Gender and Militarism in Asia and the Pacific," February 1-4, 2005.
- Project Coordinator for the Rockefeller Humanities Fellowship on Gender and Globalization in Asia and the Pacific through the auspices of the Office for Women's Research at the University of Hawai'i, Manoa. Duties included: coediting and compiling the refereed journal *Occasional Paper Series*, planned a "reunion" conference of all the Rockefeller Fellows (April 22-24, 2004), wrote grant proposals to fund said conference and journal, planned a colloquium series, as well as coordinated fellows' stays in residency at the University of Hawai'i, Manoa.
- Participated in Politics of Pedagogy course. This course was aimed for students to partake in, and work with the Wai'anae School Project Planning Committee to design and provide research assistance for the creation of an autonomous school for Native Hawaiian Children on the Wai'anae coast. The result was a \$96,000 grant to Ka Wai'hona o Ka Na'auao for the planning of the charter school.
- Taught third and fourth year French at Waialua High School, and substituted at Punahou Academy and Central Oahu District for French and Social Studies. Duties included devising a syllabus, creating lesson plans, classroom management, engaging in cooperative learning techniques, and working with another teacher in the same classroom.

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:
NORTH SHORE MIDDLE SCHOOL
2. Contact information:
Name: William Ballard
Phone: (808)779-4628
E-mail: bgpinc@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? As a parent I feel that there is a great need for a Middle School on the North Shore. I am happy to donate my time and energy to support the children in the communities thru education and the creation of an alternative learning environment.
6. What is your understanding of the appropriate role of a public charter school board member? My understanding is that the role of a public charter school member is to help support the mission of the school and by setting goals that will help define the direction of the school.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of

this nature, explain why you have the capability to be an effective board member. I do not have any previous experience as a charter school board member but I believe I have the ability to contribute greatly to the Business management.

8. Describe the specific knowledge and experience that you would bring to the board. I have owned and operated successful small businesses for over 20 years. I have also organized many large events, movie premiers and tours for my films. Some of which were fundraisers for local environmental groups such as Surfrider Foundation, of which I am a lifetime member.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs? My understanding of the North Shore Middle schools mission is to create a charter school that will help promote problem based learning environment focusing on the community involvement at the local to global level.
2. What is your understanding of the school's proposed academic plan? My understanding of the schools proposed academic plan is that this learning model will allow for individualized instruction for students as well as collaborative classroom learning. The students will be taught skills that will help them be successful real world problem solvers. Students will be held to the highest academic standards.
3. What do you believe to be the characteristics of a successful school? I believe that a successful school is one that not only meets academic standards but also is a learning environment that children enjoy attending.
4. How will you know that the school is succeeding or is not succeeding in its mission? I believe that we will know if the school is succeeding by yearly evaluations of the staff members. Each board member will have defined expectations that will help facilitate the schools success.

Governance

1. Describe the role that the board will play in the school's operation.
To my knowledge my role as a board member is to help govern. We will together hire a leader that meets the schools mission and will be responsible for accomplishing the goals set by the board.
2. How will you know if the school is successful at the end of the first year of operation?
There will be a detailed examination to be sure that the school is on track.
3. How will you know at the end of five years if the school is successful?
We will continue to monitor the progress as in years prior to ensure the schools goals are being met.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Each board member contributes different skills and knowledge that will help the school to be successful. With regular board meetings we are able to communicate with each other and effectively govern the school.
5. How would you handle a situation in which you believe one or more members of the

school's board were acting unethically or not in the best interests of the school?
This would be a matter for the board. In which case we would need to meet and come to a decision how best to handle it.

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 wife and myself know several of the board members as friends and thru our community.

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

Our neighbor Jan Olson was a teacher at Sunset Beach Elementary for over 20 years and now is retired.

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

Hopefully our daughter will attend the school once up and running. She is currently in 3rd grade.

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, William Ballard, 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.

W. Ballard

Signature

1-2-14

Date

Board Member Information

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

All forms must be signed by hand.

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
North Shore Middle School
2. Contact information:
Name: Melissa Puanani Ginella
Phone: 808-375-7844
E-mail: hawnginella@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.
☒ Sunset beach elementary school SCC
5. Why do you wish to serve on the board of the proposed charter school?
 I have 3 children who have graduated from the middle/ high school in our community that was unable to keep the intermediate and high school students separate and the school was unable to give the students a nurturing and positive environment. The NSMS mission will help other children in our community become stronger students and better community members.
5. What is your understanding of the appropriate role of a public charter school board member?
 We as board members must continue to provide structure and implementing goals and giving our school and students the best path to success.
6. 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 PTCA board member in our elementary school for 14 years (3 children) as President, VP and various other positions and as a SCC member for 2 terms and as a Principals hiring board member. I have facilitated and ran over 50 events and helped raised over \$300,000 dollars for our school. I've organized 100s of volunteers in thousands of hours as a project manager, event coordinator and fundraiser.

7. Describe the specific knowledge and experience that you would bring to the board.
I feel my background in fundraising, managing events with many volunteers and being able to create an atmosphere where people want to help. My customer service background from my work history in management will be beneficial.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
Create an atmosphere of learning and success to allow our students to thrive and be community and globally minded.
2. What is your understanding of the school's proposed academic plan?
We believe that using both technical and hands on learning will allow us to communicate with our students and teach them to problem solve and learn skills that will better them in all ways.
3. What do you believe to be the characteristics of a successful school?
A school where a student feels they are respected, challenged and appreciated. One that can take a good student and help them excel.
4. How will you know that the school is succeeding or is not succeeding in its mission?
I believe that we as board members whether we have children in the school or not, all believe in success. Having yearly evaluations of our student academic results, financial audits and goal driven success plan.

Governance

1. Describe the role that the board will play in the school's operation.
We as a board will hire a school leader who fits the criteria set forth in our plan. We will help the school leader succeed. The role of the board is to govern not manage. The board is responsible for hiring the school leader who is responsible to accomplish the goals the board sets, carry out the activity necessary to meet board expectations, and manage the school to meet the mission created by the board.
2. How will you know if the school is successful at the end of the first year of operation?
We will be aware of student academic results, goal achievement and in our regular meetings. Regular data analysis will be important to determine if the school

is on track to meet its goals.

3. How will you know at the end of five years if the school is successful?
School specific goals have been set up and data will be monitored to ensure the school is meeting their stated goals.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Regularly scheduled board training to ensure that the board members know how to best do their job. Regularly contributing to board meetings and serving on committees, etc, etc.
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?
Any problems would be brought up at a board meeting to decide how the situation can be handled to ensure the goal of the students and school is our first priority .

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
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

8. 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, Melissa P. Ginella, 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.

Melissa P. Ginella

Signature

1/4/14

Date

Attachment U: Code of Ethics and Conflict of Interest Policy

Code of Ethics

The Code of Ethics requires that State of Hawaii legislators and employees disqualify themselves from taking “any official action directly affecting 1) A business or other undertaking in which the employee has a substantial financial interest; or, (2) A private undertaking in which the employee is engaged as legal counsel, advisor, consultant, representative, or other agency capacity.

Conflict of Interest Policy**Article I: Purpose**

The purpose of the conflict of interest policy is to protect NSMS's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or board member of the school or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to public charter schools.

Article II: Definitions

1. **Interested Person--** Any board member, principal officer, or member of a committee with Governing Board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. **Financial Interest--** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which the school has a transaction or arrangement,
 - b. A compensation arrangement with the school or with any entity or individual with which the school has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the school is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate Governing Board or committee decides that a conflict of interest exists.
3. **Conflict of Interest—**A conflict exists if an employee takes an official action directly affecting:
 - a. A business or other undertaking in which the person has a substantial financial interests; or
 - b. A private undertaking in which the person is engaged as legal counsel, advisor, consultant, representative, or other agency capacity.
4. **Nepotism--** Bestowal of patronage by reason of relationship rather than merit.
5. **Official act or official action—** An act or action whereas a decision, recommendation, approval, disapproval, or other action, including inaction, which involves the use of discretionary authority

Attachment U: Code of Ethics and Conflict of Interest Policy

Article III: Procedures

1. **Duty to Disclose.** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with Governing Board delegated powers considering the proposed transaction or arrangement.
2. **Determining Whether a Conflict of Interest Exists.** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Governing Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
3. **Procedures for Addressing the Conflict of Interest**
 - a. An interested person may make a presentation at the Governing Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b. The chairperson of the Governing Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the Governing Board or committee shall determine whether the school can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Governing Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the school's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.
4. **Violations of the Conflicts of Interest Policy**
 - a. If the Governing Board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
 - b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Governing Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV: Records of Proceedings

The minutes of the Governing Board and all committees with board delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any

Attachment U: Code of Ethics and Conflict of Interest Policy

action taken to determine whether a conflict of interest was present, and the Governing Board's or committee's decision as to whether a conflict of interest in fact existed.

2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V: Compensation

1. A voting member of the Governing Board who receives compensation, directly or indirectly, from the school for services is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.
3. No voting member of the Governing Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the school, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI: Annual Statements

Each director, principal officer and member of a committee with Governing Board delegated powers shall annually sign a statement which affirms such person:

1. Has received a copy of the conflicts of interest policy,
2. Has read and understands the policy, and
3. Has agreed to comply with the policy.

Article VII: Periodic Reviews

To ensure NSMS operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its charter status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
2. Whether partnerships, joint ventures, and arrangements conform to the school's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further school purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.
3. The Board shall be responsible to annually review and adopt the Conflict of Interest Policy.

Article VIII: Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, NSMS may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Governing Board of its responsibility for ensuring periodic reviews are conducted.

Attachment W: Proposed Complaint Procedures

Proposed Complaints Procedures

Pursuant to Section 6.4 in the Charter Contract, "The School shall establish and adhere to a process for resolving public complaints which shall include an opportunity for complainants to be heard. The final administrative appeal shall be heard by the School's Governing Board, except where the complaint pertains to a possible violation of any law or term under this Contract."

Grievances against the North Shore Middle School, staff or students shall be reduced to writing and sent to the School Leader of NSMS Charter School. The office manager will keep records of all filed grievances, the responses and the appeals.

The School Leader of NSMS will respond to all grievances in writing within a two week period. Such response shall include notice to the grievant that the grievant may appeal the decision of Enterprise Charter School to the Governing Board.

If not satisfied with his/her response, then an individual may bring complaints to the Governing Board by submitting a letter addressed to the Chair of the Governing Board or by attending and participating in any public board meeting. An appeal of a decision by the School Leader may be made to the Governing Board in writing. Complaints made to the Governing Board shall be addressed by the first Board meeting following the meeting at which such complaint was made known. A copy of the final response made at the Governing Board meeting will be emailed to grievant within four business days of the Governing Board's decision.

Issues involving a violation of the law or charter contract may be resolved by filing a complaint with the Hawaii Charter Commission Office.

NSMS will disseminate the above policy on the school website and have a copy in the parent handbook.

The governing board may choose to delegate the initial hearings of complaints to a subcommittee of the board, or a school employee such as the principal or executive director. The final administrative appeal must be heard by the full governing board.

Attachment X: Staffing Chart

Staffing Chart

Middle School Staffing Model and Rollout

Title	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	Capacity 2020
School Leader and Director of Instruction (0.75 line 121, 0.25 line 211)	1	1	1	1	1	1
Financial Business Manager Contracted with Back Office Service Provider	Contracted	Contracted	Contracted	Contracted	Contracted	Contracted
Counselor and Special Services Resource Coordinator (line 251)	1	1	1	1	1	1
Office and Student Records Coordinator (0.50 line 141, 0.50 line 181)	1	1	1	1	1	1
Office Clerk/Health Aide (line 181)	0	0	.48	.48	1	1
Classroom Teachers (line 221)	4	4	6	6	8	8
Substitute Teacher	.1	.1	.15	.15	.2	.2
Volunteer Coordinator (line 171)	.25	.25	.48	.48	1	1
Reading Specialist (line 232)	.25	.25	.48	.48	.48	.48
Classroom Teachers (Specials if IEP required) DOE provided	.5	.5	.5	.5	.5	.5
Music Instructor (line 232)	.25	.25	.48	.48	1	1
World Language Native Speaker (line 232)	.25	.25	.48	.48	1	1
Total FTEs	8.6	8.6	12.05	12.05	16.18	16.18

Attachment Y: Personnel Policy

Personnel Policies**Equal Opportunity**

NSMS does not discriminate based on race, sex (including gender identity or expression), sexual orientation, age, religion, color, ancestry, disability, marital status, arrest and court record, or domestic or sexual victim status. NSMS will provide reasonable accommodation to an employee or job applicant with a disability.

Non-Discrimination

No employee or agents of the School shall engage in any form of discrimination that is prohibited by any applicable federal, State or county law including, but not limited to, Sec. 378-2, HRS.

Sexual Harassment

In accord with applicable law, NSMS does not tolerate sexual harassment, which is defined as 'unwanted sexual advances or other unwanted offensive visual, verbal, or physical conduct of a sexual nature'.

Collective Bargaining

School employees may be subject to collective bargaining rules under Ch. 89, HRS, and, if applicable, shall comply with any master agreements, as negotiated by the State. The School may elect to enter into a supplemental collective bargaining agreement that may contain cost and non-cost items.

Teacher Credentials

Teachers at NSMS shall comply with applicable State licensing requirements consistent with the Elementary and Secondary Education Act and applicable collective bargaining agreement(s). Teachers shall be licensed by the Hawaii Teachers Standards Board.

Evaluations

NSMS shall implement principal and teacher evaluation systems that are in compliance with Board of Education Policy 2055.

Criminal Background Checks

Employees are subject to criminal background checks, in accordance with Sec. 846-2.7, HRS, to determine suitability for working in close proximity to children. Information obtained pursuant to this provision shall be used exclusively by the School for the purposes of determining whether a person is suitable for working in close proximity to children. All such decisions shall be subject to applicable federal laws and regulations. The School may terminate the employment of any employee or deny employment to an applicant if the person has been convicted of a crime, and if the School finds by reason of the nature and circumstances of the crime that the person poses a risk to the health, safety or well-being of children.

Attachment Z: School Leader Evaluation Tool

NSMS SCHOOL LEADER EVALUATION RUBRIC

By Charter School Tools

Five Criteria and Recommended Weighting	Best in Class	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Academic Performance (40 points)	#1 or 2 school in market serving similar populations	Meets 100% of charter application or contract goals*	Meets 90% of charter application or contract goals*	Meets 50% of charter application or contract goals*	Fails to meet at least 50% of charter application or contract goals*
Financial Management (25 points)	Exceeds paid enrollment target by at least 3%; revenue above budget and expenses below budget; year 3 equity >10% of annual revenue (or 3%/year)	Meets paid enrollment target; revenue on or above budget and expenses on or below budget; year 3 equity >10% of annual revenue (or 3%/year)	Meets enrollment and attendance targets; net operating surplus; year 3 equity >5% of annual revenue (or 2%/year)	Short of enrollment and attendance targets; net operating deficit; reserves <2% of annual revenue; at least one instance of non-compliance identified by authorizer	Short of enrollment and attendance targets; net operating deficit; reserves <2% of annual revenue; material control weakness identified by independent auditor
Academic Program Fidelity** (20 points)	Academic program is recognized as exemplary by authorizer, state charter association, and donors/investors	Academic program implementation has gone well beyond the original charter application; special program elements are infused throughout the curriculum	Academic program meets the description in original charter application or in strategic plan adopted by the board; all stakeholders can articulate and identify key elements of the program	Academic program implementation meets some of the elements described in original charter application or strategic plan adopted by the board	Academic program does not meet most of the elements described in original charter application or updated strategic plan; few stakeholders can articulate key elements of the program
Parent/Teacher/Student Satisfaction (10 points)	90% of parents, students and teachers grade the school A or	80% of parents, students and teachers grade the school A or	75% of parents, students and teachers grade the school A or	50% of parents, students and teachers grade the school A or	Less than 50% of parents, students and teachers grade the

Attachment Z: School Leader Evaluation Tool

Five Criteria and Recommended Weighting	Best in Class	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
	B on all surveyed measures; 90% attendance at parent conferences; 90% teacher retention and student re-enrollment	B on all surveyed measures; 70% attendance at parent conferences; 80% teacher retention and student re-enrollment	B on all surveyed measures; 50% attendance at parent conferences; 75% teacher retention and student re-enrollment	B on all surveyed measures; 33% attendance at parent conferences; 65% teacher retention and student re-enrollment	school A or B on all surveyed measures (or no surveys conducted); below 33% attendance at parent conferences; less than 65% teacher retention and student re-enrollment
Fundraising/Community Relations (5 points)	Organization has exceeded fundraising goals and increased number of donors and total raised every year; at least 15 positive new stories per year and at least 15 school tours or visits hosted per year	Organization has met fundraising goals and increased number of donors and total raised most years; at least 10 positive new stories per year and at least 10 school tours or visits hosted per year.	Organization has received significant cash and in-kind donations and has a documented fundraising plan with annual goals; school has many more positive news stories than negative and has hosted at least 5 school tours or visits	Organization has received insignificant cash and in-kind donations, does not have a documented fundraising plan with annual goals; school has few or generally neutral news stories; organization web site is not updated regularly	Organization has received no cash and in-kind donations, does not have a documented fundraising plan with annual goals; school has significant number of negative new stories

* Charter application or contract goals include, decreasing in lowest performance band, increase in highest performance band, graduation rate, attendance, teacher retention, grade promotion.

** Academic program elements include curriculum , instructional approach (e.g., direct instruction, blended learning), assessment system, and extra-curricular or wrap-around services.

Attachment aa: Teacher Evaluation Tools

Domain 1: Data-Driven Planning and Assessment					
Standard	Indicators	Level 1	Level 2	Level 3	Level 4
1.1 Establish standards-based learning objectives and assessments	A) Selection of learning objectives	Learning objectives are loosely based on content standards and/or represent low expectations for student learning.	Learning objectives are informed by content standards and represent moderately high expectations.	Learning objectives align with content standards and represent high expectations and rigor and are sequenced to help students access the level of rigor in the standard(s).	All of level 3 and... promotes in-depth understanding of complex, interdisciplinary concepts.
	B) Measurability of learning objectives	Learning objectives may not be measurable or are stated in terms of student activities rather than as student learning.	Learning objectives are measurable, but consist of a combination of learning objectives and activities.	Learning objectives are specific, measurable, and are explicitly stated in terms of student learning.	All of level 3 and... Demonstrated measurement with multiple methods.
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences	The design and selection of learning experiences are not aligned to learning objective and not sequenced to ensure independent mastery of learning.	The design and selection of learning experiences are aligned to learning objective but are not sequenced / paced to maximize instructional time to enable students to demonstrate independent mastery of learning (e.g., sufficient modeling, varied practice).	The design and selection of learning experiences are sequenced / paced to enable students to demonstrate independent mastery of learning objectives including sufficient opportunities to practice under direct supervision of teacher and / or in collaboration with other students.	All of level 3 and... The design and selection of learning experiences include differentiated resources / activities for re-teaching and additional practice to adjust instruction as needed.
	B) Creating cognitively engaging learning experiences for students	Instructional plans do not provide cognitively engaging learning experiences to support students in achieving mastery of the stated learning objectives.	Instructional plans include cognitively engaging learning experiences but the plans include insufficient time and supports for students to achieve mastery of stated learning objective.	Instructional plans provide students opportunities for sustained attention to a cognitively challenging learning experience. The plans include sufficient time and supports for students to achieve mastery of learning objective through cognitively engaging learning experiences.	All of level 3 and... Cognitively engaging learning experiences ensure students construct knowledge to achieve or exceed mastery of the stated learning objective.
1.3 Use student data to guide planning	A) Lesson design guided by data	The teacher does not use student data sources to guide how content is organized or instructional strategies are selected.	The teacher uses student data sources to inform his/her planning for whole groups of students.	The teacher draws a specific connection between the student data sources used, the content organization, instructional strategies and grouping in order to meet specific student needs.	All of level 3 and... The teacher includes specific opportunities for students to use self-assessment data to guide their instructional choices.
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge	The teacher does not identify the necessary prerequisite content knowledge and skills for students, and/or does not address known gaps in students' learning.	The teacher identifies the necessary prerequisite content knowledge and skills for the class as a whole but does not have a clear plan for addressing known gaps in knowledge or skills.	The teacher identifies the necessary prerequisite content knowledge and skills for students, and includes specific learning activities to address known gaps in that knowledge for the class as a whole.	All of level 3 and... Includes specific learning activities to address known gaps in prerequisite knowledge for individual students.
	B) Addresses common content misconceptions	The teacher does not accurately identify common content misconceptions.	The teacher identifies common content misconceptions but has limited strategies for avoiding these cognitive errors.	The teacher identifies common content misconceptions and includes strategies for avoiding and correcting these cognitive errors.	All of level 3 and... Include multiple strategies for explaining cognitive errors as well as for uncovering additional misconceptions.
1.5 Design assessments to ensure student mastery	A) Selection of assessments	Proposed assessments do not measure the learning objectives.	Proposed assessments measure some, but not all aspects of the learning objectives.	Proposed assessments measure all aspects of the learning objectives and include varied methods so that students have multiple ways to show mastery.	All of level 3 and... Assessments and have been adapted to meet individual student needs. There are planned opportunities for students to use assessments to reflect on their progress towards mastery.
	B) Progression of assessments	No assessment or a single assessment is planned at the conclusion of the lesson.	Multiple assessments are planned. However, they are not sequenced in a way to provide meaningful information about student progression towards mastery of the learning objective (s).	Multiple assessments are planned and build on each other. They are sequenced throughout the lesson in order to provide meaningful information about student progression towards mastery of the learning objective (s).	All of level 3 and... Assessments are sequenced to ensure student progression towards mastery. Plans provide opportunities for student choice in, or design of, assessment methods.

Attachment aa: Teacher Evaluation Tools

Domain 2: Classroom Learning Environment

Standard	Indicators	Level 1	Level 2	Level 3	Level 4
2.1 Creates a classroom/ community culture of learning	A) Value of effort and challenge	The teacher makes limited efforts to encourage students in the pursuit of academic learning. Students do not persist in completing assigned learning tasks.	The teacher encourages students to complete learning tasks, but the emphasis falls on "finishing work." Students complete assigned learning tasks, but with little persistence toward quality work.	The teacher encourages students to work hard and meet academic challenges by taking risks. Students persist by responding to teacher feedback to meet learning expectations.	All of level 3 and... Students hold themselves, and each other, to high standards of performance, persisting to achieve excellence.
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations	There is limited evidence that the teacher has reinforced the school's standards of conduct for students.	The teacher's efforts to reinforce the school's standards of conduct are inconsistent.	The teacher supports the school's standards of conduct so that students understand and are held to the same high standards.	All of level 3 and... Students take responsibility for conduct without being prompted by teacher. They actively support the school and classroom standards of conduct.
	B) Response to behavior	Student behavior is inappropriate; and/or, the teacher does not respond to misbehavior or the response is repressive or disrespectful of student dignity and/or fails to positively recognize students' good behavior.	Student infractions of the rules are minor; and/or, the teacher's response to student misbehavior is administered to the whole class and emphasizes consequences over positive reinforcement.	Student behavior is appropriate; the teacher's response to student misbehavior is proactive and includes student specific redirection, feedback and positive reinforcement.	All of level 3 and... The teacher's response to student misbehavior is sensitive to students' individual needs. Students respond to each other's inappropriate behavior and redirect each other.
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students	The teacher's interaction with some students is negative, demeaning, sarcastic, or inappropriate to the age and/or individual needs of the students. Students exhibit disrespect for the teacher.	The teacher's interactions with students may reflect occasional inconsistencies, favoritism, or disregard for the age and/or individual needs of the students and/or students exhibit minimal respect for the teacher.	The teacher's interactions with students demonstrate general caring and respect in ways that are appropriate to the age and/or individual needs of the students. Students exhibit respect for the teacher.	All of level 3 and... The teacher's interactions with students reflect respect and caring, for individual students.
	B) Student interactions with each other	Student interactions are characterized by conflict, sarcasm, or put-downs, which interfere with learning for some students.	Students do not demonstrate disrespect for one another, but do not support each other's learning.	Student interactions are generally polite, respectful, and support each other's learning under the teacher's direction.	All of level 3 and... Students demonstrate genuine respect, caring, and support for each other's learning under their own initiative.
2.4 Use smooth and efficient transitions, routines, and procedures	A) Routines, procedures, and transitions	The teacher has not established or does not enforce routines and procedures, resulting in chaotic transitions and/or loss of learning time.	The teacher has established some routines and procedures, however inconsistent implementation results in some loss of instructional time.	The teacher has established and enforces routines and procedures; transitions result in little loss of instructional time.	All of level 3 and... Routines and procedures operate seamlessly and efficiently; transitions result in no loss of instructional time.

Attachment aa: Teacher Evaluation Tools

Domain 3: Instruction					
Standard	Indicators	Level 1	Level 2	Level 3	Level 4
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson	The teacher does not explain the learning objectives or how the objectives promote college-readiness.	The teacher explains the learning objectives and how the objectives promote college-readiness but in language which is not understood by students.	The teacher explains the learning objectives in language that is well understood by students. Students are able to articulate what they are expected to learn. The teacher refers back to the objective at the close of the lesson.	All of level 3 and... Students are able to articulate why they are learning the lesson. The teacher references the objective in multiple ways throughout the lesson.
	B) Connections to prior and future learning experiences	The teacher makes limited connections between current learning objectives and students' prior and future learning.	The teacher makes connections between the current learning objectives and the students' prior and future learning. Connections are vague and / or based on connections to assessments and grades.	The teacher makes explicit connections between the current learning objectives and the students' prior and future learning, facilitating students to make explicit connections between discrete pieces of content knowledge and a larger discipline (s).	All of level 3 and... The teacher facilitates as students build connections to prior and future learning objectives. Students make explicit connections within and outside of the discipline.
	C) Criteria for success	The teacher does not establish success criteria or does not share them with students and/or the success criteria focuses on what students do rather than what students learn.	The teacher alludes to the success criteria, but does not provide students with models or exemplars. The success criteria are a combination of what students will do and what they will learn.	The teacher clearly states the criteria for success. The teacher provides exemplars or models of successful attainment of the lesson objectives and the success criteria focus on what students will learn.	All of level 3 and... The teacher and students create and/or discuss the criteria for success with a focus on what students will learn. Students use exemplars or models as a means for self-assessing their progress.
3.2 Facilitates Instructional Cycle	A) Executes lesson cycle	The teacher does not implement lesson cycle and / or pacing does not allow the lesson to progress past direct instruction.	The teacher implements lesson cycle inconsistently; pacing of lesson segments is inappropriate for students to make progress toward attaining learning objectives.	The teacher implements the full lesson cycle (or the components of the lesson cycle that meet the needs of the objective and students), with appropriate pacing, which provides opportunities for gradual release and independent practice to demonstrate attainment of the learning objectives.	All of level 3 and... The teacher adapts and differentiates the lesson cycle so individual students progress towards mastery. Students have opportunities to extend or shorten lesson segments as needed throughout the class.
	B) Cognitive Level of Student Learning Experiences	Learning experiences (any and all assignments / strategies) do not meet the level of cognition required to attain mastery of the standard and achieve stated learning objectives.	Some, but not all, learning experiences meet the level of cognition required to attain mastery of the standard and achieve stated learning objectives.	All learning experiences consistently match the level of cognition required to attain mastery of the standard and achieve stated learning objectives.	All of level 3 and... Learning experiences are differentiated to allow individual students to attain mastery of the standard and master the stated learning objectives.

Attachment aa: Teacher Evaluation Tools

Domain 3: Instruction					
Standard	Indicators	Level 1	Level 2	Level 3	Level 4
3.3 Implementation of instructional strategies	A) Questioning	The teacher poses low-level, rote recall questions that require little cognitive challenge. Wait time is not utilized.	The teacher poses a combination of low and mid- level questions that require inconsistent levels of cognitive challenge. Wait time is used inconsistently.	The teacher poses scaffolded questions to move student thinking towards mastery of the learning objective. Wait time is used consistently. Students have opportunities to process the question before answering; teacher requires students to fully answer questions, and uses probing questions to extend students' ideas.	All of level 3 and... Students pose questions that require consistent cognitive challenge. Students respond to questions in a way that engages one other and respond to questions without prompting from the teacher. Students initiate questions to further their understanding of the content.
	B) Academic Discourse	Conversations, in whole and small group settings, are moderated by the teacher and elicit little academic discourse (I.e., content vocabulary, scholarly language) among students.	Conversations, in whole and small group settings, are dominated by a small number of students and result in inconsistent levels of academic discourse among students.	Conversations, in whole and small group settings are facilitated by the teacher and involve students in consistent levels of academic discourse; students display some, but not all of the following: talking about an academic idea, using academic vocabulary and supporting ideas with evidence.	All of level 3 and... Conversations are facilitated by students. Students talk without prompting about an academic idea, using academic vocabulary and support ideas with evidence.
	C) Group structures	There is a mismatch between the grouping structure and instructional objective/ student needs.	Instructional grouping arrangements are partially successful in maximizing student learning (i.e. structure, roles, duration). Student participation is inconsistent and teacher may not hold students accountable for individual / group work.	Instructional grouping arrangements maximize student learning (i.e. structure, roles, duration etc.). Teacher facilitation enhances collaboration and students are held accountable for individual / group work.	All of level 3 and... Teacher differentiates grouping arrangements in order to maximize learning for individual students. Students rely on each other to work through challenging activities and hold themselves and each other accountable for individual / group work.
	D) Resources and instructional materials	Resources and instructional materials are unsuitable to the lesson objectives, distract from or interfere with student learning, and / or do not promote cognitive engagement.	Resources and instructional materials are partially suitable to the lesson objectives. Resources and materials only partially promote cognitive engagement.	Resources and instructional materials are suitable to the lesson objectives, support attainment of the learning objective, and promote cognitive engagement.	All of level 3 and... Resources and instructional materials require cognitive engagement. Students choose, adapt or create materials to extend learning.
3.4 Monitoring student learning during instruction	A) Checking for understanding and adjusting instruction	The teacher does not check for students' understanding of the learning objectives during the lesson and/or does not adjust instruction.	The teacher has limited techniques to accurately check for students' understanding of the learning objectives and/or does not use the information gained to make adjustments in instruction.	The teacher uses frequent and varied techniques to accurately monitor students' progress toward the learning objectives and immediately adjusts instruction to meet students' learning needs.	All of level 3 and... Students self-assess and suggest adjustments in the instruction to meet their needs.
	B) Feedback to students	The teacher provides no feedback to students or the feedback does not advance students' toward attainment of learning objectives.	The teacher provides a combination of general and instructive feedback that inconsistently advances students toward attainment of the learning objectives.	The teacher provides specific, timely, and instructive feedback to students, which consistently advances students toward attainment of the learning objectives.	All of level 3 and... Students provide instructive feedback to one another.

Attachment aa: Teacher Evaluation Tools

Domain 4: Professional Responsibilities

Standard	Indicators	Level 1	Level 2	Level 3	Level 4
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy	The teacher does not know the degree to which a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson.	The teacher has a generally accurate impression of a lesson's effectiveness and success in meeting the instructional goals.	The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing general data to support the judgment.	All of level 3 and... The teacher cites specific data, and weighs the relative strengths of each data source.
	B) Use in future planning	The teacher has limited suggestions for how the lesson could be improved.	The teacher makes general suggestions about how the lesson could be improved.	The teacher makes specific suggestions about how the lesson could be improved.	All of level 3 and... The teacher predicts how the improvements will advance student learning.
	C) Acceptance of feedback	The teacher is resistant to feedback from supervisors or colleagues and/or does not use the feedback to improve practice.	The teacher accepts feedback from supervisors and colleagues but may/may not use the feedback to improve practice.	The teacher welcomes feedback from supervisors and colleagues and uses the feedback to improve practice.	All of level 3 and... The teacher proactively seeks feedback on what has been implemented.
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community	The teacher avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community by developing positive and productive professional relationships with colleagues.	All of level 3 and... The teacher assumes appropriate leadership roles and promoting positive and professional relationships
	B) Professional development	The teacher resists applying learning gained from professional development activities, and does not share knowledge with colleagues.	The teacher applies learning gained from professional development activities, and makes limited contributions to others or the profession.	The teacher welcomes professional development opportunities and applies the learning gained to practice based on an individual assessment of need. The teacher willingly shares expertise with others.	All of level 3 and... The teacher seeks out professional development opportunities and initiates activities that contribute to the profession.
	C) Shared commitment	The teacher demonstrates little commitment to supporting shared agreements that support student learning.	The teacher adheres to shared agreements that support student learning.	The teacher contributes to and actively endorses shared agreements that support student learning.	All of level 3 and... The teacher assumes a leadership role in contributing to, endorsing and encouraging others to embrace the shared agreements that support student learning.
4.3 Uphold and exhibit the CMO norms and expectations	A) Ethics and professionalism	The teacher has little sense of ethics and professionalism, and contributes to practices that put adult interests ahead of students.	The teacher displays a moderate level of ethics and professionalism in dealing with colleagues.	The teacher displays a high level of ethics and professionalism in dealings with both colleagues and students.	All of level 3 and... The teacher consistently works to support traditionally underserved students.
	B) Norms described by school/CMO handbooks	The teacher inconsistently complies with school and CMO policies and timelines.	The teacher complies with school and CMO policies and timelines, doing just enough to "get by."	The teacher fully supports and complies with school and CMO policies and timelines.	All of level 3 and... The teacher assumes a leadership role in modeling school and CMO policies and timelines and encourages others to support them.
4.4 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication	The teacher provides minimal information to parents about individual students, and/or the communication is inappropriate to the cultures of the families.	The teacher adheres to the school's required procedures for communicating with families with an awareness of cultural norms	The teacher initiates communication with parents about students' progress on a regular basis, respecting cultural norms.	All of level 3 and... Students contribute to the design implementation of the parent communication system.
	B) Responsiveness to parent inquiries and communication	The teacher does not respond, or regularly responds insensitively to parent concerns about students.	The teacher responds to parent concerns in a superficial or cursory manner, or responses may reflect occasional insensitivity	The teacher responds to parent concerns in a timely and culturally respectful manner.	All of level 3 and... The teacher handles parent communication with professional and cultural sensitivity.
	C) Inclusion of the family as a partner in learning decisions	The teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	The teacher makes modest and partially successful attempts to engage families in the instructional program.	The teacher's efforts to engage families in the instructional program are frequent and successful.	All of level 3 and... Students contribute ideas for projects that will be enhanced by family participation.

Attachment bb: School-Specific Measures

School-Specific Measures

School-Specific Performance Goal #1	<p><i>What is your school-specific performance goal #1?</i></p> <p>“Fostering Students capacities” graduating students will demonstrate reading and math proficiency by achieving a “meets” or “exceeds” on the current Hawaii State assessment grade level proficiency standards after two years of attendance at NSMS at a rate that is 10% better than similar grade student at Kahuku and Waialua High and Intermediate School.</p>
Measure	<p><i>How will you assess and demonstrate performance toward this goal?</i></p> <p>Results from the Hawaii state assessment test, scheduled to be the Smarter Balance Assessment, will be used to assess and demonstrate performance toward the goal.</p>
Metric	<p><i>How will you quantify this measure?</i></p> <p>The percentage of 8th graders who have attended the school for at least two years who have achieved a “meets” or “exceeds” (or the equivalents) on the Hawaii standardized test that is currently being used and compare to the results from Kahuku and Waialua 8th grade students.</p>
Targets	<p><i>What targets will your school achieve?</i></p> <p><i>Year 1</i></p> <p>Meets standard- 4% more 8th grade students earn a “meets” or “exceeds” when compared to Kahuku and Waialua’s 8th graders.</p> <p>Approaching standard 2% more 8th grade students earn a “meets” or “exceeds” when compared to Kahuku and Waialua’s 8th graders.</p> <p>Does not meet standard 8th grade students earn a “meets” or “exceeds” at the same rate or lower than Kahuku and Waialua’s 8th graders.</p> <p><i>Year 2</i></p> <p>Meets standard- 6% more 8th grade students earn a “meets” or “exceeds” when compared to Kahuku and Waialua’s 8th graders.</p> <p>Approaching standard- 4% more 8th grade students earn a “meets” or “exceeds” when compared to Kahuku and Waialua’s 8th graders.</p> <p>Does not meet standard- 8th grade students earn a “meets” or “exceeds” at the same rate or lower than Kahuku and Waialua’s 8th graders.</p> <p><i>Year 3</i></p> <p>Meets standard- 8% more 8th grade students earn a “meets” or “exceeds” when compared to Kahuku and Waialua’s 8th graders.</p> <p>Approaching standard- 6% more 8th grade students earn a “meets” or “exceeds” when compared to Kahuku and Waialua’s 8th graders.</p> <p>Does not meet standard- 8th grade students earn a “meets” or “exceeds” at the same rate or lower than Kahuku and Waialua’s 8th graders.</p>

Attachment bb: School-Specific Measures

	<p><i>Year 4</i></p> <p>Meets standard- 10% more 8th grade students earn a “meets” or “exceeds” when compared to Kahuku and Waialua’s 8th graders.</p> <p>Approaching standard- 7% more 8th grade students earn a “meets” or “exceeds” when compared to Kahuku and Waialua’s 8th graders.</p> <p>Does not meet standard- 8th grade students earn a “meets” or “exceeds” at the same rate or lower than Kahuku and Waialua’s 8th graders.</p>
Rationale for Goal	<p><i>Why is this goal important to your mission?</i></p> <p>Students can only “improve their communities” when their foundational skills are at a level that allows for more complex problem solving abilities and confidence.</p>
Assessment Reliability and Scoring Consistency	<p><i>How will you demonstrate both the reliability and scoring consistency of the assessment(s) you plan to use, of non-standardized?</i></p> <p>This measure uses a standardized assessment and is reliable and consistent as long as NSMS is taking the same assessment as Kahuku and Waialua.</p>
Baseline Data	<p><i>What is your beginning data point?</i></p> <p>The beginning data point will be the performance results from 8th grade students, year one, compared to Kahuku and Waialua 8th grade students.</p>
Attachments	<p><i>Optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i></p>

APPLICATION AND QUALIFICATION QUESTIONNAIRE

(Non-Profit)

Write answers in the spaces provided. Attach additional sheets as necessary, clearly indicating the applicable section number.

Part I: General Information

1. Applicant's legal name: Friends of North Shore Charter
2. Applicant's full mailing address:
PO BOX 1116, Haleiwa HI 96712
3. Name of contact person: Dali Pyzel
Contact person Phone No.: 808-388-5757 Fax No.: NA
4. Applicant is interested in the following parcel:
Tax Map Key No.: 58001051 Location: 58-130 Kamehameha Hwy, Haleiwa 96712
If Applicant is current lessee: General Lease No.: NA
5. When was Applicant incorporated? _____
6. Attach the following:
 - A. Articles of Incorporation
 - B. Bylaws
 - C. List of the non-profit agency's Board of Directors
 - D. IRS 501(c)(3) or (c)(1) status determination
 - E. Tax clearances from State of Hawaii and respective county Real Property Tax Office.
 - F. Audited financial statements for the last three years. If not audited, explain why.
If Applicant is a new start-up, attach projected capital and operating budgets.
 - G. Any program material which describes eligibility requirements or other requirements to receive services

Part II: Qualification

7. Is Applicant registered to do business in Hawaii: Yes/No
8. Has Applicant received tax exempt status from the Internal Revenue Service? Pending Yes/No
9. Is Applicant licensed or accredited in accordance with federal, State or county statutes, rules, ordinances, to conduct the proposed activities? Yes/No

List all such licenses and accreditations required: Hawaii DOE Public Charter School pending application approval May 6, 2013

10. Is Applicant in default or otherwise not in good standing with any State department (e.g. POS agency, DCCA, DLNR, etc.)? Yes/No

If yes, explain:

11. Has Applicant had a State of Hawaii lease, permit, license, easement or sale in fee cancelled within the last five years? If yes, list:

Yes ☒ No

<u>Doc. No.</u>	<u>Type of Agreement</u>	<u>Term of Agreement</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

12. Does Applicant have any policies which discriminate against anyone on the basis of race, creed, color, national origin, sex or physical handicap?

Yes ☒ No

If yes, explain:

13. Has Applicant received funding from a federal, State, or county government agency, the Aloha United Way, and/or a major private foundation within the last three years? Please list all such contracts below:

Pending ☒ Yes ☐ No

<u>Agency</u>	<u>Contract Term</u>	<u>Contract Amount</u>
Hawaii Department of Ed	pending	\$ 600,000
Federal Department of Ed	pending	\$ 175,000
_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____

14. If Applicant has not received funding from a federal, State or county government agency, the Aloha United Way and/or a major private foundation during the past three years, describe Applicant's qualifications to effectively perform the proposed services, including but not limited to, grants or subsidies received from non-major, private funders and/or staff or Board members who possess significant experience in Applicant's service field.

Daleth Pyzel - School Leader

Melissa Ginella - Board Member, fundraiser expert

James O'Shea - Board Chair, IT specialist

Monique Mironesco - Board member, UH professor

North Shore Middle School

Bill Ballard, School Board member, small business owner

Katie Landgraf, School board member, UH Instructor (CPA)

Non-Profit Board.

Jesse Hodel
Malcom
Jennifer Johnson
Betty Guerre
Dalea Pyzel

Part III: Program Activities and Persons to be Served

15. What activities will be conducted on the premises to be leased?

Public Charter School for 7th and 8th graders

Blended learning environment with daily online and classroom components, career focus groups and community service outreach.

16. What are the specific objectives of these activities?

Fostering students' capacities to improve their communities, from local to global, through experiential and problem-based learning.

17. Describe the community need for and the public benefit derived from these activities.

Currently, there is NO middle school option for North shore children. Children as young as 12 yrs old have to go to school with children as old as 19 yrs old. There is no charter school available within a 45 min-1 hr. drive from the North shore. This group has over 500 signatures of support

18. Describe the targeted population for these activities by: 1) age group, 2) gender, 3) ethnic background, 4) income level, 5) geographic location of residence, 6) special needs/disability, and 7) other applicable characteristic(s).

200 - 7th and 8th graders, ages 12 to 14 years old. Both boys and girls made up of an expected, 40% Hawaiian, 20% Caucasian, 10% Samoan and 30% other ethnicities. We estimate to serve at least 50% free and reduced lunch qualifying students and anticipate 6% English Language Learners and 10% SPED.

19. Describe all eligibility requirements of clients to participate in the activities, e.g. age, income level, ethnic background, income level, disability, etc.

All students in grades 6th and 7th can apply. Enrollment will be based on ~~first come~~ a lottery if more students apply than spots available.

20. Do you require membership to participate in these activities?

If yes, list the requirements of becoming and remaining a member:

Yes/No

enrollment into the school or being a volunteer.

21. How many unduplicated persons will engage in the activities annually?

Activity	Persons Per Year
Students	200
parents	136
Volunteers	100
teachers + staff	12

22. Is State funding made available for the activities to be conducted on the leased premises? (Yes) No

If yes, by which State agency: Hawaii Board of Education BOE

23. List all activities to be conducted on the leased premises which require payment of excise taxes, e.g. subleasing, sale of products or services. Include an estimate of annual gross revenues from each activity.

The school's community service programs require raising \$4,000 annually for the selected non-profits the school body has selected to support through student projects.

Development of the Land

24. Describe the proposed site development plan for the property, indicating the location and size of buildings, parking areas, landscaped areas and related uses. Attach sketch of plan if available.

We haven't had an opportunity to tour the facilities yet but assume some walls would need to come down to make rooms bigger for classrooms. Also our agriculture career group would eventually want a greenhouse

25. What improvements to the land do you intend to make and at what cost?

The property is perfect as is besides the delapidated builds on either side of the useable facility. The school would develop plans on how to clean those up to ensure student safety.

26. How will the improvements be funded?

Any improvements will be funded by grants and fund-raising.

27. Describe all environmental, land use and other permitting requirements which must be met to develop the land as proposed.

No proposal at this time is being made to develop the land. We would require a certificate of occupancy for existing building.

28. Will you be subleasing any portion of the property? If yes, describe the sublease uses:

No

Part V: Notarized Certification

I/We hereby certify that the statements and information contained in this Application and Questionnaire, including all attachments, are true and accurate to the best of my/our knowledge and understand that if any statements are shown to be false or misrepresented, I/we may be disqualified from receiving a lease or my/our lease may be canceled.

Daleth Pyzel

Applicant Name

Betty Guerre

Applicant Name

By:

By:

Its:

Its:

Date:

12/9/13

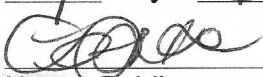
Subscribed and sworn to before me this

9

day of

December

2013.



Jennifer Luke

Notary Public

County of:

Honolulu

State of:

Hawaii

My commission expires:

July 4, 2014

NOTARY PUBLIC CERTIFICATION

Jennifer Luke

First Judicial Circuit

Doc. Description:

Application and

Qualification Questionnaire.

No. of Pages:

5


Date of Doc.

12/09/13

Notary Signature

Date

12/09/13

From: Dali Pyzel <admin@nscharter.org> 
Subject: North Shore Middle School Request
Date: November 19, 2013 11:56:46 AM HST
To: dlrr@hawaii.gov
Cc: barry.w.cheung@hawaii.gov, dali <admin@nscharter.org>, james o'shea O'Shea <jcposhea@gmail.com>

2 Attachments, 8.4 MB

Aloha Mr. William J. Aila Jr.,

I am one of the founders of a public charter middle school for the North Shore, North Shore Middle School (NSMS), and am writing to you to express the community's interest in leasing the Crawford property as a future site of our small middle school. A recent survey of the community indicated 100% of the people surveyed supported us trying to secure a lease with the DLNR for that site. We expect to receive our public charter this May and plan on opening the new school the Fall of 2015. We have over 500 signatures of support for our school and our board and committee members have a variety of experience from law, education, event planning, accounting, investment, as well as other expertise. I am attaching a flyer about the school and a link to our website for you to see the level of dedication we have for this project and have included the essential terms of the school.

The North Shore Middle School (NSMS) will provide an opportunity for rural, racially diverse, impoverished, military and other, 7th and 8th graders to meet or exceed national core standards and be prepared and motivated to graduate from high school and college. The school will be both the first, and only, middle and public charter school in the area. The NSMS will provide an innovative blended, proven on-line instructional programs and a project-based curriculum which provides career exploration in a small supportive school environment. Academics will be guided by five elements: 1) **Academic Excellence**- Using a blended learning model that integrates on site daily online learning and project based learning into the school schedule and allows for the benefits of the individualization of each student's curriculum to meet his or her learning needs and measured by comparing data to the common core standards. The initial mission-specific goals for this essential item is 100% of all students reading and performing math at or above grade level after two years at the school and student website portfolios will include eight different advanced technology projects in two years. While NSMS has received feedback stating that the stated goal of 100% of all students meeting performance standards is not realistic, they feel that it is better to set the expectation too high, than too low, simply to ensure of it being attainable. 2) **Career Learning**- Students will pick one of four career focus groups which will guide most of their projects throughout the year and how students will be spending their Friday Community Service Days. Projects will be graded and measured by the total donations they are able to raise for the *Cause of the Quarter* each quarter. 3) **Parental Involvement**- Parent, caregivers or a substitute volunteer will be expected to volunteer eight hours a month per student to support student and school success. The school will measure this essential term by recording and tracking the volunteer hours provided by a representative of each student. If a student can not provide their own volunteer, the school will find a volunteer to donate his or her time on behalf of the student. 4) **Community Service**- Our *Cause of the Quarter* program will teach students how to support well managed non-profit organizations using skills learned in their career focus groups. The initial mission-specific goal for this essential item is the goal to raise \$4000 annually through career projects for our *Cause of the Quarter* program. 5) **H.I.C.** a) Holistic Learning, b) Intercultural Awareness c) Communication. The NSMS will foster the values of holistic learning, intercultural awareness and communication, through their guest speaker, family wellness and after-school programs. Students will be required to take year-long world language and music courses to help achieve these goals. The success of these H.I.C will be measured by student success in their communication skills assessed by their language, music, and writing development grades.


We are aware that this property used to be a school before a nursing home and are hoping that it can be used as a school again. There is much development on the North Shore and the residence want a small school made just for middle school aged children. I am requesting that the North Shore Middle School request to lease the property can be added to one of the January agenda's so I can give a quick presentation about the school and provide written testimony from our supporters.

Thank you for your time and I look forward to hearing from you.



[nsms flyer.pdf \(8.4 MB\)](#)

Blue Skies,
 Dali Pyzel
sales@pyzelsurfboards.com
pyzelsurfboards.com
 808 223-3305

From: Kathleen Pahinui <pahinuik001@hawaii.rr.com> 
Subject: Re: Crawford's Home
Date: December 8, 2013 7:56:08 PM HST
To: Dali Pyzel <admin@nscharter.org>
Cc: james o'shea O'Shea <jcposhea@gmail.com>

Aloha Dali -

Mahalo for the information. Have you been to the Sunset Beach Community Association? If not, please meet with them first then we can get you on the North Shore Neighborhood Board agenda. In the meantime, could you email me Barry's number so I can call him. I want to make sure I understand what DLNR wants from the board – a letter of support? A letter stating you made a presentation? Etc.

Once I have talked to him, I will give you a call to discuss next steps.

Kathleen

From: Dali Pyzel <admin@nscharter.org>
Date: Friday, December 6, 2013 1:31 PM
To: Kathleen Pahinui <pahinuik001@hawaii.rr.com>
Cc: James O'Shea <jcposhea@gmail.com>
Subject: Crawford's Home

Aloha Ms. Pahinui,

I was referred to you by Blake McElheny when I asked him how to get the Crawford's Home vacancy on the agenda for a Neighborhood Board meeting.

I am one of the founders of a proposed middle school for the North Shore and we are anticipating opening in the Fall of 2015. I contacted the Crawford's Home lawyer back in September 12, 2013 to ask him how to find out how we could possibly lease the property. He told me that there was already a party interested in leasing it and referred me to Barry Cheung at the DNLN. I called Barry that day to find out the process to let the DLNR know we are interested in the property and was told that I would have to call back until it was on the agenda. Over the last three months I have called to check in as instructed and received more information about how to let the DLNR know we are interested in pursuing a lease. On November 19th, I wrote an email to the chair, William J. Aila Jr. to tell him about our school and the community survey we sent to our over 300 person email subscriber list. Results from our survey indicated 89% of the respondents supporting the school site to be in Sunset Beach area to 9% supporting Wailua and 3% supporting Haleiwa. Ninety-four percent of respondents also supported the idea of leasing the Crawford property if it was available but I have not heard back from the Chair yet. I asked Barry if I should conduct a community petition to help further our cause which he felt would not be helpful at this time. He mentioned that there will need to be a community discussion that needs to take place at the Neighborhood board at some point. On December 3rd, Barry told me that I should complete the Application and Qualification Questionnaire for Non-Profit organizations interested in leasing DLNR properties which I am in the process of completing now.

It was my hopes that we could begin the community discussion that needs to take place regarding the property by requesting someone from the DLNR, Barry Cheung or someone else, involved with the property. I would like to know what due process they will take to decide what happens to the property, an approximate timeline of that process and learn about the other interested parties. I would be available to present regarding my experience in pursuing the property for the middle school if needed or presenting about the Middle School plan in general if you think that would be of interest to the community.

Thank you for your time and I look forward to hearing back from you. If you are interested in learning more about North Shore Middle School, please visit our website at www.NScharter.org or feel free to call me anytime, 388-5757.

Blue Skies,
Dali Pyzel

From: "Sen. Clayton Hee" <senhee@capitol.hawaii.gov> 
Subject: RE: North Shore Middle School
Date: December 5, 2013 5:39:27 AM HST
To: Dali Pyzel <admin@nscharter.org>, "emartin@honolulu.gov" <emartin@honolulu.gov>
Cc: james o'shea O'Shea <jcposhea@gmail.com>, "diamondugrace@gmail.com" <diamondugrace@gmail.com>

Dear Ms. Pyzel:

Thank you for your hard work in establishing a charter school on the north shore of Oahu.

Have you contacted or do you plan to contact anyone associated with Crawford's Convalescent Home including, but not limited to: DLNR, or Leki Incorporated?

My staff attorney Diamond Grace will call Crawford's Convalescent Home to get the status of the institution regarding its present situation. Ms. Grace's telephone number is: 586-7330 if you wish to speak to her or you may contact her electronically at her email address above.

Thank you again and best of luck!

Clayton Hee

From: Dali Pyzel [admin@nscharter.org]
Sent: Tuesday, December 03, 2013 4:31 PM
To: Sen. Clayton Hee; emartin@honolulu.gov
Cc: james o'shea O'Shea
Subject: North Shore Middle School

Aloha Senator Hee and Council Member Martin,

I am one of the founding members of a start-up public charter school, North Shore Middle School, currently submitting an application to the Hawaii Charter Commission for approval. We are trying to secure a facility for the middle school which will serve 100 - 200, 7th and 8th grade, students on the North Shore. Charter schools are mission driven, school of choice, State entities and are held accountable through the new charter school governing laws. The North Shore Middle School, has over 500 community supporter, and have conducted multiple surveys where residence indicated a need for the school and a preference for the school site to be in the Sunset Beach community. Currently, there are six, 7th - 12th public schools in the State and the North Shore has two of them. Also there are no public charter schools operating anywhere between Waipahu and Kaneohe if you drive central and then along the coast to the Windward side.

We are looking for support from local politicians to help the community secure a suitable site for our school which is scheduled to open fall of 2015 if approved by the Commission in May of 2014. On a recent survey, 94% of respondents supported the North Shore Middle School leasing Crawford's Home (TMK- 58001051, located on 58-130 Kamehameha Hwy.) which was leased by Leki Incorporated until they recently broke their lease on the DLNR property. This property is an ideal location for our school since it is central to our target feeder elementary schools, offers ADA compliance buildings, offers easy public transportation to and from and provides room for our agriculture program. Can you help us acquire a lease on this property for the children of the North Shore and surrounding areas?

Please check out our website, <http://www.nscharter.org/academics.html> and let us know if you have any questions about the school or if we can schedule a meeting to discuss further. Thank you for your time.

Blue Skies,
 Dali Pyzel
 Founding member
admin@nscharter.org
www.nscharter.org
 808 388 5757

Attachment ee Start-Up Plan

Tasks	Timeline	responsible individuals
Facility		
Obtaining: DLNR presentation for North Shore Neighborhood Board to share process for selection	March 2014.	Kathleen Pahinui, Blake McElheny and Dali Pyzel
Financing Facility: Collect \$21,000 of pledges once the school has been approved.	May 2014 - July 2014	Board Members- Melissa Ginella; School Leader -Dali Pyzel
Obtaining: Contact DNLR, Sunset Beach Christian Church and Waiialua locations to notify of approval.	May 2014.	Roberto Lopes and Dali Pyzel
Obtaining: Continue contact with elected officials to gain support. Contact five different officials and set up meetings with three	July 2014.	Dali Pyzel, James O'Shea, Judy Fomin
Renovating: Facilities Committee to develop plan for renovations with help of architect	June 2014 - April 2015.	Dan Franzman, Dali Pyzel, Roberto Lopes, Jim Frisbee
Funding Start-Up Period		
Fundraiser: Prepare for the Surfer Bar Fundraiser on Jan. 30, 2014, target \$5,000	January 6 - January 30, 2014	Volunteer Coordinator- Chaney Padaca, Non-profit Board member- Betty Guerre
Financing Facility: Collect \$21,000 of pledges once the school has been approved.	May 2014 - July 2014	Board Members- Melissa Ginella; School Leader -Dali Pyzel
Fundraiser: Plan for larger sit down dinner type of fundraiser, target \$30,000	June 2014.	Melissa Ginella, Jacque Leinau, Nicole Puakea, Chaney Padaca, Cathy Shanley, Dali Pyzel
Grant Writing: Explore grant writing services, interview and receive quotes from three different companies, report to board for final decision	June 2014.	Dali Pyzel

Attachment ee Start-Up Plan

Tasks	Timeline	responsible individuals
Grant Writing: Apply for Federal Start-up grant; identify and apply for: federal grants, Hawaii Community Foundation Grants, national grants	June 2014 - ongoing	Dali Pyzel, Monique Mironesco, contracted grant writer
Community Outreach		
Marketing: Send out notice of charter approval to school email list with link to waitlist	May 2014 recurring monthly newsletter on progress	Katie Hiltbrand, Chaney Padaca and Dali Pyzel
Enrollment: Respond to people on the waitlist with an email about the application process, timeline and due dates	June 2014- monthly	Dali Pyzel, Chaney Padaca, Katie Hiltbrand
Marketing: Design and Print out flyers about school to post on bulletin boards around the North Shore Communities. Havedraft text translated by google translate into languages specified in application and hire contractor for review	August 2014.	Dali Pyzel, Bill Ballard and contractor from Odesk
Partnership Development: Schedule meetings with area DOE schools & private schools. Visit SEEQS Charter school and at least two other top performing charter schools in the State	September 2014.	Dali Pyzel and James O'shea
Enrollment: Convert printable application on website to submittable application for an easier application process for those without printers	September 2014.	Dali Pyzel, James O'Shea and Elizabeth Garrison

Attachment ee Start-Up Plan

Tasks	Timeline	responsible individuals
Hiring		
School Leader: Officially hire Dali Pyzel for Jan. 1st start date	January 2015.	Governing Board- James O'Shea, Monique Mironesco, Katie Landgraf, Melissa Ginella, Bill Ballard
Office Coordinator: Create interview application and criteria, complete job description with performance indicators, advertise position, interviews start one month start date	January - March 2015.	Dali Pyzel and James O'shea
Business Manager: Interview two additional backoffice services providers, contract with one for a February 1st start of service date	January - February 2015.	Dali Pyzel, office coordinator and James O'shea
Staff: School Counselor and Lead teacher, create interview application and criteria, complete job description with performance indicators, advertise positions, interviews start one month start date of May 1st	January - May 2015.	Dali Pyzel, and office coordinator
Staff: Teachers, reading specialist and volunteer coordinator, create interview application and criteria, complete job description with performance indicators, advertise	January - June 2015.	Dali Pyzel, and office coordinator

Attachment ee Start-Up Plan

Tasks	Timeline	responsible individuals
Founding Board Transition		
Bylaws: Have board vote in bylaws after school approval	May 2014.	Governing board members
Policies: Have board review all draft and proposed policies for approval	June - August 2014	Governing board members
Procedures: Have board review all draft and proposed policies for approval	June - August 2014	Governing board members

Attachment gg: Budget Narrative

Budget Narrative for North Shore Charter School January 6, 2013

Provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.

North Shore Middle School (NSMS) relies on State and Federal funding sources to support its basic program, instruction and curriculum. Grant, foundation, personal loans and corporate monies as well as in-house fundraising shall be used to support and enhance learning opportunities and provide extra activities and events.

North Shore's startup year and three-year budgets were prepared in consultation with Charter Schools Management Corporation (CSMC).

The following section is a narrative description of the 5-year budget projection provided by North Shore. All estimates are projections based on the currently reported funding amounts by the Hawaii Department of Education.

The following descriptions are broken up by section for clear articulation of our budget projection.

Budget Assumptions

The following assumptions were used in creating the budget:

1. A total of \$156,950 in Federal Grants is anticipated to be used to support initial operating expenses and capital purchases prior to opening doors in Year 1. A Federal **Planning, Program Design, and Initial Implementation grants (CFDA number 84.282B)** is **eligible** to developers who have applied to an authorized public chartering authority to operate a charter school. The purpose of the Charter Schools Program (CSP) is to increase the national understanding of the charter school model by (1) expanding the number of high-quality charter schools available to students across the Nation by providing financial assistance for the planning, program design, and initial implementation of charter schools, and (2) by evaluating the effects of charter schools, including their effects on students, student academic achievement, staff and parents. Grants are awarded up to \$200,000 per year, eligible for up to a three year period. NSMS applied last year for this grant and while receiving excellent reviews for curriculum, students served and community support, lost a substantial amount of points due to the fact that they have not been approved for a charter (16 points out of 109). NSMS will apply again during the 2014 application period. Secured sources of funding for Year 0 include \$21,000 of cash contributions and \$7,680 of In-kind contributions. NSMS has received pledges to donate to the school, immediately on its approval, from community members totaling \$21,000. These pledges we collected from a survey sent out to North Shore community members using the NSMS email list. Monetary value of In-kind contributions is calculated using the expected volunteer hours per family multiplied by the goal of 80% compliance of the student population and then multiplied by the months in the school year (8 hours per x 80 family members x 10 months = 6,400 volunteer hours). The standard hourly rate applied to volunteer hours is calculated at \$16 per hour, multiplying that number by the expected hours to received equals \$102,400 worth of volunteer hours, but to be conservative the

Attachment gg: Budget Narrative

estimate was cut in half to \$51,200. NSMS also anticipates receiving a total of \$50,000 in grants and contributions from private entities, including from its own supporting non-profit organization. The community wants a middle school alternative and there are many community resources to help support the need. Community organizations like North Shore Community Land Trust annually raise approximately \$100,000 in one night at their annual fundraiser. Friends of Sunset Beach annually raises \$30,000 - \$40,000 during their big annual fundraiser and Sunset Beach Elementary School PTCA raises around \$50,000 annually to assist with school expenses. NSMS's funding agency, *Friends of North Shore Charter School*, conservatively estimates to be able to meet their goal of \$40,000 of annual support by holding two fundraisers a year.

2. Beginning net assets include \$5,000 of fundraising receipts already received and \$2,000 of cash.
3. Enrollment is projected to be 100 students in years 1 and 2, including one 7th grade class and one 8th grade class. In year 3, enrollment is projected to increase to 150. The school wants to offer its educational opportunities to more students after the initial two start-up years increasing enrollment in a way that allows for hiring two more teachers to keep classroom sizes down to 25.
4. Per pupil annual revenue from the State of Hawaii Dept. of Education is projected to be \$6,000 from Year 1 to Year 3. North Shore Charter School will commence serving students in Year 1 (i.e. 2015-2016 school year).
5. Per pupil facilities funding is projected at \$55.58 for Year 1-3, which is the rate for Start-up schools.
6. NSCS anticipates receiving federal grants for Year 1-3 that include DOD & Impact Aid funds (\$285 per pupil) and \$25,000 of annual Charter School Start-Up assistance funds.
7. NSCS anticipates receiving annual contributions of \$40,000 from its supporting non-profit as a result of various fundraising events. Private grants are also anticipated to support various programs on an annual basis. The proposed school will be applying for grants that support closing the achievement grant, career learning, agriculture and advanced technology learning grants along with others that support the enhancements of programs being offered.
8. Total variable income (i.e. grants, donations, fundraising) is projected to be around 11% of total operating income in Year 1 and 2, and decreasing to around 8% in Year 3.
9. Start-up (Year 0) expenses will cover 1) hiring of key staff members starting in January of 2015, 2) pay for initial purchases of instructional materials and supplies, 3) staff training and 4) various expenses related to facilities lease, renovations and preparations. Note a total of \$72,300 of purchases related to textbooks and computers are being capitalized and depreciated over the appropriate useful life.
10. An annual inflation rate of 2.5% beginning in Year 2 is used for all expenses, with Year 3 expenses also reflecting an increase in proportion to the increase in enrollment. Budget estimates for expenses are based on projected program needs and cost rates similar to other schools.
11. Salaries and facilities rent will comprise a significant portion of the annual budget. Salary rates are based on those provided by consultants, as well as reviewing competitive rates through various online sources. North Shore intends to always provide its employees with fair compensation.

Attachment gg: Budget Narrative

North Shore will create its own salary range for our various positions, and compensation will be based on experience, skill sets, position demand, and other factors.

The current state economy has left thousands of new and experienced teachers seeking quality employment and there are also a large number of teachers who specifically seek out opportunities to teach in a small charter school atmosphere. As North Shore becomes fiscally stable and state funding improves, North Shore has every intention of additionally compensating its staff.

Rental of facilities is estimated to cost \$6,000 per month, which is comparable to other schools of similar size and staffing structure. Other cost estimates related to maintenance of facilities has also been calculated in comparison to actual expenses of other schools.

12. NSMS has a contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. Budget reductions in various operational expenses will need to be considered and prioritized to ensure that the school can still continue to operate efficiently. Monthly reviews of financials and internal budget reports will be essential to ensure effective management of the school budget and cash needs. If necessary, other sources of funds, such as short term loans, will also be considered but only after all other options to generate other income have been exhausted.
13. In the event that revenue projections are not met in advance of opening in Year 1, the school will request a one year extension on its start date.

Cash Flow Statement

Included in our budget projections is our 3-year Cash Flow Statement. Cash on hand is always a large challenge for charter schools. As a result of our conservative budgeting and projected expenses, North Shore clearly demonstrates a sound and comprehensive cash plan.

3-Year Operating Budget

Our 3-year budget demonstrates North Shore's plan to remain a strong and fiscally solvent operation. We have created a school that is focused on the student's needs and allows us to bring forward the very best elements of a high quality charter school, which we believe will help hundreds of students to thrive and find their voice.

We have used state revenue estimates and only funding that North Shore is qualified to receive upon opening. North Shore will aggressively seek out additional funding sources, fundraising opportunities, and expense saving opportunities that will likely place the school on even better fiscal footing than we project here.

North Shore has budgeted for a 5% Operating Expense Reserve in Year 1; then increasing that reserve fund by 1% each subsequent year until Year 3, when it will have a 7% reserve on hand.

Back Office Service Provider

Attachment gg: Budget Narrative

Our charter school board has selected Charter School Management Corp (CSMC) for our initial back office and financial service operational needs. CSMC has provided support for the North Shore application process by creating our application's financial plan, making themselves available to attend district and county meetings and hearings (as needed), and reviewing the business aspects of our petition narrative.

CSMC, founded in 2001, is the largest provider of back office support to charter schools in the nation. CSMC currently supports over 150 charter schools in 10 states. CSMC has offices in Hawaii, California, Indiana, Ohio, Louisiana, Colorado and Florida.

CSMC is not a Charter Management Organization. CSMC does not provide day-to-day operational leadership or oversight to its charter school clients. Rather CSMC is a high quality contracted service vendor, supporting charter schools seeking to outsource their school business services.

Services that CSMC provides include:

- Annual budget development, cash flow projections, and financial planning
- General ledger and booking
- Accounts payable & receivable
- Payroll, retirement reporting, and benefits administration
- Local/State/Federal reporting for compliance
- Attendance tracking & reporting
- Attendance reporting
- Charter school board financial reports
- Communicating with and reporting to authorizer on financial matters, as needed.

CSMC also provides clients with its cutting edge web portal, CharterVision, a 24/7 on-demand resource that provides access to all financial records and reports of the charter school. CharterVision provides in depth information, access and transparency to charter leaders and their board.

Yes, if the school is granted a charter, we are willing to sponsor at a Corporate level of \$500	500	dali		admin@nscharter.org	School Year 2015-2016, student is currently in 4th grade
Yes, if the school is granted a charter, we are willing to sponsor at a Corporate level of \$500	500	Aukai	Ferguson	aukai5@yahoo.com	School Year 2014-2015 (child is currently in 5th grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Corporate level of \$500	500	Ann	Franzmann	Dannoanno@aol.com	School Year 2014-2015 (child is currently in 5th grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Corporate level of \$500	500	jon	pyzel	pyzel@yahoo.com	School Year 2015-2016 (child is currently in 4th grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Corporate level of \$500	500	Noelani	Love	noe@noelanidesign	Yes, but my child is younger than the options provided
Yes, if the school is granted a charter, we are willing to sponsor at a Corporate level of \$500	500	Erin	Delventhal	Erin03@hawaii.rr.com	School Year 2016-2017 (child is currently in 3rd grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Corporate level of \$500	500	Estel	Grover	efgrover4@aol.com	School Year 2013-2014 (child is currently in 6th grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Denise	O'Shea	denioshea@gmail.com	School Year 2017-2018 (child is currently in 2nd grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Jennifer	Damm	jenidamm@aol.com	School Year 2019-2020 (child is currently in kindergarten)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Pete	Johnson	peteyjohnson@haw	School Year 2015-2016 (child is currently in 4th grade)

Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	jarrett	bryan	jarrettjbryan@gmail	School Year 2017-2018 (child is currently in 2nd grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Gayl	Loose	gayll@xcelwetsuits.	School Year 2014-2015 (child is currently in 5th grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Linda	Kress	jjkress@hotmail.com	School Year 2016-2017 (child is currently in 3rd grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Ed	DeLamarter	edelamarter@myhta	School Year 2013-2014 (child is currently in 6th grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Ed	DeLamarter	edelamarter@myhta	School Year 2013-2014 (child is currently in 6th grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Helen-Jean	Kaniho	kupulani35@aol.com	School Year 2014-2015 (child is currently in 5th grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Shawn	Briley	shawnbriley@yahoo	School Year 2014-2015 (child is currently in 5th grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	David	Sidrane	david_s5@usa.net	In Kahuku now
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Chip	Hartman	seachip@yahoo.com	n/a
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Lisa	Guadnola	lisaguadnola@gmail	School Year 2013-2014 (child is currently in 6th grade)

Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Chris	KRaynek	kraynek@hawaii.rr.com	School Year 2014-2015 (child is currently in 5th grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Kaliko Amona		kalikoamona@gmail	School Year 2019-2020 (child is currently in kindergarten)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Kenneth	Rubenstein	rubenstein.k@gmail.com	N/S
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Margaret	Attaway	attawaymaggie@ya	School Year 2015-2016 (child is currently in 4th grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Kate	Dillon	kategm61@yahoo.com	N/A
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Kendra	Anderson	Northshore.mom@gmail.com	School Year 2015-2016 (child is currently in 4th grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	sylvie	skinner	vaimaperles@hawa	School Year 2014-2015 (child is currently in 5th grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Irma	Klebanov	Kirma44@gmail.com	School Year 2013-2014 (child is currently in 6th grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Terence	Loose	tloose7@gmail.com	School Year 2014-2015 (child is currently in 5th grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	William	Van Asperen	winelord@hawaii.rr.com	School Year 2014-2015 (child is currently in 5th grade)

Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Christopher	Beck	Chrisbeck808@gmail.com	School Year 2015-2016 (child is currently in 4th grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	brooke	lotz	brookeeudora@gmail.com	School Year 2019-2020 (child is currently in kindergarten)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Spencer	Suitt	spencersuitt@mac.com	School Year 2019-2020 (child is currently in kindergarten)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Nancy	Delamarter	delamartn001@hawaii.com	School Year 2013-2014 (child is currently in 6th grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Mike	Mcneace	Bigmacmike@Hawaii.com	School Year 2017-2018 (child is currently in 2nd grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Nancy	DeLamarter	delamartn0012hawaii.com	School Year 2013-2014 (child is currently in 6th grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Barbara	Farr	barbarafarr@mac.com	No, I do not wish to have my students name put on the wait list
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	sandra	jensen	thejensensfive@yahoo.com	School Year 2015-2016 (child is currently in 4th grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Natasha	Kapali	natasha@kapali.net	School Year 2018-2019 (child is currently in 1st grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Katie	Pere	Katiehawaii@me.com	Yes, but my child is younger than the options provided

Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Jen	Scelfo-Jones	jenniferscelfo@hotmail.com	School Year 2018-2019 (child is currently in 1st grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Nicole	Linke	nlinke@mac.com	Yes, but my child is younger than the options provided
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Kathy	Bossenmeyer	boss1@hawaii.rr.com	Yes, but my child is younger than the options provided
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Monique	Mironesco	mironesc@hawaii.edu	School Year 2013-2014 (child is currently in 6th grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	lisa	hourin	lisa@lisahourin.com	No, I do not wish to have my students name put on the wait list
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Sam	Vaughs	svaughs@hotmail.com	School Year 2014-2015 (child is currently in 5th grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Meredith	Speicher	Meredith.speicher@gmail.com	Yes, but my child is younger than the options provided
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Marie	Rittenhouse	rrrittsunset@netscape.net	Have a child in 8th Grade at Kahuku intermediate & High School but would like her to attend the NS Charter school for 8th grade
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	David	Thompson	DavidAllanThompson@gmail.com	No, I do not wish to have my students name put on the wait list
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Caitlin	Farr	Caitjackson@yahoo.com	Yes, but my child is younger than the options provided

Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	raul	buenrostro	raulbuenrostro@ya	School Year 2017-2018 (child is currently in 2nd grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	raul	buenrostro	raulbuenrostro@ya	School Year 2017-2018 (child is currently in 2nd grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Cara	Ballard	caraleilani@gmail.com	School Year 2017-2018 (child is currently in 2nd grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Douglas	Sutherland	ds96731@gmail.com	School Year 2018-2019 (child is currently in 1st grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Kaiser	auberlen	geoffauberlen@gma	School Year 2017-2018 (child is currently in 2nd grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Zara	Thigpen	zaradenise@gmail.	Yes, but my child is younger than the options provided
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Wende	Lee	wendelee17@gmail	School Year 2017-2018 (child is currently in 2nd grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Bruce	Beinert	bbeinert@gmail.com	School Year 2017-2018 (child is currently in 2nd grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Gitte	Gonzalez	rodrigo_gitte@yaho	School Year 2018-2019 (child is currently in 1st grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Natasha	Briley	laakeadesigns@ya	School Year 2014-2015 (child is currently in 5th grade)

Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Emerie	Auberlen	Efbeck@rocketmail	School Year 2017-2018 (child is currently in 2nd grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Franchesca	Santos	dfsandtoes@gmail.	School Year 2015-2016 (child is currently in 4th grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Debbie	Bryan	debbieabryan@gmail	School Year 2017-2018 (child is currently in 2nd grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Jacinda	Seale	Leialani98@aol.com	School Year 2013-2014 (child is currently in 6th grade)
Yes, if the school is granted a charter, we are willing to sponsor at a Family level of \$100	100	Klein	Spencer	theforeworld@gmail	Yes, but my child is younger than the options provided
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Rexann	Dubiel	dubielsdesign@hotmail	Grandchildren some day.
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Jodie	Lerner	jodielerner@hawaii	School Year 2017-2018 (child is currently in 2nd grade)
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Christian	Briley	brileybrothers@yahoo	School Year 2017-2018 (child is currently in 2nd grade)
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Ann	McGill	lindsay@minnowele	My children are too old.
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Michelle	Knoetgen	mknoetgen@gmail.	I do not have children yet.

Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Patty	Moore	mooreohana@gmail.com	na
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Jim	Frisbie	frisbiej001@hawaii.rii	Grandchildren in the future
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Jennifer	Dyer	leigh_luna@hotmail.com	NO KIDS
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Charisse	Tao	charissetao@gmail.com	Yes, but my child is younger than the options provided
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Alan	Bell	oahu@alohabedding.com	School Year 2013-2014 (child is currently in 6th grade)
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Kendyl	Beschen	kendylandmarley@com	School Year 2019-2020 (child is currently in kindergarten)
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Tiffany	Foyle	tiffany.iwalani@gmail.com	Yes, but my child is younger than the options provided
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Emily	Klein	northshorebambini.com	Yes, but my child is younger than the options provided
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	mia	russi	miathatsme@yahoo.com	i have 2 kids that would go
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Lisa	Esqueda	Lisaesqueda@hotmail.com	School Year 2016-2017 (child is currently in 3rd grade)

Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Tatiana	Coelho	taticoelho@hotmail.	School Year 2017-2018 (child is currently in 2nd grade)
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Carrie	Watson	care_e_24@hotmail	Will be moving to mainland
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Venessa	Sumpter	Venessajoy@gmail.	School Year 2018-2019 (child is currently in 1st grade)
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Emily	Shaw	emilyfisk@gmail.com	No, I do not wish to have my students name put on the wait list
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Ian	O'Roarty	ioroarty@hotmail.com	School Year 2018-2019 (child is currently in 1st grade)
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Stephanie	Anfinson	msanfinson@sbcgl	I'm the Grandma :)
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Jen	Tema	hulanigirl@hotmail	School Year 2019-2020 (child is currently in kindergarten)
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Robert	Heatherly	Robheatherly@hotr	School Year 2016-2017 (child is currently in 3rd grade)
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	KAMALA	BELYEU	billnkamala@gmail.	School Year 2016-2017 (child is currently in 3rd grade)
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Sara	Voll	sv.chimera@gmail.com	Not yet

Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Jamie	Sabatini	sabatinij001@hawa	School Year 2016-2017 (child is currently in 3rd grade)
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Anne	Geertman	annegeertman@gm	School Year 2015-2016 (child is currently in 4th grade)
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Rita	Loose	ritacody2011@hotm	School Year 2014-2015 (child is currently in 5th grade)
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Lynn	Blomfield	huki2@hawaii.rr.com	School Year 2016-2017 (child is currently in 3rd grade)
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	Johanna	Durvie Yerxa	mattjoyerxa2@hawa	School Year 2014-2015 (child is currently in 5th grade)
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	jacqueline	Favreau	jaquelineswim@hot	School Year 2014-2015 (child is currently in 5th grade)
Yes, if the school is granted a charter, we are willing to sponsor at an individual level of \$50	50	stephanie	wilson	sangelwilson@hotm	child in 7th
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Cathy	Shanley	cathyshanley@aol.com	School Year 2015-2016 (child is currently in 4th grade)
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Rosa Buenrostro	Buenrostro	rbuenrostro72@hot	School Year 2019-2020 (child is currently in kindergarten)
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		caroline	yossa	cyossa55@gmail.com	School Year 2015-2016 (child is currently in 4th grade)

Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Regan	Carpentier	Reganbrooke@hotmail.com	No, I do not wish to have my students name put on the wait list
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Diane	Parker	dianehawaii@hotmail.com	I do not have a child this age.
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Kristen	Gibbs	kristen.g.gibbs@gmail.com	I currently have no children
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Mara	Pyzel	marapyzel@gmail.com	Yes, but my child is younger than the options provided
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		mike	mcgill	mikemcgill@mac.com	No, I do not wish to have my students name put on the wait list
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Vera	Williams	williamsv010@hawaii.com	N/A
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Jessica	dos Santos	nrtshrlv@gmail.com	NA
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		JOY	MCDUGALL	sunsetyards@mac.com	SCHOOL YEAR 2013-2014 (child is currently in 7th grade
No, we can not make a pledge commitment at this time		Karen	Stokely	imaginekrs@yahoo.com	School Year 2014-2015 (child is currently in 5th grade)
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Tracy	Harris	t.harris926@gmail.com	We have a 3rd grader and a Kindergarter. 2016-2017 and 2019-2020 school years

Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Jennifer	Aliengena	Jennifera@factorloa	School Year 2019-2020 (child is currently in kindergarten)
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Sara	Nieling	Mookusmonster@y	School Year 2019-2020 (child is currently in kindergarten)
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Dawn	Harris	snlvrhawaii@yahoo	School Year 2016-2017 (child is currently in 3rd grade)
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Jason	Harris	rockypoint808@gm	1 child 2016-2017, 1 child 2019-2020
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Jenn	Johnson	jenniferjohnson638	School Year 2015-2016 (child is currently in 4th grade)
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Emmeline	buenrosto	esbuenrosto@gma	School Year 2017-2018 (child is currently in 2nd grade)
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Julie	Cohen	Jewels_ray@hotmail	School Year 2019-2020 (child is currently in kindergarten)
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Alish	Roarty	alish.roarty@gmail.com	School Year 2019-2020 (child is currently in kindergarten)
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Jessica	Mcneace	Jessicaford@Hawa	School Year 2017-2018 (child is currently in 2nd grade)
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Brandon Wallis	Brandon Wallis	alohawallis@gmail.	Yes, but my child is younger than the options provided

Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Donna	Rankin	donnarankin@hawaii	Yes, but my child is younger than the options provided
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Chaney	Padaca	chaneypadaca@gmail	School Year 2015-2016 (child is currently in 4th grade)
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Lisa	Conlan	Lisuzza@gmail.com	School Year 2017-2018 (child is currently in 2nd grade)
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Mia	Moore	miaesp@aol.com	School Year 2019-2020 (child is currently in kindergarten)
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Melissa	Spectre	melspectre@hotmail	School Year 2018-2019 (child is currently in 1st grade)
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Natalie	Eichner	Neichner@hawaii.edu	No, I do not wish to have my students name put on the wait list
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		MANE	FUTO	MANEFUTO@GMAIL	School Year 2015-2016 (child is currently in 4th grade)
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Jessica	Fernandez	ajandjs@gmail.com	School Year 2018-2019 (child is currently in 1st grade)
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		dali	pyze	dalipyzel@gmail.com	School Year 2015-2016 (child is currently in 4th grade)
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		jenny	gaffer	jenny@vjsnorthshore	Yes, but my child is younger than the options provided

Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Laura	Moritz	Laurapavloff@me.com	Yes, but my child is younger than the options provided
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Kristian	House	housekristian@yahoo	Yes, but my child is younger than the options provided
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		debora	driscoll	soap11@me.com	School Year 2016-2017 (child is currently in 3rd grade)
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Meleana	Judd	meleanajudd@gmail	no children yet
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Brook	Parlow	boogiesci@earthlink	School Year 2019-2020 (child is currently in kindergarten)
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Lilly	Barels	lillybarels@me.com	Yes, but my child is younger than the options provided
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		p	w	pand4ks@hotmail.com	i am hoping that it will be available to my grandchildren who are still under 5
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Brianne	Randle	BrianneRandle@gmail	I currently don't have a child. But I look forward to adding my future child's name to the wait list.
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Ginger	Maletta	kelliapple@hotmail.	School Year 2019-2020 (child is currently in kindergarten)
Yes, if the school is granted a charter, we will make a pledge of an undetermined amount		Amy	Wiech	Kaimakena@gmail.	School Year 2015-2016 (child is currently in 4th grade)

[illegible]

Timestamp	I am willing to commit the following amount of money ANNUALLY from the time the North Shore Middle School is approved to receive a public charter.	I am willing to commit the following amount for a ONE TIME START-UP CONTRIBUTION to help the North Shore Middle School get up and running.	I am willing to commit the following amount of money ANNUALLY WHILE MY STUDENT IS ENROLLED.	NAME	PHONE NUMBER	EMAIL	I give my permission to NSMS to post my name on their website under the supporter page and grouped by the amount of my pledge.
12/18/2012 5:58:13			500	Jennifer Damm	8082282943	jenidamm@aol.com	
12/18/2012 7:57:41		\$500		Jim Frisbie	637 3135	frisbiej001@hawaii.rr.com	
12/18/2012 9:16:07		\$100		Roberto Lopes	808-554-6654	roberto@hawaii.rr.com	
12/18/2012 9:17:20	150	500	500	Emerie Auberlen	808-352-3333	efbeck@rocketmail.com	
12/18/2012 10:06:27	25			Kanoe Ahuna	8086344317	kanoeahuna@mac.com	
12/18/2012 19:41:23	100	500		Otis Schaper	808-221-5876	oschpr@gmail.com	
1/7/2013 17:22:56		500	500	Scott Harris	808-343-3938	Snlvrhawaii@yahoo.com	Yes, my name can appear on the website as a supporter but I'd prefer it to not be grouped by the amount of my pledge
1/7/2013 18:36:15		\$5000	\$5000	Wyland Galleries	808-554-1060	dannoanno@aol.com	Yes, my name can appear on the NSMS website as a pledged supporter grouped by the amount of my pledge
1/7/2013 19:44:37			\$500	Audry Grover	808-638-8407	grovera001@hawaii.rr.com	Yes, my name can appear on the NSMS website as a pledged supporter grouped by the amount of my pledge
1/7/2013 20:51:57	50	50	200	Johanna Durvie Yerxa	638-9102	mattjoyerxa2@hawaii.rr.com	Yes, my name can appear on the website as a supporter but I'd prefer it to not be grouped by the amount of my pledge
1/7/2013 20:54:45	\$300	Yes	Yes, I am willing to contribute.	Natasha Briley	808-729-0374	laakeadesigns@yahoo.com	Yes, my name can appear on the website as a supporter but I'd prefer it to not be grouped by the amount of my pledge

Timestamp	I am willing to commit the following amount of money ANNUALLY from the time the North Shore Middle School is approved to receive a public charter.	I am willing to commit the following amount for a ONE TIME START-UP CONTRIBUTION to help the North Shore Middle School get up and running.	I am willing to commit the following amount of money ANNUALLY WHILE MY STUDENT IS ENROLLED.	NAME	PHONE NUMBER	EMAIL	I give my permission to NSMS to post my name on their website under the supporter page and grouped by the amount of my pledge.
1/8/2013 6:11:15		\$100		Brook Parlow	808-748-1946	Boogiesci@earthlink.net	Yes, my name can appear on the website as a supporter but I'd prefer it to not be grouped by the amount of my pledge
1/8/2013 7:06:38		100	1000	Gayl and Terence Loose	808-354-3405	tloose7@gmail.com	Yes, my name can appear on the website as a supporter but I'd prefer it to not be grouped by the amount of my pledge
1/8/2013 8:03:14		100		Jenn Johnson	638-8690	johnsonj023@hawaii.	Yes, my name can appear on the website as a supporter but I'd prefer it to not be grouped by the amount of my pledge
1/8/2013 11:53:24	100		1000	Jason Harris	8082923726	Jharris@keikination.com	Yes, my name can appear on the NSMS website as a pledged supporter grouped by the amount of my pledge
1/8/2013 14:31:05			100	Tatiana Coelho	808.227.7208	taticoelho@hotmail.com	Yes, my name can appear on the NSMS website as a pledged supporter grouped by the amount of my pledge
1/8/2013 22:04:15	\$250	need to think about	need to think about	Shanley Ohana	8082711831	cathyshanley@aol.com	Yes, my name can appear on the NSMS website as a pledged supporter grouped by the amount of my pledge
1/9/2013 8:25:11	\$250	250	1000	Isaiah Briley	808-729-0374	sunsetsurfgron@yahoo	Yes, my name can appear on the NSMS website as a pledged supporter grouped by the amount of my pledge

Timestamp	I am willing to commit the following amount of money ANNUALLY from the time the North Shore Middle School is approved to receive a public charter.	I am willing to commit the following amount for a ONE TIME START-UP CONTRIBUTION to help the North Shore Middle School get up and running.	I am willing to commit the following amount of money ANNUALLY WHILE MY STUDENT IS ENROLLED.	NAME	PHONE NUMBER	EMAIL	I give my permission to NSMS to post my name on their website under the supporter page and grouped by the amount of my pledge.
1/9/2013 10:28:51			\$400	Monique Mironesco	(808) 754-4145	mironesc@hawaii.edu	Yes, my name can appear on the NSMS website as a pledged supporter grouped by the amount of my pledge
1/9/2013 13:51:16	\$500	\$100		Kate Dillon and Ken Rubenstein	805-964-3438	kategm61@yahoo.com	Yes, my name can appear on the website as a supporter but I'd prefer it to not be grouped by the amount of my pledge
1/10/2013 8:29:13		100	100	Brian and Shawna Biemann	808 778 8411	crazymom@hawaii.rr.com	Yes, my name can appear on the website as a supporter but I'd prefer it to not be grouped by the amount of my pledge
1/10/2013 9:17:44		1000		Anthony Aliengena	4356599239	anthonya@factorload	Yes, my name can appear on the NSMS website as a pledged supporter grouped by the amount of my pledge
1/10/2013 10:03:12		100		Rhonda and Tony Freitas	6377735	rhondadefreitas@yah	Yes, my name can appear on the website as a supporter but I'd prefer it to not be grouped by the amount of my pledge
1/10/2013 11:07:02		1000		Erika Lewis & Jesse Amatore	777-8555	elewis@carlsmith.com	Yes, my name can appear on the website as a supporter but I'd prefer it to not be grouped by the amount of my pledge
Totals	\$1725	\$10000	\$10800				