

Application Cover Sheet

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

Applicant Group or Non-Profit Corporation	
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School Director	
Name: Deena Fontana Moraes	
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Applicant Group Members (add lines as needed)	
Name: Dawn Evenson Email: dawn.evenson@ileadschools.org Current Job Title and Employer: Executive Director of Education, Santa Clarita Valley International Charter School Position with Proposed School: Possible Governing Board Member	
Name: Amber Raskin Email: amber.raskin@scvi-k12.org Current Job Title and Employer: Executive Director of Business Development and Operations, iLEAD Schools Development Position with Proposed School: Possible Governing Board Member	
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Current Job Title and Employer: Business Director and In-House Counsel, iLEAD Schools Development
Position with Proposed School: Director of Business, HR and In-House Legal Counsel
Name: Benson Sainsbury Email: bps@insitecss.com Current Job Title and Employer: President and Director of InSite Charter School Services
Position with Proposed School: iLEAD Schools Development, Facilities and Real Estate
Name: Deena Fontana Moraes Email: ileadkauai@gmail.com Current Job Title and Employer: Academy Kids Director/ Pan American School of Bahia- Teacher
Position with Proposed School: School Director
Proposed School
Name: iLEAD Kauai
Opening Year: 2015
Geographic Area: Central Kauai
Grades Served Year 1: K-4/7
Grades Served at Capacity:K-8

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

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
WA	Spokane Public Schools	iLEAD Spokane Charter School	11/22/13	2/24/14

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: iLEAD Kauai Charter School			
Opening Year: 2015			
Geographic Area: East Kauai			
Grades Served Year 1: K-4/7			
Grades Served at Capacity: K-8			
Target Student Population			
Describe the student population you anticipate serving.	%FRL: 53	% SpEd: 10	% ELL: 8
Other:			
Proposed School Description			

School Model Specialty (check all that apply)	<input type="checkbox"/> Alternative <input checked="" type="checkbox"/> Arts <input type="checkbox"/> Blended Learning <input type="checkbox"/> Career and Technical Education <input checked="" type="checkbox"/> College Prep <input checked="" 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 checked="" type="checkbox"/> Other (<i>list</i>): Project-Based Learning

School Enrollment Projection

Academic Year	Planned # of Students	Maximum # of Students	Grade Levels Served
Year 1 (2015)	200	225	K-4/7
Year 2	275	300	K-5/7-8
Year 3	350	375	K-8
Year 4	400	425	K-8
Year 5	425	450	K-8
At Capacity (2022)	450	475	K-8

I. SCHOOL OVERVIEW

A. Executive Summary

1. Mission

iLEAD Kauai Charter School inspires lifelong learners with the skills to lead in the 21st Century.

We empower students to become conscientious, responsible leaders and citizens of the world.

Our programs cultivate creative thinking, by offering individualized instruction, active learning methods and opportunities for self-directed educational experiences.

Vision

The vision for iLEAD Kauai is that all students develop the knowledge, skills and confidence to

succeed by mastering academic standards and cultivating a deep understanding of subject

matter. Students will have a heightened awareness of endless possibilities for the future, and a

sense of how to navigate through those possibilities by asking the right questions,

collaborating, and communicating effectively by asking the right questions and especially when

confronted with the status quo.

2. Essential Terms. iLEAD Kauai Charter School, a member of the iLEAD network of schools, follows the instructional theories and methods, which form the acronym for the name iLEAD (international, Leadership, Entrepreneurial development, Arts, Design). These methods (described in depth in the educational program section) support the following essential terms of the school:

1. Relevant Academic Preparation and College/Career Readiness: all students will participate in course work that prepares them for and sets them on a path towards completing a college education and being prepared for a dynamic, ever-changing career path. Measured by: proficiency on state standards, rubrics, presentations of learning, Individual Learning Plans.
2. 21st Century Technological Literacy: students need to be successful in the information rich, global society that has emerged. Our aim is empowerment of all children to function effectively in this future of information growth and evolving technologies. We use technology in the classroom so children quickly become familiar and at ease with these technologies while utilizing them to learn and communicate. Measured by: technology use in rubrics and projects, classroom observations, student surveys, budget.
3. Entrepreneurship and Economic Literacy: all students will begin to develop early habits of good behavior, hard work, discipline and basic economic literacy that will prepare them fully for college and the workplace. Measured by: Individualized Learning Plans, portfolios, project documentation, surveys, SEL reports of progress, rubrics.
4. Self-Determination and Community Leadership: all students will develop the ability

- to lead themselves and their communities. Students will practice self-determination by making effective decisions in their own lives. Measured by: presentations of learning, rubrics, projects, surveys, social/emotional reports of progress, portfolios, showcases
5. Environmental Consciousness: all students will develop environmental consciousness through regular contact with their natural island surroundings and connecting with others across the globe to find solutions for environmental challenges. Measured by: Rubrics, surveys, projects, portfolios, student showcases.
 6. Personalized Learning: Individualized learning plans (ILPs) for all students: Each year, students and teachers will create ILPs to guide instruction. Each student, along with his family and his teacher, will work together to monitor the ILP and make adjustments as needed. The primary goal of the ILP is to ensure that each child will be treated as an individual, and therefore will be working toward attainable goals appropriate to his individual development.

3. Geographic Area, Educational Need and Anticipated Student Population. iLEAD Kauai will serve students from all social and economic groups on the Island of Kauai with a focus on serving students who are “at-risk” or those attending an underperforming public school. iLEAD Kauai will serve students from all social and economic groups on the island with a focus on serving students who are “at risk”. iLEAD will expect to serve a student population similar to that of other schools in the Kauai county, where the ethnic breakdown is:

Kauai County Demographics

Characteristic	Percentage
Asian	36%
Black or African American	.3%
Hispanic or Latino	8.2%
Pacific Islander	9.1%
Native American	.4%
White	29.5%
Other Races	.9%
2 or more races	23.8%
English Language Learners	8%
Eligible for Free/Reduced Lunch	53%
Special Education	10%

Given its instructional approach, iLEAD will be an appropriate environment for “at-risk” students who would find greater success in a developmental, multi-age learning environment addressing students’ individual academic, social and emotional needs. iLEAD will also seek to attract families who want a personalized, Montessori-like developmentally appropriate approach for their children. iLEAD’s rigorous Instructional program prepares students for higher education at an early age. According to U.S. Census Data, only 23% of the Kauai population currently hold Bachelor’s degrees or higher. iLEAD Kauai Charter School will prepare students for higher education and high quality 21st Century career from the start of their elementary school experience.

4. Academic Plan and School Design. iLEAD Kauai proposes a unique, site-based program that to our knowledge few other schools on the island offer. Our students will experience a Project Based Learning curriculum delivery with a focus on rigor, relevancy and relationships. Our students develop leadership skills and social/emotional competence by practicing the 7 Habits of Highly Effective People. The school community will have a shared commitment of becoming

a Lighthouse School by year 5. In addition, our school's Montessori-like atmosphere develops a strong culture and sense of community. iLEAD's unique program focuses on college/career readiness with an emphasis on entrepreneurship and 21st century technology literacy. We believe this additional educational option will be of value to the students and their families in Kauai. It will also become a demonstration site for teaching Hawaii's Common Core Standards through project based learning and 21st century practices.

Teachers and parents understand that test scores alone do not measure how well a school is performing. At iLEAD Schools, we believe that operating a successful school requires constant attention in five important areas that we call Measures of Excellence:

- Parent choice and satisfaction
- Adhering to shared values
- Academic achievement
- Positive social and emotional development
- Economic and environmental sustainability

iLEAD will work hard to measure and balance accomplishments in all of these areas, because a school that emphasizes one while ignoring others will not thrive.

5. Community Engagement. iLEAD Kauai has begun to share its intentions with community members on Kauai. The beginning conversations have been very receptive. Although iLEAD Kauai is at the beginning phases of eliciting support, we have a thorough community engagement plan that includes: phone banking, event boothing, church and community organization outreach.

6. Applicant Experience. iLEAD Kauai will open as an independent charter school affiliated with iLEAD Schools, which currently manages two charter schools in California on which this proposal is modeled. iLEAD School's team brings strong experience in curriculum, instruction and assessment as well as in charter school finance, governance, and operations. iLEAD Schools leadership has over 25 years experience in business, law, real estate, and education with 6 years experience running successful charter schools. In addition, the iLEAD Kauai team is led by Deena Moraes, a local resident with experience and/or training in business, real estate, international education, and educational administration.

7. Contribution to Public Education System.

In the central Kauai region, Kapaa Elementary School really stands out for size and performance. At present, this school is the largest elementary school on the island with a grand total of 941 students currently enrolled in K- 5th Grade. According to the Strive HI System School Report, this situation of over-enrollment has created a low Performance Achievement ranking. By offering our school as an alternative option to this community, we will alleviate the strain of over enrollment and provide alternative higher performing educational opportunities to the students and families in this area. Furthermore, the new Common Core standards are effectively delivered through PBL. Our school would be a "lab" school for surrounding schools offering PBL institutes that would be available for the other schools to attend.

B. 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 2022
K	50	50	50	50	50	50
1	50	50	50	50	50	50
2	25	50	50	50	50	50
3	25	25	50	50	50	50
4	25	25	50	50	50	50
5		25	25	50	50	50
6			25	50	50	50
7	25	25	25	25	50	50
8		25	25	25	25	50
Totals	200	275	350	400	425	450

Please see **Attachment a** for data supporting enrollment.

Rationale: We wish to start our school with Kindergarten – Fourth Grade and one class of 7th grade. Most of the enrollment is concentrated in grades K-2 in order to catch students as early as possible, particularly low-income students who enter school often with the least preparation. Given our students' limited experience with Project Based Learning, starting with the primary grades, gives us the best opportunity to develop a strong 21st century academic foundation, provide early intervention services and foster social-emotional skills that will prepare them for high school, college and beyond. Due to a strong interest in PBL for middle school as well as our founding school leader's own child's grade level, we have also added a 7th grade class to our projection.

We have chosen to start with two classes of Kindergarten and first grade and one class of each chosen grade level because in our experience starting small has distinct advantages. Student recruitment is more difficult in the planning year when the school has no physical presence or reputation yet as opposed to once it is open and families in the community know students who are already enrolled, get to know our staff and see the impact of the school. It also provides us with a smaller school community in which to establish our culture and norms, which then makes it far easier to bring in new students who can follow the lead of our founding students. iLEAD expects to begin classes as multi-aged groups, which provides an opportunity for team-teaching and grade level collaboration, which is essential to a successful multi-age, project-based environment.

In our second year of operation we will grow a class in the primary grades, an age which is more easily adaptable to change, while maintaining the original cohorts of 25 into the 5th

grade and 8th grade. Thereafter our Kindergarten intake will be 50 students so that eventually every grade will have two classes of approximately 25 students. During the term of the charter petition, iLEAD's planned capacity at full enrollment is 450 students in grades K-8. iLEAD does not anticipate average class size to rise above 25 students, however, in exceptional circumstances iLEAD allows for the possibility for class size to rise to 30 students each.

The enrollment projection chart is an estimate based on past charter school enrollment patterns at other iLEAD Schools. This estimate depends on recruiting outcomes (including the number and grade range of interested students) and the number of classrooms available in the facilities the school attains. Should it become feasible to increase elementary enrollment sooner than projected, the school's enrollment will rise accordingly. In order to meet demand and serve as many students as possible, we do not intend to limit the intake of students. Student attrition is a fact in start-up charter schools, so we anticipate losing some students but will fill their seats in all grades from our waitlist.

According to Kauai Transportation Data Book, in the next 20 years Kauai's population is expected to see an overall growth rate of 27%. Of this number, the population of school-aged children (5-18) is expected to represent 15% of the growth. Also, the greatest projected population growth is projected in the East side of the island with 51% growth rate expected to occur in the Lihue area. * Due to this information, and the need for more relevant instruction to prepare our kids for their future, as offered in our school, iLEAD believes that we will be able to reach our projected enrollment plan.

* Hawaii Department of Business, Economic Development & Tourism (DBEDT). Population and Economic Projections for the State of Hawaii to 2035. July, 2009.

6 U.S. Census Bureau. Tabulated from the 2000 Census Sample & 2005-2009 American Community Survey.

II. ACADEMIC PLAN DESIGN & CAPACITY

A. Academic Plan Overview and Academic Philosophy

iLEAD Kauai Charter School, is a K-8 site-based charter school. The charter school is a member of the iLEAD network of schools, and follows the instructional theories and methods which form the acronym for the name iLEAD (international learning, Leadership, Entrepreneurial development, Arts, Design Thinking):

international learning: Students in the 21st century are faced with the challenge of learning in an increasingly interdependent world where knowledge is constantly developing and evolving. Rigorous curriculum on global connectivity will give students a sense of belonging in the changing world and will prepare them to fit in the global marketplace upon graduation and after college. Exploring the world's cultures will give students a positive attitude toward learning and greater understanding of diverse cultures, both in the U.S. and abroad. Projects, whenever possible, will include connections to global awareness.

Students in all grades will participate in a world languages proficiency-oriented program. Language and culture instruction begins in Kindergarten and continues throughout the grades. Students use technology throughout the day as a natural part of their learning experience; researching, writing, publishing, sharing and connecting with learners and researchers across the globe.

Leadership: Learning occurs best when the school culture and environment have a significant impact on learning. iLEAD Schools follow The Leader in Me model by Stephen Covey as a guide to create a school culture with a positive learning environment aligning shared values. *The Leader in Me* is collaborative, ongoing and based on leadership, character and student achievement. This model, which teaches The 7 Habits of Highly Effective People, is dedicated to increasing leadership skills in all students. iLEAD's focus on leadership:

- Increases students' self-confidence, teamwork, initiative, creativity, leadership, problem-solving, communication, diversity awareness and academic performance
- Promotes a positive school culture
- Decreases disciplinary issues
- Increases community pride and engagement
- Results in greater parent satisfaction and involvement

Entrepreneurial development: Entrepreneurship is an essential skill in the 21st-century job market. These skills are required not only for future entrepreneurs; modern jobs require employees to be entrepreneurial as well. Entrepreneurial development is a multidisciplinary form of education: it teaches multiple subjects at once. Entrepreneurship is not something you do alone. Innovation and creativity are at the heart of entrepreneurial development. iLEAD's instructional program reinforces the intrinsic motivations of play, passion, and purpose, while teaching students to work in teams, take risks, and learn from failure. These are keys to nurturing our learners' natural curiosity, creativity, and ability to innovate—skills essential to college and career success.

Art: Years of research show that the arts are closely linked to almost everything that we as a nation say we want for our children and demand from our schools: academic achievement, social and emotional development, civic engagement, and equitable opportunity. At iLEAD Kauai the arts are the cornerstone for all learning. iLEAD students experience a curriculum in which the process of art will be woven into all subject areas. Students will innovate, create and explore the world through the artistic experience. A student's individual artistic talent will be celebrated and developed. Taking risks and learning from those challenges is an important part of the iLEAD philosophy.

Design Thinking: At iLEAD Schools students learn by participating in project based learning (PBL) where they design projects/products to convey their learning. Students learn to take charge of their own learning by actively designing, researching and developing in-depth study on a topic of interest. As they develop skills, students are increasingly responsible for deciding the topic, what the project will consist of, how to implement the project, and reflection on the project. The iLEAD project-based learning curriculum equips students to solve complex problems using fundamental skills (reading, writing, and math) and workplace skills (teamwork, problem solving, research gathering, time management, information synthesizing, utilizing high-tech tools). Also, students participate in team problem-solving activities to develop their ability to work together and to accomplish individual and collective goals. This is an important aspect in teaching and assessing 21st century skills such as collaboration, communication, critical thinking, problem solving, and creativity. By using relevant, real world problems as a basis for teaching and learning, students are authentically engaged because they are working on something that matters. They also understand that failure is a necessary part of learning. They develop “grit” by learning how to persevere and overcome challenges.

Success in PBL requires a strong foundation in social emotional learning (SEL). At iLEAD Schools SEL is both explicitly taught so that it can also be facilitated and applied in real-life situations and projects.

iLEAD will use multiple assessment strategies to get an accurate picture of student learning, as student learning styles and instructional methods vary greatly and no single measure tells the whole story. iLEAD’s ongoing methods of assessment will align with student outcomes and instructional methods. The data will not be a stand-alone summation of achievement but part of a feedback loop that is integral to teaching and learning.

An overview of the range of assessment strategies and feedback techniques include:
(further explained in the Methods of Assessment section)

- Performance Tasks
- Authentic Assessment
- Publisher-developed Assessments Teacher-developed Assessments
- Teacher Observation and Anecdotal Records
- Reading/Writing Levels
- Rubrics
- Checklists of Progress
- Presentations of Learning (POLs)
- Growth Measures
- Portfolios/Data Notebooks
- Student Showcase of Learning
- State Tests

iLEAD Kauai Charter School believes that it’s educational program and design will benefit all students. Some evidence of non-negotiable pedagogy and success is:

Constructivist Pedagogy: iLEAD Kauai will use constructivist theory methods based on research about how people learn. Research shows that each individual constructs knowledge rather than receiving it from others (Brooks and Brooks, 1993). Constructive teaching is based on the belief that students learn best when they gain knowledge through exploration and active learning. Therefore, hands-on materials will supplement or replace textbooks, and students will be encouraged to think and explain their reasoning instead of memorizing and reciting facts. Education is centered on themes and concepts and the connections between them, rather than isolated information. According to brain-based research, authentic learning situations increase the brain's ability to make connections and retain new information. Teaching strategies that enhance brain-based learning include manipulatives, active learning, field trips, guest speakers, and real-life projects that allow students to use many learning styles and multiple intelligences. (The Language of Learning: A Guide to Education Terms, by J. L. McBrien & R. S. Brandt, 1997, Alexandria, VA: Association for Supervision and Curriculum Development)

Project Based Learning: A key instructional approach to meeting a variety of student needs is standards-based Project Based Learning (PBL). Common Core-focused PBL is a “systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.” Moreover, research shows that students engaged in PBL “construct solutions, thus shifting the emphasis [from the product] toward the process of learning” (Buck Institute for Education, 2004). Brain-based research conducted by Kotulak (1996) and Kuhl (1994) has shown that human beings learn what is most meaningful to us. Conversely, new material for which there is no connection is discarded. If an emotional connection is made during learning, the material learned is reinforced. Furthermore, a recent “Review of Research on Project-Based Learning” (Thomas, 2000) suggests that PBL is a teaching method that is particularly well-adapted to urban, educationally disadvantaged youth such as the ones who are to be served at iLEAD. According to this research, PBL makes the content areas more relevant and meaningful to disaffected youth, while enhancing the quality of student learning and the development of self-directed learners. Furthermore, studies have found that schools where project-based learning is practiced find a decline in absenteeism, an increase in cooperative learning skills, and improvement in student achievement.

Social-Emotional Development: Learning occurs best through the development of character, where students learn how to become active participants in a community, to understand their rights and to enthusiastically fulfill their responsibilities as members of society. The classroom and school are model communities where students learn the skills and practices they need to live as productive citizens of the greater community. Students learn to take full responsibility for their own learning. (Nelson, 2000; Kohn, 1993)

B. Curriculum and Instructional Design

1. iLEAD Kauai is a K-8 site-based charter school. Classes are expected to have an average of 25 students in a multi-aged environment. For example; in year one grade levels may be grouped together as follows: K/1 and 2/3 forming 6 multi-aged learning communities of 25 students each.
2. **a)** The iLEAD Kauai Curriculum is developed and is based on the Common Core Learning Standards for English Language Arts, the Common Core Learning Standards for Mathematics and the State Standards for Social Studies and Science. We also use the following Hawaii State General Learning Outcomes (GLOs) as the overall expected course outcomes:

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 and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically)

Effective Communicator (The ability to communicate effectively)
The GLOs are an essential component of all classroom projects. In addition, they are embedded in the PBL, the individualized learning plan (ILP) and assessed using the state provided rubrics for these areas.

Continued student achievement as measured by Strive HI will be attained through relevant learning experiences that engage students' interest as they discover underlying concepts and develop deep understanding of subject matter through the Common Core. In addition, students in the 21st century are faced with the challenge of learning in an increasingly interdependent world where knowledge is constantly developing and evolving. Our school's rigorous curriculum on global connectivity will give students a sense of belonging in the changing world, and prepare students to fit in the global marketplace upon graduation and after college. Exploring the world's cultures will give students a positive attitude toward learning and greater understanding of diverse cultures, both in the United States and abroad.

The iLEAD project-based learning approach is modeled after Santa Clarita Valley International Charter School located in Castaic, California and iLEAD Lancaster Charter School in Lancaster, California. These charter schools implement project-based learning for students in elementary, middle and high school. In practice this approach begins with children's curiosity about the world. It harnesses children's passion to learn and helps them develop the knowledge, skills and personal qualities they need for successful adulthood. Learning projects – journeys into the unknown for a definite purpose – are at the heart of this methodology. Students acquire knowledge and skills primarily through learning expeditions that cut across and make connections among disciplines. Instruction is individualized, with our focus on meeting the needs of every student.

English Language Arts: The iLEAD English Language Arts (ELA) curriculum is based on the Common Core Learning Standards for English Language Arts & Literacy. According to the Common Core Learning Standards, students who are college and career ready in reading, writing, speaking, listening, and language have the following characteristics:

- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.
- They demonstrate independence.

With these objectives in mind, ELA curriculum will emphasize the development of skills and

strategies students need to be competent readers, writers and speakers. Instructional strategies to develop these skills include: balanced direct skills instruction, discussion of literature, application in projects and assignments with teacher coaching, and the process of students and teachers monitoring and evaluating work.

ELA instruction emphasizes differentiating for students by serving them at their “just-right” level of challenge. Skills-based instruction will move students from their current grade level performance. So, when grade level content standards cannot be effectively taught because there is no way for the student to learn the standard without first mastering earlier standards, the earlier standards will be taught. For the most part, though, the curriculum will be built on grade level standards.

The ELA curriculum provides the core of reading and writing instruction, but these skills will also be supported across the content areas as they read and write in genres specific to other disciplines. To the extent possible, students will read and write for authentic purposes, so that the work is meaningful to them and they develop a greater sense of the value of reading and writing. As a literature-based program, iLEAD Kauai will de-emphasize textbooks in favor of chapter books and other authentic reading materials.

Mathematics: iLEAD Kauai’s mathematics curriculum supports the Common Core Mathematic standards and contains a balanced combination of procedure and conceptual understanding. Educators will focus on developing the following math practices in their students:

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

In the primary years (K-5) the teachers will use the Guided Mathematics model, a practical approach to teaching mathematics that integrates proven literacy strategies for effective instruction. This maximizes the instruction through the use of whole-class instruction, small-group instruction, and Math Workshop. It uses hands-on, problem-solving experiences with small groups to encourage mathematical communication and discussion. This will allow time for small group instruction, experimenting with numbers, game play, and individual review and assessment. Students will be grouped by grade level in mathematics and address grade level content standards. Strategies for differentiation are built into the math curricula.

In grades 6-8, Inquiry Maths will be used with learners. Inquiry maths is a model of teaching that encourages students to regulate their own activity while exploring a mathematical statement (called a prompt). Inquiries can involve a class on diverse paths of exploration or in listening to a teacher's exposition. In inquiry maths, students take responsibility for directing the lesson with the teacher acting as the arbiter of legitimate mathematical activity. Inquiry Maths is widely around the world to engage students in the math curriculum. We believe that Inquiry Maths, which uses Inquiry Based Learning (IBL) has demonstrated that: students who engage in mathematical inquiry develop deeper, and lasting understanding of the big ideas

and IBL combines the of inquiry pedagogy with the mathematical rigor our students need, and therefore it provides an important vehicle for transforming mathematics education at all

levels. iLEAD Schools believe that IBL best fits our philosophy and will best prepare our students for the Common Core. Although iLEAD Schools may use textbooks as a resource, most of the curriculum is gleaned through websites that support research based Inquiry Maths.

Science and Social Studies: Science and social studies will be incorporated into the core curriculum through an emphasis on project-based learning. Teachers will develop interdisciplinary projects, which include science and social studies concepts based on the Common Core Learning Standards with both subjects presented to learners in integrated, thematic units of instruction. This framework allows teachers to design curriculum, assessment, and instruction focused on developing and deepening understandings of important ideas. Students will then demonstrate the sophistication of their understanding through explanation, interpretation, application, perspective, empathy and self-knowledge in exhibition projects, known at iLEAD as Presentations of Learning. These projects will be shared with parents and the wider community through exhibitions and will be assessed through teacher created school-wide rubrics that will measure understanding, presentation and skill proficiency.

Fine Arts: Years of research show that the arts are closely linked to almost everything that we as a nation say we want for our children and demand from our schools: academic achievement, social and emotional development, civic engagement, and equitable opportunity. Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork. A 2005 report by the Rand Corporation about the visual arts argues that the intrinsic pleasures and stimulation of the art experience do more than sweeten an individual's life -- according to the report, they "can connect people more deeply to the world and open them to new ways of seeing," creating the foundation to forge social bonds and community cohesion. And strong arts programming in schools helps close a gap that has left many "at risk" children behind, the children of affluent parents generally get exposed to the arts whether or not public schools provide them. Low-income children, often, do not. "Arts education enables those children from a financially challenged background to have a more level playing field with children who have had those enrichment experiences," says Eric Cooper, president and founder of the National Urban Alliance for Effective Education. At iLEAD we believe that the arts are a cornerstone for learning. Art instruction will not be a "stand alone" subject. iLEAD students will experience a curriculum in which the arts processes will be woven into all subject areas through PBL. Students will innovate, create and explore the world through the artistic experience. A student's individual artistic talent will be celebrated and developed.

Health and Physical Education: iLEAD Kauai will focus on health and wellness as a life-long practice will also be the focus (health, nutrition, sportsmanship, rules of the game and exercise).

Entrepreneurship: All students will develop economic literacy and marketable workplace skills. Our goal in the elementary grades is to lay the foundation for students in middle school to participate in ongoing entrepreneurship projects where students design and implement small businesses. Furthermore, students will engage in economic literacy course-work that will enhance their ability to manage their own finances independently, and secure their financial futures. Entrepreneurship is integrated into the curriculum. For example, students will learn about money and savings in mathematics and famous inventors and business innovators and leaders in social studies. Guest speakers and field trip opportunities will be included in the instructional program presenting engaging topics for science exploration and community connections.

A study conducted by Harvard University on the impact of the National Foundation for Teaching Entrepreneurship (NIFE) High School Programs (2002) underscores the important role that entrepreneurship training can play in the lives of inner-city youth. The study found the following impacts of entrepreneurship education on program participants:

- Interest in attending college increased 32%
- Occupational aspirations increased 44%
- Independent reading increased 4%
- Leadership behavior increased, 8.5% as starters/founders of activities and 13.2% as leaders
- Belief that attaining one's goals is within one's control (locus of control) increased

Given these outcomes, we believe a foundation for entrepreneurship can be laid beginning in Kindergarten. The focus on entrepreneurship in the iLEAD curriculum will be the competencies developed by the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS), based on input from top business leaders and employers from across the country. These include:

Interpersonal

Participates as a Member of a Team
Teaches others
Serves Clients/Customers
Exercises Leadership
Negotiates
Works with Cultural Diversity

Systems

Understands Systems
Monitors and Corrects Performance
Improves and Designs Systems

Information

Acquires and Evaluates Information
Organizes and Maintains Information
Interprets and Communicates Information
Uses Computers to Process Information

Technology

Selects Technology
Applies Technology to Task
Maintains and Troubleshoots Technology

Resources

Allocates Time
Allocates Money
Allocates Material and Facility Resources
Allocates Human Resources

Foreign Language Instruction: At all grade levels, beginning in Kindergarten, iLEAD will offer foreign language instruction that may include: Hawaiian, Chinese, Spanish, Japanese or other global languages. Students will learn to speak, comprehend, read and write in a foreign language at a basic level. The primary aim of learning another language is to encourage

students to gain competence in a modern language other than their mother tongue, with the long-term goal of balanced bilingualism. In addition, the study of a foreign language encourages in the student a respect for and understanding of other languages and cultures and provides a skills base to facilitate further language learning. Developing a proficiency in a second language gives students an access to a broader range of input, experiences and perspectives as well as the enjoyment of being able to communicate in a language other than their mother tongue. It is also acknowledged that learning another language greatly contributes to the holistic development of students. Considerable research shows the benefit of second language learning on cognitive development in younger children and there is evidence of enhanced achievement in other subject areas.

Social-Emotional Development: We believe that positive character development in schools is not a nice add-on to the curriculum – it is a crucial aspect of a quality school. We believe that a school must cultivate a culture of character in order to be a successful learning community. Learning occurs best through the development of character, where students learn how to become active participants in a community, to understand their rights and to enthusiastically fulfill their responsibilities as members of society. The classroom and school are model communities where students learn the skills and practices they need to live as productive citizens of the greater community. Students learn to take full responsibility for their own learning. (Nelson, 2000; Kohn, 1993)

The world has entered an era of the most profound and challenging change in human history. In addition, studies have identified what is referred to as a “skills gap”—a difference in how students are prepared for the workforce and the skills and character employers are seeking to match the demands of today’s global economy. iLEAD Kauai will develop character and leadership skills in students by using *The Leader in Me* by Stephen Covey as a structure to prepare students to meet the future challenges of our ever-changing world. *The Leader in Me* teaches students *The 7 Habits of Highly Effective People*, and is designed to be integrated into a school’s core curriculum and everyday language so that it isn’t “one more thing” the school staff has to do.

In elementary classrooms, teachers will build strong relationships to create a safe learning environment that makes students feel comfortable as active participants. Students’ primary classrooms will be a place for social-emotional skill-building, for participation in democratic decision-making and for solving problems between individuals, as a class and as a school. In the earliest grades, learning activities may often resemble play and allow self-directed exploration. We intend to use the Responsive Classroom approach to structure our learning environment. In grades 6th – 8th students participate in an advisory program using curriculum such as, *Second Step* which is utilized to develop social and emotional skills that are developmentally appropriate. Advisory classes will also emphasize a college going culture building an awareness of college, technical schools and universities both near and far.

iLEAD schools use instructional materials based on alignment with the school’s standards-based learning outcomes and educational philosophy. Some possible materials are listed in **Attachment b**, but given the pace of innovation in education the actual materials used may differ as instructional staff learn more about their students and the efficacy of different options in engaging students in learning. In keeping with our mission and vision, materials will be chosen to promote active, purposeful engagement with content where students learn and show what they know “by doing.” Materials may also be selected to enhance curricular integration, for example, where students read a work of historical fiction to enhance their understanding of the History or Social Studies project that they are involved in. In addition to any textbooks that may be used, supplemental authentic materials will be used to develop international themes, to differentiate for student needs and as needed for projects. Students will have opportunities to select materials appropriate to subtopics they have chosen, as

appropriate. Please see **Attachment b** for a more detailed description of the planned curriculum.

3. **Primary Instructional Strategies**

iLEAD instructional strategies are research based and based on constructivist pedagogy. iLEAD will use constructivist theory methods based on research about how people learn. Research shows that each individual constructs knowledge rather than receiving it from others (Brooks and Brooks, 1993). Constructive teaching is based on the belief that students learn best when they gain knowledge through exploration and active learning. Therefore, hands-on materials will supplement or replace textbooks, and students will be encouraged to think and explain their reasoning instead of memorizing and reciting facts. Education is centered on themes and concepts and the connections between them, rather than isolated information. According to brain-based research, authentic learning situations increase the brain's ability to make connections and retain new information. Teaching strategies that enhance brain-based learning include manipulatives, active learning, field trips, guest speakers, and real-life projects that allow students to use many learning styles and multiple intelligences. (The Language of Learning: A Guide to Education Terms, by J. L. McBrien & R. S. Brandt, 1997, Alexandria, VA: Association for Supervision and Curriculum Development)

Brain-Based Instruction: The iLEAD model is influenced by the research on brain-based instruction, which informs every aspect of our school, from curriculum and instruction to school organization and use of technology. The following table describes the key principles of brain-based instruction (adapted from Caine & Caine, 1998) and shows how they are applied to instruction in our school.

Brain-Based Principle	Implications for Educators	iLEAD Practices
1: The Brain Is A Parallel Processor.		
Thoughts, emotions, imagination and predispositions operate concurrently and interactively as the entire system interacts and exchanges information in the environment.	Teachers need to use a variety of strategies and techniques to engage the students' brains. No one method or technique can adequately encompass all the variations possible. Good teaching so orchestrates the learner's experience that all aspects of brain operation are addressed.	Differentiated instruction Development and monitoring of the individual learning plans Project based learning Daily 5 Socratic Seminar Inquiry Daily 5
2. Learning Engages The Entire Physiology.		

Brain-Based Principle	Implications for Educators	iLEAD Practices
<p>Learning is as natural as breathing, but it can be either inhibited or facilitated. Neuron growth, nourishment, and interactions are integrally related to the perception and interpretation of experiences. Stress and threat affect the brain differently from peace, challenge, boredom, happiness, and contentment. In fact, some aspects of the actual wiring of the brain are affected by school and life experiences.</p>	<p>Everything that affects our physiological functioning affects our capacity to learn. Stress management, nutrition, exercise, and relaxation, as well as other facets of health management, must be fully incorporated into the learning process. For example, students should drink six to eight glasses of water during the day to properly hydrate the brain. Start time of school is an important factor to consider especially in adolescents who biologically have difficulty going to sleep early enough to ever receive adequate rest with start times set at seven or eight a.m.</p>	<p>Leadership development The school as community hub School culture and values Health education 10 mindful minutes Health and Wellness Committee and lessons Morning Meeting Advisory Meetings Art Dance Whole School Community Meetings</p>
<p>3. The Search For Meaning Is Innate.</p>		
<p>The search for meaning (making sense of our experiences) and the need to act on our environment is automatic. The search for meaning is survival oriented and basic to the human brain. The brain needs and automatically registers the familiar while simultaneously searching for and responding to novel stimuli. The search for meaning cannot be stopped, only channeled and focused.</p>	<p>The learning environment needs to provide stability and familiarity; this is part of the function of routine classroom behaviors and procedures. At the same time, provision must be made for students to satisfy their curiosity and hunger for novelty, discovery, and challenge. Lessons need to be generally exciting and meaningful and offer students an abundance of choices. The more positively lifelike such learning, the better. Most of the creative methods used for teaching gifted students should be applied to all students.</p>	<p>Backwards design with lesson objectives clearly communicated to students Project-based learning Differentiated instruction Individual Learning Plans (ILPs) Morning meeting/advisory to develop and review classroom procedures and routines Field trips and guest speakers Technology usage Inquiry Maths Love and Logic Established classroom procedures and routines</p>

Brain-Based Principle	Implications for Educators	iLEAD Practices
4. The Search For Meaning Occurs Through "Patterning."		
<p>Patterning refers to the meaningful organization and categorization of information. The brain is designed to perceive and generate patterns, and it resists having meaningless patterns imposed on it. "Meaningless" patterns are isolated pieces of information unrelated to what makes sense to a student.</p>	<p>Learners are patterning, or perceiving and creating meanings, all the time in one way or another. We cannot stop them, but we can influence the direction. Daydreaming is a way of patterning, as are problem solving and critical thinking. "Time on task" does not ensure appropriate patterning because the student may actually be engaged in busy work while the mind is somewhere else. For teaching to be effective, a learner must be able to create meaningful and personally relevant patterns. Thematic teaching, integration of the curriculum, and life-relevant approaches to learning are those that most recognize this tenant.</p>	<p>Thematic units Project-based learning Technology as a tool to explore patterning, making meaning Essential questions Number Corner Interdisciplinary projects/activities Active learning techniques Words Their Way Foreign Languages Singapore Math Inquiry Maths</p>

Brain-Based Principle	Implications for Educators	iLEAD Practices
5. Emotions Are Critical To Patterning.		
We do not simply learn things. What we learn is influenced and organized by emotions and mind sets based on expectancy, personal biases and prejudices, degree of self-esteem, and the need for social interaction. Emotions and thoughts literally shape each other and cannot be separated.	Teachers need to understand students' feelings and attitudes will be involved with and will determine future learning. Students' beliefs about the support that they receive from teachers and administrators further affect their learning. For example, day-to-day classroom encounters affect learning, as does the everyday communication involved with meeting a student in the hall or cafeteria. These chance encounters affect students' beliefs about the level of teacher/administrator support and respect which in turn, affect learning.	<p>Leadership development</p> <p>Study of 7 Habits of Highly Effective People</p> <p>Core values</p> <p>Student-led conferences</p> <p>Morning Meeting (responsive classroom techniques)</p> <p>Love and Logic</p> <p>Second Step</p> <p>Advisory</p> <p>All School</p> <p>Community Meetings (Mandala Time)</p>
6. The Brain Processes Parts And Wholes Simultaneously.		
There is evidence that there are significant differences between left and right hemispheres of the brain. However, in a healthy person, both brain hemispheres interact in each and every daily experience. The "two brain" notion is most valuable as acknowledges two tendencies in the brain for organizing information: reducing information into parts; and perceiving it as a whole or series of wholes.	Good teaching necessarily builds understanding and skills over time because learning is cumulative and developmental. Thus vocabulary and usage are best understood and mastered when incorporated in genuine experiences. Similarly, equations and scientific principles should be dealt with in the context of living science.	<p>Entrepreneurship</p> <p>Project-Based Learning</p> <p>Technology-based education</p> <p>Presentations and showcases</p> <p>Morning Meeting</p> <p>School Ambassador Program</p> <p>Data Notebooks</p>

Brain-Based Principle	Implications for Educators	iLEAD Practices
7. Learning Involves Both Focused Attention And Peripheral Perception.		
The brain absorbs information with which it is directly involved, but also pays attention to information outside of the direct involvement field. This means that the brain responds to the entire sensory context in which teaching or communication occurs.	All aspects of an educational environment are important. Art exhibits should be changed frequently to reflect changes in learning focus. The use of music has also become important as a way to enhance and influence more natural acquisition of information. Teachers need to engage the interests and enthusiasm of students through their own enthusiasm, coaching, and modeling, so those unconscious signals appropriately relate to the importance and value of what is being learned. In effect, every aspect of a student's life, including the community, family, and technology, affects student learning.	Parental involvement Multi-Media Technology Love and Logic 7 Habits of Highly Effective People (working toward Lighthouse School status) Classroom Greeter program Culture Leadership Team
8. Learning Always Involves Conscious And Unconscious Processes.		
Much of our learning is unconscious and below the level of awareness. We learn much more than we ever consciously understand. Our experiences become part of our prior knowledge in both conscious and unconscious ways.	Much understanding may not take place immediately and may occur later, some understanding coming much later. Processing time, reflection, and metacognition are vital to the learning environment. Thus, much of the effort put into teaching and studying is wasted because students do not adequately process their experiences, nor are they given time to reflect upon them.	Project-based learning Leadership development Long-term projects with continuous reflection Weekly reflection on ILP goals Data Notebooks Portfolios GLO rubrics ILPs Social/Emotional Reports of progress

Brain-Based Principle	Implications for Educators	iLEAD Practices
9. We Have At Least Two Ways Of Organizing Memory: A Spatial Memory System And A Set Of Systems For Rote Learning.		
We have a spatial/autobiographical memory that does not need rehearsal and allows for "instant" recall. It is always engaged, inexhaustible, and motivated by novelty. The two ways of organizing memory are stored differently.	Sometimes memorization is important and useful, such as multiplication tables. In general, however, teaching devoted to memorization does not facilitate the transfer of learning and probably interferes with the subsequent development of understanding. By ignoring the personal world of the learner, and the preferred learning style of the learner, educators actually inhibit the effective functioning of the brain.	Levels of cognition – Bloom's Taxonomy Learning styles assessments Student-centered learning ILP development and monitoring Data Notebooks Skills for School Success
10. We Understand And Remember Best When Facts And Skills Are Embedded In Natural, Spatial Memory.		
Our native language is learned through multiple interactive experiences with vocabulary and grammar. It is shaped both by internal processes and by social interaction. That is an example of how specific items are given meaning when embedded in ordinary experiences. All education can be enhanced when this type of embedding is adopted.	Teachers need to use a great deal of real-life activity, including classroom demonstrations; projects; field trips; visual imagery of certain experiences; stories; metaphors; drama; and interaction of different subjects. Grammar can be learned in process, through stories or writing. Success depends on using all of the senses and immersing the learner in a multitude of complex and interactive experiences. Lectures are not excluded, but they should be part of a larger experience.	Project-based learning, Writing across the curriculum Field Trips/excursions Community Speakers Journals Weekly reflections Showcase of Learning Presentations of Learning
11. Complex Learning Is Enhanced By Challenge And Inhibited By Threat.		
The brain makes maximum connections when risk taking is encouraged and supported; however, it "downshifts" (helplessness) when under perceived threat.	Creating a safe place to think and risk, or relaxed alertness, is essential for optimum learning. The threat of failure and/or low grades may inhibit rather than encourage learning.	Standards-based assessments (no surprises, multiple opportunities to achieve mastery) Second Step Curriculum Morning meeting to discuss social/emotional environment Culture Leadership Team

Brain-Based Principle	Implications for Educators	iLEAD Practices
		Student Support Team Model
12. Every Brain Is Uniquely Organized.		
All humans have the same set of systems, yet we are all different based on genetic endowments, differing prior knowledge, and differing environments. The more we learn, the more unique we become.	Learners are all different and need to be empowered to make choices and allowed to understand the world from their own unique intelligences. Providing choices that are variable enough to attract individual interests may require reshaping of schools so that they exhibit the complexity found in life. In sum, education needs to facilitate optimal brain functioning.	Standards-based, differentiated instruction, Project-based learning Morning Meeting ILP development Love and Logic Entrepreneurship

English Language Arts Instruction: This is the foundational subject upon which learning in all other subjects depends. The National Reading Panel (NRP) reported that an extensive body of knowledge now exists demonstrating the skills children must learn to read well. These skills are as follows:

Phonemic awareness, the understanding that the sounds of spoken language work together to make words

Phonics, the relationship between the letters of written language and individual sounds of spoken language

Fluency, the ability to read text accurately and quickly

Vocabulary, the words one must know to communicate effectively

Text Comprehension, understanding what one is reading

With these in mind iLEAD Kauai will implement the following instructional strategies in English Language Arts:

ELA Strategy	What does it look like in the classroom?
Mini-Lesson	Daily objective (standard) written in agenda/schedule Student folder or notebook for note taking
Read Aloud	Students reading assigned texts out loud to teacher while the teacher takes notes on fluency.
Shared Reading	Read to Buddy. Students choose a friend in the class and take turns reading the book with each other – practicing fluency and inflection in a risk-free environment. This whole group activity provides a supportive environment for readers to attend to text while developing fluency skills.

	Often this takes the form of students reading different characters in a play or paragraphs in a text, but can also be done with a variety of fiction and nonfiction texts.
Guided Reading	Educator sets up individual or group reading workshop activity (independent reading, literature circles, etc.) then works with one group at a time (10-20 minutes) while the rest of the class is engaged in the workshop activity. Within this setting, the educator creates small groups of 3-6 learners demonstrating similar reading behaviors and instructional needs.
Literature Circles	Literature circles allow learners to develop a deeper appreciation and understanding of fiction and nonfiction text through student-directed activities and discussions. By working in small heterogeneous groups based on chosen topics, authors, genres or specific titles, learners engage in meaningful discussions based on a shared text at a pace agreed upon by the group.
Independent Reading	Read to Self. Learners read individually either aloud or quietly. Usually titles are selected independently but occasionally with educator guidance. Independent Reading allows educators the opportunity to help individuals become readers who enjoy reading, develop their own likes and interests and consistently learn through their own practice.
Response to Text Activities	Responding to text is an important activity that takes place within the Reading Workshop or Writing Workshop in which a learner uncovers and identifies information and then sorts, sifts, organizes and/or synthesizes it in order to organize one's thinking about a topic.
Shared Inquiry	Shared Inquiry is a teaching practice similar to a Socratic Seminar, in which students engage in a structured series of steps designed to engage them with a reading in increasingly complex ways independently and then in a class discussion. Shared Inquiry discussions work well as models for persuasive writing, debate, response to literature, and literature circle discussions.
Writer's Workshop	A variety of exercises ranging from Brainstorming, Mini-lesson, Status of the class, Writing & Conferencing, Peer Sharing & Author's Chair.
Independent Writing	Learners write individually and quietly, on topics of their own choosing or as directed by the educator, depending on the objectives for the class. Independent Writing allows educators the opportunity to help learners become writers who enjoy writing, develop their own skills and interests as writers and consistently learn through their own practice.
Guided Writing	Guided Writing is a small group, educator-driven practice that allows writing instruction to be personalized by creating homogenous groups of students with similar needs in terms of writing skills. This activity occurs within the Writing Workshop while the class is involved in independent writing, peer conferencing or project work.

Daily Oral Language	Daily Oral Language provides lessons that introduce and review writing conventions in context such as punctuation, capitalization and language usage skills. Learners have the opportunity to practice proofreading skills with educator guidance.
Six Traits of Writing	The Six Traits approach to writing puts the power and responsibility in the learner's hands. The educator must model the writing and revision process. Process writing is not a lock-step situation where learners pre-write on Monday and have a final draft due on Friday. The steps of process writing are largely self-paced, interdependent and overlap.
Presentations of Learning (POLs)	Public display of information learned before a group of peers and adults. Rubrics are used as guidelines to show proficiency in subject area. Student work is displayed formally, student communicates learning.
Assessment (Cycle of Inquiry)	Record Sheets (grade sheets, check lists of skills mastered, etc.) – samples include: <ul style="list-style-type: none"> * Exit Passes & Quick Checks * Daily Oral Language * Weekly Writings * Six Traits of Writing Rubric * Benchmark Exams
Portfolios	Electronic file of student work or a box with student portfolios organized for each class Rubrics Reflection Sheets Goal Setting Student work

Mathematics Instruction: Key instructional strategies in Mathematics are summarized below:

Math Strategy	What does it look like in the classroom?
Mental Math	Games involving dice, coins, number lines, overhead projections and math problems from the textbook are performed in groups.
Mini-Lesson	Daily objective (standard) written in agenda/schedule Student folder or notebook for note taking
Cooperative Groups	Kids seated in groups/centers (flexible grouping) Cooperative learning norms rubric Cooperative learning roles poster
Guided Math	Math groups rotate through 4 stations with one group working with the teacher at any given time. Teacher toolbox (a container with supplies such as: whiteboards, markers, pencils, manipulatives, etc.) Status of Class clipboard w/sheets of skills/concepts checked or not Student Assessments (Quick Check, Quizzes, etc.)
Problem Solving	At least one new Problem a day Math 360 degree Poster of Problem Solving Strategies being developed Student write-ups (displayed in classroom, in portfolios, in hallways, etc.) Student run "Tutorials"
Math Journaling	Examples of student journaling on Do Now, Exit Pass/Quick Checks,

	homework assignment and/or journal section in binder Poster of Journal Starters
Math Exhibitions	Rubrics Student Packet w/description of project, timeline to complete Example of Quality work posted from prior year
Assessment (Cycle of Inquiry)	Record Sheets (grade sheets, check lists of skills mastered, etc.) – samples include: Exit Passes & Quick Checks Weekly performance Quizzes Performance Tasks Benchmark Exams
Portfolios	Folders or electronic Leadership Notebooks/student portfolios Rubrics Reflection Sheets Goal Setting Student work

PROJECT BASED LEARNING

A key instructional approach to meeting a variety of student needs is standards-based Project Based Learning (PBL). Common Core-focused PBL is a “systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.” Moreover, research shows that students engaged in PBL “construct solutions, thus shifting the emphasis [from the product] toward the process of learning” (Buck Institute for Education, 2004). iLEAD teachers will each engage students in multiple Common Core standards-aligned projects each year that build on the content of science and social studies while integrating skills from other subjects, especially literacy and mathematics.

Brain-based research conducted by Kotulak (1996) and Kuhl (1994) has shown that human beings learn what is most meaningful to us. Conversely, new material for which there is no connection is discarded. If an emotional connection is made during learning, the material learned is reinforced. Furthermore, a recent “Review of Research on Project-Based Learning” (Thomas, 2000) suggests that PBL is a teaching method that is particularly well-adapted to urban, educationally disadvantaged youth such as the ones who are to be served at iLEAD. According to this research, PBL makes the content areas more relevant and meaningful to disaffected youth, while enhancing the quality of student learning and the development of self-directed learners. The same review also suggests that PBL can enhance professionalism and collaboration among and between educators. These outcomes are only possible when the PBL initiative is thoughtfully designed, and incorporates the best instructional practices. In order to ensure that PBL at iLEAD maximizes student engagement and achievement, teachers are trained and expected to design projects that are intended to guide students through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student “voice and choice,” rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st century skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products & presentations.

Furthermore, studies have found that schools where project-based learning is practiced find a decline in absenteeism, an increase in cooperative learning skills, and improvement in student achievement. When technology is used to promote critical thinking and communication, these benefits are enhanced. The report *Compendium Study of Promising Practices: Innovations in Charter Schools*, available from the Center on Educational Governance at the University of

Southern California, highlights what it sees as effective practices in 20 charter schools in California, including efforts such as project-based learning, parent involvement, and the infusion of arts in the curriculum. The California Department of Education has given a large portion of Dissemination Grant awards to schools for their use of project-based learning to achieve high academic achievement among secondary students, including High Tech High, the International School of Monterey, the Alameda Community Learning Center, and Guajome Park

Academy. Many educational research institutions also advocate this trend: “One strategy for linking the curriculum to real-world learning is project-based learning, where students are engaged in challenging tasks that usually involve knowledge and skills from more than one academic discipline.” (Redesigning Schools: What Matters and What Works, School Redesign Network at Stanford University, 2002.)

Following the guidelines of The Buck Institute, iLEAD staff will design rigorous, meaningful and effective opportunities for Project Based Learning, which include:

Teach significant content. Goals for student learning are explicitly derived from content standards and key concepts at the heart of academic disciplines;

Require critical thinking, problem solving, collaboration, and various forms of communication. To answer an Essential Question and create high-quality work, students need to do much more than remember information. They need to use higher-order thinking skills and learn to work as a team. They must listen to others and make their own ideas clear when speaking, be able to read a variety of material, write or otherwise express themselves in various modes, and make effective presentations. These skills, competencies and habits of mind are often known as “21st century skills,” because they are prerequisite for success in the 21st century workplace;

Require inquiry as part of the process of learning and creating something new. Students ask questions, search for answers, and arrive at conclusions, leading them to construct something new: an idea, an interpretation, or a product;

Organized around an open-ended driving question. This focuses students’ work and deepens their learning by framing important issues, debates, challenges or problems;

Create a need to know essential content and skills. Project Based Learning reverses the order in which information and concepts are traditionally presented. A typical unit with a “project” add-on begins by presenting students with knowledge and concepts and then, once gained, giving students the opportunity to apply them. Project Based Learning begins with the vision of an end product or presentation. This creates a context and reason to learn and understand the information and concepts;

Allow some degree of student voice and choice. Students learn to work independently and take responsibility when they are asked to make choices. The opportunity to make choices, and to express their learning in their own voice, also helps to increase students’ educational engagement;

Include processes for revision and reflection. Students learn to give and receive feedback in order to improve the quality of the products they create, and are asked to think about what and how they are learning; and

Involve a public audience. Students present their work to other people, beyond their classmates and teacher – in person or online. This “ups the stakes,” increasing students’ motivation to do high-quality work, and adds to the authenticity of the project. Students will do presentations throughout the year and participate in showcases of their work at the end of each year.

All project based units will reflect the principles of backward design – the project content and processes will be framed by a driving question that is aligned to Common Core Learning Standards and state content standards in Social Studies and Science. The driving questions will generally require high levels of critical thinking (analysis, synthesis and evaluation on Bloom’s Taxonomy) and also require a performance task to adequately assess student mastery of such standards. Therefore, project based learning provides a successful vehicle through which students can demonstrate their mastery of big ideas that reside at the heart of the standards. Along with the enduring understanding standard that anchors each project, teachers will identify standards that represent discrete skills or isolated pieces of knowledge that support the enduring understanding or big idea. Students will address these standards in relation to the big idea which will enable students to see the connections between isolated facts or discrete skills and the big idea. This approach to curricular design and delivery is solidly grounded within the backward design approach to curricular planning and provides for a meaningful, comprehensive way in which to promote mastery of content standards.

To illustrate, below is a sample Kindergarten project plan:

Kindergarten Project Plan Example

Road Trip through America

Established Goals:

- Introduce national and state flag, the bald eagle, and Statue of Liberty
- Introduce historic events to help learners understand the relationship to events, people and places of other times
- Identify purposes and people behind national holidays
- Understand triumphs in American legends and historical accounts
- Understand long ago and today

Understandings:

Students will understand:

- America was founded on the belief that everyone should have freedom for life, liberty, and the pursuit of happiness.
- America has many symbols that hold great meaning to Americans, such as the bald eagle, the liberty bell, the Statue of Liberty, the American Flag.
- In America, we celebrate many holidays that commemorate important events and people that make our country a better place.
- America has changed over time.

Students will know:

- How to identify American symbols and know why they are important.
- Students will know why we celebrate American holidays.
- Students will understand American legends and tall tales (i.e. Johnny Appleseed, Paul Bunyan)

Students will be able to:

- Sing Patriotic Songs
- Recognize American Symbols – American Flag, Statue of Liberty, Mt. Rushmore, Bald Eagle, Liberty Bell, and White House.
- Understand what it means to be an American.

Essential Questions:

Which American symbol is the most meaningful to you and why?
How does my understanding of American symbols relate to my understanding of the 7 habits and my evolving sense of citizenship?

Performance Tasks:

Learn “Star Spangled Banner”
Create an artifact and explain why it is a national symbol and why it is important to them.
Create a landscape of America
Make Flag Self Portrait
Make American Postcards.
Service learning connection: Help create a care package and letters for American service men and women overseas
Students will welcome veterans, active and retired, of the armed forces into the classrooms

Learning Plan

Learners will be introduced to the symbols through a “holodeck” problem to solve.
Students will travel through American history learning about the importance of our symbols and holidays.
Students will reflect on each symbol in their journal and choose their favorite to create their project.
Learners will create an artifact that demonstrates the meaning of a symbol and being an American.
Learners will make connections between treasured American values and 7 Habits of Highly Effective People.

The iLEAD project-based learning approach is modeled after the Santa Clarita Valley International Charter School located in Castaic, California and iLEAD Lancaster Charter School in Lancaster, California. These charter schools implement project-based learning for students in elementary, middle and high school. In practice this approach begins with children’s curiosity about the world. It harnesses children’s passion to learn and helps them develop the knowledge, skills and personal qualities they need for successful adulthood. Learning projects – journeys into the unknown for a definite purpose – are at the heart of this methodology. Students acquire knowledge and skills primarily through learning expeditions that cut across and make connections among disciplines. Instruction is individualized, with our focus on meeting the needs of every student.

For most of the day, students and teachers are engaged in challenging, deeper-learning expeditions that explore standards-based essential questions. Their studies call for intellectual inquiry, physical exploration and community service. On a given day, they work with local experts and businesses, or carrying out other fieldwork assignments. Each day provides opportunities for quiet reflection – time for students to write in their journals, gather their thoughts, and reflect on what they have learned. Throughout the year students may participate in trips and “adventure days” that may involve team building, exploration or other outdoor activities. Students work individually and in small groups, and together they learn to draw on the strengths of a whole class. Below is a narrative description of a 4th grade project:

4th Grade Project Example

Students create a book about traveling back in time to live with a Native American tribe in the pre-Columbian era. The children learn research skills, history, and narrative writing skills. They might interact with students at another grade level doing a similar project, so the students see how older students approached creating a book and get a real audience for their own books. The project starts with a “gallery walk” through our classroom library of books on Northeast American Indian tribes. The children browse and choose three tribes on which they want to focus their research. The teacher uses those preferences to assign the tribes. The class brainstorms “what

would we need to know” if we were to travel back in time to live with a tribe. The teacher takes this list of questions and put it into categories, which becomes part of a research packet students use to help guide their research. To begin searching for information, the students learn how to use informational books and Internet resources. They then read about their tribes and take notes about each category of information.

As students collect information they begin to organize and analyze it. In one activity, for example, they get together with students researching a different tribe. They compare what they’ve learned and fill out a Venn diagram and analyze similarities and differences between the two tribes. This work becomes intertwined with the writing curriculum. Students are working toward writing strong narratives. They use all of the strategies they learned in Writers’ Workshop for this narrative. They write a brainstorming story map, a rough draft, and then revise, revise, revise. For this story they might do two specific revisions. One is to improve on the “craft” of writing, so the story has an interesting lead, descriptive sentences, and uses rich vocabulary. On another revision, they might focus on the content. They will ensure they have at least two pieces of information from each of the research categories we had come up with. That is a difficult task, to include all that information and still write a good story. As students revise, they also need to think about their audience, perhaps students from another grade or parents. After extensive research students work in tribes to create a native American village. At the POL students dress in their tribal dress, set up their villages and do a formal presentation of the book that they wrote.

SOCIAL-EMOTIONAL SKILLS DEVELOPMENT

iLEAD intends to use the elementary Responsive Classroom approach and Second Step as ways to develop appropriate social/emotional skills in learners. The Responsive Classroom is a general strategy for teaching, rather than a program designed to address a specific school issue. It is based on the premise that children learn best when they have both academic and social-emotional skills. The Responsive Classroom approach consists of a set of practices that build academic and social-emotional competencies and that can be used along with many other programs. These classroom practices are the heart of the Responsive Classroom approach:

Morning Meeting—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead

Rule Creation—helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals

Interactive Modeling—teaching children to notice and internalize expected behaviors through a unique modeling technique

Positive Teacher Language—using words and tone as a tool to promote children's active learning, sense of community, and self-discipline

Logical Consequences—responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity

Guided Discovery—introducing classroom materials using a format that encourages independence, creativity, and responsibility

Academic Choice—increasing student learning by allowing students teacher-structured choices in their work

Classroom Organization—setting up the physical room in ways that encourage students’ independence, cooperation, and productivity

Working with Families—creating avenues for hearing parents’ insights and helping them understand the school’s teaching approaches

Collaborative Problem Solving—using conferencing, role playing, and other strategies to resolve problems with students

Similarly, Second Step provides scripted, media-rich lessons as well as academic integration activities. The program includes songs, games, scenarios and videos. Units address skills for learning, empathy, emotional management, and problem-solving.

4. Not Applicable. iLEAD Kauai does not have a virtual or hybrid component.

C. Pupil Performance Standards

1. The iLEAD Kauai Curriculum for each subject area is based on the Common Core Learning Standards for English Language Arts, the Common Core Learning Standards for Mathematics as well as the state standards for Social Studies and Science. We also use the following Hawaii State General Learning Outcomes (GLOs) as the overall expected course outcomes:

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 and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically)

Effective Communicator (The ability to communicate effectively)

Continued student achievement as measured by Strive HI will be attained through relevant learning experiences that engage students' interest as they discover underlying concepts and develop deep understanding of subject matter through the Common Core. In addition, students in the 21st century are faced with the challenge of learning in an increasingly interdependent world where knowledge is constantly developing and evolving. Our school's rigorous curriculum on global connectivity will give students a sense of belonging in the changing world, and prepare students to fit in the global marketplace upon graduation and after college. Exploring the world's cultures will give students a positive attitude toward learning and greater understanding of diverse cultures, both in the United States and abroad.

2. iLEAD uses the Common Core Standards for each grade level. See **Attachment d** for iLEAD Learning Outcomes by grade level, the standards for promotion, communication plan and detailed grade level scope/sequence.

3. iLEAD Kauai's standards are consistent with the Common Core, Strive Hi and the Academic Performance Framework. In the event the school chooses to adopt additional standards, a committee comprised of parents, teachers and administrators will propose the additional standards to the iLEAD Kauai governing board for consideration.

4. The final grade level served by iLEAD Kauai is 8th grade. Please see **Attachment e** for the exit standards expected for all 8th grade students. In addition, the grade level outcomes are included for each grade level.

D. High School Graduation Requirements

Not Applicable. iLEAD Kauai is a K-8 grade school.

E. School Calendar and Schedule

1. iLEAD Kauai proposes to operate with a school year with 175 days of instruction and will adhere to the hours required for students. School intends to start for students in September and end in June. It is proposed that teachers begin with three weeks of professional development and planning in August. The school intends to follow the typical holidays and recesses of the Kauai Public Schools. Please see **Attachment f** for a proposed calendar.
2.
 - a. From Monday to Thursday, 1st-8th graders will be in school from 8:30-3:00, while Kindergarteners will be dismissed at 12:00 each day. On Fridays, all students will be dismissed at 12:00 which will allow time for professional development and collaboration. Before- and after-school extended day program (childcare) may be available for a nominal fee.
 - b. M-Th Proposed start time: 8:30 am. Dismissal time: 3:30 pm.
Friday proposed start time: 8:30 am. Dismissal time: 12:00 pm.
 - c. 6 hours M-Th will be dedicated to academic instruction and 3 ¼ on Friday. The school calendar will consist of 175 instructional days for a total of 983 instructional hours which is aligned with newly approved state minimum requirements of 185 days and 983 hours of student learning time each school year.
 - d. Each day the Core Subjects will be taught 3.5 instructional hours/day. Due to the project-based nature of our program, these instructional hours will highly overlap.
 - e. With the proposed schedule our students will have the necessary time that they need to engage core curriculum instruction through project based learning, build community, engage in social learning, and enrich their academic program with Arts, second language and technological learning experiences.
 - f. Not applicable
3. Please see **Attachment g** for a sample daily and weekly schedule for each division of the proposed school

F. School Culture

1. School culture and environment have a significant impact on learning. Because of this significant focus and time is spent on culture and participating in culture-building activities and lessons. We intend to build a school culture at iLEAD Kauai that is resolutely focused on fostering the conditions necessary for student achievement at levels that indicate college readiness. Thus anything that impedes effective instruction is anathema to our culture.

The iLEAD culture is best described by the iLEAD values statement:

We are a people of purpose, establishing a new paradigm for education. We are a caring culture that values community, which contributes to a better society. Our focus on developing empathy allows for respect and invites an engaging, positive, rich environment. We believe people are natural-born learners. We provide opportunities for discovery and wonder to nurture a lifelong love of learning. Success is demonstrated through leadership, self-direction, problem-solving skills, creativity, collaboration, innovation, and service. We embrace stepping out of our comfort zone. And . . .

We value joy, fun, choice, and voice, and we celebrate that our differences contribute to our common humanity.

2. We believe a school-wide approach to creating, implementing and maintaining culture is important as it builds and reinforces consistency for students, families and teachers alike, but

also recognizes room for individual personalities to shape some of the routines and procedures within individual classrooms. Non-negotiable expectations for student and staff behavior will be articulated through family and staff handbooks, respectively, and included as important components of summer training for staff and orientation for students. We carefully choose and use titles and language that promote the culture.

The iLEAD design elements support and build strong culture. The facilities, hiring practices, group meetings, training are all addressed in these design elements. Training for leadership in the design elements as well as ongoing coaching helps to calibrate these practices.

iLEAD Kauai will draw from a number of concrete programs to train staff and implement practices that will result in a warm but structured learning environment that supports mission achievement. The leadership skills component will be built around *The Leader in Me*. Behavior management techniques will be drawn from Responsive Classroom and Love and Logic. Finally, social emotional skill development will draw on resources from programs such as; Second Step. In addition, staff, parents and students will participate in Core Influencers Training to identify and reinforce the core values of the organization.

The Leader in Me: iLEAD Kauai will follow The Lighthouse School model developed by Stephen Covey as a guide to creating a school culture with a positive learning environment aligning shared values. This model based on the book *The Leader in Me* is collaborative, ongoing and based on leadership, character and student achievement. This model, which teaches The 7 Habits of Highly Effective People, is dedicated to increasing leadership skills in all students. The Leader in Me improves academic achievement and raises levels of accountability and engagement among both parents and staff. It established common language that facilitates communication and consistent expectations. It becomes part of the culture, gaining momentum and producing improved results year after year, benefiting schools and students. in the following ways:

- Develops students who have the skills and self-confidence to succeed as leaders in the 21st century.
- Decreases discipline referrals.
- Teaches and develops character and leadership through existing core curriculum.
- Improves academic achievement.
- Raises levels of accountability and engagement among both parents and staff.

Our school will take steps to become an official Lighthouse School, a distinction reserved for schools that implement a highly effective instructional program based on the 7 Habits. Lighthouse recognition comes because of the results a school is achieving and the impact it is having on staff, students, parents and the greater community.

Researchers at the Warner School of Education at the University of Rochester prepared a research literature review of *The Leader in Me*. They found that “This analysis provides the bases for our conclusions about *The Leader in Me*’s potential to foster and support school transformation and student acquisition of 21st century competencies.” (Fonzi and Ritchie, 2011) Researchers at Johns Hopkins University conducted case studies of the Leader in Me in two elementary schools; they found that implementation of *The Leader in Me* improved school climate, developed students’ self-confidence and motivation, and made teaching easier and more enjoyable (Ross, Laurenzano and Daniels, 2012).

Responsive Classroom: This social-emotional skill-building program is a widely used approach to elementary education that increases academic achievement, decreases problem behaviors, improves social skills, and leads to more high-quality instruction. The guiding principles of Responsive Classroom are:

The social curriculum is as important as the academic curriculum.

How children learn is as important as what they learn: Process and content go hand in hand.

The greatest cognitive growth occurs through social interaction.

To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.

Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.

Knowing the families of the children we teach and working with them as partners is essential to children's education.

How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.

Love and Logic: Love allows children to grow through their mistakes. Logic allows children to live with the consequences of their choices. Love and Logic is a way of working with children that puts parents and teachers in control, teaches children to be responsible, and prepares young people to live in the real world with its many choices and consequences. The guiding principle of Love and Logic are:

When adults take care of themselves, they hand the problem back to the student who created it.

When the student has to solve the problem, they have to think.

When students have to think, they learn that decisions have consequences.

When students have to deal with consequences, they learn to think.

When we allow the student to deal with the consequences, they learn to think before they cause a problem.

When the student learns to ask themselves, "How is my behavior going to affect me?" they have learned self-control.

Second Step: This social skills curriculum provides developmentally appropriate ways to teach core social-emotional skills such as empathy, emotion management, problem solving, self-regulation, executive function skills, and skills for learning.

Students who enter the school mid-year will be paired with a grade-level student ambassador who will act as a "buddy" and will explain expectations and how the school works. Regular orientations and tours will be offered for parents who are new to the school.

Regular tours and orientations will be held to explain and define the program and culture to students and families new to the school.

3. iLEAD Kauai's highly adaptive and differentiated program is perfect for meeting the needs of Special Education students, ELLs and students at risk. Learning is personalized and curriculum is adapted to fit the needs of the learner, rather than forcing the learner to adapt to the curriculum. Student strengths are build on and student challenges are supported and addressed. iLEAD Kauai will be an inclusion program, allowing learners of all ability levels to

thrive within the developmentally appropriate, multi-aged environment.

4. Please see **Attachment h** for an example of a school day for an iLEAD Learner.

5. Please see **Attachment I** for an example of a school day for an iLEAD teacher.

G. Supplemental Programming

1. Summer school will be offered on an *as needed* basis and would only be held if funding is available. Summer school would be partial day, and would offer ELA and Math assistance in a PBL environment.

2. Extra-curricular activities may be offered. These may include: dance, film, chess, coding, sports, etc. These will be determined by student request. Funding will be from grants and/or donations.

3. The iLEAD Advisory and Morning Meeting programs address student mental, emotional, and social development and health. Special care and attention is paid to these areas all day long. Additional programs that may be added to the iLEAD program are: lunch bunch, GirlPower, and a sensory room.

4. Students will have frequent opportunities to learn beyond the classroom walls by participating in activities such as: field trips, outdoor science school, guest speakers, Skype, etc. These activities will connect and support the PBL environment. Students will also participate in Leader In Me activities and Entrepreneurial experiences.

H. Special Populations and At-Risk Students

1.a. – h. iLEAD Kauai's educational program is highly personalized and adaptive and is designed to meet a wide-range of student abilities. Because of this and from past experience, we anticipate that our program will be attractive to students with a variety of needs. The curriculum, daily schedule, staffing plans are all designed to support individual student needs making the school an optimum learning space for all students. iLEAD will serve students with IEPs, Section 504 plans, students identified as ELL, homeless or intellectually gifted will be served in an inclusion program. Services will be "push-in" the majority of the time but in limited cases students may receive services in a "pull-out" manner.

The iLEAD Response to Instruction and Intervention (RtI²) model is designed to be an intentional, thoughtful, and effective tiered intervention framework to address academic, social, emotional, and behavioral concerns for all students. This model may also be used to establish a pattern of strengths and weaknesses and to document pre-referral interventions for students who are ultimately evaluated for Special Education.. For those students who do not achieve at expected levels on the state tests or internal assessments through the mainstream educational program, iLEAD will utilize its RtI² to provide a series of tiered interventions to determine if school-based strategies can address the identified learning deficits. Students being considered for referral for special education should have received at least six to eight weeks of targeted select, specific, or individual intervention in all three tiers before being considered for a special education evaluation.

As a part of the parent/school agreement, students identified as "at risk" in one or more subject areas will be expected to seek and participate in academic support. Students will be identified using multiple assessments such as the Diagnostic Reading Assessment, math assessments, portfolios, and state tests scores. A variety of intervention programs and strategies will be employed to foster success for a student in the RtI² process. Below is a list of interventions and resources, which is by no means exhaustive:

Mentoring Program - Each staff member will be responsible for mentoring at least two students each year. Students can be referred by teachers or parents because of low

achievement, social or behavioral needs. If there are more referred students than staff, a priority list based on needs will be established by the School Director. Mentors will regularly make weekly contact with their mentee during school hours and provide support. Mentored students not doing his/her own personal best on any assignment or assessment will be sent to talk to their mentor. On the contrary, any student who exhibits exemplary behavior or exhibits commendable effort or success on any academic assignment or assessment will also be sent to share the information with their mentor.

Progress Report Plan - Any student who is below grade level or at risk of failure by the ILP conference will be put on a progress plan. Parents will receive a bi-weekly report from teachers that must be signed and returned the following day. Failure to return the form will trigger a call home by the teacher for follow up. The administrator will call home if these follow up efforts fail.

Tutoring Program - Parents play a vital role in intervention. All parents are asked to sign a compact with the school in which they are expected to fulfill their responsibility as a volunteer. Tutoring students is among the ways to satisfy this expectation. Volunteer parents will have formalized training to become a member of the Parent Intervention Tutor Crew (PIT Crew) to tutor students for half an hour before or after school in core academic subjects. The tutoring will be supervised by a staff member. The school will also welcome other members of the community who wish to become tutors and support our students.

After School Success Center - An after-school technology center will be open for students who need help to complete their homework. The center will provide extra tutoring in English Language Arts and Math using technology.

Saturday Academy – If needed, a Saturday Academy will be offered beginning in 4th grade for students identified as in need of further time and support to meet their academic targets.

Instructional Software – Students and families will have access to online remediation and enrichment programs for use at school and home. These self-paced programs allow students to target their specific needs and provide real-time feedback to help them identify what they learn and what they still need to work on. The data from these programs can also be used by teachers and staff to inform classroom instruction and school-based intervention programs.

Parent University – The school will conduct classes to train Spanish and English speaking parents in how to help their struggling students at home. Training will also focus on Love and Logic, and 7 Habits of Highly Effective People.

Resource Information – The school will provide parents with lists of resources, individuals and organizations in the community that provide tutoring, mentoring, physical and mental health services, and other programs that they can access to help their child develop

Sensory Room – A room designated to help students who have sensory integration difficulties. This space will be equipped with sand, water, swings, and other various sensory items.

The developers of iLEAD understand that the school has the obligation to serve students with exceptional needs and that the school, pursuant to applicable state and federal law, will be responsible for providing services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.

Child Find The school will plan to participate in a comprehensive “child find” system to identify students who have or may have exceptional needs. This system will include the following policies and practices:

Post-matriculation intake practices that identify students with exceptional needs to help ensure that the school is aware of all students who have existing and documented special needs;

Efforts to develop relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion;

Staff development and training for school staff, to ensure that they possess an understanding of tools and techniques to identify students who may have exceptional needs; and,

Review of student assessment data, including but not limited to state-mandated testing, to identify students who may be falling behind expectations in their academic progress and are in need of additional support or services.

Coordination of meetings with and provision of records and data to the Committee on Special Education to facilitate evaluation, development of individualized education programs (IEPs) and regular review and revision of IEPs.

Families enrolling with documented special education students participate in further discussion with qualified, certified staff and work together in developing, implementing and/or modifying services to address the requirements of the student’s IEP. Based on data gathered from existing documentation and the iLEAD Intake Procedure, staff will make every effort to put services in place for students based on their anticipated needs. Our staff will work diligently to educate the district’s Committee on Special Education about the iLEAD’s unique program and offerings, and work with the CSE and parents to explore opportunities for students to remain at iLEAD if the school can adequately meet their needs despite not offering the specific services mandated in the IEP. In this case, iLEAD staff will work with the CSE to modify IEPs or have parents consider waivers.

Intervention Progress Team (IPT): The school will implement an IPT comprised of special education staff, instructional leaders and a general education teacher from each grade. The IPT will strategize ways to meet student needs within the RtI2 process. Students who are not demonstrating success will be considered for referral to the CSE for special education evaluation. The IPT will review all of the attempted tiered interventions and student performance data, conducted observations of students in class, and confer with the students primary teachers. For students who already have IEPs, the IPT will evaluate student progress and, as deemed appropriate by concrete evidence and data, make recommendations to the CSE for changes in placement or de-certification. The IPT may consult with psychologists, occupational and physical therapists, speech-language pathologists, school nurses, and other education specialists as needed.

Provision of Services iLEAD will partner with the district to hire Education Specialists with special education certification to provide services to students and will contract for services as needed to ensure the provision of all services required by IEPs. Appropriate designated instructional services and related services are also provided, consistent with the student’s IEP. These contracted services will likely include speech, physical and occupational therapy, and counseling. In the start-up phase of the school, iLEAD will work with a school psychologist for testing and working with students and staff. In subsequent years, the school will likely need a school psychologist either full or part-time.

For students with exceptional needs for whom iLEAD's distinctive educational program is determined by the Committee on Special Education to be appropriate and the least restrictive environment, it is iLEAD's intention to provide special education services within a modified inclusion model. We believe that students with special needs benefit educationally, socially and emotionally from the opportunity to receive services in this model. The school's Education Specialists will work in a collaborative model with all teachers and assistants to ensure that appropriate accommodations are in place and that the learning environment and curriculum are modified consistent with each student's IEP. Education Specialists will participate in grade team meetings to ensure coordination of services with instruction in the general education classroom. The school understands that student progress toward the goals specified in the IEP will be monitored regularly and formally reviewed by the Committee on Special Education.

Assessment Students with disabilities will participate in age appropriate assessments as allowed and provided for in their IEPs. This includes state testing, and the school will make arrangements for students whose IEP dictates to take an Alternative Assessment. School leaders will ensure that all teachers make the appropriate accommodations and modifications for students with disabilities to fairly participate in assessments

Education Specialists will be responsible for monitoring student progress towards the goals in their IEPs and making recommendations for modifications to those goals to the Committee on Special Education. iLEAD will make teachers aware that is not only a moral imperative to raise the academic performance of students with special education needs, but it is also a factor in achieving the school's mission and the goals in the school's Accountability Plan. Instructional staff will monitor their progress throughout the year to ensure that the school is on track for meeting growth goals.

iLEAD will make teachers aware that is not only a moral imperative to raise the academic performance of students with special education needs, it is also a factor in the Academic Performance Index (API) and in Annual Yearly Progress (AYP). Instructional staff will monitor their progress throughout the year to ensure that it is on track for meeting growth goals.

Section 504 Special Needs The school understands that its students may have exceptional needs that are not governed by the terms of the federal special education law (IDEA) but who may require accommodations or services pursuant to the terms of section 504 of the Rehabilitation Act and that the school will be responsible for planning and implementing any such accommodations or services.

Homeless The school understands that a very small percentage of its students may be homeless and that these students will require accommodations. The school will be responsible for planning and implementing any such accommodations or services including curriculum adjustments, scheduling, staffing plans, support adjusted to meet the diverse needs of this student population. This will be done as a continuum of services to ensure student success.

English Language Learners will be supported through a combination of modified instruction to provide access to core curriculum, explicit instruction in English language development, a supportive school culture, and additional academic support as needed.

Once a student begins at iLEAD Kauai, either at the beginning of or during the school year, we will administer the home language survey to determine whether English is the student's native language. All students whose home language is other than English (as indicated on their home language survey) will be given an assessment, for example; the revised Language Assessment Battery (LAB-R). We will also make every effort to contact the student's previous school to

assist in determining if the student has already been identified as an English Language Learner (ELL), and if so to find out their proficiency level

ELL students will have full access to iLEAD's curriculum. To help students understand content being taught, teachers will procure reading material at or near students' reading levels in their native language, will explicitly teach key vocabulary, and will use appropriate instructional strategies such as anticipatory pre-reading of text and other SDAIE (Specially Designed

Academic Instruction in English) methods. We have selected this approach based on the history of and research into programs for language minority students, who have often achieved proficiency in neither English nor subject area content and skills using other models. SDAIE avoids the historic “sink or swim” approach to ELL students by providing students with the opportunity to study meaningful content material via the English language and to interact socially as well as academically with native speakers, which offers numerous benefits. The desirable school characteristics for implementing SDAIE, which align closely with the iLEAD academic model, particularly our emphasis on planning thematic and project-based curriculum and instruction coupled with ongoing, multi-faceted assessment:

- Cooperative and thematic learning environments;

- Teacher delivery that contextualizes content;

- A variety of interactive strategies including student to student, student to teacher, student to text, and student to self (reflection, self-evaluation);

- Careful planning of the environment, instruction, and materials;

- Identification and selection of focus concepts that integrate student learning;

- Facilitating a connection of focus concepts to students’ experiences, knowledge, and needs to know;

- Selection of scaffolds to assist students’ engagement and performance (social-affective, linguistic, cognitive-academic, metacognitive-metalinguistic);

- Continuous observation, monitoring, and assessment leading to teachers’ modifications of instructional procedures and to students’ increasing autonomy;

- Encourage free voluntary reading and the use of fiction across the curriculum to supplement related subject matter teaching.

- Multicultural development and awareness and the validation of diversity.

At iLEAD instruction is carefully prepared so that student can access the English language content supported by material in their primary language and carefully planned instruction that strives for comprehensible input. SDAIE is a method of teaching students in English in such a manner that they gain skills in both the subject material and in using English.

Teachers will participate in professional development to develop the skills needed to effectively serve ELL students using the SDAIE approach. This will include lesson design, curriculum modification, pedagogical techniques, effective assessment and progress monitoring. Preparing good lessons in SDAIE require awareness of the fact that some students are not native English speakers and their instruction should avoid or scaffold those aspects of English that might make it difficult for a person learning English as a second language. This includes avoiding or explaining idiomatic English that would confuse non-native speakers.

Services and programs for ELL students will be provided by general education teachers, teacher assistants and Education Specialists who will have experience and/or training in ESL instruction and interventions. ELL students may be clustered to facilitate differentiation of instruction according to their English proficiency level. Instructional differentiation of the core curriculum by level may include use of SDAIE strategies, modified learning materials and activities and supplemental supports. ELL instruction will be differentiated by instructional materials and activities. In addition, iLEAD may provide formal English Language Development (ELD) instruction to identified ELL students if the demonstrated need and number of students warrants, either integrated within the classroom or as a pull-out program. Depending on the

needs of our students, courses may be offered in students' native language and instructional aides may provide support in the native language and/or in English.

Instructional staff will monitor progress of ELLs throughout the year to ensure that they are on track for meeting growth goals using internal assessments and observations.

ELL students will have full access to iLEAD's curriculum. To help students understand content being taught, teachers will procure reading material at or near students' reading levels in their native language, will explicitly teach key vocabulary, and will use appropriate instructional strategies such as anticipatory pre-reading of text and other SIOP (Sheltered Instructional) methods. These include using clear, slow speech, using simpler vocabulary to explain grade level content, and using visual and kinesthetic instructional modes. Teachers will participate in professional development to develop the skills needed to effectively serve ELL students.

iLEAD will also provide formal English Language Development instruction to identified ELL students, either integrated within the classroom, or as a program outside of school hours. Courses may be offered in students' native language and instructional aides may provide support in the native language and/or in English as is feasible.

To ensure that the school effectively assists ELL students in a successful transition from Limited English Proficient (LEP) to Fluent English Proficient (FEP) status, iLEAD will:

- Provide instructional support in the home language (as appropriate) for students with the lowest ELD levels.

- Place ELL students in classrooms with a qualified teacher who possesses the appropriate qualifications, such as a CLAD or its equivalent.

- Monitor the progress of ELL students

- Monitor the progress of RFEP students for a minimum of two years to assure their continued success.

- Provide teachers with professional development on best practices in second language acquisition so they become skilled in classroom strategies to meet the needs of ELL students.

- Ensure that instructional materials for ELL students and curriculum frameworks and standards are aligned.

iLEAD Kauai will be set up to help academically low achieving students succeed through use of active learning methods that engage students with different needs, small class size, supportive school structure, accessibility of teachers for extra help, and regularly scheduled times for teachers to meet and address individual learner needs. The curriculum will be developmentally appropriate, and students will be given time and resources necessary to achieve the essential academic standards for each grade level. Additionally, teachers will participate in professional development on differentiation to address the students' multiple learning styles and special needs, including those of low achievers, and will use a curriculum planning process, i.e., Wiggins and McTighe's Teaching for Understanding approach (which forms the Understanding By Design process) to reach all the children in their classes.

iLEAD Kauai will identify students who are performing below grade level through the results of a variety of assessments, including state test, performances of learning, and classroom assessments. The school will make teachers aware that raising the academic achievement of these students is not only a moral imperative, but it is also a factor in achieving the school's mission and the goals in the school's Accountability Plan. Instructional staff will monitor progress of academically low-achieving students throughout the year to ensure that it is on track for meeting goals. Services for academically low-achieving students will begin with an assessment of student abilities and needs. Individualized learning plans will be updated as needed to address their specific needs.

iLEAD's core instructional approach is highly differentiated and helps academically low-performing students make the most progress through continuous use of small group activities and instructional materials at each student's "just-right" level of challenge. This highly personalized instruction reduces the role of supplemental interventions by serving each student at his or her level. Various educational software options will be utilized when needed to personalize learning. Teachers, trained assistants and volunteers may provide additional practice outside core classroom instruction to students below grade level.

iLEAD is also an ideal environment for high achieving students. At iLEAD, learners are not constrained by grade level. Students are encouraged to reach beyond the grade-appropriate state standards to pursue their own interests and learn at their own pace. iLEAD's self-directed, hands-on, project-based approach allows exceptional flexibility for high achieving learners to approach learning according to their unique skills, abilities and talents. Teachers will modify students' individualized learning plans (ILPs) and differentiate instruction to engage and challenge each student at his or her own level. Staff training in Project Based Learning will prepare teachers to meet the needs of all students. Rubrics are created that push students to create beautiful work at a high-caliber of performance. Since iLEAD is a multi-aged environment, students may participate in projects or particular subject areas with an older grade level that may be working on more sophisticated concepts. These arrangements are decided on in collaboration with the family and the student.

The process for identifying students who are academically high achieving is similar to the process for identifying academically low-performing students. Teachers use the results of the state tests, school-wide assessments, classroom assessments and/or classroom observations. Modifications for academically high-achieving students will begin with an assessment of student abilities and interests. ILPs will be updated as needed to address their specific needs. Depending on identified needs, students will receive one or more of the following interventions:

- Classroom instructional activities differentiated to accommodate varied academic needs and learning styles.

- Learning activities above grade level, including with older students on a variety of activities. Utilizing a small, personalized environment, teachers will be able to move students in and out of groups, allowing high achievers opportunities to mentor and to be mentored by various peers of various ages.

- Pairing with low-performing students as peer tutors for a small portion of their day to develop leadership and social skills, deepen their own understanding, and narrow the achievement gap. This is supported by research that shows that people deepen understanding through the process of teaching others.

- Participation in enrichment activities during the daily Enrichment/Intervention block and/or after school.

2. iLEAD Kauai does not expect to serve any other special populations.

I. Student Recruitment, Admission and Enrollment

1. The Charter School will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance that is reflective of the general population residing within the Central Kauai District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.

The development of promotional and informal material that appeals to all major racial and ethnic groups represented in the district; including materials in languages other than English to appeal to limited English proficient populations.

Targeted meetings in multiple communities to reach prospective students and parents. The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district.

A random selection process will be used each school year and a ranked waiting list created to fill openings as they occur.

Because we seek a targeted student population whose families may not be reachable by traditional means, iLEAD plans to utilize direct outreach strategies such as direct mailing and community and home meetings targeted in specific communities in the area. iLEAD also may use bus stop signage and church and community group bulletin boards in an effort to tailor outreach efforts to a diversity of students/families.

2. Admission into iLEAD Kauai, will take place through a public, random lottery. Exceptions to the lottery are:

Returning students from the prior year will retain admission status and will not go through the single public random lottery process.

Siblings of current students are exempted from the single public random lottery and will be accepted into the school as long as there are available spots in the targeted grade.

Children and grandchildren of iLEAD founders

Employees' children and grandchildren will be exempt from the single public random lottery, as long as this exemption constitutes not more than 10% of the school's total enrollment.

3. Please see **Attachment J** for a sample Enrollment Policy, procedures and sample intent to enroll form.

J. Student Discipline

1. **a-e.** Please see **Attachment k** for the school's discipline approach and proposed discipline policy.

K. Parent and Community Involvement

1. iLEAD Kauai is a "grass roots" start-up. Interest for the school started at the local level with Deena Moraes, a local resident and supportive community members who are interested in a progressive, innovative, Montessori-like school program.

2. In our community research we discovered a significant interest in the area for a choice within the public education system. iLEAD Kauai held a community interest meeting, the presentation created an excitement in the community. Everyone in attendance signed up for further information and pledged to support the school. In addition, iLEAD Kauai conducted a phone survey. Preliminary results show that 143 people support iLead Kauai Schools opening a charter school on the island. Families surveyed indicated they would enroll 242 students into iLead Kaua'i School if they could enroll today. Additional community meetings are planned.

3. . Parents and community partners are key resources to support students' success. iLEAD will actively involve parents at school through a heavy emphasis on volunteering in and out of the classroom. Parents will also serve on the governing board to represent parent interests. iLEAD will work with parents to support and extend their students' learning at home. The school will also seek ways to involve community partners and provide learning experiences that broaden students' perspectives. Parents will be encouraged to attend iLEAD Parent

University offerings: classes for parents which explain iLEAD's instructional program and educational philosophy. These programs will have an emphasis on bridging the learning activities into the home.

Parents will be strongly encouraged to contribute a minimum of 40 hours per family, per academic year to iLEAD Kauai Charter School. Completion of volunteer hours, however, is not a prerequisite of enrollment at iLEAD. The Director shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at meetings of the Board of Directors (as member or observer), or any applicable Parent group functions; participation in the planning of, or attendance at, fundraising or Academic/ArtsEvents; or, other activities. At iLEAD, parents will play many important roles in the day-to-day operations of the school, as well as the strategic planning and overall vision of the school community.

4. In conversations with the community and civic organizations, the Committee found great acceptance and support. iLead contacted many community organizations in Kauai. The administrators made themselves available for a conference call or a face-to-face meeting to answer any questions they may have about the school. See **Attachment I** for a list of interested community members, phone banking records and potential community resources.

L. Non-Profit Involvement

1. iLEAD is connected with a network of schools supported by iLEAD Schools Development. ILEAD Schools Development is a California non-profit corporation with 501(c)(3) status. It is iLEAD's the intent to seek non-profit incorporation from the State of Hawaii as well as Federal 501(c)(3) status once the Charter is granted.

2. iLEAD will be supported by the non-profit in a multitude of ways. As has been indicated throughout iLEAD will support the school by developing partnerships, finding and applying for grants and other alternative funding. At this time there are no specific grants in place. Once a Charter is granted iLEAD will begin fundraising.

3. iLEAD School's team brings strong experience in curriculum, instruction and assessment as well as in charter school finance, governance, and operations. iLEAD Schools leadership has over 25 years' experience in business and education with 6 years' experience running successful charter schools. iLEAD will utilize the design model of the iLEAD academic program, organizational structures and procedures, but will have its own staff based in Hawaii to manage the school and will be governed by an independent board of trustees. This governing board will be selected for expertise needed at the school including finance, legal, advertising, real estate, etc. Board members will participate in yearly board training and will have follow-up conversations with an experienced "board coach". iLEAD plans to identify and recruit individuals through a variety of methods including but not limited to community outreach, star searches as well as traditional methods. iLEAD Schools will provide teacher support through a sustained coaching model to improve each teacher's practice.

Capacity will be built via intense professional development and coaching sessions. Experts and Coaches will utilize teacher ILPs to focus coaching. Coaches will then observe classroom instruction with an eye towards the goals, but may also note and provide feedback on other areas, such as school-wide priorities or urgent deficiencies. Coaches will meet regularly with teachers to provide one-on-one feedback, the frequency of which will depend on the experience and need of the teachers. Coaches will work with the School Director to develop his/her capacity for instructional coaching, employee management and student/parent relations.

M. Geographic Location

1. iLEAD Kauai intends to locate in the central Kauai region. At present this region is home to 3 Elementary Schools (Wilcox Elementary, King K., and Kapaa Elementary) and 2 Middle Schools (Chiefess Kamakahelei Middle School, and Kappa Middle School). This region of the island is also home to one charter school. (Kawaikini Public Charter School).

2. iLEAD Kauai will be located on the island of Kauai, in the central Kauai region. This area has been targeted because of its centralized location, and also because the schools in this area are impacted by high enrollment. iLEAD Kauai expects to serve the growing population of Kauai citizens. The population of Kauai has been steadily growing over the past 40 years¹ and projections predict this trend to continue at least through 2035. With a projected annual growth rate of 1.0%, Kauai is expected to grow in population from 67,000 in 2010 to around 85,000 residents by 2035. The island wide population increase of children aged 5-18 is expected to represent 13% of this increase. According to DOT projections, the largest representation of this growth will take place in the Lihue area with projected statistical increase of 51%.

* Hawaii Department of Business, Economic Development & Tourism (DBEDT). Population and Economic Projections for the State of Hawaii to 2035. July, 2009.

*U.S. Census Bureau. Tabulated from the 2000 Census Sample & 2005-2009 American Community Survey.

N. Academic Plan Capacity

1. The founding team for iLEAD Kauai is dedicated to creating an innovative educational choice for families on the island of Kauai. Their mission is to build capacity and provide support to create a quality school and to coach employees as they lead and work at the school. The founding team is:

Mrs. Dawn M. Evenson, Executive Director of Education, iLEAD Schools Development Dawn Evenson currently serves as the Executive Director of Education for iLEAD Schools Development. Mrs. Evenson has over 25 years' experience in education and has substantial expertise and expertise in K-8 curriculum, instruction, assessment, school leadership and governance. She has been a teacher and school administrator in both primary and secondary schools.

Dawn has held several positions in the Association of California School Administrators including serving as the Region XV president. She was awarded the 2006 Middle School Principal of the Year Award by ACSA Region XV.

Dawn is a founding administrative member of the iLEAD Schools team. She is passionate about creating educational options for families that are innovative, engaging, and supportive. Her mission is to provide equal opportunity by creating educational choice for all students. She is experienced in charter school start-up, development, governance and sustainability and she has led the school to achieve its strong record of academic achievement.

Mrs. Amber Golden Raskin, Executive Director of Business Development and Operations, iLEAD Schools Development

Mrs. Raskin is a veteran charter school founder and accomplished television producer with expertise in school governance and business management. She has worked tirelessly for the past several years to launch Santa Clarita Valley International (SCVi) Charter School and iLEAD Schools Development. Seeking an alternative to traditional public school for her two children, she has traveled throughout the state of California more recently the United States, touring

public charter, private, and traditional public schools looking for the successful and appropriate K-12 models to bring to the Santa Clarita Valley. Intending to prepare SCVi and iLEAD's students for the twenty-first century, she and the SCVi interim board of directors created this internationally focused, project-based charter school. Before founding SCVi and iLEAD, Amber's background in education was primarily as a parent actively involved with her children's school and passionate about making a difference in her community. To fully understand the world of charter schools, Mrs. Raskin attended countless workshops and conferences and had intensive training in starting a charter school.

Amber has expertise in the areas of governance, parent and community engagement, business, marketing, and operations of charter schools.

Mr. Benson Sainsbury, President and Director of InSite Charter School Services

Benson is the founder and President of InSite Charter School Services. InSite was formed in 2004 originally as a traditional commercial brokerage firm. In 2007, Benson had the opportunity to work with his first charter school in California. Seeing that most of the charter schools were being poorly represented by either residential real estate agents or commercial brokers with little to no experience in the complexity of charter school real estate project, he formed InSite Charter School Services. Benson has worked in various capacities for several real estate and development companies for the past 21 years both as a broker and a developer. His experience encompasses charter school development and site selection, office, retail and residential projects. His responsibilities have included land acquisition, market research and site selection for both regional and national tenants; development and entitlement work; construction management; sales; leasing; and tenant representation.

Ms. Tricia Blum, Business Director and In-House Counsel, iLEAD Schools Development

Tricia Blum brings extensive knowledge and experience in law, business, strategic planning, organizational development, project management, human resources, and new business development. Ms. Blum has specializes in start-ups and high growth companies in a number of industries including: Technology & e-Commerce, Charter Schools, Merchant Builder & Land Acquisition, Retail, Education, Design and Legal. Ms. Blum's strengths include creative problem solving, strong leadership and excellent communication in addition to understanding the art of the deal.

Prior to entering the business side of companies Ms. Blum practiced transactional law both as outside counsel and in-house counsel. While practicing as a full-time attorney Ms. Blum structured, drafted and negotiated many multi-million dollar deals with several fortune 500 companies including IBM, Home Depot, Blue Cross and Sony.

Ms. Blum is an accomplished speaker and presenter, a national trainer, an active attorney and a member of The California State Bar.

Deena Fontana Moraes, iLEAD Kauai School Director – Deena has a passion for innovation and entrepreneurship in Education. Deena spearheaded Academy Kids, a bilingual Arts and Sports Program in Brazil. This program is in its second year of operation and has been extremely well received by the school and the community. Deena has had several years of experience in the classroom both in the islands and abroad. In her current position at The Pan American School Deena has been involved in several aspects of school management such as Strategic Planning, Curriculum development, Positive Behavior Support Systems, Scheduling, Accreditation, faculty Evaluation and Sustainability. Deena currently holds an MA in Education and is pursuing an M.Ed. in Educational Administration. In addition to Deena's background in Education, she also has several years experience working in business and sales, during which time she won several awards for productivity. Finally, Deena participated in the upstart of her family's company, Kauai ATVs. As director of Sales and marketing, Deena was involved in all aspects of getting the business on its feet and becoming a productive entity. Finally, Deena is

also a parent and originally came to the field of Education in order to be closer to her son and find the best possible educational environment for him.

2. The founding leadership team's collective and individual qualifications for implementing the Academic Plan and developing capacity in others, is as follows:

a. School Leadership, administration and governance: Dawn Evenson has been in education for 29 years with 18 years as a school administrator. Amber Raskin has been a charter school administrator for 6 years. In addition, Dawn and Amber both attended a year-long charter school governance academy. Deena Moraes is currently completing her degree in school administration and supervision.

b. Curriculum, Instruction and Assessment: Dawn Evenson has specialized training in project based learning, common core standards, deeper learning and Smarter Balanced Assessments.

c. Performance Management: Amber Raskin and Dawn Evenson have developed a performance management system that combines cognitive coaching and reflective supervision practices to promote autonomy, mastery and purpose among staff members.

d. Parent and community engagement: Amber Raskin expertly combines her background in business and marketing with her experience as a parent to involve parents and engage the local business communities in the school.

Ties to target community: Deena Fontana Moraes was born and raised on the island of Kauai. She has intimate knowledge and ties to the target community as she is a part of it. Deena has many connections on the island in sectors of Education, Business and Government. Deena has spent the last few years of her life living in the mainland and abroad and now wishes to bring her learning and experiences back to her people on the island of Kauai. Dawn Evenson's family has lived on the island of Kauai for over 20 years. She has visited the island often, and is inspired by her nephew, Henri, to start a PBL school on the island for him.

3. The following organizations will assist the iLEAD Kauai Charter School's founders in successfully developing and operating the Charter School on an as-needed basis. Each of these vendors shall be subject to conflict of interest policies adopted by the Board of Directors of iLEAD Kauai Charter School.

iLEAD Schools Development: Experienced charter school developers and operators of project based learning/deeper learning schools. Please see Section II.O for further information.

Procopio: Provides legal expertise and consultation. Greg Moser of Procopio, represents clients involved in the public sector throughout California, including charter schools and school districts. Charter schools throughout California rely on Mr. Moser for advice on charter development, renewal, incorporation, and other matters.

Vicenti Lloyd and Stutzman Ever since California passed legislation authorizing charter schools, VLS has been successful in maintaining long-term relationships with its charter school clients. They are actively seeking charters to provide top quality audit, accounting and consulting services.

EdTec. EdTec is committed to serving charter schools by providing the best possible business and development support services so that school leaders and staff can focus on the classroom and student achievement. EdTec has been developing, evaluating and refining its service delivery and processes since its inception in 2001—resulting in a thoroughly defined and documented catalog of procedures, best practices, and methodologies to on-board, train and support our client schools.

Landmark Consulting: Landmark Consulting Group, Inc., is a management and investment consultancy specializing in scaling innovations in learning in public school systems, charter schools, and private schools. Clients include some of the most prominent foundations, investors and innovators that span across education, media, entertainment, technology, distribution, content, energy and real estate. Ted Fujimoto, President helped to design and create the replication systems and strategy for several of the largest scalable, fastest growing, highest performing public school designs in the country that created over 350 schools, including New Tech Network and Big Picture Learning. Big Picture Learning, public schools located in some of the toughest urban areas in America, are graduating over 95% of their students of which nearly 100% are being accepted to college. The New Tech Network has created over 130 public schools and is opening 30 to 40 new schools per year.

Highmark: provides charter school support by being more than just a pure development company by providing services that begin with locating land or existing real estate, to the actual launch of the charter school, and through to the financing/ownership stage.

Barber and Barber, Inc: Lou and Vicki Barber have been doing independent evaluation studies for over 40 years. The predominant analyses have been completed in the area of special education programs and services, with an emphasis on cost containment and compliance. The vast majority of the studies have been completed in California, although the company has also provided services in Maryland, Massachusetts, New York and Hawaii. Both Dr. Barbers have worked with charter schools throughout California to assist them in building compliant and quality special education programs.

Effective Schools: Bracy Wilson, a consultant, coach, and leadership mentor has a life mission to help people. He is the founder of The Institute for Effective Schools. Effective Schools, Inc. empowers educators and communities to adopt modern school models proven to inspire passionate teaching and learning. IES has assisted from zero to launch for 11 schools in the last three years impacting over 8,000 students.

Full Circle Consulting: Consultants help to achieve an organization's full potential - one where employees are aligned, engaged and focused on achieving strategic objectives. This defines a culture of performance excellence where every level is responsible for execution and organization health: Individual Contributors, Managers and Executives. Full Circle consultants specialize in Organization Development, Leadership Team Coaching, Learning and Development, Accountable Execution

4. Primary school development support will come from iLEAD Schools Development. In addition, Deena Moraes, proposed School Director, has been working in the community to identify supporters and possible board members. Those contacted and their areas of expertise are:

Helene Kamen- contacted (Social Networking)

Bill Fontana- contacted (Business)

Suzanne Kashiwaeda- contacted (non-Profit)

Melinda Murray – contacted (business)

Arlene Baker – contacted (special needs)

Joann Yukimura (Government)

Hartwell Blake (Law)

5. The proposed school director for iLEAD Kauai is Deena Moraes. Deena is a local Kauai resident who has a passion for innovation and entrepreneurship in Education. Deena spearheaded Academy Kids, a bilingual Arts and Sports Program in Brazil. This program is in its second year of operation and has been extremely well received by the school and the community. Deena currently holds an MA in Education and is pursuing an M.Ed. in Educational Administration. In addition to Deena's background in Education, she also has several years experience working in business and sales, during which time she won several awards for productivity. Finally, Deena participated in the upstart of her family's company, Kauai ATVs. As director of Sales and marketing, Deena was involved in all aspects of getting the business on its feet and becoming a productive entity. Finally, Deena is also a parent and originally came to the field of Education in order to be closer to her son and find the best possible educational environment for him.

Prior to the opening of iLEAD Kauai, Deena plans to do a year-long residency at an iLEAD school in California. This will help her gain a first-hand understanding of the iLEAD Schools design elements and their application in a school.

Please see **Attachment m** for her resume, qualifications and bio.

Please see **Attachment n** for the job description/qualifications for an iLEAD School Director.

6. Additional leadership team for iLEAD Kauai: Upon approval of the application and when funding becomes available, additional leadership will be hired for the positions of Office Manager and/or Business Manager.

Please see **Attachment O** for the qualifications/job description of these positions.

7. Additional School Development Support: iLEAD Schools Development, an educational management services group, will assist with the development of iLEAD Kauai. There will be a per/student fee for these services.

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

1. Service Provider Selection

a. iLEAD Schools Development has a proven track record of success; from conceptual frameworks, to management services. The applicant feels that the community of Kauai would best be served by the experience of this organization.

b. In the summer of 2013, we birthed the idea to open a school on Kauai. At the same time, Deena was introduced to Dawn Evenson who presented the iLEAD concept. Since this time a relationship has been formed to make iLEAD Kauai a reality on the island.

c. Dawn Evenson, Executive Director of Education at iLEAD Schools Development began mentoring Deena Moraes; during this mentorship the opportunity to open a charter school in Hawaii presented itself. It was decided by both parties to jointly apply for a charter in Hawaii. There were no specific reference checks conducted by applicant as this application is jointly drafted by both parties.

2. Service Provider Track Record

a. The iLEAD network of schools, implement project based learning for students K-12th grade in various demographic areas, including schools with high at-risk populations. These successful charter schools have long wait lists and strong

community support. The success of this network of schools is as a result of successful management of academic and non-academic school functions.

b. As iLEAD has not experienced any management contract terminations, charter revocations, non-renewals or withdrawals or non-openings this question is non-applicable.

3. Legal Relationships

a. iLEAD will be its own separate non-profit entity incorporated in the state of Hawaii with its own bylaws and policies. Additionally the school board will be made up from local individuals charged with the responsibility to govern iLEAD. The governing board serves in the role of establishing policies for the school administration to operate within. The governing board also serves as a “checks and balance.” Governance will include approval of contracts, policies, procedures, etc. These will be negotiated with the best interests of iLEAD always in mind. The board will operate at an arm’s-length on legal and business matters. The iLEAD school board will hire independent legal representation as necessary.

b. There are no existing or potential conflicts of interest between the proposed iLEAD school board, iLEAD employees, iLEAD Schools Development or any other affiliated business entities.

c. Related Entities

Santa Clarita Valley International Charter School (“SCVi”) receives back office support services from iLEAD Schools Development;

iLEAD Lancaster Charter School (“Lancaster”) receives back office support services from iLEAD Schools Development;

iLEAD will not receive services from SCVi or Lancaster. In the best of all worlds, iLEAD employees would have a relationship with the SCVi and Lancaster employees as part of a mentorship and capacity building relationship.

d. There will be no supervisory responsibilities of the Service Provider. The Service Provider exists to support the iLEAD network of schools in a business capacity to enable the iLEAD schools to focus on education.

e. iLEAD does not intend to execute any promissory notes, negotiable instruments, leases, etc with the Service Provider.

f. There are no loans, grants or investments between the Service Provider and iLEAD.

4. Service Provider’s Organizational Structure

a. The Service Provider offers wide-ranging support. This allows our network of schools to focus on education. The services iLEAD chooses will be on an ad hoc basis. Some of the services offered include:

- School Launch and Start-up Services
- Charter petitions
- Development (Fundraising)
- Compliance
- Finance
- Human Resources

- Information Technology and Data Management
- Dynamic Education Delivery Systems
- Marketing & Communications
- Real Estate & Facilities
- Food Services
- Legal

b. iLEAD schools Development is a new Service Provider. It has only just begun. The Service Provider is an outgrowth of Santa Clarita Valley International and iLEAD Lancaster Charter Schools. SCVi began over six years ago and Lancaster began over two years ago. It has been determined that the best way for the schools to succeed is if a back office service provider handles the business aspects so that the schools can concentrate on education. It is imagined that the Service Provider would offer similar services to iLEAD.

c. The scope of services and the related costs will be determined after a Charter is granted and it is determined what iLEAD may need as back office/ business support.

d. iLEAD Schools Development is currently in process determining the best structure for services provided. It is imagined that some schools will negotiate an a la carte pricing structure based on services provided and some schools will choose a full complement of services whereby the schools would pay the Service Provider a per student fee.

e. iLead believes that the governing board and the school's administration, while being separate and performing different functions within the organization, must work together to accomplish the mission of the organization. The governing board serves in the role of establishing policies for the school administration to operate within. The governing board also serves as a "checks and balance" by reviewing financial reporting on a periodic basis, approving the annual budget and amendments as necessary, and annually securing and approving an independent financial audit of the organization. The Service Provider will be providing back office support not setting goals for iLEAD. iLEAD will set its own goals and measure success using its own measurement tools. At the very least the Service Provider will provide monthly financial reports to the governing board. Should the governing board deem the services unsatisfactory the governing board can terminate the contract between the Service Provider and iLEAD.

f. iLEAD's financial responsibilities are supported by the Service Provider but are ultimately the responsibility of iLEAD's governing board and the school administration. Any property purchased by iLEAD and or with public funds will be the sole property of iLEAD. iLEAD will set its own goals and measure success using its own measurement tools. At the very least the Service Provider will provide monthly financial reports to the governing board. Should the governing board deem the services unsatisfactory the governing board can terminate the contract between the Service Provider and iLEAD.

g. The Service Provider will not be managing iLEAD. iLEAD's governing board and administration will manage the school. Once the Charter is granted iLEAD will begin the process of forming a company, selecting services, leasing property, hiring, etc. At that time the Service Provider and iLEAD will negotiate a mutually acceptable services agreement. The terms and termination of the services agreement will be mutually agreed that time. In suggested agreement there is a 180 day notice provision in the termination clause as well as a mutual termination with no notice which benefits iLEAD as it can terminate the contract for no cause. Typically there is a mutual indemnification clause whereby each party agrees to indemnify the other party in situations of breach or default. A non-negotiated affiliation agreement is attached. There is no management agreement.

h. iLEAD Lancaster Charter School has recently transitioned from another service provider to in house financial management. The transition was made at this time because their internal capacity to manage the financial aspects of the school was built via two years of working with an outside service provider. Should iLEAD choose to terminate its relationship with the Service Provider it will secure another Service Provider before termination so as to create a seamless transition. If iLEAD has the capacity to bring businesses services in-house then the governing board may choose to do such.

III. ORGANIZATIONAL PLAN & CAPACITY

A. Governance

1. The iLEAD Kauai's founding board will be comprised of members who share the vision and educational practices implemented at iLEAD Schools. The board members care not only for the effective operation of the school, but for the learners', facilitators' and families' best interests. Please see **Attachment q** for the proposed board bylaws and policies. Please see **Attachment r** for the completed and signed Statement of Assurances.
2. Please see **Attachment s** for the organization charts.
3. One of the most unique aspects of iLEAD is its method of governance that substantially incorporates the students, families and teachers in a broad array of organizational functions. This approach is totally congruent with the iLEAD philosophy that the learning is experiential and incorporates not only the content, but the process of the learning environment.
4. The governing board will be comprised of at least five members with the skills sets and experience to provide rigorous academic, operational and financial oversight. Board members are chosen not only based on their qualifications, but on their desire to make a difference in education. The school's website, charter, and family handbook provide brief explanations of the board's role.

The iLEAD Board of Trustees will have three officer positions elected by the Board members:

- **Chair of the Board:** The primary role of the Chair is to preside at all meetings of the Board. The Chair also appoints committee members.
- **Secretary:** The Secretary keeps or causes to be kept a full and complete record of the proceedings of the Board and its committees, gives notice of all Board meetings as required by law, and in general maintains all of the documents of the board, including bylaws, code of ethics and policies adopted by the board.
- **Treasurer:** The Treasurer is the chief financial officer of the Corporation. The Treasurer keeps and maintains, or causes to be kept and maintained, adequate and correct books and records of account. The Treasurer is chair of the Finance Committee, regularly reviews the financial condition of the school, and reports to the Board on all financial aspects of the school. The Treasurer works with school leaders to develop the annual budget for adoption by the Board and oversees the hiring of an independent auditor to conduct the annual audit.

The qualifications to be a Board Member include:

- Commitment to the mission, vision and design of the school.
- The belief that all children can and will achieve academic excellence.
- Understanding of board duties and responsibilities.
- Ability to commit the time and energy necessary to prepare for and attend board and committee meetings and volunteer for other board work.
- Experience and expertise in a relevant field, such as: education, business, management, finance/accounting, law, government, personnel, marketing/public relations, fundraising, and/or community relations.
- A data-driven accountability mindset with the analytic skills to evaluate performance data and finance and management reports.
- Capacity to work as part of team using a consensus process to make informed decisions in the best interest of the school.

Due in large part to the strength of the governing board, the strength of Hawaii's laws and the support of the community the academic and operational success of iLEAD is virtually

guaranteed. Sample proposed policies **Attachment q** explain in detail the procedures the board will use to review the school director as well as the school's operations and academics.

5. Currently we have several people interested in holding a board position for iLEAD Kauai. Once the Charter is granted and the school is incorporated then we will elect a board who will consist of voting members who are passionate about providing innovative educational opportunities, and consists of 2---3 community members, one parent, one founder, one facilitator, and one lead administrator.

The Board will be comprised of members with the skills sets and experience to provide rigorous academic, operational and financial oversight. Board members will be chosen not only based on their qualifications, but on their desire to make a difference in education. The school's website, charter, and family handbook provide brief explanations of the board's role. The qualifications to be a Board Member include:

- Commitment to the mission and design of the school.
- The belief that all children can and will achieve academic excellence.
- Understanding of board duties and responsibilities.
- Ability to commit the time and energy necessary to prepare for and attend board and committee meetings and volunteer for other board work.
- Experience and expertise in a relevant field, such as: education, business, management, finance/accounting, law, government, personnel, marketing/public relations, fundraising, and/or community relations.
- A data---driven accountability mindset with the analytic skills to evaluate performance data and finance and management reports.
- Capacity to work as part of team using a consensus process to make informed decisions in the best interest of the school.

The founding Board of Trustees will bring a wealth of expertise to the governance of the iLEAD Kauai Charter School. They will be experienced leaders in their fields, which include education, law, business, real estate and non---profit management. Moreover, each will clearly demonstrate commitment to the charter school movement. iLEAD Schools Development will work to build capacity among the new members.

Once the charter is approved and the Hawaii nonprofit corporation is formed, the proposed founding board members will be created, which will thereafter recruit and appoint additional local board members and replace departing board members by a majority vote of the Board.

6. a-b. Not Applicable. This application is being submitted by a group of teachers and administrators.

7. The iLEAD Board will create committees as needed. **Attachment q** includes the proposed committee and board meeting policy.

8. The governing board's ethical standards and procedures will be that of the highest standing. Strong internal controls will be established and be maintained by utilizing appropriate separation of duties, by adhering to procedures necessary to validate that data is properly recorded and reported, and by performing periodic reviews of internal control structures, making appropriate adjustments as circumstances change. At this time a Board has not been selected but at the time it is selected a vetting process will ensure that there is no conflict of interest or perceived conflicts of interest. Should a conflict of interest be discovered the attached policy will guide the Board through the process. See **Attachment u**.

9. iLEAD Schools Development will provide guidance and support for the Board enabling the new Board to establish effective bylaws, a clear mission and assume its new duties. The first board meeting will be held 2014 with monthly board meetings held thereafter. These meetings will govern the process for opening the new school. iLEAD Schools Development intends the Board to be installed within weeks of charter approval. It is intended that iLEAD Schools Development continue an ongoing relationship with iLEAD Kauai's Board. A continuing dialogue and yearly governance training as well as on-going coaching will be provided. iLEAD Schools Development will guide the Board to be a successful and strong governing board for school. The Board will use two inter-related methods to continuously develop the board's efficacy: training and evaluation. The Board will conduct an annual evaluation of its performance that will include each member conducting a personal self-assessment of his or her participation (e.g., attendance, preparation, productivity, contributions). The Board will also seek input from school leadership and management regarding the clarity of its priorities and direction, timeliness and effectiveness of support, and quality of resources provided to ensure the school's success. The Board will examine the goals for the School Director and its specific role in making it possible for those goals to be met. Finally, the board will consider outcome data, including student performance, compliance and financial reports and audits to determine if it has played an effective role in helping the school to achieve its mission. Based on the findings of these evaluation steps, the Board may participate in training to improve its practices and procedures. This may include readings or having an expert consultant provide direct training to the board. The board will pay particular attention to the separation of governance and management and the efficient use of time, particularly board meetings and committee structures.

B. Advisory Bodies

Advisory bodies will be formed as needed to increase input and representation of specific groups (Community Advisory Council, special education, English Language Learners, etc.)

C. Complaints Procedures

The Board will adopt a formal grievance policy that enumerates the process for complaints to be submitted and protocols for responding to them. See **Attachment w** for a proposed Complaints Procedure. This will be widely disseminated via the school's website and staff and family handbooks.

D. Staff Structure

1. Please see **Attachment x** for complete staffing chart

2. Please see **Attachment x** for rationale of staffing plan
3. The relationship of staff and management is explained in **Attachment x**
4. iLEAD does not have a virtual/hybrid component

E. Staffing Plans, Hiring, Management, Evaluation

1. See **Attachment y** for personnel policies/manuals
2. iLEAD Kauai does not expect to use incentives or rewards to motivate employees, instead the focus will be on creating a culture that cultivates autonomy, mastery and purpose. We believe strongly that this creates capacity, leadership and satisfaction within our staff. iLEAD is a natural fit for teacher leaders who have a commitment to their learners and the school's mission and vision.
- 3 & 4 **Hiring:** As a charter school that intends to implement a non-traditional model, it is imperative that the school hire highly qualified, experienced educators who are familiar with our methods or have the ability to quickly learn and adopt them. Upon charter approval, staff recruitment will begin immediately. While the School Director has final authority to hire staff members, the hiring process at an iLEAD School is a well-defined collaborative process involving all stakeholders of the school.

A job description will be created for each open position for which the school intends to hire that details the responsibilities of the position and the absolute and preferred qualifications of candidate sought for the position. The job description will be disseminated widely via the media most appropriate for identifying the type of candidate sought, which may include newspapers, websites, job posting boards or newsletters. Hawaii has a number of education schools that will be contacted to encourage their students to apply, particularly experienced educators in their graduate programs. Candidates will be required to complete and submit a written application as well as a current resume. The hiring process will include the following additional mandatory steps to determine that a candidate is highly qualified:

- Proof of certification;
 - At least two references checked, credentials verified, qualifications confirmed;
 - Documentation of employment eligibility, i.e., proof of identity and legal authority to work in the United States;
 - Fingerprinting and a criminal background check and clearance; and
 - The candidate's signature on an offer letter confirming the offered position.
5. **Management Evaluation:** The Board of Trustees will be responsible for evaluating the School Director. Please see **Attachment z** for the proposed evaluation tool and process. iLEAD will work with local bargaining representatives to find a "win-win" if this tool is unable to be negotiated under a supplemental agreement.
 6. **Teaching evaluation:** The School Director is the instructional leader of the school and responsible for supervising all teachers. The evaluation process is a combination of reflective supervision and coaching—designed to support teachers as they improve. Please see **Attachment aa** for the proposed evaluation tool and process.
 7. Unsatisfactory performance by any staff member will be addressed appropriately by the School Director. Actions may include: conference, written documentation and/or termination. If desired, staff may appeal this decision by meeting with the Board of Director's Personnel Committee. Unsatisfactory performance by the School Director will be addressed appropriately by iLEAD Schools Development and the iLEAD Kauai Governing Board. Actions may include: conference, written documentation and/or termination.
 8. Any identified deviations from the Master Collective Bargaining Agreement will be negotiated in a supplemental agreement.

F. Professional Development

1. iLEAD's mission and vision involve sophisticated educational practices that will take time to develop, as individual teachers acquire and refine the needed skills and as the school

incrementally develops the capacity to implement the vision fully. Professional development (PD) will be provided by trained iLEAD School Development practitioners and partners. iLEAD staff will meet together for at least two weeks every August before students arrive to begin the school year.

Summer: iLEAD will provide school-wide professional development to prepare teachers for successful implementation of the elementary curriculum, including the following topics:

- Project-based learning
- Brain-based learning research and implications
- 7 Habits
- Common Core
- Authentic assessments
- English Language Arts materials and methods, including Café and Daily 5 programs
- Mathematics materials and methods, including Primary Mathematics program
- Inquiry-based lesson planning using FOSS kits and Social Studies Alive! materials
- Differentiation and intervention to respond to students' diverse needs
- RtI² model, procedures and methods
- SDAIE model, procedures and methods
- Technology integration

iLEAD's approach to professional development emphasizes teacher mastery over a limited set of prioritized skills, gradually increasing the depth and breadth of implementation. When teachers are presented with many topics too quickly, the result is often poor or muddled implementation. During the first summer the focus will be on developing a common understanding and language around the school philosophy and programs and tools for implementation. In subsequent years this some training will be differentiated for returning and new teachers. The latter may need refresher training, which can be provided at a deeper level based on their experience with the model in previous years. New staff will receive the full basic training to bring them up to speed with their faculty peers.

2. On-going professional development needs will be identified primarily by the teachers themselves through surveys, observations, reflective supervision.
3. Possible PD resources are: general fund, special education funds, grants, etc.
4. The School Director will be responsible for coordinating PD.
5. **In-Service:** During the school year iLEAD's weekly schedule will provide time for collaborative teacher planning and professional development.

Grade Teams: Each grade team will have common planning time to meet, share curriculum and exchange ideas about what's working and how to address challenges. The grade team leaders will be responsible for ensuring this time is used productively by setting agendas, bringing issues from the instructional leadership team to share and address, facilitating problem-solving protocols, and documenting next steps and responsibility.

Early Release Fridays: Each week students will be released early to provide staff with nearly 3 hours of dedicated time for planning and professional development. A year-long professional development calendar will identify specific topics for certain times of year, leaving open time to address topics that arise through ongoing observation and data analysis. One recurring agenda item will be curriculum review based on ongoing student assessment and what the results indicate students are learning and the areas in which they need additional instruction and support.

Coaching: iLEAD Schools will provide coaching provide teacher support through a sustained coaching model to improve each teacher's practice. Coaches will meet regularly with teachers to provide one-on-one feedback, the frequency of which will depend on the experience and need of the teachers.

If needed, a supplemental agreement will be negotiated to accommodate teacher training schedules.

6. iLEAD does not anticipate any supplementary professional development.

G. Performance Management

1. iLEAD will use multiple assessment measures to get an accurate picture of student learning and evaluate student progress (as a whole, in cohorts and individually) A student information system will be chosen to collect this information

The following “Benchmark Assessments” will be given at least 3 times a year:

Performance Tasks: iLEAD will use authentic assessments to assess performance tasks best observed in holistic application (as opposed to discrete skills and factual knowledge that more traditional assessments are designed to assess). The iLEAD Performance Tasks are aligned with the Common Core, PBL and SBAC assessments.

NWEA MAP: a national norm-referenced assessment is used to evaluate student learning gains. This choice may change as the SBAC interim assessments are further developed.

Writing Prompts: Grade level appropriate writing prompts will be administered and rubrics will be used to monitor progress toward writing proficiency and grade level standards.

In addition the following assessments will be used to monitor student learning:

- **Authentic Assessment:** Authentic assessment is the process of evaluating student understanding or skills mastery through a demonstration by the student in a situation that closely resembles how that understanding or skill would be applied in the real world.
- **Publisher-developed Assessments:** When textbooks or commercial programs are used, iLEAD may choose to use diagnostics and other assessments that are part of the package.
- **Teacher-developed Assessments:** To align with taught curriculum, teachers will often create assessments to monitor student progress.
- **Teacher Observation and Anecdotal Records:** Teachers will conduct structured observations using protocols in which they look for evidence that relates to planned learning outcomes
- **Reading Levels:** Teachers will conduct regular assessment of student reading levels using the Fountas and Pinnell assessment.
- **Rubrics:** iLEAD will use a rubric designed for each grade level to assess student projects and the GLOs.
- **Checklists of Progress:** These are simple checklist style records of the student’s level of mastery of skills.
- **Presentations of Learning:** At the end of each project, about every 6 to 8 weeks, students will present what they have learned to their peers. These POLs allow students to use a variety of media to reflect on their learning using a project-specific rubric.
- **Portfolios:** A portfolio is a collection of student work that captures growth based on both student and teacher input
- **Student Showcases:** A unique feature of iLEAD schools is the student showcase at the end of the school year which provides an opportunity to focus on the next school year and areas for growth.

2. Data will be collected and reviewed on an on-going basis by individual, student cohorts and the school as a whole. iLEAD will adopt a school information system (SIS) that has the

capacity to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom.

3. Each year, the School Director, iLEAD Coaches and staff will develop a school accountability plan. It will address the school's performance against all goals and measures. This plan will include detailed measureable objectives. Great attention will be paid toward academic achievement measured in the state assessments, attainment of statewide measurable goals. The time for data analysis will be built into the year-long PD plan and will be used for instructional planning.

4. iLEAD Schools will provide teacher support through a sustained coaching model to improve each teacher's practice. Coaches will meet regularly with teachers to provide one-on-one feedback, will review student performance data, the frequency of which will depend on the experience and need of the teachers. Coaches will work with the School Director to develop his/her capacity for instructional coaching.

5. If the school falls short of its academic achievement expectation, the level of coaching and support will increase in order to best support the school director and staff in meeting the needs of learners. The School Director would be responsible for implementing corrective actions.

H. Facilities

1. Please see **Attachment cc** for information about an ideal iLEAD facility

2. iLEAD Kauai will procure a site with room to grow. As the school enrollment increases, development of the property will be aligned with the initial design of the campus. iLEAD will attempt to locate in a facility that can accommodate for the growth plan, however; if needed, the school may need to relocate after the first 1-2 years.

3. iLEAD Kauai will work with InSite Charter Services, a skilled partner with much experience in planning facilities and locating charter schools.

4. iLEAD does not currently hold a facility intent or MOU. **Attachment dd** is not applicable.

I. Start-Up Period

1. Please see **Attachment ee** for a detailed start up plan with tasks, timeline and responsible party.

J. On-going Operations

1. iLEAD Kauai does not anticipate providing transportation services. If the community need for transportation is great, the iLEAD Kauai Governing Board reserves the right to re-evaluate this decision and will then explore area options for transportation.

2. As outlined in **Attachment ee**, iLEAD Kauai will develop a detailed safety and disaster plan to clarify school procedures to ensure school safety each day and in the case of an emergency. The plan will provide for maximum use of school personnel and school facilities to ensure the safety and protection of our students and school personnel and arrange for a calm and efficient plan for parents to retrieve their children from school, should it be necessary, following an emergency.

3. If iLEAD offers a food service program, it would be operated to be budget neutral to the school and forecasted using current USDA reimbursement rates.

K. Operations Capacity

1. The iLEAD Kauai's founding applicant team has strong experience in charter school development, management and replication. iLEAD School's development, as mentioned in previous sections, has two successful charter schools operating in California. The team has

taken considerable time to develop the iLEAD educational design and codify their model in preparation for national expansion and replication.

2. a. Staffing; This enterprising organization currently has over 125 employees, innovative hiring practices, strong policies and human resources support.
 - b. Professional Development: strong project based learning training modules, demonstration sites, culture guidelines, leadership development, on-going coaching.
 - c. Performance Management: common core/SBAC aligned benchmark system, student data system, individualized learning plans/data notebooks, authentic assessment
 - d. General Operations: effective governance procedures/training, developed board policies, budgeting, safety plans, day-to-day guidance
 - e. Facilities management: see below
3. iLEAD Schools Development has strong partnerships with the following nationally recognized companies who specialize in charter school facilities acquisition and management, build-out and renovations:
 - **InSite Charter School Services** is a charter-focused real estate brokerage and consulting firm, with offices in Los Angeles, San Diego, Austin and Charlotte.
 - **HighMark** separates itself from the notion of a pure development company by providing services that begin with locating land or existing real estate, to the actual launch of the charter school, and through to the financing/ownership stage.
 - **Intertex General Contractors, Inc.** has been in business since 1982 and has constructed millions of square feet of tilt-up buildings, retail buildings, office buildings, schools, and tenant improvements
 - **Berliner and Associates Architecture** has a wide range of commercial, educational, and residential projects. Their focus on educational work has allowed them to develop expertise in master planning, programming, design, construction documents, permitting with DSA, and construction administration. The majority of their educational experience is master planning and designing modernizations of existing facilities.
4. iLEAD Schools Development has partnered with Deena Moraes, a local resident, to establish iLEAD Kauai. iLEAD Schools Development has a menu of services including back office business support, academic training, staffing, grant writing, facilities to support iLEAD Kauai.
5. The Organizational Plan, including the start-up plan, will be led by Deena Moraes. Deena has several years experience in education, business and real estate. Deena is currently completing her Master's degree in Educational Administration. She is also planning to complete the iLEAD School's Leadership Residence/incubator program during the 2014-15 school year. In this program she will gain first-hand experience in charter school operations and will build her capacity in educational and instructional leadership.

IV. FINANCIAL PLAN & CAPACITY

A. Financial Plan

1. Systems, Policies and Procedures

As an affiliate of iLEAD Schools Development, iLEAD Kauai receives the benefit of over six years of successful financial planning and oversight. Effective, accurate financial planning is an essential ingredient in a successful charter school. Research into current practices and costs (facilities lease agreements, collective bargaining, etc.) along with resources provided by DOE were used to develop the initial financial plan. The financial workbook was developed to support the mission, vision and goals articulated in the charter school application. The school director (in collaboration with facilitators and the school board) plans annual expenses in alignment with the annual goals. The proposed budget is submitted to the school board for review/approval in May for upcoming school year. The school board develops policies to clearly articulate procedures for expenditures, reimbursements, and contracting services for audits, payroll, etc. Budget reports are updated and shared at regularly scheduled board meetings.

2. Roles and Responsibilities

School board members are responsible for establishing policies regarding school finance. The school board approves annual budget, reviews audits, and evaluates the effectiveness of financial decisions as they relate to helping the school meet their stated goals. The school board is the only entity who can enter into contracts for financial services, including, but not limited to: audits, loans, fundraising, payroll, accounting, vendor agreements.

The school director is responsible for developing an annual budget to accomplish the mission, vision and goals of the school plan; preparing monthly budget reports for the school board; instructing all employees regarding school financial policies; provide oversight and supervision for clerical support with financial practices.

The site manager, in collaboration with the school director, is responsible for ongoing budget monitoring, following reimbursement procedures, purchasing, accounts payable, accounts receivable, preparing for audits, and preparing updated monthly budget reports.

3. Plans and Procedures for Annual Audit

External audits are conducted in alignment with the expectations of the Hawaii Department of Education. Internal audits are scheduled after 20 days, mid-year and end-of-year to ensure accuracy of resource estimates, expenditures and attainment of stated goals. Monthly budget reports are reviewed by school director and school board.

4. Contracted Services

iLEAD Kauai uses the eSIS Student Information System. Annual audits are conducted by a DOE approved auditing contractor. Payroll services are contracted through DOE. Professional development for school board, school director and facilitators along with business

services/budget development/facilities acquisition is provided through iLEAD Schools Development.

5. Financial Plan Workbook (see Attachment ff)
6. Budget Narrative (see Attachment gg)

B. Financial Management Capacity

1. Financial Team Members

iLEAD Schools Development Team Members

Amber Raskin, Executive Director of Business Development and Operations

Denise Trentham, Chief Financial Officer

iLEAD Kauai

Deena Moreas, School Director

Board Members to be determined

2. Qualifications

Mrs. Amber Raskin brings over fifteen years experience in financial planning and business ventures. She has successfully developed two charter schools in California that are financially sound and academically competitive.

Mrs. Denise Trentham brings thirty-six years experience in traditional education settings. She has worked in district leadership roles designing programs and overseeing budget development of various capacities. She also has extensive successful grant-writing experience with private, state and federal agencies.

Mrs. Deena Moreas brings both educational and business experience to iLEAD Kauai. She has expertise in budget development, marketing, strategic planning and program implementation.

3. Organizations/Partners

iLEAD Schools Development will partner with iLEAD Kauai to provide fiscal support, professional development and key start-up assistance. iLEAD Kauai will seek partnerships with local community schools as well as the Hawaii Charter Schools Network and other agencies of mutual benefit.

4. Development of Financial Plan

iLEAD Kauai counts it a privilege to be entrusted with public education dollars from the state of Hawaii and accepts the responsibility to be wise stewards of these very limited resources, exercising the same or in some case, a highest degree of care in the handling these funds for their intended purpose as would be used in handling one's personal assets. The financial plan was developed in a collaborative effort among several entities. The iLEAD Schools Development team and key writer of the iLEAD Kauai charter application conducted extensive research into Hawaii Charter Schools expectations, rules, regulations, policies and procedures. iLEAD Schools Development team brings six years of successful experience with two charter schools in California and a proposed charter in Spokane, Washington to bear on the creation of the financial plan. Extensive reading included the charter application documents along with Chapter 302D. Compensation for all employees and contracted services are based on bargaining unit salaries/wages. Ongoing monthly expenses including utilities

and rent reflect comparable costs for commercial property commensurate with our expected space requirement.

V. CONVERSION ADDENDUM

Not Applicable. iLEAD is a new school not a conversion school.

VI. EXHIBITS

- Exhibit 1:** Intent to Apply and Eligibility. Submitted October 2013
- Exhibit 2:** Application Cover Sheet. See page 1 of application.
- Exhibit 3:** Instructional Materials Chart. see Attachment b.
- Exhibit 4:** Statement of Assurances. see Attachment r.
- Exhibit 5:** Board Member Information Form. Attachment t. Not Applicable.
- Exhibit 6:** Staffing Chart Template. See Attachment x.
- Exhibit 7:** School Specific Measures. See Attachment bb.
- Exhibit 8:** Financial Plan Workbook. See Attachment ff. Excel Spreadsheet uploaded under separate cover.

Attachment a.

Description or copies of data sources justifying Enrollment Summary (Section I.B.)

Hawaii Department of Business, Economic Development & Tourism (DBEDT). Population and Economic Projections for the State of Hawaii to 2035. July, 2009.

U.S. Census Bureau. Tabulated from the 2000 Census Sample & 2005---2009 American Community Survey.

United States Census Bureau. "2010 Census Data". United States Census Bureau. Retrieved 27 January 2012.

Wikipedia, Kauai County, Hawaii

Also based on a conversation with Terry Proctor, principal and Paul Zina, Vice Principal of Wilcox Elementary School

Attachment b.

Curriculum description and **Instructional Materials Chart Template** (Section II.B.2.a)

Content Area	Developer/Publisher	Rationale for Selection or Development
Grade Level: K		
ELA	<ol style="list-style-type: none"> 1. Daily Five/Café 2. ZooPhonics 3. Words Their Way 4. Units of Study for Primary Writing 	<ol style="list-style-type: none"> 1. iLEAD schools utilize The Daily 5 Program, a structure that helps students develop the daily habits of reading, writing, and working independently that lead to a lifetime of literacy independence. The Literacy CAFÉ strategies (Comprehension, Accuracy, Fluency and Expanding Vocabulary) will be taught to students within the Daily 5 structure. 2. The Zoo---phonics Multisensory Language Arts Program is a research---based kinesthetic, multi---modal approach to learning used to teach the alphabet and phonemic awareness 3. This program teaches students phonics, spelling, and vocabulary. This approach to word study encourages students to look closely at words to discover the regularities and conventions of written English needed to read and spell. 4. Developed by Lucy Calkins this program builds on the practices and frameworks of the Reading and Writing Project, this curriculum offers grade---by---grade plans for teaching writing workshops that help students meet and exceed the Common Core State Standards <p>iLEAD Kauai</p>

Math	<p>1. Math in Focus: Singapore Math</p> <p>2. Number Corner</p>	<p>1. Singapore Math is a research---based curriculum. Students are taught by moving through the concrete to the abstract. It encourages an active thinking process, communication of mathematical ideas and problem solving with an emphasis on mental math and the model drawing approach. It helps develop the foundation students will need for more advanced mathematics.</p> <p>2. A skill---building program, designed to implement the principles and standards for school mathematics from the National Council of Teachers of Mathematics, that revolves around the classroom calendar, providing daily practice as well as continual encounters with broader mathematical concepts in 15---20 minutes of instruction.</p>
Science	FOSS (Full Option Science Series)	FOSS investigations provide in---depth exposure to subject matter while appropriate to students' cognitive abilities. The FOSS program includes modules and/or courses organized under four strands: Life Science, Physical Science, Earth Science, and Scientific Reasoning and Technology. The kits are specifically designed to align with the National Science Education Standards, which are reflected in the Common Core. The materials integrate reading, writing, and mathematics into the science curriculum, and provide a variety of assessment tools to accurately measure student learning.
Social Studies	Social Studies Alive!	These materials, used to supplement PBL, help students explore their role in the world around them through collaborative learning, evaluate the past in context with the present, enhance

		their critical thinking skills as global problem solvers, and improve awareness of place and the inter---relatedness of nations and communities. Each of these resources contains lessons and activities that are based on five well---established theories: Understanding by Design, Nonlinguistic Representation, Multiple Intelligences, Cooperative Interaction, and Spiral Curriculum.
Other (specify)	<ol style="list-style-type: none"> 1. Responsive Classroom (SEL) 2. Second Step (SEL) 	<ol style="list-style-type: none"> 1. An approach for teaching participation in democratic decision---making and for solving problems between individuals, as a class and as a school. 2. Scripted, media---rich lessons as well as academic integration activities. The program includes songs, games, scenarios and videos. Units address skills for learning, empathy, emotional management, and problem---solving.
Content Area Developer/Publisher		Rationale for Selection or Development
Grade Level: 1st Grade		
ELA	<ol style="list-style-type: none"> 1. Daily Five/Café 2. ZooPhonics 3. Words Their Way 4. Units of Study for Primary Writing 	<ol style="list-style-type: none"> 1. iLEAD schools utilize The Daily 5 Program, a structure that helps students develop the daily habits of reading, writing, and working independently that lead to a lifetime of literacy independence. The Literacy CAFÉ strategies (Comprehension, Accuracy, Fluency and Expanding Vocabulary) will be taught to students within the Daily 5 structure. 2. The Zoo---phonics Multisensory Language Arts Program is a research---based kinesthetic, multi---modal approach to learning used to teach the alphabet and

		<p>phonemic awareness</p> <ol style="list-style-type: none"> 3. This program teaches students phonics, spelling, and vocabulary. This approach to word study encourages students to look closely at words to discover the regularities and conventions of written English needed to read and spell. 4. Developed by Lucy Calkins this program builds on the practices and frameworks of the Reading and Writing Project, this curriculum offers grade---by---grade plans for teaching writing workshops that help students meet and exceed the Common Core State Standards
Math	<ol style="list-style-type: none"> 1. Math in Focus: Singapore Math 2. Number Corner 	<ol style="list-style-type: none"> 1. Singapore Math is a research---based curriculum. Students are taught by moving through the concrete to the abstract. It encourages an active thinking process, communication of mathematical ideas and problem solving with an emphasis on mental math and the model drawing approach. It helps develop the foundation students will need for more advanced mathematics. 2. A skill---building program, designed to implement the principles and standards for school mathematics from the National Council of Teachers of Mathematics, that revolves around the classroom calendar, providing daily practice as well as continual encounters with broader mathematical concepts in 15--20 minutes of instruction.
Science	FOSS (Full Option Science Series)	FOSS investigations provide in---depth exposure to subject matter while appropriate to students' cognitive

		<p>abilities. The FOSS program includes modules and/or courses organized under four strands: Life Science, Physical Science, Earth Science, and Scientific Reasoning and Technology. The kits are specifically designed to align with the National Science Education Standards, which are reflected in the Common Core. The materials integrate reading, writing, and mathematics into the science curriculum, and provide a variety of assessment tools to accurately measure student learning.</p>
Social Studies	Social Studies Alive!	<p>These materials, used to supplement PBL, help students explore their role in the world around them through collaborative learning, evaluate the past in context with the present, enhance their critical thinking skills as global problem solvers, and improve awareness of place and the inter---relatedness of nations and communities. Each of these resources contains lessons and activities that are based on five well---established theories: Understanding by Design, Nonlinguistic Representation, Multiple Intelligences, Cooperative Interaction, and Spiral Curriculum.</p>
Other (specify)	<ol style="list-style-type: none"> 1. Responsive Classroom (SEL) 2. Second Step (SEL) 	<ol style="list-style-type: none"> 1. An approach for teaching participation in democratic decision---making and for solving problems between individuals, as a class and as a school. 2. Scripted, media---rich lessons as well as academic integration activities. The program includes songs, games, scenarios and videos. Units address skills for learning, empathy, emotional management, and problem---solving.

Grade Level: 2nd Grade

ELA	<ol style="list-style-type: none">1. Daily Five/Cafe2. Words Their Way3. Units of Study for Primary Writing	<ol style="list-style-type: none">1. iLEAD schools utilize The Daily 5 Program, a structure that helps students develop the daily habits of reading, writing, and working independently that lead to a lifetime of literacy independence. The Literacy CAFÉ strategies (Comprehension, Accuracy, Fluency and Expanding Vocabulary) will be taught to students within the Daily 5 structure.2. This program teaches students phonics, spelling, and vocabulary. This approach to word study encourages students to look closely at words to discover the regularities and conventions of written English needed to read and spell.3. Developed by Lucy Calkins this program builds on the practices and frameworks of the Reading and Writing Project, this curriculum offers grade---by---grade plans for teaching writing workshops that help students meet and exceed the Common Core State Standards
Math	<ol style="list-style-type: none">1. Math in Focus: Singapore Math2. Number Corner	<ol style="list-style-type: none">1. Singapore Math is a research---based curriculum. Students are taught by moving through the concrete to the abstract. It encourages an active thinking process, communication of mathematical ideas and problem solving with an emphasis on mental math and the model drawing approach. It helps develop the

		<p>foundation students will need for more advanced mathematics.</p> <p>2. A skill---building program, designed to implement the principles and standards for school mathematics from the National Council of Teachers of Mathematics , that revolves around the classroom calendar, providing daily practice as well as continual encounters with broader mathematical concepts in 15--- 20 minutes of instruction.</p>
Science	FOSS (Full Option Science Series)	<p>FOSS investigations provide in---depth exposure to subject matter while appropriate to students' cognitive abilities. The FOSS program includes modules and/or courses organized under four strands: Life Science, Physical Science, Earth Science, and Scientific Reasoning and Technology. The kits are specifically designed to align with the National Science Education Standards, which are reflected in the Common Core. The materials integrate reading, writing, and mathematics into the science curriculum, and provide a variety of assessment tools to accurately measure student learning.</p>
Social Studies	Social Studies Alive!	<p>These materials, used to supplement PBL, help students explore their role in the world around them through collaborative learning, evaluate the past in context with the present, enhance their critical thinking skills as global problem solvers, and improve awareness of place and the inter---relatedness of nations and communities. Each of these resources contains lessons and activities that are based on five well---established theories: Understanding by Design, Nonlinguistic Representation, Multiple Intelligences, Cooperative Interaction,</p>

		and Spiral Curriculum.
Other (specify)	<ol style="list-style-type: none"> 1. Responsive Classroom (SEL) 2. Second Step (SEL) 	<ol style="list-style-type: none"> 1. An approach for teaching participation in democratic decision-making and for solving problems between individuals, as a class and as a school. 2. Scripted, media-rich lessons as well as academic integration activities. The program includes songs, games, scenarios and videos. Units address skills for learning, empathy, emotional management, and problem solving.
Grade Level: 3rd Grade		
ELA	<ol style="list-style-type: none"> 1. Daily Five/Café 2. Words Their Way 3. 6 + 1 Trait Writing 	<ol style="list-style-type: none"> 1. iLEAD schools utilize The Daily 5 Program, a structure that helps students develop the daily habits of reading, writing, and working independently that lead to a lifetime of literacy independence. The Literacy CAFÉ strategies (Comprehension, Accuracy, Fluency and Expanding Vocabulary) will be taught to students within the Daily 5 structure. 2. This program teaches students phonics, spelling, and vocabulary. This approach to word study encourages students to look closely at words to discover the regularities and conventions of written English needed to read and spell. 3. A model of writing instruction & assessment that provides a common language for teachers and students to communicate about the characteristics of writing and establishes a clear vision of what good writing looks like.
Math	1. Math in Focus:	1. Singapore Math is a research---

	<p>Singapore Math</p> <p>2. Number Corner</p>	<p>based curriculum. Students are taught by moving through the concrete to the abstract. It encourages an active thinking process, communication of mathematical ideas and problem solving with an emphasis on mental math and the model drawing approach. It helps develop the foundation students will need for more advanced mathematics.</p> <p>2. A skill---building program, designed to implement the principles and standards for school mathematics from the National Council of Teachers of Mathematics , that revolves around the classroom calendar, providing daily practice as well as continual encounters with broader mathematical concepts in 15---20 minutes of instruction.</p>
Science	FOSS (Full Option Science Series)	<p>FOSS investigations provide in---depth exposure to subject matter while appropriate to students' cognitive abilities. The FOSS program includes modules and/or courses organized under four strands: Life Science, Physical Science, Earth Science, and Scientific Reasoning and Technology. The kits are specifically designed to align with the National Science Education Standards, which are reflected in the Common Core. The materials integrate reading, writing, and mathematics into the science curriculum, and provide a variety of assessment tools to accurately measure student learning.</p>
Social Studies	Social Studies Alive!	<p>These materials, used to supplement PBL, help students explore their role in the world around them through collaborative learning, evaluate the past in context with the present, enhance</p>

		<p>their critical thinking skills as global problem solvers, and improve awareness of place and the inter---relatedness of nations and communities. Each of these resources contains lessons and activities that are based on five well---established theories: Understanding by Design, Nonlinguistic Representation, Multiple Intelligences, Cooperative Interaction, and Spiral Curriculum.</p>
Other (specify)	<ol style="list-style-type: none"> 1. Responsive Classroom (SEL) 2. Second Step (SEL) 3. Skills for School Success 	<ol style="list-style-type: none"> 1. An approach for teaching participation in democratic decision---making and for solving problems between individuals, as a class and as a school. 2. Scripted, media---rich lessons as well as academic integration activities. The program includes songs, games, scenarios and videos. Units address skills for learning, empathy, emotional management, and problem---solving. 3. Authored by educational experts Dr. Anita Archer and Dr. Mary Gleason, which teaches students the behaviors, organization skills, and study skills that make them successful both in and out of the classroom.
Grade Level: 4th Grade		
ELA	<ol style="list-style-type: none"> 1. Daily Five/Café 2. Words Their Way 3. 6 + 1 Trait Writing 	<ol style="list-style-type: none"> 1. iLEAD schools utilize The Daily 5 Program, a structure that helps students develop the daily habits of reading, writing, and working independently that lead to a lifetime of literacy independence. The Literacy CAFÉ strategies (Comprehension, Accuracy, Fluency and Expanding Vocabulary) will be taught to students within the Daily 5 structure.

		<p>2. This program teaches students phonics, spelling, and vocabulary. This approach to word study encourages students to look closely at words to discover the regularities and conventions of written English needed to read and spell.</p> <p>3. A model of writing instruction & assessment that provides a common language for teachers and students to communicate about the characteristics of writing and establishes a clear vision of what good writing looks like</p>
Math	<p>1. Math in Focus: Singapore Math</p> <p>2. Number Corner</p>	<p>1. Singapore Math is a research---based curriculum. Students are taught by moving through the concrete to the abstract. It encourages an active thinking process, communication of mathematical ideas and problem solving with an emphasis on mental math and the model drawing approach. It helps develop the foundation students will need for more advanced mathematics.</p> <p>2. A skill---building program, designed to implement the principles and standards for school mathematics from the National Council of Teachers of Mathematics , that revolves around the classroom calendar, providing daily practice as well as continual encounters with broader mathematical concepts in 15---20 minutes of instruction.</p>
Science	FOSS (Full Option Science Series)	FOSS investigations provide in---depth exposure to subject matter while appropriate to students' cognitive abilities. The FOSS program includes modules and/or courses organized under

		<p>four strands: Life Science, Physical Science, Earth Science, and Scientific Reasoning and Technology. The kits are specifically designed to align with the National Science Education Standards, which are reflected in the Common Core. The materials integrate reading, writing, and mathematics into the science curriculum, and provide a variety of assessment tools to accurately measure student learning.</p>
Social Studies	Social Studies Alive!	<p>These materials, used to supplement PBL, help students explore their role in the world around them through collaborative learning, evaluate the past in context with the present, enhance their critical thinking skills as global problem solvers, and improve awareness of place and the inter---relatedness of nations and communities. Each of these resources contains lessons and activities that are based on five well---established theories: Understanding by Design, Nonlinguistic Representation, Multiple Intelligences, Cooperative Interaction, and Spiral Curriculum.</p>
Other (specify)	<ol style="list-style-type: none"> 1. Responsive Classroom (SEL) 2. Second Step (SEL) 3. Skills for School Success (Learning to Learn) 	<ol style="list-style-type: none"> 1. An approach for teaching participation in democratic decision---making and for solving problems between individuals, as a class and as a school. 2. Scripted, media---rich lessons as well as academic integration activities. The program includes songs, games, scenarios and videos. Units address skills for learning, empathy, emotional management, and problem---solving. 3. Authored by educational experts Dr. Anita Archer and Dr. Mary Gleason, which teaches students the behaviors, organization skills,

		and study skills that make them successful both in and out of the classroom.
Grade Level: 5th Grade		
ELA	<ol style="list-style-type: none"> 1. Daily Five/Café 2. Words Their Way 3. 6 + 1 Trait Writing 4. Reading and Writing Workshop 	<ol style="list-style-type: none"> 1. iLEAD schools utilize The Daily 5 Program, a structure that helps students develop the daily habits of reading, writing, and working independently that lead to a lifetime of literacy independence. The Literacy CAFÉ strategies (Comprehension, Accuracy, Fluency and Expanding Vocabulary) will be taught to students within the Daily 5 structure. 2. This program teaches students phonics, spelling, and vocabulary. This approach to word study encourages students to look closely at words to discover the regularities and conventions of written English needed to read and spell. 3. A model of Instruction & Assessment that provides a common language for teachers and students to communicate about the characteristics of writing and establishes a clear vision of what good writing looks like. 4. An iLEAD structure for holistic teaching is the reading---writing workshop, where students in a workshop choose their own topics for writing and books for reading, using large scheduled chunks of classroom time for doing reading and writing. They collaborate with classmates, keep records, and self---evaluate. Teachers also take new roles: modeling their own reading and writing processes, conferring with students one---to---one, and

		offering timely mini---lessons as students work.
Math	1. Math in Focus: Singapore Math 2. Number Corner	1. Singapore Math is a research---based curriculum. Students are taught by moving through the concrete to the abstract. It encourages an active thinking process, communication of mathematical ideas and problem solving with an emphasis on mental math and the model drawing approach. It helps develop the foundation students will need for more advanced mathematics. 2. A skill---building program, designed to implement the principles and standards for school mathematics from the National Council of Teachers of Mathematics , that revolves around the classroom calendar, providing daily practice as well as continual encounters with broader mathematical concepts in 15---20 minutes of instruction.
Science	FOSS (Full Option Science Series)	FOSS investigations provide in---depth exposure to subject matter while appropriate to students' cognitive abilities. The FOSS program includes modules and/or courses organized under four strands: Life Science, Physical Science, Earth Science, and Scientific Reasoning and Technology. The kits are specifically designed to align with the National Science Education Standards, which are reflected in the Common Core. The materials integrate reading, writing, and mathematics into the science curriculum, and provide a variety of assessment tools to accurately measure student learning.
Social Studies	Social Studies Alive!	These materials, used to supplement PBL, help students explore their role in

		the world around them through collaborative learning, evaluate the past in context with the present, enhance their critical thinking skills as global problem solvers, and improve awareness of place and the inter---relatedness of nations and communities. Each of these resources contains lessons and activities that are based on five well---established theories: Understanding by Design, Nonlinguistic Representation, Multiple Intelligences, Cooperative Interaction, and Spiral Curriculum.
Other (specify)	<ol style="list-style-type: none"> 1. Responsive Classroom (SEL) 2. Second Step (SEL) 3. Skills for School Success 	<ol style="list-style-type: none"> 1. An approach for teaching participation in democratic decision---making and for solving problems between individuals, as a class and as a school. 2. Scripted, media---rich lessons as well as academic integration activities. The program includes songs, games, scenarios and videos. Units address skills for learning, empathy, emotional management, and problem---solving. 3. Authored by educational experts Dr. Anita Archer and Dr. Mary Gleason, which teaches students the behaviors, organization skills, and study skills that make them successful both in and out of the classroom.
Grade Level: 6th Grade		
ELA	<ol style="list-style-type: none"> 1. Vocabulary Their Way 2. 6 + 1 Trait Writing 3. Reading and Writing Workshop 	<ol style="list-style-type: none"> 1. Foundational information and strategies teachers need to help students develop vocabulary knowledge. The text offers research---tested ideas for helping students use word patterns to puzzle out meaning to content area vocabulary. It also provides much needed assessment information to help teachers

		<p>gauge where to begin instruction.</p> <ol style="list-style-type: none"> 2. A model of Instruction & Assessment that provides a common language for teachers and students to communicate about the characteristics of writing and establishes a clear vision of what good writing looks like. 3. An iLEAD structure for holistic teaching is the reading---writing workshop, where students in a workshop choose their own topics for writing and books for reading, using large scheduled chunks of classroom time for doing reading and writing. They collaborate with classmates, keep records, and self---evaluate. Teachers also take new roles: modeling their own reading and writing processes, conferring with students one---to---one, and offering timely mini---lessons as students work.
Math	1. Inquiry Maths (Problem based Math)	1. Student---centered pedagogy in which students learn about math through the experience of problem solving. Students learn both thinking strategies and domain knowledge. The goals of Problem Based Math are to help the students develop flexible knowledge, effective problem solving skills, self---directed learning, effective collaboration skills, grit and intrinsic motivation. Problem---based learning is a style of active learning.
Science	FOSS (Full Option Science Series)	FOSS investigations provide in---depth exposure to subject matter while appropriate to students' cognitive abilities. The FOSS program includes modules and/or courses organized under four strands: Life Science, Physical Science, Earth Science, and Scientific

		Reasoning and Technology. The kits are specifically designed to align with the National Science Education Standards, which are reflected in the Common Core. The materials integrate reading, writing, and mathematics into the science curriculum, and provide a variety of assessment tools to accurately measure student learning.
Social Studies	History Alive!	These materials, used to supplement PBL, help students explore their role in the world around them through collaborative learning, evaluate the past in context with the present, enhance their critical thinking skills as global problem solvers, and improve awareness of place and the inter---relatedness of nations and communities. Each of these resources contains lessons and activities that are based on five well---established theories: Understanding by Design, Nonlinguistic Representation, Multiple Intelligences, Cooperative Interaction, and Spiral Curriculum.
Other (specify)	<ul style="list-style-type: none"> 4. Responsive Classroom (SEL) 5. Second Step (SEL) 6. Skills for School Success 	<ul style="list-style-type: none"> 1. An approach for teaching participation in democratic decision---making and for solving problems between individuals, as a class and as a school. 2. Scripted, media---rich lessons as well as academic integration activities. The program includes songs, games, scenarios and videos. Units address skills for learning, empathy, emotional management, and problem---solving. 3. Authored by educational experts Dr. Anita Archer and Dr. Mary Gleason, which teaches students the behaviors, organization skills, and study skills that make them successful both in and out of the classroom.

Grade Level: 7th Grade

ELA	<ol style="list-style-type: none">1. Vocabulary Their Way2. 6 + 1 Trait Writing3. Reading and Writing Workshop	<ol style="list-style-type: none">1. Foundational information and strategies teachers need to help students develop vocabulary knowledge. The text offers research---tested ideas for helping students use word patterns to puzzle out meaning to content area vocabulary. It also provides much needed assessment information to help teachers gauge where to begin instruction.2. A model of Instruction & Assessment that provides a common language for teachers and students to communicate about the characteristics of writing and establishes a clear vision of what good writing looks like.3. An iLEAD structure for holistic teaching is the reading---writing workshop, where students in a workshop choose their own topics for writing and books for reading, using large scheduled chunks of classroom time for doing reading and writing. They collaborate with classmates, keep records, and self---evaluate. Teachers also take new roles: modeling their own reading and writing processes, conferring with students one---to---one, and offering timely mini---lessons as students work.
Math	<ol style="list-style-type: none">1. Inquiry Maths (Problem based Math)	<ol style="list-style-type: none">1. Student---centered pedagogy in which students learn about math through the experience of problem solving. Students learn both thinking strategies and domain knowledge. The goals of Problem Based Math are to help the students develop flexible knowledge, effective problem solving skills, self---directed learning,

		effective collaboration skills, grit and intrinsic motivation. Problem---based learning is a style of active learning.
Science	FOSS (Full Option Science Series)	FOSS investigations provide in---depth exposure to subject matter while appropriate to students' cognitive abilities. The FOSS program includes modules and/or courses organized under four strands: Life Science, Physical Science, Earth Science, and Scientific Reasoning and Technology. The kits are specifically designed to align with the National Science Education Standards, which are reflected in the Common Core. The materials integrate reading, writing, and mathematics into the science curriculum, and provide a variety of assessment tools to accurately measure student learning.
Social Studies	History Alive!	These materials, used to supplement PBL, help students explore their role in the world around them through collaborative learning, evaluate the past in context with the present, enhance their critical thinking skills as global problem solvers, and improve awareness of place and the inter---relatedness of nations and communities. Each of these resources contains lessons and activities that are based on five well---established theories: Understanding by Design, Nonlinguistic Representation, Multiple Intelligences, Cooperative Interaction, and Spiral Curriculum.
Other (specify)	<ol style="list-style-type: none"> 1. Responsive Classroom (SEL) 2. Second Step (SEL) 3. Advanced Skills for School Success 	<ol style="list-style-type: none"> 1. An approach for teaching participation in democratic decision---making and for solving problems between individuals, as a class and as a school. 2. Scripted, media---rich lessons as well as academic integration activities. The program includes songs, games, scenarios and videos. Units address skills for learning,

		<p>empathy, emotional management, and problem---solving.</p> <p>3. Authored by educational experts Dr. Anita Archer and Dr. Mary Gleason, which teaches students the behaviors, organization skills, and study skills that make them successful both in and out of the classroom.</p>
Grade Level: 8th Grade		
ELA	<ol style="list-style-type: none"> 1. Vocabulary Their Way 2. 6 + 1 Trait Writing 3. Reading and Writing Workshop 	<ol style="list-style-type: none"> 1. Foundational information and strategies teachers need to help students develop vocabulary knowledge. The text offers research---tested ideas for helping students use word patterns to puzzle out meaning to content area vocabulary. It also provides much needed assessment information to help teachers gauge where to begin instruction. 2. A model of Instruction & Assessment that provides a common language for teachers and students to communicate about the characteristics of writing and establishes a clear vision of what good writing looks like. 3. An iLEAD structure for holistic teaching is the reading---writing workshop, where students in a workshop choose their own topics for writing and books for reading, using large scheduled chunks of classroom time for doing reading and writing. They collaborate with classmates, keep records, and self---evaluate. Teachers also take new roles: modeling their own reading and writing processes, conferring with students one---to---one, and offering timely mini---lessons as students work.

Math	1. Inquiry Maths (Problem based Math)	1. Student---centered pedagogy in which students learn about math through the experience of problem solving. Students learn both thinking strategies and domain knowledge. The goals of Problem Based Math are to help the students develop flexible knowledge, effective problem solving skills, self---directed learning, effective collaboration skills, grit and intrinsic motivation. Problem---based learning is a style of active learning.
Science	FOSS (Full Option Science Series)	FOSS investigations provide in---depth exposure to subject matter while appropriate to students' cognitive abilities. The FOSS program includes modules and/or courses organized under four strands: Life Science, Physical Science, Earth Science, and Scientific Reasoning and Technology. The kits are specifically designed to align with the National Science Education Standards, which are reflected in the Common Core. The materials integrate reading, writing, and mathematics into the science curriculum, and provide a variety of assessment tools to accurately measure student learning.
Social Studies	History Alive!	These materials, used to supplement PBL, help students explore their role in the world around them through collaborative learning, evaluate the past in context with the present, enhance their critical thinking skills as global problem solvers, and improve awareness of place and the inter---relatedness of nations and communities. Each of these resources contains lessons and activities that are based on five well---established theories: Understanding by Design, Nonlinguistic Representation, Multiple Intelligences, Cooperative Interaction, and Spiral Curriculum.

Other (specify)	<ol style="list-style-type: none"> 1. Responsive Classroom (SEL) 2. Second Step (SEL) 3. Advanced Skills for School Success 	<ol style="list-style-type: none"> 1. An approach for teaching participation in democratic decision---making and for solving problems between individuals, as a class and as a school. 2. Scripted, media---rich lessons as well as academic integration activities. The program includes songs, games, scenarios and videos. Units address skills for learning, empathy, emotional management, and problem---solving. 3. Authored by educational experts Dr. Anita Archer and Dr. Mary Gleason, which teaches students the behaviors, organization skills, and study skills that make them successful both in and out of the classroom.
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Attachment c.
Curriculum Development Plan (Section II.B.2.b)

If the curriculum is not already developed, provide, as **Attachment c**, the curriculum development plan, including identification of individuals responsible and the timeline for development and completion.

As iLEAD has a complete curriculum description in attachment b, this document is not applicable

Attachment d.
Learning standards (Section II.C.2)

	iLEAD Learning Targets			
	Language Arts	Math	Science	Social Studies
K	<p>Recognizes, understands and applies concepts of print and sounds</p> <p>Expands oral language skills and gains meaningful vocabulary for reading</p> <p>Demonstrates comprehension by responding in different ways when listening to or viewing text of all kinds</p> <p>Shows interest in a variety of books</p>	<p>Begins to develop basic notions of numbers and uses numbers to think about objects and the world around them</p> <p>Learns what it means to add and subtract by joining and separating sets of objects</p> <p>Learns to describe attributes of geometric shapes, such as triangles, rectangles and circles</p>	<p>Learns that scientific investigations involve trying to answer questions by making observations or trying things out</p> <p>Learns to use simple tools (e.g., pencils, scissors) and materials (e.g., paper, tape, glue and cardboard) to solve problems in creative ways</p> <p>Learns about the properties of liquids and solids, objects seen in the sky and the needs of plants and animals</p>	<p>In kindergarten, students begin their investigation of the world using perspectives, concepts, and skills from the social studies. The context for social studies learning in kindergarten is the student's interaction with classroom and school. The classroom serves as a microcosm of society in which decisions are made with respect to rights, rules, and responsibilities. They begin to learn the basic concepts of fairness and respect for the rights and opinions of others.</p>
1	<p>Applies concepts of print, sounds, oral language skills and phonics</p> <p>Continues to expand reading vocabulary and demonstrates comprehension by participating in a variety of responses to text</p> <p>Chooses and reads a variety of books for pleasure</p>	<p>Develops understanding of addition and subtraction and strategies for adding and subtracting within 20</p> <p>Develops understanding of whole number relationships and place value</p> <p>Begins to understand what it means to measure something and develops measuring skills using everyday objects</p>	<p>Learns that scientific investigations involve trying to answer questions by making observations or trying things out</p> <p>Learns to use simple tools (e.g., pencils, scissors) and materials (e.g., paper, tape, glue and cardboard) to solve problems in creative ways</p> <p>Learns about the properties of liquids and solids, objects seen in the sky and the needs of plants and animals</p>	<p>In first grade, students develop their understanding of basic concepts and ideas from civics, economics, geography, and history. The context for social studies learning in first grade is the family and the ways they choose to live and work together. To develop students' understanding of the basic social studies concepts, students are asked to think about families nearby and those far away.</p>
2	<p>Becomes fluent as a reader, expands vocabulary, understands many different kinds of text and applies comprehension strategies</p> <p>Participates in discussions, writes responses and uses evidence from text to support thinking</p> <p>Continues making reading an enjoyable habit</p>	<p>Refines understanding of the base ten number system and uses place value concepts of ones, tens and hundreds to understand number relationships</p> <p>Builds fluency with addition and subtraction</p> <p>Uses measurement tools to understand units of measure</p>	<p>Learns to think systematically about how the parts of objects, plants and animals are connected and work together</p> <p>Carries out investigations in collaboration with other students and support from the teacher</p> <p>Learns to identify different physical properties of materials, how water shapes landforms and the</p>	<p>In second grade, students apply their emerging understanding of civics, economics, geography, and history to their communities and others around the world. Students learn about how their community works as well as the variety of ways that communities organize themselves. To develop conceptual understanding, students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago.</p>

			life cycles of plants and animals	
3	<p>Reads fluently with meaning and purpose while expanding vocabulary</p> <p>Reads a wider variety of topics and genres</p> <p>Demonstrates comprehension of main ideas and details through discussion, writing and evidence from text to support thinking Reads for pleasure and chooses books based on personal preference, topic or author</p>	<p>Develops understanding of multiplication and division and how they relate</p> <p>Develops understanding of fractions</p> <p>Develops understanding of area and its connection to multiplication by comparing them and representing them in different ways</p> <p>Uses pictures, symbols or math language to explain the reasoning behind their decisions and solutions</p>	<p>Learns to think systematically about how the parts of objects, plants and animals are connected and work together</p> <p>Carries out investigations in collaboration with other students and support from the teacher</p> <p>Learns to identify different physical properties of materials, how water shapes landforms, and the life cycles of plants and animals</p>	<p>In third grade, students begin to explore more complex concepts and ideas from civics, economics, geography, and history as they study the varied backgrounds of people living in Washington and the rest of the United States. Emphasis is on cultures in the United States, including the study of American Indians. Students examine these cultures from the past and in the present and the impact they have had in shaping our contemporary society. They begin to look at issues and events from more than one perspective.</p>
4	<p>Reads skillfully with meaning and purpose, using appropriate comprehension and vocabulary strategies</p> <p>Reads, discusses, reflects and responds, using evidence from text, to a wide variety of literary genres and informational text</p> <p>Reads for pleasure and chooses books based on personal preference, topic or author</p>	<p>Develops fluency with multiplication</p> <p>Uses multiplication to solve a variety of problems such as area and unit conversion</p> <p>Understands division and its relationship to multiplication</p> <p>Solidifies understanding of equal fractions and begins operations with fractions</p>	<p>Learns how to plan and choose an investigation based on the question they are trying to answer</p> <p>Uses an elementary technological design process to design simple solutions to problems</p> <p>Learns how energy is generated and can move from place to place, how fossils form and how ecosystems change</p>	<p>In fourth grade, students use their understanding of social studies concepts and skills to explore Washington State in the past and present. Students learn about the state's unique geography and key eras in early Washington State history, particularly the treaty-making period. They use this historical perspective to help them make sense of the state's geography, economy, and government today. The cognitive demand of many GLEs begins to include analysis and asks students to look at issues and events from multiple perspectives.</p>
5	<p>Reflects on skills and adjusts comprehension and vocabulary strategies to become better readers</p> <p>Reads, discusses, reflects and responds, using evidence from text to a wide variety of literary genres and informational text</p> <p>Reads for pleasure and chooses books based on personal preference, topic, genre, theme or author</p>	<p>Develops fluency with division</p> <p>Develops understanding of decimal place value</p> <p>Develops understanding of the four operations on fractions and decimals</p> <p>Develops fluency with geometric concepts of area and perimeter</p>	<p>Learns how to plan and choose an investigation based on the question they are trying to answer</p> <p>Uses an elementary technological design process to design simple solutions to problems</p> <p>Learns how energy is generated and can move from place to place, how fossils form, and how ecosystems change</p>	<p>In fifth grade, students use their understanding of social studies concepts and cause-and-effect relationships to study the development of the United States up to 1791. By applying what they know from civics, economics and geography, students learn the ideals, principles, and systems that shaped this country's founding. They conclude the fifth grade by applying their understanding of the country's founding and the ideals in the nation's fundamental documents to issues of importance to them today. This learning forms the foundation and understanding of social studies concepts that will provide students with the ability to examine their role in the community, state, nation, and world.</p>

6	<p>Adjusts reading purpose, pace and strategies according to difficulty and/or type of text</p> <p>Reads, discusses, reflects and responds with deeper analysis, using evidence from text to a wide variety of literary genres and informational text</p> <p>Reads for pleasure and chooses books based on personal preference, topic, genre, theme or author</p>	<p>Extends division to fractions</p> <p>Extends understanding of numbers to negative numbers and the absolute value of a number</p> <p>Develops understanding of how letters (variables) are used to represent numbers in a variety of situations</p> <p>Use multiplication and division reasoning to solve real-world ratio and rate problems</p>	<p>Learns to think critically and logically to make connections between prior science knowledge and evidence produced from their investigations</p> <p>Learns to apply the full process of technological design, combined with relevant science concepts, to solve problems</p> <p>Learns how energy and matter interact, how the water cycle functions, and how inherited variations can become adaptations to a changing environment</p>	<p>In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. The recommended context for social studies learning in sixth grade is world history and geography. Students begin their examination of the world by exploring the location, place, and spatial organization of the world's major regions. This exploration is then followed by looking at world history from its beginnings. Students are given an opportunity to study a few ancient civilizations deeply. In this way, students develop higher levels of critical thinking by considering why civilizations developed where and when they did and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.</p>
7	<p>Demonstrates responsibility as a reader, and continues to reflect on skills and adjust comprehension, analysis and vocabulary strategies</p> <p>Summarizes information from multiple sources to deepen understanding of the content In oral and written responses</p> <p>Reads for pleasure and chooses books based on personal preference, topic, genre, theme or author</p>	<p>Adds, subtracts, multiplies and divides both positive and negative fractions, decimals and percents</p> <p>Solves real-world problems using simple expressions, equations and inequalities that include variables</p> <p>Extends work with ratios to solve problems involving proportional relationships and percents, like those found in similar figures, discounts and tips</p>	<p>Learns to think critically and logically to make connections between prior science knowledge and evidence produced from their investigations</p> <p>Learns to apply the full process of technological design, combined with relevant science concepts, to solve problems</p> <p>Learns how energy and matter interact, how the water cycle functions, and how inherited variations can become adaptations to a changing environment</p>	<p>In seventh grade, students become more proficient with the core concepts in social studies. There are two recommended contexts in which students can demonstrate this proficiency in the seventh grade. The first part of the year is focused on a continuation of world history from sixth grade as students look at the geography, civics, and economics of major societies up through 1450 C.E. The second part of the year asks students to bring their understanding to their world today as they examine Washington State from 1889 to the present. The study of Washington State includes an examination of the state constitution and key treaties. While these two contexts may be very different, the purpose of studying these different regions and eras is the same: to develop enduring understandings of the core concepts and ideas in civics, economics, geography, and history.</p>
8	<p>Integrates a variety of comprehension and vocabulary strategies and adapts reading to different types of text</p> <p>Summarizes information from multiple sources to deepen understanding of the content in oral and written responses</p>	<p>Knows and applies the properties of integer exponents</p> <p>Solves equations with one variable and pairs of equations with two variables</p> <p>Compares graphs, equations, tables, and verbal descriptions of</p>	<p>Learns to think critically and logically to make connections between prior science knowledge and evidence produced from their investigations</p> <ul style="list-style-type: none"> Learns to apply the full process of technological design, combined with relevant science concepts, to solve problems Learns how energy and 	<p>In eighth grade, students develop a new, more abstract level of understanding of social studies concepts. The recommended context for developing this understanding is U.S. history and government, 1776 to 1900. Students explore the ideas, issues, and events from the framing of the Constitution up through Reconstruction and industrialization. After reviewing the founding of the United States, particularly the</p>

Continues to read for pleasure as understanding of author's craft deepens	functions Uses graphs, equations and tables to represent real-world situations and solve problems	matter interact, how the water cycle functions and how inherited variations can become adaptations to a changing environment	Constitution, students explore the development of politics, society, culture, and economy in the United States to deepen conceptual understandings in civics, geography, and economics. In particular, studying the causes and consequences of the Civil War helps them to comprehend more profoundly the rights and responsibilities of citizens in a culturally diverse democracy.
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In addition to the Expected Learning Outcomes listed in the chart above, below we have included examples of grade level standards scope and sequence. We have provided examples in a primary grade as well as a middle grade.

Promotion from one grade to the next is based on a student's demonstration of meeting grade---level expectations that are aligned to state standards in each subject and goals established at the beginning of the year in ILP conferences. iLEAD does not use a formula---driven procedure for determining student promotion; instead, staff focus on making a developmentally appropriate placement on a case by case basis. Students whose performance during the year suggests that they are below grade level will be identified for intervention through our Response to Instruction and Intervention (RtI²) process. Families will be notified at each step of the intervention process, e.g., as students move into higher tier interventions, and provided with strategies that parents/guardians and students themselves can employ at home. Student---led conferences and end---of---year showcases are important events for parents to understand their child's level of learning. Finally, for students in special education, promotion will take into account progress towards achieving the goals established in their IEP.

At the end of the year, grade level teams will consider the evidence of student mastery in all subjects as well as other information such as attendance, discipline, social---emotional skills and character to make a recommendation for promotion or retention. Assessment data will include NWEA MAP results, Performance Task rubrics, Presentations of Learning, Portfolios and Student Showcases. The School Director will make the final decision. The ultimate standard for retaining a student is that it will benefit the student rather than diminish motivation and impede progress. Our differentiated instruction allows students to move up a grade while continuing to receive personalized instruction that meets their needs.

Communication of promotion and graduation criteria will initially be communicated to families and students in the iLEAD Family Guidebook. Ongoing communication of learner progress toward promotion and standards attainment also takes place through:

- **ILP Conferences:** In October, students, parents and a school facilitator together develop an individualized learning plan (ILP) that sets academic and social emotional goals for the year. A review of initial assessment results takes place.
- **Student Led Conferences:** In the spring each year, students meet with their facilitator and their parent to look critically at what they have accomplished, examining a

portfolio and data notebook that showcases what they have learned throughout the school year. The student helps to lead a discussion of their strengths and areas of growth (facilitators coach students through this process and practice with students while they are learning how to help lead and ultimately to direct these discussions). The group will work together to develop goals and strategies to overcome challenges. A review of assessment results is provided.

- **Student Learning Showcases:** At the end of the year students participate in public displays of meaningful work, which provides opportunities to showcase talents in modalities that best suit students' distinct learning styles. A review of assessment results is included.
- **Reports of Progress:** At the end of each trimester, a report of progress will be sent home outlining student progress toward the learning goals including narratives of progress and a report of social/emotional progress.

Attachment e.
Exit standards (Section II.C.5)

The proposed school's exit standards for graduating students.

As a K---8 grade school, iLEAD Kauai has identified the following 8th grade exit standards. In addition an 8th grade sample Scope and Sequence and yearly plan example has been included to show topics covered during the year.

The following goals are the proposed exit standards for graduating (8th grade) students:

1. All continuously enrolled 8th Grade learners will achieve the General Learning Outcomes (as evidenced by an average 3 or higher on rubric):
 - 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 and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically)
 - Effective Communicator (The ability to communicate effectively)
2. Completion of Personal Project and showcase of learning for personal project.
3. Demonstrate high levels of achievement in the Core Subject areas: ELA, Math, Science and Social Studies as evidenced by 2 of the following measures: Smarter Balanced Assessments, alternative project completion/portfolio review, report of progress, ILP goals, NWEA MAP assessments, performance tasks or IEP goals.

Below are the iLEAD Kauai – 8th Grade Learning Targets
(core subject areas)

Reading Targets:

Literature

Key Ideas and Details

--- Cite evidence from text that strongly supports an analysis of what the text says explicitly as well as inferences

Craft and Structure

--- Analyze how differences in character point of view contribute to the creation of effects such as suspense or humor

--- Determine meaning of words and phrases used in text; analyze the impact of specific language on meaning and tone (e.g., connotative/denotative, figurative language, analogies, allusions to other texts)

Integration of Knowledge and Ideas

--- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works and how the material is rendered new

NonFiction

Key Ideas and Details

--- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences

Craft and Structure

--- 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 (point of view)

Writing Targets

--- Composes a persuasive piece analyzing an alternative point of view and developing a convincing counter argument to change mindset of others
--- Composes informative/explanatory piece meeting grade level expectations
--- Composes narrative to develop real or imagined experiences meeting grade level expectations
--- Conducts short research projects to answer a self-generated question, drawing on several resources and generating additional related, focused questions that allow for multiple avenues of exploration

Mathematics Targets

Functions

--- Define, evaluate and compare function and used them to model relationships between quantities

The Number System

--- Understand irrational numbers and approximate them by rational numbers Expressions and Equations
--- Understand and apply radicals and integer exponents
--- Understand the connections between proportional relationships, lines, and linear equations
--- Analyze and graph systems of linear equations

Geometry

--- Understand congruence and similarity using physical models
--- Understand and apply Pythagorean Theorem

Statistics and Probability

--- Investigate patterns involving two random variables

Social Studies Targets

Behavioral Science

--- Analyze the impact of Native American, European, and African American cultures on U.S. history.

Economics

--- Analyze the impact of major economic revolutions in U. S. history after the Civil War: American Industrial Revolution, Progressive Era, Roaring 20's, Depression, Booming 50's

Political Science/ Citizenship

--- Evaluate the evolution of the U.S. government and its impact on the nation and world History

--- Analyze the political causes/effects of war in United States history

---Comprehend more profoundly the rights and responsibilities of citizens in a culturally diverse democracy.

Science Targets

Physical Science

--- Compare and contrast atoms, molecules, elements, compounds, and mixtures

--- Explain the transformations of energy that occur in the creation of new substances.

Biological Science

--- Relate the structure and function of single and multicelled organisms to their life activities

--- Compare and contrast the means by which single and multicelled organisms obtain and use energy

--- Compare and contrast growth and reproduction in single and multicelled organisms

--- Relate the structure of DNA to the storage and expression of genetic information

Social Emotional Competence

---Know and apply The 7 Habits of Highly Effective People

---Ability to collaborate in groups to solve problems, brainstorm and create projects

---Demonstrate an understanding of other cultures and global connectedness

---Participate in a capstone project which has a positive impact on the school, local community, and/or the world.

---Demonstrated experience mentoring other students

---Ability to communicate learning to others in a presentation, personal interview or speech

---Ability to reflect on learning, articulate one's own strengths, challenges and set goals

---Clearly communicates interests and passions, and career goals

**8th Grade Yearly
Curriculum Map**

Month	Writing	Language/ Literature	Math	History	Science
September	Skills, Organization, Research, Timed Writing	Book "Wonder" Literature Circles	Introduction Problem-based Math	Declaration of Independence	Chemical Bonding
October	Poetry Autobiography Narrative	Book "Wonder" Literature Circles	The Number system	Declaration of Independence/American Revolution	Chemical Bonding & Astronomy
November	Expository & Creative	Science Fiction Lit Circle Books	The Number system	American Revolution	Astronomy
December	Expository & Creative	Science Fiction Lit Circle Books	Expressions & Equations	US Constitution	Density
January	Persuasive & Response to Lit	Historical Fiction Lit Circles	Expressions & Equations Functions	US Constitution/Early Republic	Density & Chemical Reactions
February	Persuasive & Response to Lit	Historical Fiction Lit Circles	Functions	Early Republic/Divergent Paths - North & South	Chemical Reactions
March	Expository, Creative, persuasive	New Author Experience (Book of Choice)	Geometry	Civil War	Forces & Motion
April	Expository, Creative, persuasive	New Author Experience (Book of Choice)	Geometry	Civil War	Forces & Motion
May	Research Report	Biographies/Expository Text	Statistics & Probability	Reconstruction	Living Things
June	Research Report	Biographies/Expository Text	Statistics & Probability	Reconstruction	Living Things

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

iLEADsample2014---15SchoolYearCalendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
July 27	28	29	30	31	August 1	2
3	4	5	6	7	8	9
10	11 Teacher PD	12 Teacher PD	13 Teacher PD	14 Teacher PD	15 Teacher PD	16
17	18 Teacher PD	19 Teacher PD	20 Teacher PD	21 Teacher PD	22 Teacher PD	23
24	25 Teacher PD	26 Teacher PD	27 Teacher PD	28 Teacher PD	29 Teacher PD	30
31	September 1 Labor Day	2 First Day for Students	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17 ILP Conferences	18	19	20
21	22	23	24 ILP Conferences	25	26	27
28	29	30	October 1	2	3	4
5	6	7	8	9	10	11
12	13 Columbus Day	14	15	16	17	18

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
19	20	21	22	23	24	25
26	27	28	29	30	31 Teacher PD	November 1
2	3	4	5	6	7	8
9	10	11 Veterans Day	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27 Thanksgiving	28	29
30	December 1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24 Winter Recess	25 Winter Recess	26 Winter Recess	27
28	29 Winter Recess	30 Winter Recess	31 Winter Recess	January 1 Winter Recess	2 Winter Recess	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19 Martin Luther King Day	20	21	22	23	24

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
25	26	27	28	29	30	31
February 1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 Presidents Day	17 February Recess	18 February Recess	19 February Recess	20 February Recess	21
22	23	24	25	26	27	28
March 1	2	3	4	5	6	7
8	9 Teacher PD	10	11	12	13	14
15	16	17	18	19	20 Student Led Conferences	21
22	23	24	25	26	27 Student Led Conferences	28
29	30	31	April 1	2	3 Good Friday	4
5 Easter	6 Spring Recess	7 Spring Recess	8 Spring Recess	9 Spring Recess	10 Spring Recess	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	May 1	2

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
3	4 Teacher PD	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25 Memorial Day	26	27	28	29	30
31	June 1	2	3	4	5	6
7	8	9	10	11	12	13
14	15 Student Learning Showcases	16 Student Learning Showcases	17 Student Learning Showcases	18 Student Learning Showcases	19 Student Learning Showcases	20
21	22	23	24	25 Last Day for Students	26	27
28	29	30 Last Day for Teachers	July 1	2	3	4

Days of Instruction: 185

First Day of Classes: September 2, 2014

Last Day of Classes: June 25, 2015

Last Day for Teachers: June 30, 2015

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

Sample Schedule for Kindergarten Students

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30---9:00	Morning Meeting and Number Corner	Morning Meeting and Number Corner	Morning Meeting and Number Corner	Morning Meeting and Number Corner	Morning Meeting and Number Corner
9:00 -- 9:45	Daily 5: Language Arts	Daily 5: Language Arts	Daily 5: Language Arts	Daily 5: Language Arts	Daily 5: Language Arts
9:45 – 10:00	Recess	Recess	Recess	Recess	Recess
10:00---10:45	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
10:45---11:15	Specials: Music/Arts/PE/Language	Specials: Music/Arts/PE/Language	Specials: Music/Arts/PE/Language	Specials: Music/Arts/PE/Language	Specials: Music/Arts/PE/Language
11:15---12:00	Project---Based Learning: Social Studies/ Science	Project---Based Learning: Social Studies/ Science	Project---Based Learning: Social Studies/ Science	Project---Based Learning: Social Studies/ Science	Project---Based Learning: Social Studies/ Science

Sample Schedule for 1st – 3rd grade Students

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30--- 10:00	Morning Meeting and Daily 5: Language Arts	Morning Meeting and Daily 5: Language Arts	Morning Meeting and Daily 5: Language Arts	Morning Meeting and Daily 5: Language Arts	Morning Meeting and Daily 5: Language Arts
10:00--- 10:15	Recess	Recess	Recess	Recess	Recess
10:15--- 11:15	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:15--- 11:30	Social--- Emotional Skills	Social--- Emotional Skills	Social--- Emotional Skills	Social--- Emotional Skills	Social--- Emotional Skills
11:30--- 12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00--- 1:30	Project--- Based Learning: Social Studies/ Science	Project--- Based Learning: Social Studies/ Science	Project--- Based Learning: Social Studies/ Science	Project--- Based Learning: Social Studies/ Science	Early Release
1:30 – 1:45	Recess	Recess	Recess	Recess	Early Release
1:45 – 2:45	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	Early Release
2:45---3:00	Closing circle	Closing circle	Closing circle	Closing circle	

Sample 4---5 Schedule for Students

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30--- 10:40	Morning Meeting and Daily 5: Language Arts	Morning Meeting and Daily 5: Language Arts	Morning Meeting and Daily 5: Language Arts	Morning Meeting and Daily 5: Language Arts	Morning Meeting and Daily 5: Language Arts
10:40--- 10:55	Recess	Recess	Recess	Recess	Recess
10:55--- 11:55	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:55--- 12:15	Social--- Emotional Skills	Social--- Emotional Skills	Social--- Emotional Skills	Social--- Emotional Skills	Social--- Emotional Skills
12:15--- 12:45	Lunch	Lunch	Lunch	Lunch	12:00 dismissal
12:45--- 2:00	Project--- Based Learning: Social Studies/ Science	Project--- Based Learning: Social Studies/ Science	Project--- Based Learning: Social Studies/ Science	Project--- Based Learning: Social Studies/ Science	Early Release
2:00---2:45	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	
2:45---3:00	Closing circle	Closing circle	Closing Circle	Closing circle	

Sample 6---8 Schedule for Students

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30---9:00	Advisory	Advisory	Advisory	Advisory	Advisory
9:00 – 10:10	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
10:10--- 10:25	Break	Break	Break	Break	Break
10:25--- 11:40	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:40--- 12:30	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	11:40---12:00 closing circle 12:00 Dismissal
12:30--- 1:00	Lunch	Lunch	Lunch	Lunch	Early Release
1:00---2:30	Project--- Based Learning: Social Studies/ Science	Project--- Based Learning: Social Studies/ Science	Project--- Based Learning: Social Studies/ Science	Project--- Based Learning: Social Studies/ Science	Early Release
2:30---3:00	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	Early Release

Attachment h.
Student's typical school day (Section II.E.2)

Typical iLEAD Student Day:

James arrives at school at 7:30 am and his mother comes into the Village (common area) with him for a few minutes to say hello to school staff. Music is playing in the Village and James joins a group in the corner that is doing yoga with a parent volunteer.

At 8:00, James is collected by his teachers and goes to his classroom, where the academic day begins with a morning meeting to work on social/emotional skills and complete number corner. For approximately two hours James rotates through a series of engaging literacy activities, including reading a new book to a "buddy", reading to self, small group guided reading instruction that focuses on a chapter book at his reading level, word work, and writing responses to literature. After a brief recess, James returns to math instruction, which also includes a whole class mini-lesson followed by guided math groups and activity centers. James work independently in some centers and with his peers in others. During math instruction, a tour group of parents, led by the school director, enters the room. James rushes over to the parents to greet them. He introduces himself and shakes their hands. He tells them what the class is learning about and answers any questions the visitors may have. James is excited to have an opportunity to do his classroom job this week as a classroom greeter.

Next, the whole class then turns to a short lesson on a social---emotional skill on feelings and impulse control. James and his partner practice acting out various emotions.

After lunch, James participates in approx. 75 minutes of project time, where he gets to explore an interdisciplinary topic and create demonstrations of his learning using his choice of media. The name of the class project is: "To Infinity and Beyond!" Today he works on a PowerPoint presentation for his group's research on the planet Saturn that he conducted earlier in the week. He consults with his friend, Noelani, who is working on the 3---D model with Cayden. This is then followed by art where he works on a chalk drawing of his planet and Spanish language instruction where they sing a song in Spanish about the Milky Way to the tune of "Twinkle, Twinkle, Little Star". At 3:00 his teachers take him outside for dismissal where his mother is waiting to pick him. He eagerly shares his excitement about the Saturn Project that he is working on. He gives his mom an invitation to his Presentation of Learning that will be on Friday morning. His mom chats with his teachers for a few minutes before taking him home.

Attachment i.
Teacher's typical school day (Section II.F.5)

Typical Teacher Day:

Mr. Jones arrives at school around 7:00 greets the office manager and School Director. He then pokes his head into The Village briefly to say hello to students and their parents, then heads to his classroom to begin preparing for the day. He logs on to his computer to read announcements from the School Director about upcoming events and professional development. He then gets to work with his teaching team in organizing materials for work on the class project "To Infinity and Beyond!" He and his team discuss how to modify the project for Jordyn, a student with cochlear implants, who is needs more assistance with the vocabulary. At 7:55 he heads back to The Village to pick up his students. Back in the classroom he leads circle time with a morning meeting, takes attendance while the students discuss Habit 1: Be Proactive. He then leads the class in Number Corner. Next he reviews the procedures and routines for Daily 5 and the class launches into a series of literacy activities. He and teaching partner team teach whole class mini---lessons, then they divide the students into smaller groups for guided reading. He takes the lower---level students while his teaching partner works with higher---level students. An education specialist joins the class for 30 minutes to work with a small group of students, some of whom have IEPs mandating service and others who have been identified for intervention through the school's RtI² program. After ELA Mr. Jones goes to make some copies while his partner teacher supervises recess. They then conduct math instruction, again collaborating on whole class and small group instruction. While students go to lunch, Mr. Jones joins other teachers for a lunch discussion of a book they are reading together on inquiry---based learning.

After lunch is student---centered project time. Mr. Jones and his partner teacher circulate around the room while students conduct research on computers and develop PowerPoint or Prezi presentations, 3---D models, and alphabet books to represent their planet research . Occasionally he pulls a small group of students to focus on a skill or topic they need to reach a deeper level in their projects. After project time, his students go to specials classes, and Mr. Jones and his partner teacher spend time collaborating and planning for the upcoming Presentation of Learning. Next they are joined by the School Director to look at student work together using a rubric. The School Director shares some strategies for using protocols to norm their evaluation of student work. At the end of the day, Mr. Jones helps his students pack up and takes them outside for dismissal. He puts some students on their buses and then chats with the parents and guardians of students who are being picked up. Once students are gone, Mr. Jones spends some time organizing his classroom for the next day, communicating with parents through emails and phone calls. Next he calls his friend, a NASA expert, to make sure he remembers tomorrow's Skype "date" with the class to answer their questions about the planets and stars. Finally, Mr. Jones heads home.

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

SAMPLE

ADMISSIONS AND ENROLLMENT POLICY

Introduction

The goal of the admissions policy of iLEAD Kauai Charter School (hereinafter “School”) is to attract, enroll and retain at the School the broadest spectrum of students and families representative of the rich diversity existing in the County. The School will be nonsectarian in its programs, admissions policies, employment practices and all other operations. The School will not charge tuition and the School will not discriminate in admissions or outreach against any pupil on the basis of ethnicity, national origin, gender, disability or any other legally protected category.

Admission and Requirements for Admission

The School is open to any student in the State of Hawaii who meets the admissions requirements described herein. If the number of pupils who wish to attend the School exceeds the school’s capacity, attendance (except for existing pupils of the charter school) shall be determined by a public random drawing, the process for which is described below.

A. Admission Eligibility and Requirements

In order to be eligible for enrollment in the School, students must meet the following eligibility requirements:

- *All students must have successfully completed education through grade .*
- *All students must have been fully immunized and present the appropriate health examination record in accordance with the Hawaii Health and Safety Code*
- *All Kindergarten students must be age 5 on or before December 2 of the school year in which he/she seeks enrollment. If a student turns five years of age after December 2 during the school year, that student may be eligible for admission on a case by case basis in the discretion of the Board of Directors, in accordance with the Board’s age---admission policy and in accordance with law.*
- *All students must be at least age 6 (by December 2 of the school year in which he/she seeks enrollment in first grade, with some exceptions in accordance with the Board’s age---admission policy and in accordance with law), and not exceeding age 19, unless the student was continuously enrolled in public school prior to age 19, the student is being served under the term of an Individualized Education Program, and/or the school or program qualifies for an exemption from the general prohibition on serving students over age 19 and in accordance with the Hawaii Education Code.*

- *No student may concurrently attend a private school that charges the student's family for tuition.*
- All students shall be documented as residents of the State of Hawaii.
- If enrolled in an independent study program, a student shall be documented as a resident of the county in which the charter school reports its apportionment claims or an adjacent county.
- No student will be admitted if he/she has been previously expelled from another educational institution.
- In order to ensure that all students will be placed appropriately and benefit fully from the education program, the following pre---admission procedures will be enforced. Failure to comply with any of these procedures will result in denial of admission. An admitted student will be removed from the School if failure to comply with these procedures is discovered after admission has been granted. All eligible students must meet the following requirements:
- *Complete applications for admission must be timely submitted to the School no later than the deadline published for that school year.*
- The application for admission shall include, but is not limited to, the following:
 - Authorization for the School to request and receive student records from all schools the student has previously attended or is currently attending;
 - Proof of full immunization or exception from the requirement;
 - Proof of health examinations required by the Health and Safety Code;
 - Proof of age with the application for admission;
 - Proof of residency;
 - Indicating whether the student may require special education or related services, the student's home language and whether the student may be an English language learner.
- *Parents/guardians/caregivers shall attend a pre---admission Information Open House Meeting or its equivalent.*
- *Parents/guardians/caregivers shall attend a School Tour*
- *The Parent Involvement Agreement shall be signed and returned to the School with the application for admission. The body of educational research shows a involvement agreement that requires the parents to donate (insert number of hours) hours per hear*

of service to the school. A fair policy will be developed that states the many ways families or their

- *Involvement agreement that requires the parents to donate (insert number of hours) hours per year of service to the school. A fair policy will be developed that states the many ways families or their representatives can satisfy this requirement. No student will be released from the School's program if his/her parents or representatives fail to satisfy the required hours of the parent involvement agreement.*

The School shall follow any required procedures for the transfer of a program between SELPAs. Additionally, each application will be reviewed by staff to ensure it is complete before the student will be considered for admission. Each application will include a description of the School's dispute resolution process. Any student that has been denied admission for failure to meet the School's Admission Requirements and Process may avail him/herself to this process for reconsideration.

Preferences

In the event that there are more students applying for admission than available space, preferences shall be extended in the following order of priority:

- Pupils currently attending the School;
- Siblings of students currently enrolled in the School;
- Children or grandchildren of the School's founders (not to exceed 10% of the school's total population);
- Students residing within the boundaries of the **State of Hawaii**. If enrollment was based on the preferential treatment received due to the in-district residence, the student must continue to reside in the district in order to remain enrolled;
- Children and grandchildren of staff and governing board members (not to exceed 10% of the total student population).

Enrollment Process and Guidelines

The enrollment process will begin immediately upon obtaining Charter Status. There will be an open enrollment period each year, which will be advertised within the school community so that all interested students may have an equal opportunity to apply for admission. The deadline for accepting applications will be clearly stated.

The process for enrollment proceeds as follows, (not necessarily in the exact order provided):

- The School will determine class size/configuration for the school year;

- The School will solicit from current students their intention to return the following year;
- The school will solicit from parents/guardians of current students their intention to apply for admission for siblings of current students;
- The school will solicit from founders, staff members, and board members their intention to apply for admission for their children;
- The School will design program informational materials;
- The School will plan one or more Information Open House Meetings (attendance at which is mandatory for admission);
- The School will issue press releases and utilize other communication strategies;
- The School will actively recruit students throughout the community;
- The School will mail information packets to families on wait/interest lists, including invitations to the Open House;
- The School will host Information Open House Meeting(s) and record attendance;
- The School will schedule School Tours beginning the second year of the program (attendance at which is mandatory for admission);
- The School will establish and hold an open enrollment period so that all interested student may have an equal opportunity to apply for admission;
- The School will determine the number of returning students at each level;
- The School will determine the number of new students at each level;
- Priority placement will be given to eligible students who timely completed their application for admission as identified in the previous section;
- After the students in the preferred categories are placed, the remaining students will be placed pursuant to a random public drawing;
- The School will hold a random public drawing, if necessary;
- The School will notify the families of the applicants who are accepted and rejected;
- Non---accepted families will be placed on the waitlist in the order in which the students are drawn from the random public drawing. Children who complete the application process after the published deadline will be added to the next lottery pool if a wait list already exists.

A wait list is maintained from year to year. Once on the wait list, a student would remain in that position until he/she is offered a spot in the school or expresses no further interest. During enrollment, volunteers and paid employees return calls and answer questions from prospective families. If families from the wait list are offered a position, they must accept that position within three business days or if they decline or fail to respond within three business

days they may be removed from the wait list or placed at the bottom of the wait list of they desire.

ENROLLMENT PROCEDURE

Enrollment

Admission to iLEAD Kauai is open to any resident of the state of Hawaii. iLEAD Kauai shall be nonsectarian in its programs, admission policies, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics, whether actual or perceived, as listed in Education Code, including, but not necessarily limited to the following: disability, gender, nationality, race, ethnicity, religion, sexual orientation, association with a person or group with one or more of the above actual or perceived characteristics. iLEAD Kauai is open to all students in Hawaii who are eligible to be enrolled in grades K---8.

Enrollment for the school will open in October prior to the year of intended attendance. During the enrollment period, if the number of children who wish to attend iLEAD Kauai exceeds the school's capacity or the capacity of a particular grade, enrollment will be determined by a public random lottery.

The lottery will be held by April 15th of each year, except the founding year when the lottery will take place by May 5th.

iLEAD Kauai will maintain a Waiting List for students not given a seat through the lottery process. Any openings to be filled during the school year will be filled first through the Waiting List and then on a first-come, first-served basis.

Parents must attend a Parent Orientation Meeting and/or Parent Tour to be eligible for the Lottery. Prior to enrollment parents must read and sign the iLEAD Intent to Enroll Form to acknowledge that they understand and value the school's vision and the distinctive characteristics of the educational program as described in the Charter; and that they agree to adhere to the school's policies and procedure and that they understand that failure to adhere to the Parent Agreement may result in forfeiture of enrollment.

Parents also must affirm their commitment to actively participate in their child's education both at school and at home. Parents and their children who are enrolling must also sign the Student Agreement acknowledging that they have read and discussed the expectations as a family and agree to work together to achieve those expectations.

Families must complete and submit an Intent to Enroll form by the indicated cut off date to be eligible for the lottery.

Kindergarten students will not be admitted unless they meet age requirements set by the State.

Lottery Exemption

The following have enrollment priority and are exempt from the enrollment lottery:

- a. Founder's children or grandchildren
- b. Sibling(s) of current students
- c. Children of iLEAD employees

Continued Enrollment

Each year an Intent to Continue Enrollment Form will be sent home to each current family. The Intent to Continue Enrollment Form must be returned to the office by the specified deadline. If the Intent to Continue Enrollment Form is not received by the specified deadline, the child(ren)'s enrollment will be forfeited for the upcoming school year.

Families who wish to enroll sibling(s) who are not currently enrolled, must specify the siblings' name and grade level on the Intent to Continue Enrollment Form. Open spots for the school, will first be filled by incoming siblings. If all spots are filled, the names will be added to the sibling waitlist for enrollment priority.

Once the Lottery is completed, families will be notified of their child's enrollment status.
(student's class placement or placed on appropriate Wait List)

Once notified, families must accept or decline enrollment by the specified date or they will lose the opportunity for enrollment.

Enrollment Process

ALL students eligible for enrollment, will receive an Enrollment Packet. The Enrollment Packet must be returned to the school by the specified date or the student's enrollment will be forfeited for the upcoming school year.

Unless the office has been notified in advance, students who are not in attendance by noon on the first day of school will forfeit their enrollment and the next student on the appropriate Wait List will be notified.

For Staff Use Only:

PS Input Date: _____

BB Input Date: _____

CC Input Date: _____

Two ER Cards Rec. (Y/N) _____



For Staff Use Only:

LID#: _____

SSID#: _____

Start Date: _____

Complete Pkt Received: _____

2013/2014 INTENT TO ENROLL FORM

Parent(s) Contact Names (Parent#1/Guardian) _____ (Parent#2/Guardian) _____

Daytime Phone () _____ Evening Phone () _____

Mobile Phone (Parent #1/Guardian) () _____ - _____ Mobile Phone (Parent#2/Guardian) () _____ - _____

E-mails (Parent#1/Guardian) _____ (Parent#2/Guardian) _____

Physical Address: (street address) _____

City _____ Zip Code _____

Mailing Address if (Different than above) _____

City _____ Zip Code _____

How did you hear about iLEAD? ☐ Radio ☐ Newspaper ☐ Event Booth ☐ Billboard ☐ Friend/Family (Name) _____

☐ Other _____

I understand that iLEAD Lancaster Charter School is a School of Choice and believe that the school's vision and educational program will be a good match for my student and our family. I will support and adhere to the school's policies and procedures; and understand that failure to do so may result in forfeiture of my child's enrollment. I will actively participate in my child's education at home and at school. I understand that enrollment is contingent on the Family Lottery and subsequent submission of a completed enrollment packet. I understand that incomplete or false statements may disqualify me from enrollment at iLEAD Lancaster Charter School. Additionally, I have read and understand the information sheet detailing iLEAD's policies: (Please initial all, showing that you have read and understand.) all of the policies can be found on our website at www.ileadcharterschool.org.

_____ Education Philosophy (found on website: ileadcharterschool.org)

_____ I understand that if my child is enrolled at iLEAD, I will need to attend a mandatory school tour (Both parents or guardians are encouraged to attend).

_____ I have attended a school tour on _____ **~OR~**

X _____ Signature _____ Date _____

I would like to enroll the following student: (Please submit one application per child you are intending to enroll.)

Students Full Name: _____ Birth Date: _____

Male _____ Female _____ Grade in Fall 2013: _____

School Currently Attending: _____ Public _____ Private _____

District of Residence: _____ Neighborhood School: _____

Siblings attending iLEAD (1) _____ grade _____, (2) _____ grade _____

Siblings not attending iLEAD(1) _____ grade _____, (2) _____ grade _____

Are you submitting separate applications at this time for any other siblings? Yes _____ No _____

Names and grades of additional siblings: (1) _____, (2) _____, (3) _____

Does your child have an active IEP? No _____ Yes _____ (This information is used only to schedule a transition IEP meeting)

Has your child ever been expelled from any school: yes _____, no _____. If yes from what school: _____

Please return this form completed. **An incomplete form will not be processed**

Applications can be faxed to: (866) 323-8394

Or mailed to: iLEAD Lancaster Charter School, 254 E. Avenue K4, Lancaster, CA 93535

For assistance, please call: 661-722-4287

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

Student Discipline

Philosophy: Our philosophy on discipline emphasizes a positive approach, in which the student is gradually led towards self---discipline. Students are expected to behave in a respectful way towards their teachers, any adults, their classmates, and towards the property of others. Students will be approached in a respectful manner and asked to comply with the standards of behavior. It is also a worthy goal that all students possess a clear understanding of how their actions affect others. When a child acts in thoughtless or harmful ways, the entire community suffers. iLEAD Kauai will work diligently to create a school culture that encourages students to take charge of their lives and manage their own learning. Everyone in the learning community will be equipped with conflict resolution techniques and problem---solving skills to help facilitate successful interactions with others. Students will be empowered to establish clear behavioral expectations and appropriate consequences within the community.

iLEAD Schools practice the Love and Logic philosophy. Love allows children to grow through their mistakes. Logic allows children to live with the consequences of their choices. Love and Logic is a way of working with children that puts parents and teachers in control, teaches children to be responsible, and prepares young people to live in the real world with its many choices and consequences. The guiding principle of Love and Logic are:

When adults take care of themselves, they hand the problem back to the student who created it.

When the student has to solve the problem, they have to think.

When students have to think, they learn that decisions have consequences.

When students have to deal with consequences, they learn to think.

When we allow the student to deal with the consequences, they learn to think before they cause a problem.

When the student learns to ask themselves, "How is my behavior going to affect me?" they have learned self---control.

School---wide Expectations: iLEAD Kauai will articulate clear expectations for student behavior built around the following core principles:

I will do nothing to harm myself or others

I am responsible for my behavior

We are each other's keepers

I take pride in myself and in my work

I will leave it better than I found it

These will be explicitly taught, posted and referenced throughout the school year. They will be included in our family handbook and explained to parents at orientation. At the beginning of the school year, and at intervals throughout the year, these goals and principles will be discussed with the students in order to come to a common understanding of what they mean and why they are important, and then help our students to incorporate them into their daily lives.

Our Family Guidebook will also contain a list of non---negotiable behaviors that are absolutely prohibited and may lead to serious consequences, such as suspension or expulsion. These are contained in our Discipline Policy.

Classroom Management: Each teacher is fully responsible for the discipline in his or her classroom. He or she will collaborate with students to develop a classroom management system to help students understand and integrate these guidelines and rules into their daily activities. The classroom guidelines will be discussed explicitly with students as teachers are creating a community in their classroom. Staff and the School Director will discuss the school---wide disciplinary guidelines, which include conflict resolution techniques. Teachers are responsible for making their classroom management system known to all staff, their students, volunteers and parents of their students. This is intended to promote partnership and support to carry out the rules and guidelines, ensuring uniformity in understanding, interpretation, and implementation of the system.

Consequences: We recognize that despite explicit training and support in developing the social---emotional skills described above, students will sometimes behave in ways that deviate from the norms of the school culture and more importantly violate rules that have been established to ensure the safety of all members of the community and to create an environment conducive to learning. iLEAD Kauai will employ a continuum of consequences that is aligned to the severity of the misbehavior and allow flexibility for each situation. As the behaviors escalate, so will the consequences.

1. **Warning and reminder:** This may take place in or out of the classroom.
2. **Think time:** This allows children to cool off and situations to diffuse before it becomes a larger issue. A reflection time may take place in a quiet place in the classroom, outside of a classroom, or in the office.
3. **A respectful, related consequence:** This step allows the flexibility for a child or adult created consequence. For instance, if a child wrote on a desk, the consequence may be to clean the desks in the classroom during lunch.
4. **A disciplinary referral to the office:** This consequence reflects the seriousness of the situation. Initially, the child fills out a form describing what happened, what she or he could have done differently, and what could be changed at the school that could prevent this from happening again. Every form goes home and requires a parent signature. This step includes a phone call to the parents.

5. **In---house suspension:** The child would come to school and do schoolwork in an isolated situation. (Fighting will result in an in---house or home suspension)
6. **Suspension/parental supervision:** The child would not be allowed to attend school. This would include extra---curricular activities during the suspended time period.
7. **Expulsion:** The ultimate consequence is to permanently expel a student from the school community.

As the continuum of consequences illustrates, discipline begins with the classroom teacher who, in most cases, can address misbehavior with clear rules and expectations, rapport with students and their families, and organized and engaging instruction that provides students with frequent feedback and opportunities for success. Having a teacher assistant in every classroom provides the option of an adult addressing a student's misbehavior immediately without disrupting instruction for other students. However, when situations arise that require additional assistance, the classroom teacher may call the parent, School Director, and/or Education Specialists.

Due Process: iLEAD Kauai will annually publish a Family Guidebook that describes in detail the steps that will be taken to discipline students as well as students' and parents' rights in this process. School staff will always explain to students the reasons for disciplinary actions and ask for their side of the story. School officials will consider this explanation prior to taking any disciplinary action. For some minor infractions parents may be merely notified and/or a conference requested to assist in resolving the situation, e.g., disruptive behavior. For more serious issues that involve removal of the student from participation in the school, e.g., fighting or serious property damage, parents will always be notified and have opportunities to discuss and appeal the disciplinary action. In cases where the student has committed a crime or violation of local, state or federal law, law enforcement officials will be notified.

- **Short---Term Suspension:** The school may suspend any student for up to ten school days for serious cause. The school staff involved shall make reasonable efforts to verify facts and statements prior to recommending suspension. The School Director will present the student and his or her parents/guardians with the reasons and evidence for suspension and provide an informal opportunity to respond to the charges prior to the suspension. The School Director may then, at his or her discretion, decide to impose lesser consequences than suspension.
- **Long---Term Suspension:** The school may suspend a student for over ten days for serious cause after the student has been found guilty at a formal hearing. The School Director or a delegate will preside over the hearing and all members of the staff who were involved in witnessing the alleged discipline violation are required to participate. The student shall have the right to be represented by counsel, question witnesses and present evidence. A decision by the School Director will stand as the final decision regarding the student's long---term suspension status, though the student's family has the right to appeal to the Board of Trustees.

- **Expulsion:** If the Director decides that an infraction warrants expulsion, a hearing as described above will be held. Based on that hearing, the Director will make a recommendation to the Board of Trustees, which will make the final decision. That decision may be appealed to the Board.

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

Discipline Policy

Because iLEAD Kauai Charter School (iLEAD Kauai) strives to present our students with opportunities that exceed those available at most traditional schools, our students must also accept a sense of responsibility that in many ways exceeds that which is expected at a traditional school. We expect each child to do his or her best, both academically and behaviorally. If there's a problem, we personally speak with the child, discuss the options for making good decisions, set appropriate consequences, and strive to help the student internalize the importance of taking responsibility for his or her own learning and behavior. As a framework for this, we have our expected student learning results. With our emphasis on the 7 Habits of Highly Effective People by Steven Covey, we will prepare our graduates for the 21st Century by teaching them to be:

- Inquirers
- Knowledgeable thinkers
- Communicators
- Principled
- Open---minded
- Caring
- Risk---takers
- Balanced
- Reflective

STUDENT EXPECTATIONS

Our fundamental expectations for school behavior are:

- I will do nothing to harm myself or others
- I am responsible for my behavior
- We are each other's keepers
- I take pride in myself and in my work
- I will leave it better than I found it

These will be explicitly taught, posted and referenced throughout the school year. They will be included in our family handbook and explained to parents at orientation. At the beginning of the school year, and at intervals throughout the year, these goals and principles will be discussed with the students in order to come to a common understanding of what they mean and why they are important, and then help our students to incorporate them into their daily lives.

PROSCRIBED BEHAVIORS

Chapter 19 (Hawaii Administrative Rules Title 8, Department of Education)

Chapter 19 governs student misconduct and discipline in public schools operated by the Hawai'i Department of Education. As a public charter school, iLEAD is exempt from the requirements of Chapter 19. Because we value the principles articulated in Chapter 19, the school has created policies and procedures that are aligned with Chapter 19 for addressing student misconduct and discipline. When a student's behavior violates established rules of the department, state or local criminal laws, or the student willfully disobeys legitimate directives of school personnel, the school may take appropriate disciplinary action in accordance with Chapter 19

The following behaviors are violations of school culture and grounds for consequences, including suspension and expulsion. A student will have appropriate consequences, as outlined in Chapter 19, for any of the enumerated acts listed below if the act is related to school activities or school attendance occurring at iLEAD Kauai or at any other school---sponsored (related) activity: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school---sponsored activity.

(1) Class A offenses:

(A) Assault;

(B) Burglary;

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

- (D) Dangerous weapons; possession, or use of;
- (E) Drug paraphernalia; possession, use, or sale of;
- (F) Extortion;
- (G) Fighting;
- (H) Firearms; possession or use of;
- (I) Homicide;
- (J) Illicit drugs; possession, use, or sale of;
- (K) Intoxicating substances; possession, use, or sale of;
- (L) Property damage or vandalism;
- (M) Robbery;
- (N) Sexual offenses; or
- (O) Terroristic threatening.

(2) Class B offenses:

- (A) Lying;
- (B) Cyberbullying;
- (C) Disorderly conduct;
- (D) False alarm;
- (E) Forgery;
- (F) Gambling;
- (G) Harassment;
- (H) Hazing;
- (I) Inappropriate or questionable uses, or both of internet materials or equipment, or both;
- (J) Theft; or
- (K) Trespassing.

(3)Class C offenses:

- (A) Abusive language;
- (B) lass cutting;
- (C) Insubordination;
- (D) Laser pen/laser pointer; possession or use of;
- (E) Leaving campus without consent;
- (F) Smoking or use of tobacco substances; or
- (G) ruancy.

(4)Class D offenses:

- (A) ontraband; possession or use of;
- (B) inor problem behaviors; or
- (C) Other school rules.

CONSEQUENCES

We recognize that despite explicit training and support in developing the social---emotional skills described above, students will sometimes behave in ways that deviate from the norms of the school culture and more importantly violate rules that have been established to ensure the safety of all members of the community and to create an environment conducive to learning. iLEAD Kauai will employ a continuum of consequences that is aligned to the severity of the misbehavior and allow flexibility for each situation. As the behaviors escalate, so will the consequences.

The following consequences allow flexibility for individuals and varying situations. As the behaviors escalate, so will the consequences.

1. **Warning and reminder:** This may take place in or out of the classroom.
2. **Think time:** This allows children to cool off and situations to diffuse before it becomes a larger issue. A reflection time may take place in the office or outside of a classroom.
3. **Arespectful, related consequence:** This step allows the flexibility for a child--- or adult--- created consequence. For instance, if a child wrote on a desk, the consequence may be to clean the desks in the classroom during lunch.
4. **A disciplinary referral to the office:** This consequence reflects the seriousness of the situation. Initially, the child fills out a form describing what happened, what she or he

could have done differently, and what could be changed at the school that could prevent this from happening again. Every form goes home and requires a parent signature. This step includes a phone call to the parents.

5. **In---house suspension:** The child would come to school and do schoolwork in an isolated situation. (Fighting will result in an in---house or home suspension)
6. **Suspension/parental supervision:** The child would not be allowed to attend school. This would include extra---curricular activities during the suspended time period.

DUE PROCESS

iLEAD Kauai will annually publish a Family Guidebook that describes in detail the steps that will be taken to discipline students as well as students' and parents' rights in this process. School staff will always explain to students the reasons for disciplinary actions and ask for their side of the story. School officials will consider this explanation prior to taking any disciplinary action. For some minor infractions parents may be merely notified and/or a conference requested to assist in resolving the situation, e.g., disruptive behavior. For more serious issues that involve removal of the student from participation in the school, e.g., fighting or serious property damage, parents will always be notified and have opportunities to discuss and appeal the disciplinary action. In cases where the student has committed a crime or violation of local, state or federal law, law enforcement officials will be notified.

- **Short---Term Suspension:** A short---term suspension is defined as an in---school or out---of---school suspension of 10 days or less. An administrator may impose short---term suspension for serious cause. If necessary, the student will be immediately removed from the class or the school. The school staff involved shall make reasonable efforts to verify facts and statements prior to recommending suspension. When the school proposes suspending a student, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a short---term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in---school or out---of---school. The written notice will also advise the parent/guardian that he/she will have the opportunity to request an informal conference with the School director or his/her designee. At an informal conference, the student and parent/guardian will be given an opportunity to deny or explain the charges and to present his/her own evidence. The administrator may then, at his or her discretion, decide to impose lesser consequences than suspension. A written decision will be issued after the informal conference. Both the informal conference and subsequent written notice shall be in the parent/guardian's dominant language or translation will be made.

- Long---Term Suspension:** A long---term suspension is defined as an in---school or out---of---school suspension of more than 10 days. When the school proposes a long---term suspension, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a long---term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in---school or out---of---school. The written notice will also advise the parent/guardian and the student of the student's right to a formal hearing at which he/she may be represented by counsel, cross---examine witnesses against him/her, and present witnesses and evidence of his/her own. If the student or his/her parent/guardian will be represented by counsel at the hearing, notice must be provided to the School director no less than 2 days before the hearing is scheduled. The written notice and hearing shall be in the parent/guardian's dominant language or a translation will be made. The School director or a delegate will preside over the hearing and all members of the staff who were involved in witnessing the alleged discipline violation are required to participate. A decision by the hearing officer will stand as the final decision regarding the student's long---term suspension status, though the student's family has the right to appeal to the Board of Trustees.
- Expulsion:** An expulsion is the permanent removal of a student from the school. In the case of conduct which in the school's judgment warrants expulsion, the student may be subjected to a short or long---term suspension first. If the School director decides that an infraction warrants expulsion, a hearing as described above will be held. Based on that hearing, the School director will make a recommendation to the Board of Trustees, which will make the final decision. That decision may be appealed to the Board. If the school expels a student, the school will cooperate with any school to which the student seeks to enroll, including providing the receiving school with all relevant information regarding the student's academic performance and student records, upon request of the school or parent/guardian.

CORPORAL PUNISHMENT

Corporal punishment is prohibited by iLEAD Kauai, is against the law, and will result in disciplinary action, up to and including immediate termination of employment. If an employee becomes aware of an incident of corporal punishment, the employee must report the matter immediately to his or her supervisor or the School director. Failure to report corporal punishment will result in disciplinary action, up to and including termination of employment.

SCHOOL BUSES

Bus drivers must focus on the road to make sure all students arrive to school and home safely. On the bus, students must remain in their seats with seatbelts fastened, sit silently, and follow

all directions given by the bus driver. Students who behave poorly or do not follow directions on the bus compromise the safety of themselves and others. Riding the bus is a privilege and poor bus behavior may result in suspension or termination of transportation services. Students will be suspended from the bus for the following infractions:

- Fighting
- Jumping over seats
- Screaming
- Throwing objects
- Being out of the seat
- General behavior that puts the driver or other students at risk

If a child is suspended from the bus, it will be the responsibility of the parent/guardian to arrange for alternative transportation.

Attachment I.

Community Partner evidence of support (Section II.F.5)

In conversations with the community and civic organizations, the Committee found great acceptance and support. iLead has just begun contacting area community organizations. The school founders made themselves available for a conference call or a face---to---face meeting to answer any questions they may have about the school.

The following organizations responded favorably:

Kauai Community College
Kauai In---Home Therapy

We have been able to share our vision with the Council Members and Mayor of the County of Kaua'i, Rep. Derek S.K. Kawakami House District: 14, Senate District: 8 Sen. Ronald D. Kouchi, and House District: 15 Rep. James Kunane Tokioka.

The attached documentation shows additional community support through phone banking and also a sign---in sheet for the first community meeting.



December 19, 2013

RE: CALLS FOR KAUA'I, HAWAII SURVEY

FOR: ILEAD KAUA'I SCHOOLS

Oasis Marketing Solutions conducted a fifty (50) outbound telemarketing project asking callers to participate in a survey regarding a free public charter school. The reporting provided is a result of our calling efforts and our telemarketing agents recorded the manner in which residents responded.

The most significant goal and result was from the following question: "If you could enroll your child today, how many school aged children K-12 would you enroll?"

Result: A total of 242 students in Spokane would enroll today for 2014 if given the chance.

Jason Adams

Oasis Marketing Solutions

FN	LN	Addr	City	St	ZIP	Phone	* Q1:1. First su	** Q2:2. And nc	Q3: 3. Next q
THOMAS	COGLE	4223 KAULU	LIHUE	HI		96766 8082451742	1	1	1
MARCEAH	SAMUEL	3432 UNAHE	LIHUE	HI		96766 8082451974			
WAYNE	RICHARDSON	2965 MOKOI	LIHUE	HI		96766 8082452792			
LISA	NAMBU	3132 ULUHU	LIHUE	HI		96766 8082453249			
BUTCH	DURANT	4337 KAPAIA	LIHUE	HI		96766 8082453747			
PEDRO	TANGONAN	2893 HOOLA	LIHUE	HI		96766			8082455271
TRACI	NAKAHARA	2620 APAPAI	LIHUE	HI		96766 8082455711			
FRESCO	NARCISO	2921 OHIOHI	LIHUE	HI		96766 8082457018			
CAROL	REICHERT	3-3400 KUHIO	LIHUE	HI		96766 8082457870			
ROMIE	MABINI	3081 KONAN	LIHUE	HI		96766 8082458906			
GUSTAVO	ALBUJA	1970 HANAL	LIHUE	HI		96766 8082460315			
SHERYL	CESARIO	4371 PUU KL	KALAHEO	HI		96741 8083325793			
JOHN	BRUN	PO BOX 166	KALAHEO	HI		96741 8083326490			
ALAN	KING	PO BOX 400	KALAHEO	HI		96741 8083327667			
DIANE	CASTILLO	PO BOX 131	LAWAI	HI		96765 8083328868			
RAMON	GARZA	PO BOX 959	LAWAI	HI		96765			8083329064
JOLENE	FREITAS	PO BOX 138	KALAHEO	HI		96741 8083329515			
JOSEPH	HERMAN	3767 NANAK	KALAHEO	HI		96741 8084314314			
ROGER	WALRAVEN	PO BOX 118E	LAWAI	HI		96765 8087422222			
JOSEPHINE	FELIPE	PO BOX 155O	KOLOA	HI		96756 8087426738			
JERRY	FLORES	5587 KULA tv	KAPAA	HI		96746 8088210442			
ALFREDO	LIBUNAO	5168 HAUOL	KAPAA	HI		96746 8088210519			4
RICHARD	COWAN	5814 WAIPO	KAPAA	HI		96746 8088210544			
	MITCHELL	6486 KAAHEI	KAPAA	HI		96746 8088219520			
GRAEME	MERRIN	178 LILIA PL	KAPAA	HI		96746 8088220272			
EDWARD	GIBSON	5410 KULA tv	KAPAA	HI		96746 8088223535			
CHAS	BORY	4-900 KUHIO	KAPAA	HI		96746 8088224089			
FUSAKO	TAMASHIRO	5199 WILI R	KAPAA	HI		96746 8088225176			
SADAMU	TAKASHIMA	4587 OLOHE	KAPAA	HI		96746 8088225406			

*Question # 1: related to whether the caller supports FREE PUBLIC EDUCATION in Kaua'i.

**Question #2: And now, A local Kauai community group is asking the State Board of Education to allow them to start a Tuition Free Charter School in Kauai. Do you support the right and back our local community group to start a free public school in Kauai as allowed by State law? Press 1 for Yes Press 2 for No

STEPHEN	AKI	5319 MAKAL KAPAA	HI	96746 8088227043
KONAKAI	WILSON	5333 KULA tv KAPAA	HI	96746 8088229697
ROZANNE	MCBRIDE	PO BOX 370E LIHUE	HI	96766 8088230016
VISITACION	BLAINE	PO BOX 1001 KAPAA	HI	96746 8088236209
MIKE	MANNING	6485 NINAI KAPAA	HI	96746 5303471481
EVELYN	FORTUNE-B.I	4206 UPA RC KOLOA	HI	96756 8082121249
PATHRIDA	PATTON	5080 KULA R KAPAA	HI	96746 8082121656
CHRIS	LINK	2920 WAA RI LIHUE	HI	96766 8082121995
NEAL	KAKIMOTO	5433 KUAPAI KAPAA	HI	96746 8082129457
ERNESTO	AGMATA	4414 PUNEE KOLOA	HI	96756 8082406810
NAOTOSHI	MIKASA	4116 PALAU LIHUE	HI	96766 8082452655
YOSHIE	SHIRAI	3399 EONO LIHUE	HI	96766 8082453037
GLORIA	CURAMMEN	2871 MOKOI LIHUE	HI	96766 8082453790
KEREN	MICHAELS	3-3400 KUHI' LIHUE	HI	96766 8082454014
ORLY	YADAO	2893 KANAN LIHUE	HI	96766 8082454752
GINGER	SHINSATO	4314 PUAOLI LIHUE	HI	96766 8082454956
DAVID	PRATT	2741 NOKEKI LIHUE	HI	96766 8082456245
SAM	TAKATA	4281 MALAE LIHUE	HI	96766 8082456398
DON	ALMARZA	3093 UNAHE LIHUE	HI	96766 8082458673
JESSIE	MEDINA	2633 ALAEKE LIHUE	HI	96766 8082458758
JASON	ASUNCION	4651 OPUKE, LIHUE	HI	96766 8082459117
MINDY	EMMONS	2125 MANA\ LIHUE	HI	96766 8082459936
GARY	TITUS	4345 HOOHP LIHUE	HI	96766 8082461066
GEORGIE	VIA DO	4337 KAPAIA LIHUE	HI	96766 8082462455
EDWIN	RAMOS	4034 PULAPI LIHUE	HI	96766 8082468613
LAYNE	SHIGETA	2105 EHU PL LIHUE	HI	96766 8082468864
DEAN	PIGAO	PO BOX 311 LIHUE	HI	96766 8082469417
DIXIE	SANBORN	3252 HIRAm LIHUE	HI	96766 8082469462
WILLIAM	IRVINE	3870 ULU AL KALAHEO	HI	96741 8083320709
	RITTER	3755 ALANA KALAHEO	HI	96741 8083320880

KEN	LEVINE	4004 WAHA KALAHEO	HI	96741 8083325101
PEGGY	STIRTON	4288 UMIUtv KALAHEO	HI	96741 8083325653
RUSSELL	COYASO	2143 PELELEI KALAHEO	HI	96741 8083327076
CHARLEE	ABRAMS	PO BOX 104C LAWA	HI	96765 8083327900
CASPER	JOHNSHOY	4021 PAI ST KALAHEO	HI	96741 8083329386
VINCENT	PALACIO	4618 PUUWI KALAHEO	HI	96741 8083329448
LYNNE	TORRES	3581 HORITP KOLOA	HI	96756 8083329767
GARY	VENTURINI	5883 KINI PL KAPAA	HI	96746 8084314753
ELIZABETH	FREITAS	PO BOX 360< LIHUE	HI	96766 8086320269
REGGIE	ANICAL	4148 HOOHP LIHUE	HI	96766 8086320421
FELIPA	RAMELB	PO BOX 312 KOLOA	HI	96756 8087421041
SHAYNE	TOKITA	4427 UPA RC KOLOA	HI	96756 8087421061
JAMES	DOUGLASS	2731 MILO H KOLOA	HI	96756 8087425259
ROBERT	RAY	2268 LOKE R KOLOA	HI	96756 8087426413
PETER	BALDWIN	2792 MILO H KOLOA	HI	96756 8087427925
GARY	MILLER	1990 MUKU KOLOA	HI	96756 8087428894
GARY	BACIO	PO BOX 878 KOLOA	HI	96756 8087429275
JEFFREY	KNOPE	4607 MAMA KAPAA	HI	96746 8088210840
RUTH	MICKENS	5920 KINI PL KAPAA	HI	96746 8088220998
CLINT	SAIKI	7285 AINA PI KAPAA	HI	96746 8088221094
ERIC	PAJDAK	6410 OLOHE KAPAA	HI	96746 8088221962
CAROL	BEARDSLEY	5377 KULA tv KAPAA	HI	96746 8088222698
DAVID	BURNZ	5898 KOALI KAPAA	HI	96746 8088223194
SUSAN	GIBILTERRA	515 KAMALU KAPAA	HI	96746 8088223731
EMMY	PATTERSON	5682 KULA tv KAPAA	HI	96746 8088224454
FREDERIC	PEEL	1740 MAUNI KAPAA	HI	96746 8088224488
HAZEL	MINAMI	4631 HALEILIKAPAA	HI	96746 8088224765
JANICE	FUJIUCHI	860 NIULANI KAPAA	HI	96746 8088225126
SHARLEEN	WAIALEALE	333 HUINA S KAPAA	HI	96746 8088227299
JOHN	EBERLE	1637 MALAK KAPAA	HI	96746 8088236474

DANE	SLEZAK	5897 KAPAHU KAPAA	HI	96746 8088238023
KAREN	FARRAR	1330 KIOWA KAPAA	HI	96746 8088238716
DIANE	ZACHARY	5102 KAHAN KAPAA	HI	96746 8088238833
TODD	GRANATO	PO BOX 391 LAWAH	HI	96765 8082129047
EDWARD	EDURISE	4780 LAUKOI LIHUE	HI	96766 8082129496
DOROTHY	HEPA	2839 HOOLA LIHUE	HI	96766 8082452342
JAMES	TACATA	4560 MANUILIHUE	HI	96766 8082453413
SIOSEAIA	HAKAUMOTI	4467A PLOSI LIHUE	HI	96766 8082455632
MARIA	CAOILI	3213 FUJII 51 LIHUE	HI	96766 8082456404
ROBERT	LONG	2358 AKOKI LIHUE	HI	96766 8082457880
ANALYN	DELGADO	4404 HANAH LIHUE	HI	96766 8082462782
BONNIE	KALUAHINE	PO BOX 182L LIHUE	HI	96766 8082468666
LAURIE	WEBER	2983 HOOLA LIHUE	HI	96766 8082469050
MAGDALENE	TREMAINE	3155 PALAI S LIHUE	HI	96766 8082469318
PHILLIP	KAMAKEA	3976 KIANIS KOLOA	HI	96756 8083325223
LYNN	BLACK	3760 ALANA KALAHEO	HI	96741 8083326333
ALBERT	DE BOER	4005 PAIST KALAHEO	HI	96741 8083327438
HOWARD	RANIS	2161 PUUR KALAHEO	HI	96741 8083327996
VINCENT	OLORES	2763 PIKAKE LIHUE	HI	96766 8084314146
ROWLAND	PILARIA	2551 ALAM KOLOA	HI	96756 8087422658
DOMINGO	PANDAY	4394 PUNEE KOLOA	HI	96756 8087427914
GERALD	SORENSEN	PO BOX 331 KOLOA	HI	96756 8087428316
FAWNA	KIEFER	5457 KAWAII KAPAA	HI	96746 8088210115
SCOTT	LAUNDER	287 EGGERKI KAPAA	HI	96746 8088220979
DONNA	PREITAUER	510 PUUOPA KAPAA	HI	96746 8088221969
HARRY	PURDY	PO BOX 661 KAPAA	HI	96746 8088222045
GLENN	MIYASATO	6260 KAWAII KAPAA	HI	96746 8088222488
ELIZABETH	MATZ	5886 KAWAII KAPAA	HI	96746 8088223136
MARIE	CAPENER	3-3400 KUHII LIHUE	HI	96766 8082454939

SCOTT	HANFT	4130 HILI ST LIHUE	HI	96766 8082459578	1	1	3
JEANNE	CALLAHAN	3609 WAHA KALAHEO	HI	96741 8083328865	1	1	3
NICHOLAS	GIARMAN	3-3400 KUHI LIHUE	HI	96766 8086322469	1	1	3
LINDA	PADEN	PO BOX 928 KOLOA	HI	96756 8087421791	1	1	3
JON	SILVER	5497 KUAMC KAPAA	HI	96746 8088224384	1	1	3
KATHERINE	ALISNA	4729 APOPO KAPAA	HI	96746 8088227806	1	1	3
MAHASIN	KOTOUSH	5135 KAHAN KAPAA	HI	96746 8082121758	1	1	4
CHRISTINA	GAINES	3354 KAHUN LIHUE	HI	96766 8082451786	1	1	4
NOELANI	POMROY	3332 KAHUN LIHUE	HI	96766 8082454140	1	1	4
PUALANI	MANANTAN	3375 HINAH LIHUE	HI	96766 8082457268	1	1	4
ROBERT	FLYNN	2293 HOOHL KOLOA	HI	96756 8087421933	1	1	4
CAYETANO	GERARDO	PO BOX 106 KOLOA	HI	96756 8087427660	1	1	4
MURIEL	GANZER	PO BOX 358 KOLOA	HI	96756 8087428837	1	1	4
J	KANEAKUA	1297 ULU ST KAPAA	HI	96746 8088212084	1	1	4
ROGER	BLUM	6976 KOKEAI KAPAA	HI	96746 8088212861	1	1	4
CINDY	SEELEY	1915 HULALI KAPAA	HI	96746 8088221410	1	1	4
DUWAYNE	CAMAT	5111 LOKENI KAPAA	HI	96746 8088221427	1	1	4
BLAINE	YATA	6692 KUHOH KAPAA	HI	96746 8088222531	1	1	4
MICHAEL	PIANO	4669 IWAEN KAPAA	HI	96746 8088226988	1	1	4
WANDA	STUART	236 KOILI LN KAPAA	HI	96746 8088229984	1	1	4
LEW	LINDSEY	4788 NONOI KAPAA	HI	96746 8088230790	1	1	4
CHARLES	TREMBATH	4152 PALAUI LIHUE	HI	96766 8082455058	1	1	
REMY	BURGESS	6195 KALA K KAPAA	HI	96746 8088225762	1	1	
JAMES	BRAY	6791B WAIPI KAPAA	HI	96746 8088230471	1	1	
TOTAL TO ENROLL TODAY							242

Attachment m.

School director's qualification, resume and biography (Section II.N.4)

Deena Fontana Moraes Qualifications:

Deena Fontana Moraes has a passion for innovation and entrepreneurship in Education. Deena spearheaded Academy Kids, a bilingual Arts and Sports Program in Brazil. This program is in its second year of operation and has been extremely well received by the school and the community. Deena has had several years of experience in the classroom both in the islands and abroad. In her current position at The Pan American School Deena has been involved in several aspects of school management such as Strategic Planning, Curriculum development, Positive Behavior Support Systems, Scheduling, Accreditation, faculty Evaluation and Sustainability. Deena currently holds an MA in Education and is pursuing an M.Ed. in Educational Administration. In addition to Deena's background in Education, she also has several years experience working in business and sales, during which time she won several awards for productivity. Finally, Deena participated in the upstart of her family's company, Kauai ATVs. As director of Sales and marketing, Deena was involved in all aspects of getting the business on its feet and becoming a productive entity. Finally, Deena is also a parent and originally came to the field of Education in order to be closer to her son and find the best possible educational environment for him.

Prior to the opening of iLEAD Kauai, Deena plans to do a year---long residency at an iLEAD school in California. This will help her gain a first---hand understanding of the iLEAD Schools design elements and their application in a school.

Deena Fontana Moraes

Avenida General Severino Filho, 1029 Itapua--- BA, Brazil 41635---540 •• T: (71) 9261---3131
•• E---mail: d.moraes@pasb.com.br,

Overview

Passionate, innovative, educational leader with a vision for maintaining positive school climate and, developing programs to ensure each child's fullest potential.

Professional Experience

Founder/Coordinator (Salvador, Bahia, Brazil)

Academy Kids

2013--- Present

- **Founded PASB’s summer educational program**
- **Designed mission, vision and curriculum with a special emphasis on maintaining and building language skills through project---based academics including Arts and Sports Activities**
- **Coordinated budgeting, scheduling, advertising and registration processes.**
- **Hired, oriented, and observed teachers.**
- **Interfaced with administrators, parents and students to ensure successful program implementation.**

Pan American School of Bahia--- Second Grade Teacher (Salvador, Bahia, Brazil) 2009---Present

- **Designed programs of excellence, aligned with Common Core Standards**
- **Differentiated lessons to meet individual needs of students**
- **Assessed students’ performance through anecdotal records, student---teacher conferencing, peer evaluation, traditional assessments and student portfolios.**
- **Collaborated with colleagues and specialists to achieve best practice**

**Committee Participation at PASB
Committee**

Strategic Planning

Developed PASB values, vision, and mission in cooperation with other key stakeholders

Elementary School Play--- Co---Director

Responsible for selection, audition, rehearsal and production of “Character Matters”

PASB Faculty Senate--- Co---Chair

Elected to facilitate communication between teachers and administration

Teacher Evaluation Committee--- Participant

Evaluated and helped institute AASSA instrument for Teacher Evaluation

PASB Second Grade Curriculum--- Co---Developer

Developed and helped to institute vertically and horizontally aligned Common Core Standards into our curriculum

Character Education Committee – Chair

Created anthem, logo, and reward system for positive behavior at school

SACS Accreditation Committee--- Governance and Leadership

Researched, and reported the governance and leadership status of our school for accreditation

Other Professional Experiences

Shell Vacations LLC---

Account Executive (Kauai, Hawaii)

2006---2009

Closed business agreements with prospective clients through delivery and negotiation of proposal presentations for decision makers, worked to establish and achieve weekly, monthly and yearly sales goals, cultivated and maintained long---term relationships with clients.

B. Hawaii DOE--- HS ESOL/English Teacher (Kauai/Oahu, HI) 2002---2004

Delivered instruction and support for 9---12 grade English and ESOL classes, assumed responsibilities of classroom including planning, instruction, and assessment of classes.

C. Kauai ATVs--- Director of Sales and Marketing (Kauai, HI) 1999---2000

Helped to launch this family owned company, designed all sales and marketing materials/campaigns, developed business by researching, prospecting and establishing leads, presented product to corporate decision makers and negotiated terms, also aided in budgeting, recruitment, hiring, and training.

Professional Presentations

(AASSA)---

Teachers Conference Presenter (Quito, Ecuador)

March 2012

Conflict Resolution Skills for the Global Citizen – Originator of a system for children to independently resolve conflicts. Also presented this system to PASB teachers to be implemented school---wide

[http://aassaquito2012.pbworks.com/w/page/50342118/Deena Fontana Moraes Joy Broughton Robert Summers --- Conflict Resolution Skills for the Global Citiz~](http://aassaquito2012.pbworks.com/w/page/50342118/Deena+Fontana+Moraes+Joy+Broughton+Robert+Summers+---+Conflict+Resolution+Skills+for+the+Global+Citiz~)

Education

M.Ed. --- Educational

Leadership

Candidate 2014

University of West Florida

M.A – Elementary Education

August 2012

University of Alabama

D. Post--- Baccalaureate Certification in Secondary Education

May 2003

University of Hawaii

E. B.A--- Psychology

May 1999

Sarah Lawrence College

Licensure

State of Florida Professional Educator’s Certificate, Elementary Education /ESOL

Endorsement

Hawaii Teacher’s Standards Board, Teaching English as a Second Language

Biography

Deena Fontana Moraes was born and raised on the island of Kauai. She is a graduate of Kauai High School. She is also a graduate of Sarah Lawrence College in Bronxville, New York,

where she earned a BA in Psychology and Dance.

Upon graduation from college, Deena received a Rotary Ambassadorial Scholarship to study abroad. While awaiting the scholarship funding, she returned to Kauai to help launch a family owned business. In this position, Deena was responsible for all of the start---up aspects of the business including Marketing, Advertising, Hiring, Training and many other needs to make the business a success in its first year of operation. Upon completion of this year, Deena spent a year studying in Salvador, Brazil where she worked with Dance outreach programs in underprivileged communities. This teaching experience inspired her to return to Hawaii and pursue her Post---Baccalaureate teaching degree at The University of Hawaii. Deena taught in the Hawaii DOE system but has spent the bulk of her teaching career in an international school in Brazil. While in Brazil she also gained a Master's degree in Elementary Education.

Deena's greatest realization at the Pan American School was founding the Academy Kids Summer Program. She created this program in response to a need for students to practice their English skills during the long mid---year break. At Academy Kids, students grow and thrive in an enriching environment of bilingual project based learning that also offers Arts and Sports activities. In this role, Deena merged her passion for Innovative educational practices with her business and administrative acumen. Deena is currently pursuing a second Master's degree in Educational Administration to continue to grow as an Educational Administrator.

After 5 years living abroad, touching the lives of so many children, Deena has started to hear the call of her island home. Deena seeks to return to Hawaii and extend a world of learning and international mindedness to the people of her home. As director of iLEAD Kauai, Deena seeks to build and lead an outstanding educational institution, accessible to all, that transforms the lives of the Keiki of Kauai. She seeks to empower students to find their own answers, and equip them with roots and wings. Deena is also a mother of a vibrant bilingual, bicultural 10 year old who has been her greatest educational project to date.

Attachment n.

Ideal school director's job description, timeline, criteria, recruiting and selection process
(Section II.N.4)

Not Applicable. See School Director qualifications in Attachment m.

Attachment o.

School leadership and management team's qualifications, resumes and biographies
(Section II.N.5)

Not Applicable. Aside from School Director additional management has not been identified.

Attachment p.

Draft of proposed management agreement with Service Provider (Section II.S.7)

Sample services agreement (not negotiated)

**AGREEMENT FOR PROFESSIONAL SERVICES
BETWEEN
ILEAD KAUAI SCHOOL AND
ILEAD SCHOOLS DEVELOPMENT**

This Agreement for Professional Services ("Agreement") is entered into on _____, 2014, by and between ILEAD Kauai School, a Hawaii nonprofit public benefit corporation ("iLEAD "), and iLEAD Schools Development, a California nonprofit public benefit corporation ("PSP"), with respect to the following facts:

A. iLEAD is a Hawaii nonprofit public benefit corporation organized under Hawaii law for public and charitable purposes. iLEAD operates a Hawaii public charter school.

B. iLEAD 's charitable purposes specified in its Articles of Incorporation are to advance public education by operating exclusively for the benefit of, to perform the functions of, or carry out the purposes of the ILEAD Kauai School, a Hawaii public charter school.

C. PSP is a California nonprofit public benefit corporation organized under California law for public and charitable purposes, including to support, promote and carry out the purposes of iLEAD and other public charter schools based on the iLEAD model, and to perform the additional charitable functions iLEAD has historically provided, as described above.

D. PSP and iLEAD desire to enter into this Agreement so that PSP may perform the charitable functions historically provided by iLEAD , as well as provide iLEAD schools with day---to---day school Professional, programmatic support services, staff development and supervisory oversight, as such services may be requested by iLEAD from time to time and are mutually agreed upon by PSP and iLEAD in writing.

NOW, THEREFORE, the parties agree as follows:

SCOPE OF SERVICES.

1.1. iLEAD may, at any time, request PSP to provide services and support, including the staff necessary to provide this support, to existing and new iLEAD schools so that they operate in a manner consistent with the terms of their Charters and agreements with authorizers. These services may include, but are not limited to:

1.1.1. Academics

1.1.1.1. Assist teachers with iLEAD 's signature practices of creating professional and rigorous adult learning communities.

1.1.1.2. Monitor academic performance of school's students with iLEAD curriculum, academic policies and standards, to the extent consistent with the approved school charter, and assist the school in achieving the benchmarks established by the charters, applicable law, and District.

1.1.1.3. Provide technical assistance and hands---on support for all aspects of school's operations through coaching of principals on school Professional, instructional, and operational issues.

1.1.1.4. Conduct thorough data analysis and apply towards testing goals.

1.1.2. Governance and Community Building

1.1.2.1. Prepare and maintain schedule of meetings of the school's Board and its committees and subcommittees, including maintenance of an annual calendar.

1.1.2.2. Arrange meetings and conference calls for the school Board.

1.1.2.3. Prepare agendas for meetings of the school Board. Prepare recommendations for the school Board on action items to be considered by the Board.

1.1.2.4. Coordinate the production of agendas for school Board meetings.

1.1.2.5. Prepare minutes of regular and special meetings of the school Board, as well as meetings of its committees.

1.1.2.6. In accordance with school Board requests and actions, prepare, distribute and update periodically a policies and procedures manual and other governing documents.

1.1.2.7. Maintain the official records pertaining to governance of school, and at the request of the school Board, respond to public records requests with respect to such records.

1.1.2.8. Assist the school Board in building and maintaining stakeholder satisfaction in School operations.

1.1.3. Administrative Services

1.1.3.1. Provide emergency procedures, food program, communications and technology, health services and authorized relations.

1.1.3.2. Manage landlord relations, negotiations, renewal and execution of lease agreements, facilities, including maintenance and repair, and identify long---term facility solutions.

1.1.3.3. Oversight and technical assistance with employee hiring, discipline and termination.

1.1.3.4. Oversee special education program.

1.1.3.5. Develop marketing strategies, manage public relations, oversee local community relationship building, and political advocacy.

1.1.3.6. Manage procurement of all outsourced services. Vendors are subject to specific service level agreements and a competitive bid process. PSP can generate economies of scale in purchasing products and services for the iLEAD schools.

1.1.3.7. Define standards for appropriate technology systems, oversee use of, and provide technical assistance.

1.1.3.8. Effective school practices, specific best practices within individual schools and facilities collaboration for the sharing and training of those practices amongst all staff and schools.

1.1.3.9. Oversee and execute Annual Public Lotteries, subject to individual school's protocol and District requirements.

1.1.3.10. Submit grant applications, and oversee annual reviews.

1.1.3.11. Administer Proposition 39 process.

1.1.3.12. Submit amendments to Petition, and communicate with District to reach desired changes.

1.1.3.13 Website setup and maintenance

1.1.4. New School Development

1.1.4.1. Generate local support and foster relationships with District Trustees.

1.1.4.2. Submit Charter Petition and lobby for its adoption by the District.

1.1.5. Staff Development

1.1.6. Parent Workshops

1.1.6.1. Conduct Parent Information Meetings

1.2. iLEAD shall request any or all of the services listed in Section 1.1 by providing PSP with a written list of requested services in substantially the form attached hereto as Exhibit A ("List"). Upon receipt of such request by iLEAD, PSP shall notify iLEAD within thirty (30) days whether or not it will provide the services on the List. The parties may work collaboratively to revise the List from time to time as necessary. If iLEAD and PSP mutually agree, PSP and iLEAD shall execute the List and PSP shall provide the services to iLEAD under the terms of this Agreement.

1.3. In addition to any requested services, for the term of this Agreement PSP shall also perform some charitable functions historically performed by iLEAD, including the promotion, expansion and replication of the iLEAD model by creating and opening new iLEAD schools; support of other schools that provide education based on the iLEAD model; and the support, development, and provision of leadership education, program development, research and professional development to other schools, youth or community programs, or other activities that educate or serve students, children, families or communities.

1.1.7 Finance & Accounting Services

1.1.7.1 Budget; Budget analysis; mid---year actuals; Internal audit

1.1.7.2 Accounts payable and receivables

1.1.7.3 Payroll and payroll services

COMPENSATION

1.4. As compensation for the services described in Section 1 above, iLEAD agrees to pay PSP a percentage of the revenue of the iLEAD school. This percentage shall be agreed upon by the parties and stated on the List. The “revenue of the iLEAD school” shall include the general purpose entitlement and categorical block grant as defined in Education Code section 47632(a) and (b).

1.5. PSP shall invoice iLEAD every three months for services performed. iLEAD shall submit payment to PSP within twenty (20) calendar days of the deposit by the State with the County Treasurer of the state aid portion of the iLEAD school’s total general purpose entitlement and categorical block grant.

TERM.

3.1 This Agreement shall continue in effect for a term of twelve (12) months, beginning on the date of execution hereof, and ending on twelve months thereafter. This Agreement shall automatically renew at the end of this term, and for consecutive successive terms, on the same terms and conditions herein, unless terminated by either party in accordance with Section 3.2 below.

3.2 This Agreement may be terminated by either iLEAD or PSP upon one hundred twenty (120) days prior written notice to the other party, with or without cause.

LIABILITY.

4.1 Insurance.

4.1.1 iLEAD will maintain customary and reasonable insurance, including coverage for professional liability for errors or omissions and/ or directors and officers, comprehensive general liability coverage, and automobile liability coverage. iLEAD will name PSP as an additional insured under all iLEAD policies.

4.1.2 PSP will procure and maintain customary and reasonable insurance, including coverage for professional liability for errors or omissions and/ or directors and officers, comprehensive general liability coverage, and automobile liability coverage.

4.1.2 Each party is responsible for obtaining and maintaining workers’ compensation coverage and unemployment insurance for its employees.

4.2 It is the intent of the parties that iLEAD be responsible for its own debts and obligations. Nothing in this Agreement shall be construed as imposing on PSP any liability arising out of the operations of iLEAD except such liability that may result from the provisions of services by PSP to iLEAD . PSP is acting solely as the agent of iLEAD in performing services under this Agreement.

4.3 The parties agree to defend, indemnify, and hold each other, their employees, officers, directors and agents, free and harmless against any liability, loss, claims, demands, damages, expenses and costs (including attorneys’ fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of the performance of their obligations under this Agreement, except for such loss or damage caused solely by the negligence or willful misconduct of the other party.

NOTICE.

All notices, requests, offers or demands or other communications (collectively "Notice") given to or by the parties under this Agreement shall be in writing and shall be deemed to have been duly given on the date of service if personally served on the party to whom Notice is to be given, or seventy---two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the party to whom Notice is to be given, at such party's address set forth below:

For iLEAD : _____

Attn: _____

For PSP: _____

Attn: _____

FIDUCIARY OBLIGATIONS.

The Boards of Directors for each party has reviewed the scope of services and compensation provided in this Agreement in good faith, and in a manner in which they believe to be in the best interests of their respective organizations, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances, and have determined that the services contained herein are in the best interests of iLEAD , and that the compensation to be paid by iLEAD to PSP for said services is fair and reasonable.

HEADINGS.

The descriptive headings of the Sections and paragraphs of this Agreement are inserted for convenience only, are not part of this Agreement, and do not in any way limit or amplify the terms or provisions of this Agreement.

ASSIGNMENT.

No party shall assign this Agreement, any interest in this Agreement, or its rights or obligations under this Agreement without the express prior written consent of the other party hereto. This Agreement shall be binding on, and shall inure to the benefit of, the parties and their respective permitted successors and assigns.

ENTIRE AGREEMENT.

This Agreement constitutes the entire agreement between the parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the parties with respect to such subject matter made or entered into prior to the date of this Agreement.

AMENDMENTS.

No supplement, modification or amendment of this Agreement shall be binding unless executed in writing by both parties.

WAIVER.

No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver.

CONTROLLING LAW.

This Agreement shall be governed by and interpreted under the laws of the State of California.

ATTORNEYS' FEES.

In the event any action at law or in equity or other proceeding is brought to interpret or enforce this Agreement, or in connection with any provision of this Agreement, the prevailing party shall be entitled to its reasonable attorneys' fees and other costs reasonably incurred in such action or proceeding.

ARBITRATION.

Any controversy or claim arising out of this Agreement, or the breach thereof, shall be settled by arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association, and judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction.

AUTHORITY TO CONTRACT.

Each party warrants to the other that it has the authority to enter into this Agreement, that it is a binding and enforceable obligation of said party, and that the undersigned has been duly authorized to execute this Agreement.

ENFORCEMENT.

If any provision of this Agreement is invalid or contravenes California law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential business purpose of this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first set forth above.

iLEAD SCHOOLS DEVELOPMENT:

ILEAD KAUAISCHOOL:

By: _____

By: _____

Its: _____

Its: _____

Address: _____

Address: _____

Date: _____

Date: _____

Exhibit A List

of Services

The following services shall be provided by iLEAD Schools Development to ILEAD KauaiSchool pursuant to the terms of the Master Agreement for Professional Services from iLEAD Schools Development to ILEAD KauaiSchool:

Services:

Estimated Date of Commencement of Services:

Compensation: _____percent (%) of the revenue of the following schools:

iLEAD SCHOOLS DEVELOPMENT:

ILEAD KAUAISCHOOL:

By: _____
Its: _____

By: _____
Its: _____

Date: _____

Date: _____

Attachment q.
Governing board bylaws, governing policies
(Section III.A.I)

SAMPLE

Bylaws
of
iLEAD Charter Schools

(A Non-Profit Public Benefit Corporation)

ARTICLE I
NAME

Section 1.NAME. The name of this corporation is iLEAD Kauai Charter Schools.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1.PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located at_____.
The Board of Directors may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to create, organize and provide support for a charter school in the community of Lancaster, Hawaii, and possible expansion in additional locations in Hawaii. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section I. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise, the general provisions, rule of construction, and definitions in the Hawaii Non-Profit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a non-profit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501 (c)(3).

ARTICLE VI
MEMBERSHIP

Section 1. MEMBERS. iLEAD Schools Development, a Hawaii nonprofit public benefit corporation, shall be the sole statutory member of this corporation ("Sole Statutory Member") as the term "member" is defined in Section 5056 of the Nonprofit Corporation Law of Hawaii. The membership of the Sole Statutory Member in this corporation is not transferable.

Section 2. ASSOCIATES. Nothing in this Article 6 shall be construed as limiting the right of the corporation to refer to persons associated with it as "members" even though such persons are not members of the corporation, and no such reference shall make anyone a member within the meaning of Section 5056 of the Hawaii Nonprofit Corporation Law, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the board of trustees, but may not vote. The corporation may confer by amendment of its articles of incorporation or these bylaws some or all of the rights of a member, as set forth in the Nonprofit Corporation Law of Hawaii, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the corporation's assets, on the merger or dissolution of it, or on changes to its articles of incorporation or bylaws, but no such person shall be a member within the meaning of Section 5056. The board of trustees may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

Section 3. RIGHTS OF SOLE STATUTORY MEMBER. The Sole Statutory Member shall have the right to vote, as set forth in these bylaws, approving this corporation's elected directors of the board, on the disposition of all or substantially all of this corporation's assets, on any merger and its principal terms and any amendment of those terms, and on any election to dissolve this corporation, and as otherwise required under the Hawaii Nonprofit Corporation Law or set forth in these bylaws.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the Hawaii Non-Profit Public Benefit Corporation Law and any other applicable laws, subject to the powers of the Sole Statutory Member, and subject to any limitations of this corporation's articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the "Board of Directors", "Governing Board" or "Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the

corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board, subject to the powers of the Sole Statutory Member.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section I of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require them to provide security for faithful service.
2. Change the principal office or the principal business office in Hawaii from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside Hawaii; and designate a place in or outside Hawaii for holding any corporate meetings.
3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
4. Adopt and use a corporate seal and alter the form of the seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than nine (9) voting members. With the exception of the initial Directors, which have been named by the Incorporator, all Directors shall be nominated and elected by the existing Board of Directors and approved by the Sole Statutory Member, except that the following seats will be reserved:

One (1) Director may be appointed by the Superintendent of the Lancaster School District at the District's discretion. In the event that the Superintendent fails to appoint the District Director, in any year, on or before October 15 of such year, then the Board of Directors may nominate and elect, subject to the approval of the Sole Statutory Member, an additional community member Director to fill that seat for that year;

One (1) parent Director may be nominated and elected by a vote of the parents of the charter school's current year students, and approved by the Sole Statutory Member, to serve a term of one (1) year. In the event that no parent representative is elected to the Board of Directors on or before October 15 of any year, then the Board of Directors shall nominate and elect, subject to the approval of the Sole Statutory Member, an additional Director to fill that seat for that year;

One (1) teacher Director may be nominated and elected by a vote of the teachers of the charter school's current year, and approved by the Sole Statutory Member, to serve a term of one (1) year. In the event that no teacher representative is elected to the Board of Directors before October 15 of any year, then the Board of Directors shall nominate and elect, subject to the approval of the Sole Statutory Member, an additional community member Director to fill that seat for that year.

Except for parent Director and teacher Director positions, Directors shall hold office for three (3) years and until a successor Director has been designated and qualified, and may be reelected for unlimited terms. Terms for the initial Board of Directors shall be staggered to establish continuity and sustainability.

Parent Directors and teacher Directors, or those elected to fill their seats, shall have a term of one (1) year, but may be re-elected for two (2) consecutive years. All terms shall be subject to the removal rights of the Sole Statutory Member.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be "interested persons." An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Section 5. PROCESS FOR NOMINATION AND ELECTION OF BOARD MEMBERS. Other than a parent Director, teacher Director or District Director, which are elected or appointed as set forth in Section 3, the Board of Directors may identify Director candidates by any means, typically by (i) recommendation of a current Director, or (ii) when a candidate asks to be a Director and/or fills out an application. The Board of Directors will evaluate candidates through one or more discussions, which may include an in-person or telephonic interview with the candidate. The candidate will be presented with a list of member roles and tasks, and will provide the Board with a resume or other biographical information that demonstrate an ability to perform the tasks of a Board member.

Section 6. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the board's authorization.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under Hawaii Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; (d) disenrollment from the charter school of a student or students of a parent serving on the Board of Directors; or (e) termination of employment with the charter school. Such vacancies shall be filled pursuant to Section 10 below.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairperson of the Board, if any, or to the President or the Secretary of the corporation. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the Hawaii Attorney General, no director may resign if the corporation would be left without five (5) directors.

Section 10. VACANCIES FILLED BY BOARD AND SOLE STATUTORY MEMBER Vacancies on the Board of Directors may be filled by nomination and election of the Board of Directors, and approval of the Sole Statutory Member or, if the number of directors then in office is less than a quorum, by (1) the unanimous consent of the directors then in office, subject to the approval of the Sole Statutory Member, (2) the affirmative vote of a majority of the directors then in office at a meeting held according to notice

or waivers of notice complying with Corporations Code section 5211, subject to the approval of the Sole Statutory Member, or (3) a sole remaining director, subject to the approval of the Sole Statutory Member.

Section II. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any director's being removed before his or her term of office expires.

Section 12. REMOVAL Other than the District Director, any director may be removed at any time, with or without cause, by the Sole Statutory Member.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Regular meetings shall be held at the principal office of the corporation; provided, however, that the Board of Directors may designate that a meeting be held at any place within Hawaii that has been designated by resolution of the Board of Directors or in the notice of the meeting.

Section 14. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be agreed upon by the Board of Directors at the annual Board meeting in October of such year. The Board of Directors shall hold an annual meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Agendas must be posted seventy-two (72) hours previous to the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, Hawaii Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the Chairperson of the Board, if any, the President or any Vice-President, the Secretary, or any two Directors but may only be conducted if two-thirds of the board of directors vote that a situation warranting a special or emergency meeting exists.

Section 16. NOTICE OF SPECIAL OR EMERGENCY MEETINGS. Notice of the time and place of special meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the director's address or telephone number as shown on the corporation's records.

Notice of the time and place of special or emergency meetings shall be given to all media who have provided written notice to the corporation.

The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

Section 17. QUORUM. A majority of the authorized number of directors shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the board, subject to the more stringent provisions of the Hawaii Non-Profit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the board, and (d) indemnification of directors. A meeting at which a quorum is initially present may continue to

transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 18. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 19. CREATION OF POWERS OF COMMITTEES. The board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the board, to the extent provided in the Board of Directors resolution, except that no committee may:

- (a) Fill vacancies on the Board of Directors or any committee of the board;
- (b) Fix compensation of the directors for serving on the Board of Directors or on any committee;
- (c) Amend or repeal bylaws or adopt new bylaws;
- (d) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable;
- (e) Create any other committees of the Board of Directors or appoint the members of committees of the board;
- (f) Approve any action for which the Hawaii Nonprofit Corporation law or these bylaws require the approval of the Sole Statutory Member;
- (g) Take any final action on any matter that, under the Hawaii Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members of the board;

Section 20. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other Board of Directors actions, except as otherwise set by either the Board of Directors or the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 21. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Treasurer Chief Financial Officer. The corporation, at the board's direction, may also have a chairperson of the board, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article VIII, Section 4 of these bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the chairperson of the board .

Section 3. ELECTION OF OFFICERS. The officers of this corporation, except any appointed under Article VIII, Section 4 of these bylaws, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint or authorize the chairperson of the board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority hold office for the specified period, and perform the duties specified in the bylaws or established by the board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal. If a Director has missed two (2) or more meetings, he/she will automatically be removed from the Board.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation , removal, disqualification, or any other cause shall be filled in the maimer prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRPERSON OF THE BOARD. If a chairperson of the Board of Directors is elected, he or she shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the chairperson of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the chairperson of the board, if any, and subject to the control of the board, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. In the absence of the chairperson of the board, or if none, the President shall preside at all Board of Directors meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may reqmre.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order oftheir rank as fixed by the board, or, if not ranked, a Vice-President designated by the board, shall perform all duties of the President. When so acting, a Vice-President shall ha% e all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section II SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings,

proceedings, and actions of the board, and committees of the board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; and the names of persons present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal Hawaii office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER/TREASURER. The Chief Financial Officer 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 Chief Financial Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation's funds as the Board of Directors may order; (iii) render to the President, chairperson of the board, if any, and the board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

If required by the board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors or have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified

favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X LOANS TO DIRECTORS AND OFFICERS

Section I. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the Hawaii Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XI INDEMNIFICATION

INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238(b) or section 5238(c), the Board of Directors shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XII INSURANCE

Section I. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS

Section I. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of its board and committees of the board; and
- (c) Such reports and records as required by law.

ARTICLE XIV INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by Hawaii and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by Hawaii and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with Hawaii or federal law pertaining to access to books, records, and documents.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal Hawaii office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Board of Directors at all reasonable times. If the corporation has no business office in Hawaii, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and by laws, as amended to the current date.

ARTICLE XV REQUIRED REPORTS

Section I. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors and the Sole Statutory Member within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The corporation's expenses or disbursement for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An independent accountants' report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and furnish to each director a statement of any transaction or indemnification of the following kind:

Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:

Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

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Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVI
AMENDMENT OF BYLAWS

Section I. AMENDMENT. The Board of Directors may adopt, amend, or repeal bylaws unless doing so would be a prohibited amendment under the Hawaii Corporations Code. Any amendment to these bylaws will require a majority vote of the authorized number of directors. In addition, any amendment to these bylaws which would affect the Sole Statutory Member's rights as provided under the Hawaii Nonprofit Corporation Law or these bylaws requires the approval of the Sole Statutory Member.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of iLEAD Charter Schools, a Hawaii non-profit public benefit corporation; that these bylaws, consisting of 12 pages, are the bylaws of this corporation as adopted by the Board of Directors on _____; and that these bylaws have not been amended or modified since that date.

Executed on this Day of _____, 2014

Secretary iLEAD Charter Schools

Board Governance

Board Duties and Responsibilities; Delegation of Power

Charter schools are governed by boards, not by individual board members. While understanding their separate roles, the Board of Directors and the School Director work together as a governance team in operating **iLEAD (“School”)**. The governance team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively. In consideration of these guiding principles, the following policy identifies the role of the Board and the role of the Director.

Role of the Governing Board

Vision and Strategic Plan:

- The Board drafts, modifies and approves the School Mission and in each subsequent year, reevaluates the School Mission;
- The Board reviews, provides input and approves the Strategic Plans submitted by the School Director;
- The Board adopts policies to successfully implement the School Mission and Strategic Plans.
- The Board oversees the School Director to ensure that the School Mission and Strategic Plans are reflected in the day to day operations of the school, including ensuring that the curriculum aligns with the School Mission.

Academic Performance Monitoring:

- The Board, or a committee thereof, annually reviews student performance based on state--- and federally---mandated assessments and sets goals for student achievement;
- The Board, or a committee thereof, periodically reviews student performance based on school level assessments and sets goals for student achievement on school level assessments;
- The Board reviews and adopts academic policies to achieve the student achievement goals;
- The Board approves all academic performance reports to all federal, state and local agencies as required by law;
- The Board, or a committee thereof, researches or develops student data collection systems and periodically reviews them to ensure their effectiveness.

Staffing and Personnel:

- The Board reviews and approves personnel policies and any amendments thereto;
- The Board hires and terminates, upon nomination and recommendation of the School Director, all personnel. When the Board does not agree with a personnel recommendation by the School Director, the decision of the Board is final after further consideration appropriate to the circumstances.
- The Board hires, evaluates, and terminates the employment of the School Director.
- The Board establishes performance goals for the School Director and communicates the goals to the School Director;
- The Board annually reviews the School Director' performance;
- The Board reviews the School Director' employment contract, and reevaluates it;
- The Board establishes and annually reviews the School Director succession and recruitment plans;
- The Board approves the salaries and compensation policies for all School personnel.

Parent, Student and Community Relations

- The Board, or a committee thereof, hears and decides student expulsion recommendations;
- The Board, or a committee thereof, hears and decides student suspension appeals;
- The Board reviews and approves student and parent policies and any proposed amendments thereto;
- As needed, the Board communicates with the media and community at large consistent with the School's Mission and Vision;

Finance and Budget

- The Board reviews and approves the fiscal management and internal controls policies and any proposed amendments thereto;
- The Board reviews and approves the school's annual academic calendar and class schedule;
- The Board, or a committee thereof, solicits and selects the school's independent financial auditor, oversees the auditor's work, and receives the auditor's report(s);

- The Board, or a committee thereof, reviews and adopts and amends the annual budget as well as interim and annual financial statements;
- The Board, or a committee thereof, reviews and approves the audit report;
- The Board monitors the responses to the audit report and implementation thereof.

Facilities

- The Board enters into financing and building contracts;
- The Board approves construction and remodeling of facilities;
- The Board, or a committee thereof, researches school sites as needed, and funding and facilities options;
- The Board, or a committee thereof, makes recommendations on facilities needs and policies.

Board Internal Business

- The Board drafts, reviews and approves board policies and amendments thereto;
- The Board recruits prospective Board members;
- The Board orients new Board members;
- The Board, as needed, provides training to its members;
- The Board develops and yearly implements a Board self---evaluation. From time to time, the Board re---evaluates its self---evaluation process.

Charter Performance and Renewal

- The Board annually reviews the school performance reports;
- The Board, as needed, reviews charter school renewal proposals and reports.

Delegation of Power to the School Director

The Board delegates the following powers to the Director, or his/her delegate:

Vision and Strategic Plan:

- The School Director provides input to the Board when it drafts, modifies and approves the School Mission and in each subsequent year when it reevaluates the School Mission;

- The School Director drafts and submits to the Board the School's one--- and five---year Strategic Plans;
- The School Director implements the Board---adopted policies to implement the School Mission and Strategic Plans, by among other things adopting appropriate procedures and training staff on the policies and procedures.

Academic Performance Monitoring:

- The School Director creates a report reflecting student performance based on state--- and federally---mandated assessments, provides a copy to the Board, reviews the performance with the Board, or a committee thereof, and provides input to the Board when setting goals for student achievement on national assessments. The School Director implements the goals for student achievement on such assessments;
- The School Director quarterly creates a report reflecting student performance based on school level assessments, provides a copy to the Board, reviews the performance with the Board, or a committee thereof, and provides input to the Board when setting goals for student assessment on school level assessments. The School Director implements the goals for student achievement on school level assessments;
- The School Director implements Board adopted policies to achieve the student achievement goals, by among other things, adopting appropriate procedures and training staff on policies and procedures;
- The School Director creates all academic performance reports required by all federal, state and local agencies as required by law and provides them to the Board for approval;
- The School Director develops the school calendar and class schedule and provides them to the Board for approval.

Staffing and Personnel:

- The School Director drafts all personnel policies and presents them to the Board for review and approval. The School Director also recommends any proposed amendments to the personnel policies and presents them to the Board for review and approval;
- The School Director nominates and recommends hiring and terminating all school personnel other than the Director and presents those nominations and recommendations to the Board, for final approval or rejection. The School Director is responsible for all recruitment activities associated with the hiring of school personnel;
- The School Director recommends the salaries for all School personnel in compliance with any applicable state laws and collective bargaining procedures (if applicable) to

the Board for final approval;

- The School Director ensures that all school personnel are evaluated on a yearly basis and creates the process for such evaluation;
- The School Director implements all personnel policies, including the school's internal complaint procedures. If applicable, the School Director presents employee grievances to the Board, which hears and decides them (only applicable if employees are given grievance rights under a contract or collective bargaining agreement).

Parent, Student and Community Relations

- The School Director implements the policies and procedures adopted for student expulsion and recommends student expulsions to the Board, upon completion of the school-level procedures.
- The School Director follows the policies and procedures adopted for student suspensions and refers any student appeals to the Board to hear and decide such appeals;
- The School Director drafts, and subsequently implements the Board adopted student and parent policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The School Director drafts amendments to the student and parent policies, and presents them to the Board for approval;
- At the request of the Board, the School Director communicates with the media and community at large in a fashion that is consistent with the School's Mission and Vision;

Finance and Budget

- The School Director drafts and subsequently implements the Board adopted fiscal policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The School Director drafts amendments to the fiscal policies, and presents them to the Board for approval;
- The School Director drafts and submits to the Board, or a committee thereof, the quarterly and yearly budget drafts;
- The School Director drafts and submits to the Board the final quarterly and yearly budgets and other required financial statements;
- The School Director implements the responses to the audit report as instructed by the Board.

Facilities

- The School Director conducts school site needs assessments at the direction of the Board;
- The School Director conducts capital campaigns as needed;
- The School Director implements any facilities policies.

Charter Performance and Renewal

- The School Director annually drafts any required school performance reports for Board review;
- The School Director, as needed, drafts charter school renewal proposals and reports.
- Adopted:
- Amended:

F. Roberts Rules of Order

Absent a policy to the contrary, the business of the Board of Directors (the “Board”) of **[insert name of charter school]** (the “School”) at its meetings will be conducted in accordance with the specifications of Roberts Rules of Order. Any member may rise to a point of order under these rules, which action shall take precedence over all other business before the Board.

G. Polling of Board of Trustees

Voting on resolutions shall be by the polling of voting Board members. The minutes shall record the person making the motion, the person seconding it, and the names of the trustees voting for and against the motion or abstaining, as well as Board members who are absent. Secret ballots and proxies are prohibited.

H. Board Member Compensation and Reimbursement of Actual and Necessary Expenses

Board members shall serve without compensation. Board members may, however, be reimbursed for actual and necessary expenses related to school business in accordance with the school’s fiscal policies and budget.

I. Officers, Directors and School Liability Insurance

The School will maintain adequate insurance to protect the School against loss because of fire, damage to school property, loss to other property, or general liability resulting as a responsibility of the School and its Board members or officers while acting on behalf of the School.

J. Appointment of Board Committees

Consistent with the charter, bylaws, and any other applicable provisions of contract or law, the Board may appoint committees for any purpose deemed appropriate by the Board. The resolution establishing the committee shall clearly define the range of the committee’s responsibility and authority, and shall specify whether the committee shall be a standing or limited---term committee. In meeting and carrying out designated purposes, any such committee shall comply with any applicable legal or contractual requirements. Specifically, unless otherwise specified in Board by---laws, parent/teacher associations and/or parent committees shall be advisory only.

K. Board Election/Nomination Process

The Board shall carry out its election and nomination process consistent with the requirements of its charter and bylaws. Should the charter and bylaws not address any issue which may arise, the Board may adopt regulations which address such concerns. Should the Board wish

to alter its election or nomination process, it must do so consistent with any requirements of its charter, unless the charter is revised.

L. Board Member Resignations

Board members may submit a resignation at any time during their term but should give due consideration, as to the timing of the resignation, concerning the impact the resignation may have upon the Board. While a resignation must be acknowledged by the Board at the next regularly scheduled meeting following notice of the resignation, assuming it may be properly agendaized, a Board member's resignation need not be accepted by the Board. The resignation becomes effective once brought to the attention of the Board.

M. Board Member Removal From Office

A Board member may be removed from office by vote of two---thirds of the Board following a motion made in open session for the removal of the Board member. A motion to remove a Board member may not be made in closed session.

N. Dispute Resolution with Granting Agency

Any dispute that may arise with the granting agency must be handled in strict accordance with the dispute resolution process outlined in the charter. Should the Board wish to amend the dispute resolution process it must amend the charter to do so.

Adopted:

Amended:

School Board Meetings**I. Types of Meetings****A. Regular Meetings**

Regular meetings of the Board of Directors of **iLEAD Kauai (“Board”)** shall be held once a month consistent with the calendar for such meetings as established by the Board each year.

If at any time any regular meeting falls on a holiday, (Federal, State or local), such regular meeting shall be held on the next business day.

When required by law, meetings of advisory committees or standing committees, for which an agenda is posted at least 72 hours in advance of the meeting in accordance with law, shall be considered regular Board meetings.

B. Special Meetings

Special meetings may be called on an as---needed basis by the The board president **or a majority of the members of the board**, consistent with legal requirements.

C. Emergency Meetings

Emergency meetings may be called by a Board majority when an emergency situation arises involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities in accordance with law.

II. Notification of Meetings**A. Regular Meetings**

Notice of the time and place of regular meetings, along with the agenda and supporting documentation, will be provided to all Board members and those persons or entities who have previously requested notice of such meetings, not later than 72 hours prior to a regular meeting. The notice and agenda will also be posted in a location that is freely accessible to members of the public not later than 72 hours prior to a regular meeting. It is the Director’s responsibility to provide notice and copies of the agenda and supporting documentation for regular meetings.

A. Special Meetings

Notice of the time and place of special meetings, along with the agenda and supporting documentation, will be provided to all Board members and those persons who have previously requested notice of such meetings, not later than 24 hours prior to a regular meeting. Board

members and media outlets (local newspapers, radios and/or television stations), that have requested notice in writing, will be provided written notice delivered personally or by any other means to ensure receipt at least 24 hours before the time of the special meeting. The agenda packet will be mailed to all other persons requesting a copy of the agenda, and supporting documents under Government Code section 54954.1 at the time the materials are distributed to all members of the Board if possible or, if not a majority of the Board.

The notice and agenda will be posted in a location that is freely accessible to members of the public not later than 24 hours prior to a special meeting.

It is the Director's responsibility to provide notice and copies of the agenda and supporting documentation for special meetings.

B. Emergency Meetings

In the case of an emergency situation involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, notice to the Board will be provided as soon as is reasonably practicable under the circumstances. All media outlets that have requested notice of special meetings shall be notified one hour prior to the emergency meeting, or in the case of a dire emergency, at or near the time that the Board members are notified of the emergency meeting. The notice shall be given by telephone and all telephone numbers provided by the media outlet in the request for notice shall be exhausted. If telephones are not working, the notice requirement is waived and the media shall be notified of the fact of the holding of the emergency meeting, the purpose of the meeting and any action taken at the meeting as soon after the meeting as possible.

III. Agendas

A. Preparation of Agenda and Process

The Director shall be responsible for preparing the agendas for all meetings of the Board.

The Director shall include on the agenda items that relate to school business as are requested for inclusion by Board members, and determined by the Director to be appropriate for discussion at that meeting. In addition, a citizen may request that a topic directly related to school business be placed on the agenda. The Director and/or Board **President** shall determine, in his/her discretion, whether the citizen request is or is not an item directly related to school business. No citizen-requested item shall be placed on the agenda if it is repetitive of a previous item placed on an agenda and considered by the Board.

Requests for items to be included on the agenda by Board members, school employees or citizens shall be in writing and submitted to the Director's office no later than seven (7) working days prior to the next regularly scheduled Board meeting.

At a Board meeting, Board members or the Director may request that a topic be placed on the agenda, which topic had been recently considered and acted upon by the Board, provided

there is new and relevant information on the topic. Discussion at the meeting is limited to determination of whether to reconsider the agenda topic at the next Board meeting.

B. Contents of the Agenda

In preparing the agenda, the Director shall include the following:

- Time and location of the meeting, including, if applicable, any teleconferencing location(s);
- A brief general description of all items of business to be transacted or discussed at the meeting, including those items to be discussed in closed session; Closed session items must be described in accordance with Government Code section 54954.5;
- An opportunity for members of the public to directly address the Board in accordance with the Board's public comment policy (addressed below);
- If teleconference locations are being utilized, an opportunity for members of the public to address the Board directly at each teleconference location; and
- Information regarding how, to whom and when a request for disability related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting.

IV. Supporting Information Relating to Agenda Items

The Director is responsible for preparing all supporting information that may accompany each agenda topic originating from the administration or the Board.

The purpose of preparing supporting information is to facilitate decision-making on the part of the Board members by having available to them in advance of Board meetings comprehensive data pertaining to each agenda topic. The supporting information shall accompany the agenda and be delivered to the Board members concurrently with the agenda.

If supporting materials are distributed to Board members during a public meeting, such materials will be made available for public inspection at the meeting if prepared by the Director. If such materials are prepared by some other person, they shall be made available after the meeting at which they were distributed. The Board may charge a fee or deposit for a copy of such materials.

These materials will be made available in appropriate alternative formats upon request by a person with a disability, as required by the Americans with Disabilities Act. No surcharge will be imposed on persons with disabilities in violation of the Americans with Disabilities Act.

Citizens who request to have a topic placed on the agenda are encouraged to submit, in writing, supporting information detailing their reason for having the topic placed on the agenda and what is being requested of the Board. This is intended to provide background information for Board members to help expedite the Board's handling of the topic at the Board meeting.

V. Board Meetings

A. Open Session

All regular, special and emergency meetings of the Board shall be open to the public and the media, except Closed Sessions as authorized by law.

B. Public Participation at Meetings

Public comment generally: At a regular meeting, any person may address the Board concerning any item on the agenda and any other matters under the Board's jurisdiction. At a special meeting, any person may address the Board only concerning the items on the agenda. The total time devoted to presentations to the Board on all public comment (including agenda items and non---agenda items at regular meetings) shall not exceed one---half hour, unless additional time is granted by the Board. At the discretion of the **Board President** individuals may be granted 5 minutes to make a presentation to the Board. Normally, individuals may be granted 2 minutes each for public comment.

Limits on public comment: The Chairperson may curtail individual presentations if repetitive of points raised by others, particularly if it appears the total allotted time may be exceeded. Any person who addresses the Board shall not make impertinent, slanderous or profane remarks to any Board member, staff or general public. Any person who makes such remarks, or who utters loud, threatening, personal or abusive language, or engages in any other disorderly conduct that disrupts, disturbs or otherwise impedes the orderly conduct of any Board meeting shall, at the discretion of the **Board President** or a Board majority, be barred from further audience before the Board during that meeting.

In the event that any meeting is willfully interrupted by a group(s) of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are willfully interrupting the meeting, the Board may order the meeting room cleared and continue the session. Only matters appearing on the agenda may be considered in such a session. Representatives of the press or other media, if not participating in the disturbance, shall be allowed to attend any such session

Citizens desiring Board action on an item are required to seek placement of the issue on the Board agenda in accordance with policy rather than presenting the matter during general public comment. This will facilitate discussion and expedite resolution.

Time for public comment: All public comment concerning all matters shall be heard immediately after the meeting is called to order and prior to the formal discussion of the agenda topics by the Board and consideration of action.

Recording and/or broadcasting of meeting: Persons attending an open meeting have the right to record or broadcast the proceedings with an audio or video tape recorder or a still or motion picture camera unless the Board reasonably finds that the recording or broadcast cannot continue without noise, illumination or obstruction of view that constitutes, or would constitute, a persistent disruption of the proceedings.

Requests to address the Board: Prior to the beginning of the meeting, citizens seeking to address the Board on an item on the agenda or during time allocated for public comment shall complete the card, "Request to Address the Board" (located in the Board Meeting Room), and give it to the **Board President** or Board Secretary, or their designee.

A. Board Members at Meetings

Board discussion and action: For regular and special meetings, no action or discussion shall be taken on any item not appearing on the posted agenda. At a regular meeting, however, Board members or staff may briefly respond to statements made or questions posed by persons during public comment. At regular meetings, a Board member may, on his/her own initiative or in response to a question posed by the public, ask a question for clarification, make a brief announcement or make a brief report on his/her own activities. Additionally, a Board member may provide a reference to staff or other resources for factual information, request staff to report back to the Board at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda.

Exceptions in regular meetings: In regular meetings, the Board may take action on items of business not appearing on the posted agenda if any of the following conditions apply: 1) A majority of the Board determines that an emergency situation exists; 2) A determination by a two---thirds vote of the Board members present at the meeting, or if less than two---thirds are present, a unanimous vote of those Board members present, that there is a need to take immediate action and that the need for action came to the attention of the Board after the agenda was posted; or 3) The item was properly posted for a prior meeting occurring not more than five calendar days prior to the date action is taken on the item, and at the prior meeting, the item was continued to the meeting at which action is being taken. If items are discussed under these conditions, the **Board President** shall publicly identify the item(s).

Closed session: Prior to holding any closed session, the Board shall disclose, in an open meeting, the item(s) to be discussed in the closed session. The disclosure may take the form of a reference to the item(s) as they are listed by number or letter on the agenda. In the closed session, the Board may consider only those matters covered in its statement.

After any closed session, the Board shall reconvene into open session prior to adjournment and make a report of any action taken in closed session and the vote or abstention of every Board member present thereon in accordance with Government Code section 54957.1.

B. Minutes of Board Meetings

Open session meetings: The minutes of open session meetings of the Board shall record all motions, show the names of Board members making and seconding motions and state the vote upon the motion. In the event that Board members are participating via teleconferencing, all votes during the meeting shall be by rollcall and will be reflected in the minutes. The open session minutes shall also record all resolutions, the recommendations of the administration and the substance of the Board's discussion or the substance of statements pertinent to Board's business made by members of the staff or public. The minutes shall follow the generally accepted pattern in form.

The original copy of the open session minutes shall be signed by the Secretary of the Board and approved by the Clerk. Original minutes shall be bound in chronological order, volumed by fiscal year and paged consecutively.

Closed session meetings: The Board designates **the Office Manager** to attend each closed session of the Board and keep and enter in a minute book a record of topics discussed and decisions made at the meeting. The minute book for closed session is not a public record subject to inspection and shall be kept confidential. The minute book shall be available only to Board members, or when otherwise required by law. The minute book may, but need not, consist of a recording of the closed session.

Minutes for Emergency Meetings: Any time an emergency meeting is held, the minutes must provide a list of persons who were notified or attempted to be notified, a copy of the roll call vote, and any actions taken at the meeting. The minutes will be posted for a minimum of 10 days in a public place as soon after the meeting as possible.

Storing the minutes: The official minutes of the Board (for open and closed sessions) shall be kept in fireproof storage. The following documents shall be bound with the official minutes and referred to in the text of the minutes to which they apply:

- Original copies of all resolutions unless required by other agencies, in which case photocopies of the originals may be substituted;
- Original copy of all budget transfers;
- Copies of any document determined by the Board to be attached to the official minutes; and
- Other documents which, in the opinion of the Secretary, are necessary to fully substantiate or record Board action.

In addition to the official minutes, an additional copy of all minutes and attached documents shall be maintained in the office of the Secretary of the Board. This set of minutes shall be bound, indexed by those categories detailed above and by subject.

VI. Quorum Requirements

A majority of the voting members of the Board shall constitute a quorum of the Board, which is necessary for the Board to transact business. All motions, in order to pass, need positive action by at least a majority of the Board. Should there be fewer than a majority of the Board present at any meeting, the meeting shall be adjourned.

VII. Continuances and Adjournment

A. Continuances

Items appearing on agendas for regular meeting may be continued to another meeting, to be held within 5 calendar days from the date of the originally posted meeting, without triggering the requirement that the agenda item be re---posted with the requisite notice.

If the Board is holding, has noticed or ordered a hearing, at any meeting, the Board may, by order or notice, continue or recontinue to any subsequent meeting of the Board in the same manner and to the same extent that a meeting may be adjourned (see below). If the hearing is continued to a time less than 24 hours after the time specified in the order or notice of hearing, a copy of the order or notice of continuance of hearing shall be conspicuously posted on or near the door immediately following the meeting at which the continuation was adopted or made.

B. Adjournment

The Board may adjourn any regular or special meeting to a time and place specified in an order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent from any regular meeting, the Board Secretary may declare the meeting adjourned to a stated time and place and he/she shall cause a written notice of adjournment to be given in the same manner as provided for special meetings, unless such notice is waived for special meetings. A copy of the notice of adjournment shall be conspicuously posted on or near the door of the place where the regular or special meeting was held within 24 hours after the time of adjournment. When a regular meeting is adjourned, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings.

Adopted:

Amended:

Curriculum and Instruction

Curriculum Assessment

The Board recognizes that it is accountable to the students, parents/guardians and community for conducting ongoing evaluation of the curriculum and educational program of the charter school. Appropriate means for continuing evaluation of the entire educational program shall be established.

The Director/Administrator of the charter school or his/her designee shall review the effectiveness of the curriculum in meeting the charter school's educational program needs. He/she shall provide the Board with regular reports on student progress in reaching the charter school's educational goals, including professional development of staff. Based on these evaluations, the Board shall take appropriate actions to maintain the effectiveness of programs and to improve the quality of education delivered by the charter school.

Elements of the evaluation may include the following:

1. Test, surveys, inventories, checklist, etc. of student behavior;
2. Observing pupil behavior that can be assessed subjectively by teachers, peers or the student himself/herself;
3. Planning and carrying out experiences for students that are designed to bring about the desired outcomes;
4. Tests, measurements and observations during or after the learning experience;
5. Comparing outcomes with objectives;
6. Comparing the charter school curriculum with the standards formulated by the Department of Education and other federal law and regulations;
7. Assessment including the SBAC or other required assessments;
8. Student writing samples and end---of---course grades.

Each year the Director/Administrator of the charter school or his/her designee shall evaluate and provide the Board with the results of the evaluation so that the Board will be able determine the extent to which the charter school has accomplished or made significant progress toward achieving its professional development and educational goals.

Adopted:

Amended:

Sample Governing Board Committee Charge:

Nominating Committee

Committee Composition

The founders of iLEAD charter school hereby establishes the Nominating Committee, a standing committee of the board. The Committee shall be nominated by the board chairperson with approval by the whole board. It shall consist of at least three, but no more than 5 members, at least two of whom shall be board members. Committee member terms shall last no longer than 2 years and shall be nominated to serve staggered terms. The committee chair shall regularly consult with the board chair to ensure sound communication with other committees.

The committee's job is to assist the board with identification and nomination of potential board members, specifically focusing on the following:

- Identifying potential new board members who will bring needed expertise to the board.
- Implementing the nomination process and timeline described in the school's bylaws or policy.
- Ensuring that the nomination process is inclusive of the school community.
- Ensuring that potential board members understand the expectations of board members.
- Presenting a slate of nominees to the full board.

Specifically, the board charges the committee with the following:

- Identify the skills and expertise the new board members might add to the current board expertise by using a Board Member Matrix or similar guide.
- Implements the nomination process as described in the school's bylaws.
- Work with the director, the full board, and other stakeholders to ensure that all stakeholder groups are informed of the nomination process and the dates when nominations are being accepted.
- Identify and contact potential board members to determine their interest in serving on the board.
- Provide the board member job description to each potential board member so that they understand the responsibilities and time commitments of membership.
- Create an information brief on each nominee for sharing with the voting members.
- Presents a slate of nominees to the full board and all voting members.

Specific limitations on the committee's powers:

- In general, the committees powers are advisory in nature and are limited to those described above
- In order to avoid conflicts or disputes, the committee's powers are specifically limited as follows:
 - The nomination committee will include on the slate any nominee for the board all nominees who are eligible to serve on the board according to the bylaws and who agree to serve.

Reviewed and adopted by the Board on [insert date]:

Moved by:

Seconded by:

Vote:

Board Secretary Signature/Date

Attachment r. Statement of Assurances (Section III.A.1)

Attachment r, the completed and signed Statement of Assurances.

(see template below)

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;

fli1 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;

{{1}} 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).

mwill 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].

..mhvwill 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;

It 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;

It will ensure equitable program participation, as required under section 427 of the General Education Provision Act;

It will follow any federal and state court orders in place in the local school district;

It will comply with federal and state applicable health and safety standards;

It will permit the Commission to audit, review, and inspect the operator's activities, books, documents, papers and other records;

It will comply with all federal and state audit requirements and ensure that arrangements have been made to finance those mandatory audits;

It 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;

It will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;

It will maintain its accounts and records in accordance with generally accepted accounting principles;

It will prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school; and

It 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:

iLEAD Kauai Charter School

Name of

Authorized

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Representative:

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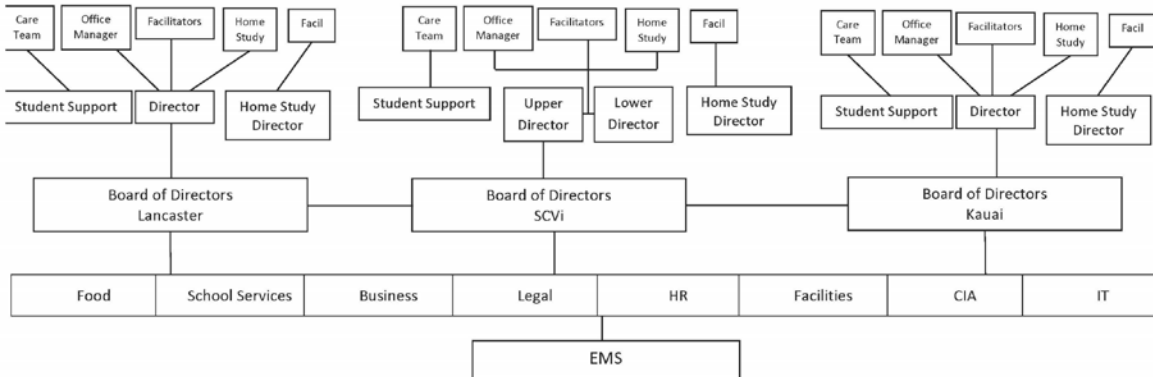
Signature of Charter School Sponsor Authorized Representative

Date

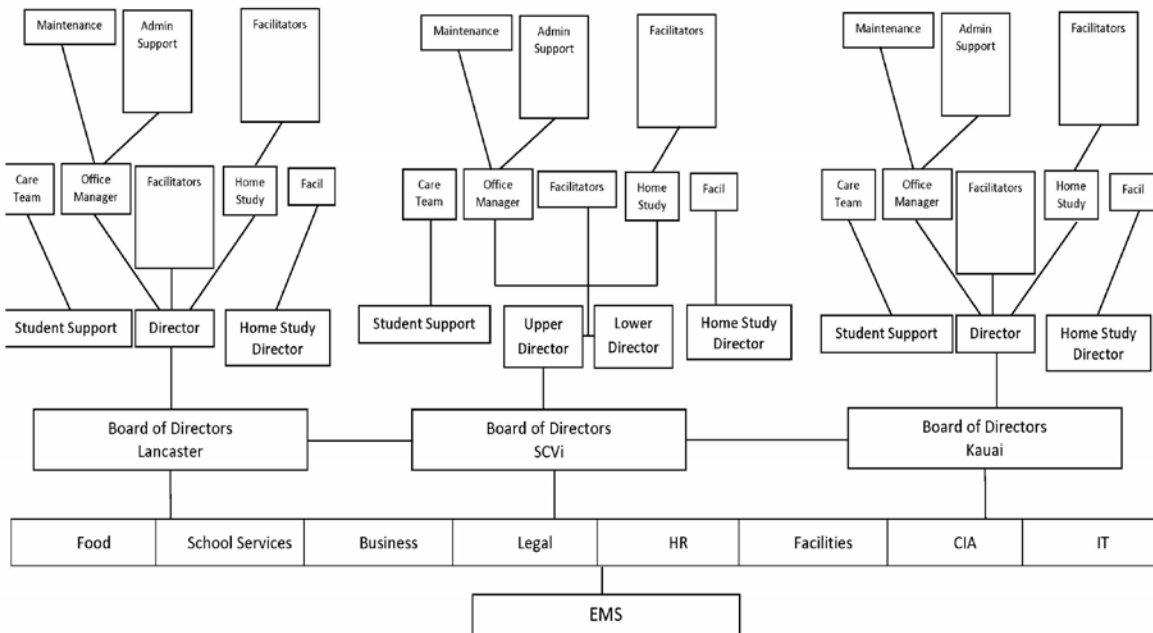


Attachment s. School governance, management and staffing organizational charts (Section III.A.2)

First Year



Full Capacity



Attachment t.

Board Member Information Forms for each member (Section
III.A.5)

Not Applicable. A Board has not been determined at this time.

Exhibit 5: Board Member Information Form

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:
2. Contact information:
Name:
Phone:
E---mail:
3. DDescribe 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?
6. What is your understanding of the appropriate role of a public charter school board member?
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
2. What is your understanding of the school's proposed academic plan?
3. What do you believe to be the characteristics of a successful school?
4. How will you know that the school is succeeding or is not succeeding in its mission?

Governance

1. Describe the role that the board will play in the school's operation.
2. How will you know if the school is successful at the end of the first year of operation?
3. How will you know at the end of five years if the school is successful?
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I/we do not know these individuals ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☐ I/we do not know any such employees ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☐ I/we do not know any such persons ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☐ I/we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I/we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. ☐ I/we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☐ I/we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☐ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.
☐ None ☐ Yes

Certification

I, _____, 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

Attachment u.

Governing board's Code of Ethics and Conflict of Interest (Section III.A.8)

While reported incidences of sexual misconduct committed by teachers and school staff are low throughout the country, every incident results in consequences that must be immediately addressed by the particular school community. Accordingly, it is the purpose of this policy to provide additional clarification to the Standards of Conduct expected in current CHARTER SCHOOL school ethics---related rules and regulations so that staff members clearly understand the prohibitions and behavior boundaries, which must govern their conduct. (For purposes of this policy, staff includes all school employees --- certificated or classified; coaches or advisors; full---time or part---time as well as volunteers). The rules of conduct set forth in this policy are not intended to serve as an exhaustive delineation of requirements, limitations, or prohibitions on staff conduct and activities established by this school. Rather, the components of this policy serve:

- (1) To alert staff about some of the more sensitive and often problematic matters involved in faculty/staff student relationships.
- (2) To specify Boundaries related to potentially sexual situations and conduct--the crossing of which is contrary to accepted norms of behavior and in conflict with the duties and responsibilities of staff.
- (3) To provide staff members with clear guidance in conducting themselves in a manner that reflects high standards of professionalism. (It is important for CHARTER SCHOOL to maintain a school---wide culture in which students and staff understand their responsibilities to report sexual misconduct without fearing that school leaders will betray them, if they do. In order to prevent sexual abuse and exploitation, students and staff must know that the administration will investigate reports about possible misconduct.)
- (4) To clarify that potential improper action may have significant consequences.
- (5) To provide an environment that empowers staff and students to identify actions that appear to have crossed Boundaries.
- (6) To define the process that CHARTER SCHOOL will use for addressing potential improper conduct.
- (7) To preserve student and staff privacy rights during any pending investigation as much as possible.

BACKGROUND AND GENERAL POLICY PROVISIONS

Actions by staff members that are inconsistent or in conflict with the values established by CHARTER SCHOOL can harm students, staff members, and the school's operation; therefore, such actions are unacceptable. It is the policy of this school that all employees conduct themselves at all times in a manner that reflects the ethical standards consistent with the rules contained in this policy and otherwise proclaimed by this school. The provisions set forth herein are intended to guide all CHARTER SCHOOL staff members toward conduct that reflects the high standards of behavior and professionalism required of school employees while defining interaction Boundaries between students and staff members.

An educator accused of sexual misconduct, whether or not the accusation is true, becomes at risk for loss of job as well as for criminal and/or civil legal actions. Occurrences of sexual misconduct by a staff member disrupt the education of other students, sidetrack the instructional focus of the school, and harm the school's legitimacy---all of which threaten the school's future ability to recruit skilled professionals and maintain a credible operation in the eyes of the community.

It is vital that school administrators equip staff with a policy that clarifies acceptable and unacceptable behavior with students. It is also critical that staff members study this policy thoroughly and behave in ways to avoid even the appearance of misconduct.

While not all Boundaries and/or situations can be addressed in a single policy, the issues delineated herein are among those that can be most problematic for staff members and among those that can have the greatest potential for a negative impact on this school and its community. Staff members should seek guidance in their daily conduct from established policies, procedures, and directives as well as through the guidance and recommendations of school leadership. Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

BOUNDARIES

Boundaries Defined

For the purposes of this policy, the term "Boundaries" are defined as acceptable professional behaviors by staff members while interacting with a student. Trespassing beyond the Boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member's perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students but to prevent relationships that could lead to, or may be perceived as sexual misconduct.

Staff members must understand their own responsibilities for ensuring that they do not cross the Boundaries as written in this policy. Disagreeing with the wording or intent of the established Boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the charter mission of "Academic Excellence," student/staff interaction has Boundaries regarding the activities, locations and intentions.

Unacceptable Behaviors

(This list, and any subsequent lists, is not meant to be all---inclusive, but rather illustrative of the types of behavior addressed by this policy.)

- Giving gifts to an individual student that are of a personal and intimate nature.
- Kissing of ANY kind.
- Any type of unnecessary physical contact with a student in a private situation.
- Intentionally being alone with a student away from the school.
- Making, or participating in, sexually inappropriate comments.
- Sexual jokes, or jokes/comments with sexual double---entendre.
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented.
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Acceptable with Caution

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of each circumstance and occurrence.)

- Giving students a ride to/from school or school activities without parent permission (only in "emergency" situations).
- Being alone in a room with a student at school and with the door closed.
- Allowing students in your home with signed parent permission for a pre---planned and pre---communicated educational activity, which must include another educator, parent,

- or other responsible adult).
- Remarks about the physical attributes or physiological development of anyone.
- Excessive attention toward a particular student.
- Sending e-mails, text messages, MySpace/Facebook/Twitter responses, or letters to students if the content is not about school activities.
- Acceptable and Recommended Behaviors
- Obtaining parents' written consent for any after-school activity on or off campus (exclusive of tutorials).
- Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.
- E-mails, text-messages, phone conversations, and other communications to and with students must be professional and pertain to school activities or classes. (Communication should be initiated via school-based technology and equipment.)
- Keeping the door open when alone with a student.
- Keeping reasonable space between you and your students.
- Stopping and correcting students if they cross your own personal boundaries.
- Keeping parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional and brief.
- Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to Boundaries.
- Involving your supervisor if conflict arises with a student.
- Informing your Assistant Principal about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
- Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours.
- Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-five's, and handshakes are appropriate.
- Keeping your professional conduct a high priority during all moments of student contact.
- Asking yourself if any of your actions which go contrary to these provisions are worth sacrificing your job and career.

REPORTING

When any staff member, parent, or student becomes aware of a staff member having crossed the .. Boundaries specified in this policy, he or she must report the suspicion to an Assistant Principal promptly. All reports shall be confidential. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses Boundaries, or any situation in which a student appears to be at risk for sexual abuse.

INVESTIGATING

The Principal, or designated representative, will promptly investigate and document the investigation of any allegation of sexual misconduct, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances. Throughout this fact---finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s), including any potential witnesses, as much as possible. The investigating Principal, or designated representative shall promptly notify the Charter Schools Association Joint Powers Authority that an investigation is in progress; the Principal, in turn, shall notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Principal shall report to the Governing Board any conclusions reached. The Principal, or designated representative shall consult with CHARTER SCHOOL legal counsel, prior to, during, and after conducting any investigation.

CONSEQUENCES

Staff members who have violated this policy will be subject to appropriate disciplinary action, and, where appropriate, will be reported to authorities for potential legal action. In such instances, Charter school will collaborate with Human Resources, as well as with the California Charter Schools Assn.

TRAINING

This document shall be discussed with and acknowledged by all CHARTER SCHOOL employees as part of their initial employment and again, on an annual basis, as part of on---going training for all CHARTER SCHOOL employees. A copy of this acknowledgement will be placed into each CHARTER SCHOOL employee's personnel folder. In addition, appropriate portions of this policy and related information will be incorporated into on---going CHARTER SCHOOL communications activities (e.g., via the daily bulletin, the school website, the parent newsletter), to underscore the continuing importance that CHARTER SCHOOL places on student/staff interaction.

CONFLICTS OF INTEREST

Adoption

The Board of Directors of Charter School ("Board") hereby adopts this Conflict of Interest Code (the "Code"), which shall apply to all governing board members, candidates for members of the board and all other designated employees of the Charter School.

Designated Employees and Common Directors

"Designated Employees" are those directors, officers and/or employees of Charter School with significant powers delegated to them by the Board, who have a direct or indirect material financial interest in a contract or transaction presented for authorization, approval or ratification to the Board, or a committee thereof.

"Common Directors" are those Directors that sit on the Board of Directors and the board of directors of another corporation with which Charter School is considering entering a contract or transaction.

"Interested Directors" are those Board members, or their family members, compensated by the School for services rendered to it within the previous 12 months, whether as a full--- or part---time employee, independent contractor or otherwise, excluding any reasonable compensation paid to a director as director.

Designated Employee Disclosure

Any Designated Employee shall make a good faith, full disclosure of the material facts relating to the transaction and that person's material financial interest in the transaction prior to the acceptance of the potential contract or transaction. The disclosure must be reflected in the minutes of the meeting of the Board of Directors or a Committee thereof. Such disclosure shall include any known material facts concerning the transaction and the designated employee's interest in the transaction.

Designated Employee Transactions/Contracts

Board Vote

Once the Board has knowledge of the material facts as disclosed by the Designated Employee, the Board may authorize the contract or transaction in good faith by a majority vote sufficient for that purpose, without counting the votes of the Designated Employee(s). (The Designated Employees may be counted in determining whether a quorum is present.)

The following must be confirmed in the affirmative prior to the Board's acceptance of a contract or transaction with a Designated Employee:

- That the transaction is entered into for the benefit of the Charter School;
- That the transaction was fair and reasonable for the Charter School at the time it

- enters into the transaction;
- That after reasonable investigation under the circumstances, the Board determines, in good faith, that the Charter School could not have obtained a more advantageous arrangement with reasonable effort. Documentation of the results of the investigation shall be retained either in the Board minutes and/or in the school's financial files.

Committee Vote

A Committee may approve a transaction or contract involving a Designated Employee if, in addition to findings listed above for a Board Vote, it was not reasonably practicable to obtain full Board approval prior to entering into the transaction or contract. Additionally, the full Board must ratify the transaction or contract at its next board meeting by a majority vote of the Directors then in office without counting the vote of the Designated Employee(s).

Common Director Disclosure

Any Common Director shall make a good faith disclosure regarding that Director's other directorship prior to the acceptance or ratification of the potential contract or transaction involving the Director's other directorship. The disclosure must be reflected in the minutes of the meeting of the Board of Directors or a Committee thereof. Such disclosure shall include the material facts as to the transaction and as to such director's other directorship.

Common Director Transactions/Contracts

Board Vote

Once the Board has knowledge of the material facts as disclosed by the Common Director, the Board may authorize the contract or transaction in good faith by a majority vote sufficient for that purpose, without counting the votes of the Common Director.

No contract or transaction is void or voidable because the Common Director participated in the Board meeting if the required disclosure is made and vote is satisfied; or alternatively, if there is a finding that the contract or transaction was just and reasonable at the time it was authorized.

Committee Vote

A Committee may approve a transaction or contract involving a Common Director by following the procedures listed for the Board above.

Disclosure Statement

At the commencement of an individual's term with the Charter School and at the beginning of each fiscal year, each board member and officer shall complete a Conflict of Interest Disclosure Statement, in the form of the document attached hereto, for review by the Board.

Interested Director

Interested Directors: Not more than 49 percent of the persons serving on the Board of the Charter School may be Interested Directors.

Non---Application of Policy

This policy does not preclude a Director from serving the Charter School in any other capacity, such as an officer, agent, employee, independent contractor, or otherwise, and receiving compensation for those services, so long as the employment is disclosed and the employment or other financial relationship is approved by the Board, without the interested Director participating in the vote.

This policy does not apply to transactions that are part of a public or charitable program of the Charter School if the Charter School approves the transaction in good faith and without unjustified favoritism and results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the public or charitable program.

Conflict of Interest Disclosure Statement

This Conflict of Interest Disclosure Statement is intended to help the charter school's officers and members of the Board of Directors ensure that they are not compromising their ability to act in the charter school's best interest by placing themselves in a position of an actual or potential conflict of interest. Please initial following Item A or Item B, whichever is appropriate, and provide a detailed explanation if you answered Item B (attach additional sheets if necessary). Please review the Conflicts of Interest Policy when completing these items.

Item A: I am not aware of any relationship or interest or situation involving myself or my immediate family or any entity with which I am affiliated that might result in a conflict of interest between me and the charter school.

Initial Here: _____

Item B: There may be relationships or interests or situations involving myself or my immediate family or any entity with which I am affiliated that either currently or is likely to result in a conflict of interest between me and the charter school.

Initial Here: _____

Immediate family is an individual's brother, sister, ancestor, descendant, spouse, brother---in---law, sister---in---law, son---in---law, daughter---in---law, mother---in---law, or father---in---law.

Item C: I am a board member, a committee member, an officer or an employee of the following organization(s) which may present a real or potential conflict:

I have read and understand the charter school's conflicts of interest policy and agree to be bound by it. I will promptly inform the Board of Directors of any material change that develops in the information contained in the foregoing statement.

Typed/Printed Name

Signature

Date

Attachment v.

Advisory body member's resume and professional biography (Section III.B)

There are no Advisory body member's under consideration at this time. Once the Charter is granted and the school is incorporated then Advisory bodies will be formed as needed to increase input and representation of specific groups (Community Advisory Council, special education, English Language Learners, etc.)

Attachment w.
Complaints Procedures (Section III.C)

BOARD GOVERNANCE

Board Policy #11

INTERNAL COMPLAINT PROCEDURES

It is the policy of iLEAD Kauai (the “School”) to maintain a positive and productive working and educational environment where the charter school is compliant with all applicable federal and state laws and regulations. There are some circumstances, however, when employees may take issue with other employees or supervisors or employees or students believe that a violation of federal or state law is occurring in certain educational programs. Employees that have complaints against other employees or supervisors that do not involve complaints of discrimination or harassment or violations of law, are encouraged to first address the issue with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. If, however, the employee does not feel comfortable with this approach or the complaint is made by a student and/or involves harassment, discrimination or other violation of state or federal law under the following programs, the employee or student must use the below identified complaint procedure.

Internal Procedures:

School Level Investigation: Each **Supervisor** has the responsibility to maintain a work place and educational environment free from any form of sexual or other unlawful harassment, discrimination or conduct. Consequently, should **supervisor** become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action will be taken to address and remediate such conduct.

Any employee or student who has experienced or is aware of a situation that is believed to be sexually and/or otherwise unlawfully harassing or otherwise unlawful has a responsibility to report the situation immediately to **the School Director**. If the employee or student is not comfortable contacting them or if that individual is not available, the employee or student should contact **the board president**. A Harassment/Retaliation/Unlawful Conduct Complaint Form may be obtained from **the Office/Business Manager**.

The **School Director** will conduct a prompt investigation and take appropriate corrective action where warranted. Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter. Complaints relating to discrimination, other than employment discrimination, must be filed within six months of the alleged discrimination or when the complainant first obtained knowledge of the alleged discrimination, unless an extension has been obtained from the **Board President or his/her designee**. Such extension by the **School Director** or his/her designee shall be made in writing. The period for filing may be extended by the **School Director** or his/her designee for good cause for a period not to exceed 90 days following the expiration of the six month time period.

Board of Directors Level Investigation:

Claims of discrimination or failure to comply with applicable state and federal laws and regulations: If the employee is not satisfied with the outcome of a school level investigation of a discrimination claim or allegations of failure to comply with applicable state and federal laws and regulations, the employee, in writing, should bring the matter to the attention of the Board President.

If the parties mutually agree, the complainant and the Board of Directors may resolve the matter through mediation or informally before a written complaint is filed. If mediation fails to resolve the matter, or the parties do not agree to mediate the matter, the formal complaint procedure identified below shall be followed.

If the complaint alleges wrongdoing involving discrimination, other than employment discrimination, or claims of failure to comply with applicable state or federal laws or regulations, within 60 days of receipt of the complaint, the **Board President** will complete an investigation where the complainant, his/her representative or both, and representatives of the School, have the opportunity to present the complaint and evidence or information leading to evidence to support the allegations of non-compliance with state or federal laws and/or regulations. The 60 day timeframe may be extended by the written consent of the complainant.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, and result in the dismissal of the complaint because of lack of evidence to support the allegations.

The **Board** shall prepare a written decision, which decision shall contain the following: 1) findings of fact based on the evidence gathered; 2) conclusions of law; 3) disposition of the complaint; 4) the disposition of the complaint; 5) the corrective actions, if any are warranted; 6) notice of the complainant's right to appeal the School's decision to the Department of Education; and 7) the procedures to be followed for initiating an appeal to the Department of Education. Within 60 days of receipt of the complaint, the **School Director** will send a copy of the written decision to the complainant.

Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter. **The School Director** will be knowledgeable of the laws/programs that he/she is assigned to investigate. If the complaint alleges employment discrimination, the Board of Directors will send it to the Department of Fair Employment and Housing (the "DFEH") for investigation as required by law.

Any employee found to have participated in improper harassment will be subject to disciplinary action, up to and including possible dismissal.

External Procedures: Filing a Complaint with the DFEH.

Employees or job applicants who believe that they have experienced unlawful employment discrimination may file a complaint directly with the DFEH. The DFEH serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the DFEH finds sufficient evidence to establish discrimination occurred and settlement efforts fail, the DFEH may file a formal accusation. The accusation will lead to either a public hearing before the Fair Employment and Housing Commission (the "Commission") or a lawsuit filed by the DFEH on behalf of the complaining party.

If the Commission finds that discrimination has occurred, it can order remedies including: fines or damages for emotional distress from each employer or person found to have violated the law; hiring or reinstatement; back pay or promotion; changes in the policies or practices of the involved employer.

Employees can also pursue the matter through a private lawsuit in civil court after a complaint has been filed with the DFEH and a Right to Sue Notice has been issued.

Retaliation Policy

It is in violation of the School's policy for the School or any employee to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment decisions, fail to treat impartially in the context of any recommendations for subsequent employment that the School may make, adversely affect working conditions or otherwise deny any employment benefit to an individual because that individual has opposed practices prohibited by law or has filed a complaint, testified, assisted or participated in any manner in an investigation, proceeding or hearing conducted by the Commission or DFEH or their staff. Any employee retaliating against another employee, applicant or student will be disciplined, up to and including termination.

Examples of protected activities under the School's retaliation policy include seeking advice from the DFEH or Commission; filing a complaint with the DFEH or Commission, irrespective of whether the complaint is actually sustained; opposing employment practices the employee reasonably believes to exist and believes to be a violation of the law; participating in an activity that is perceived by the School as opposition to discrimination, whether or not so intended by the employee expressing the opposition; participating in the proceeding of a local human rights or civil rights agency on a legal basis.

Nothing in this policy shall be construed to prevent the School from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an applicant or employee were either disruptive or otherwise detrimental to legitimate business interests so as to justify the denial of an employment benefit.

Adopted:

Amended:

Attachment x.
Staffing Chart Template (Section III.D)

Elementary School Staffing Model and Rollout

Title	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	Capacity 2020
School Director	1	1	1	1	1	1
Assistant School Director						
Add'l School Leadership Position 1 (Operations Director)			1	1	1	1
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)	8	11	14	16	17	18
Classroom Teachers (Specials)	.25	1.25	2	2	2	4
Student Support Position 1 (health aide/nurse)		.5	.75	1	1	1
Student Support Position 2 [school psych]	.5*	.5*	.5*	1*	1*	1*
Specialized School Staff 1 (Ed Specialist Sped)	1*	1*	1.5*	2*	2*	2*
Specialized School Staff 2 (Speech/Lang Sped)	.5*	.5*	.5*	1*	1*	1*
Teacher Aides and Assistants	3	5	7	9	11	15
School Operations Support Staff	2	2	3	3	3	4
Total FTEs	16.25	22.75	31.25	37	40	48

* "District" provided/funded services

Attachment y.
Personnel policies or employee manual (Section III.E.1)

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iLEAD Kauai Charter School
Employee Handbook

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I. Introduction

This Handbook summarizes the iLEAD Schools (hereinafter referred to as "School" or "Company") personnel policies applicable to all employees. Please review these policies carefully. If you have any questions about the policies outlined in this Handbook, or if you have any other personnel related questions, whether related to policies specifically addressed in this Handbook, please consult the School Director, the Executive Directors or their designee(s) ("Administration").

This Handbook is intended only as a guide to the School's personnel policies, outlining and highlighting those policies and practices. It is not intended to create any expectations of continued employment, or an employment contract, express or implied. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein.

With the exception of the at-will employment status of its employees, the School reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice

(including, but not limited to, areas involving hiring policies and procedures, general work place policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice to you. Only the Board of Directors may alter the at---will employment status of any of the School's employees as set forth below. Once you have reviewed this Handbook, please sign the two employee acknowledgement forms at the end of this Handbook, keep one for your files and provide the other to the Administration. This signed acknowledgement demonstrates to the School that you have read, understand and agree to comply with the policies outlined in the Handbook.

iLead Kauai Charter School Personnel Policies

I. HIRING POLICIES AND PROCEDURES

Equal Employment Opportunity Policy

The School is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunities to all qualified individuals without regard to race, creed, color, religion, national origin, ethnicity, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees. Furthermore, the School prohibits all unlawful discrimination against any employee or applicant for employment in its programs or activities based on race, color, religion, sex, gender, ethnic group identification, age, national origin, ancestry, genetic characteristics, mental or physical disability, marital status, sexual orientation or other category protected by law. The school will not discriminate on the basis of gender in compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. 1641, 34 C.F.R. 106.9).

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

In order to perform the essential functions of the job, any applicant or employee requiring an accommodation must contact the Executive Director and request such an accommodation.

Hiring Procedures

A job description will be created for each open position for which the school intends to hire that details the responsibilities of the position and the absolute and preferred qualifications of candidate sought for the position. The job description and/or the content contained within will be disseminated widely via the media most appropriate for identifying the type of candidate sought, which may include newspapers, websites, job posting boards or newsletters. Candidates will be required to complete and submit a written application designed by the

School as well as a current resume. The application packages will be screened for completeness and meeting basic criteria.

Remaining candidates will participate in a phone interview using a standardized protocol for each position. From this pool promising candidates will be identified for in-person interviews. Candidates for instructional positions will be asked to submit a lesson plan focused on a standard selected by the School and implement it through a demonstration lesson. Candidates may be allowed to submit video of their instruction in lieu of the demonstration lesson. Candidates may also be asked to complete writing or other tasks to demonstrate skills and knowledge appropriate for the position.

Desired candidates will receive an offer letter offering at-will employment, which does connote a contract, and will be asked to sign and return it to indicate their acceptance of the position at the School. The School will complete reference and background checks and conduct a basic Internet search on each candidate before they may begin work at the School.

Responsibilities and Qualifications

Executive Director: The leader of the school is the Executive Director who reports directly to the Board of Trustees. The responsibilities and qualifications of the Executive Director are:

Responsibilities

- Ultimately accountable for all aspects of the school and judiciously delegating responsibilities as needed.
- Hiring/termination/promotional decisions
- Conducting management evaluations and finalizing all staff evaluations
- Overseeing the operational functions of the school, including facilities, food services and transportation

- Establishing safety plan and emergency procedures
- Compliance with all applicable federal, state, and SUNY regulations
- Budget planning and financial oversight
- Monitoring Attainment of mission and charter agreement
- Strategic planning
- Timely reporting to the Board and responding to Board requests

Qualifications

- Commitment to the school mission and model
- At least five years of executive management experience
- Excellent leadership and interpersonal skills
- Demonstrated success in raising urban student achievement
- High expectations for themselves, staff and students
- Experience hiring, managing and evaluating employees
- High level of organization and resourcefulness necessary for start-up environment
- Exemplary communication skills and sophisticated analytical analysis
- Strong recommendations from prior employers, colleagues and employees
- Successfully co-founding and/or serving in a leadership position in a private or charter school (preferred)

Principal: The Principal is the primary administrator of the charter school's instructional program. In this role, the Principal must possess both the leadership skills and academic competencies to effectively operate a high quality educational program. The Principal will possess the following qualifications:

Leadership Competence

- The ability to articulate and support the philosophy and direction of the iLEAD academic program
- The ability to implement program initiatives through appropriate professional development for staff
- The ability to lead effectively within a team environment
- The ability to communicate effectively with staff, students, parents, community, private partners and outside agencies to better meet the needs of the students in the school
- The ability to use appropriate communication tools, especially current technologies
- The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation
- The ability to implement a shared decision-making process agreed upon by all stakeholders
- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission and goals for the school
- The ability to make informed, objective judgments
- The ability to work with all staff to create an effective staff development plan for all staff
- The ability to maintain and promote confidentiality as the norm under which the school operates
- The desire and ability to engage in continuing education and skills upgrading

Administrative Competence

- The ability to create and maintain a safe, orderly, positive and effective learning environment
- The ability to annually evaluate the performance of all school-based staff
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records
- The ability to work well with the school governing board
- The ability to create and maintain a climate of respect and fairness for all staff and students.

Overall Qualifications (Desired/Preferred but not required)

- Professional Administrative Credential and/or Masters Degree in Education or equivalent
- At least five years experience in the education field
- Management, administrative and instructional expertise
- Curriculum implementation expertise
- Experience with school budgets
- Willingness to learn about charter school leadership

Teachers: At iLEAD teachers are responsible for overseeing the students' academic progress through quality instruction and assessment. They report to the Principal and their responsibilities include:

Qualifications

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student.
- Knowledge and experience with standards---based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used to authentically assess a student's progress in a standards---based system.
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies, including providing a differentiated curriculum, challenging goals and effective feedback, differentiated instruction, and backward mapping, among others.
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning.
- Outstanding classroom facilitation skills.
- Belief in our mission that all students will learn and successfully master the content and skills necessary for advanced post---secondary education.
- Willingness to work as a vital part of the iLEAD team to ensure continuous improvement for students, staff and iLEAD community as a whole.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Love of students, enthusiasm for teaching, the belief that each student can and will succeed and the willingness to do what it takes to make that happen.
- Desire and ability to engage in continuing education, staff development and skill upgrading.
- Willingness to be involved in committees and task forces to support the school's mission.

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- Must have an ability to facilitate and articulate a shared vision of academic excellence for the school community and create and maintain the support structures necessary to achieve the vision.

- Demonstrated entrepreneurial thinking and strategic vision.
- Positive references from most recent employment and/or college or graduate school.

The iLEAD may employ or retain non---certificated instructional staff in cases where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the capacity to work successfully in an instructional role.

Teacher Assistants: In the early elementary grades Teacher Assistants are paired with classroom teachers; in upper grades they are typically assigned to a grade. Teacher Assistants report to the Principal and are responsible for the following:

Instructional Support

- Assisting with circle time (i.e. weather, story, calendar, songs)
- Assisting children with cutting, gluing, painting, etc.
- Reading stories to children
- Providing small group and one---on---one instruction
- Assisting with writing skills exercises
- Providing instruction in use of computers
- Assisting children with one---on---one interaction and modeling
- Assisting with field trip activities
- Assisting with assemblies and other special functions
- Filing necessary documents and notes
- Assisting the teacher with preparation of instructional materials
- Grading papers and recording scores (as assigned by teacher)
- Administering tests (as assigned by teacher)
- Performing whatever tasks the teacher requires
- Maintaining strict confidentiality at all times
- Monitor and assist with student behavior management by:
 - o Assisting in identification of student---related behavior problems
 - o Implementing behavior modifications as directed by classroom teacher
 - o Implementing and directing building safety and discipline procedures
- Maintaining student record confidentiality
- Communicating with other staff as directly appropriate regarding behavior issues
- Ensuring students adhere to school rules in the hallway and multipurpose room

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Behavior Management

- Monitoring and directing student traffic in the hallways and multipurpose room
- Escorting children into proper classrooms
- Identifying students who are out of compliance with dress code and taking the necessary steps to correct violation
- Directing tardy students to the office to obtain a pass
- Monitor and provide positive discipline as necessary by:
 - o Supervising playground activity
 - o Supervising students in the lunchroom
 - o Providing discipline for any behavioral issues firmly but positively
 - o Assisting the teacher with any discipline problems

Logistical Support

- Arranging chairs and other classroom furniture
- Readyng classroom supplies, i.e. cutting, laminating, copying
- Setting up classroom for special activities including:
 - o Circle/Calendar time
 - o Snack time

- Preparing supplies for art activities (i.e. paint, glue, paper, etc.)
- Decorating bulletin boards
- Changing children's artwork
- Decorating rooms according to season or upcoming holiday
- Organizing classroom supplies
- Helping children remove and hang up coats, backpacks, etc.
- Maintain positive communication between parents and school by:
 - o Checking book bags for notes or any parent---to---school communication (i.e. lunch money, permission slips, book orders, progress reports, etc.)
 - o Placing school announcements, notices, completed projects, etc., into children's homework folders/Friday folders
- Delivering notes/paperwork to school office
- Preparing and distributing correspondence (ex: newsletters, updates, supply requests, etc.) to parents and other teachers
- Taking attendance
- Assist parent volunteers in the classroom, as assigned
- Ensuring children wash hands after bathroom breaks, before lunch, and before snack
- Escorting students to designated areas throughout the school for activities
- Accompanying students during fire drills
- Assisting the teacher during lockdowns
- Disinfecting equipment periodically
- Cleaning equipment for summer storage

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- Preparing the room for next day, including cleaning cubbies, moving furniture back to normal position, straightening books, and pushing in chairs

Professionalism

- Demonstrating a professional and flexible attitude/rapport with other staff members
- Participating in all school---wide activities, meetings, conferences, etc.
- Checking e---mail and mailbox daily
- Attending in---service training, as assigned

Business Manager: The Business Manager reports to the Executive Director and is the primary manager of the charter school's business program. In this role, the Business Manager must possess both the leadership skills and management competencies to effectively operate a high quality educational program. The School/Business Manager will possess the following qualifications:

Leadership Competence

- The ability to articulate and support the philosophy and direction of the iLEAD philosophy/program
- The ability to implement program initiatives through appropriate professional development for staff

- The ability to lead effectively within a team environment
- The ability to communicate effectively with staff, students, parents, community, private partners and outside agencies to better meet the needs of the students in the school
- The ability to use appropriate communication tools, especially current technologies
- The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation
- The ability to implement a shared decision---making process agreed upon by all stakeholders
- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission and goals for the school
- The ability to make informed, objective judgments
- The ability to work with all staff to create an effective, orderly and safe environment for all students and staff
- The ability to maintain and promote confidentiality as the norm under which the school operates
- The desire and ability to engage in continuing education and skills upgrading

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Administrative Competence

- The ability to create and maintain a safe, orderly, positive and effective learning environment
- The ability to annually evaluate the performance of all non---certificated staff
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records
- The ability to work well with the school governing board
- The ability to create and maintain a climate of respect and fairness for all staff and students.
- The ability to oversee all accounting (A/P, A/R, payroll, bookkeeping and reporting) of the Charter School
- The ability to monitor the Charter School's budget
- The ability to administer school site contracts (i.e. copier, telephone)
- The ability to coordinate insurance (Worker's Compensation and personnel benefits program)
- The ability to coordinate marketing, advertisement, school recruitment and information services

Minimum Qualifications:

- Bachelor's Degree in a related field; preferably business administration or accounting, or a MA in School Administration
- Five to seven years accounting or business/school manager work experience; preferably in an educational setting

Knowledge, Ability & Skills:

- Strong organizational skills and attention to detail

- A passion for producing exceptional, high quality work and for ongoing personal learning and development
- Proficiency in Microsoft Office applications, and the Windows operating system.

Office Manager: The Office Manager at iLEAD reports to the Business Manager and is expected to:

- Manage and maintain the office professionally
- Greet English and Spanish speaking parents, students and other staff members
- Schedule appointments with the school administrator(s)
- Develop or expand professional letters in English and Spanish for distribution to parents and staff

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- Perform general office duties including filing, copying, faxing, and answering phone calls
- Receive and organize daily mail for the school administrators
- Enroll any new---hire employees into the appropriate insurance groups
- Prepare all necessary agendas and information for meetings and other information as deemed necessary by the school administration
- Coordinate the collection and reporting of data to the California Department of Education with the school administrator(s)
- Assist the school administration with any projects or special assignments as requested

Minimum Qualifications:

- Prefer an Associate Degree or better
- Two years experience, preferably in a school setting

Knowledge, Ability & Skills:

- Knowledge of educational systems
- Proficient in Microsoft Word and Excel
- Ability to use office machines proficiently
- Ability to compose communications from the leadership staff
- Ability to handle scheduling responsibilities and filing duties.

At---Will Employment

iLead Kauai is an at---will employer. The School and the employee may terminate their relationship at any time, for any reason, with or without cause, and with or without notice. Nothing contained in employment applications, staff manuals, School memoranda or other materials provided to any employee in connection with his/her employment shall require the School to have "cause" or reason to terminate an employee or otherwise restrict the School's right to terminate an employee at any time for any reason. No School representative is authorized to modify this policy for any employee, unless in writing, signed by both the Executive Director and approved in writing by the Board of Trustees.

Immigration Compliance

The School does not discriminate against any individual because of his or her national origin, citizenship or intent to become a U.S. citizen in compliance with the Immigration Reform and Control Act of 1986. It is, however, the policy of the School to only employ those individuals that are authorized to work in the United States. In furtherance thereof, the School requires each prospective employee to provide documents verifying

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his or her identity and authorization to be legally employed in the United States. The employee will also be required to sign a legal verification attesting to her/his authorization to be legally employed in the United States.

Employee Classification

The School's employees are classified in the following categories: Exempt, non---exempt, and full---time, part---time or temporary.

- Exempt: Exempt employees are those employees with job assignments that meet exemption tests under state and federal law making them exempt from overtime pay requirements. Exempt employees are compensated on a salary basis, not pursuant to overtime pay requirements.
- Non---Exempt: Non---exempt employees are those employees with job assignments that do not meet exemption tests under state or federal law. Thus, these employees are paid overtime wages for authorized overtime worked in accordance with the law.
- Full Time: Full time employees are those employees who are scheduled to work at least forty (40) hours in a week.
- Part Time: Part time employees are those employees who are scheduled to work under forty (40) hours in a week.
- Temporary: Temporary employees are those employees who are hired for a limited time period, or for a specific project, and usually are not employed more than 10 months.

Part time and temporary employees are not entitled to benefits provided by the School. Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of the School and are not eligible for benefits provided by the School.

Introductory Period

The first ninety days of employment for every new employee, irrespective of classification, is considered an introductory period. During this introductory period, employees will not be eligible for or accrue any benefits. This period is intended to serve as a time for employees and the School to determine whether further employment with the School is desired. The School may, in its discretion, evaluate

performance, either formally or informally, at the end of this introductory period. In its sole and complete discretion, the School may extend the duration of the introductory period. The introductory period does not change the at---will status of the School's employees.

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Relationships Between Employees

While the School's policies do not permit discrimination based on an individual's marital status, the individual's relations to another School employee or his or her lawful off duty conduct, some situations can create conflicts of interest requiring the School to take the employee's relationship with another employee into account.

An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and situations of favoritism.

A supervisor should avoid forming special social relationships or dating employees under his or her direct supervision, or with other employees that would create actual or perceived conflicts of interest and situations of favoritism. If such relationship arises, both employees should notify the School so that appropriate measures can be taken to prevent conflicts of interest or favoritism.

The School reserves the right to take appropriate action if employee relationships interfere with the safety, morale or security of the School, or if the relationships create an actual or perceived conflict of interest of favoritism.

Certification of Instructional Staff

Teachers will be expected to be certified/credentialed. Staff who are required to meet state and federal certification, expertise, and related requirements, e.g., special education certification, must maintain such qualifications as a condition of employment at the School. Teachers in non---core subject areas may be exempt from certification/credentialing.

Criminal Background Checks

All new employees must be fingerprinted and successfully clear a criminal background check before the employee's first day of employment at the School. The background check is administered by the State Education Department, which will notify the School when applicants for employment are cleared to begin work. In some cases, the Department will issue a conditional appointment where state records show no basis for denial of employment but where the FBI record is delayed. In rare cases, when an emergency vacancy occurs, the School may also issue an emergency conditional appointment. In the case of any such conditional appointment, measures will be taken to ensure that the conditionally appointed employee is supervised on a regular basis to ensure the safety of students.

Consultants who are either independent contractors or agents of a company who have

unsupervised access to students and whose work involves spending time in the school

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also must be fingerprinted and have a criminal background check. Classroom volunteers who have a consistent, regular presence in the school and who work with children in an unsupervised capacity must undergo fingerprinting and criminal background checks as well. It is not the policy of the School to require fingerprinting and background checks on parent classroom volunteers for general community activities with children, so long as they do not have consistent, regular, unsupervised access to students.

II. GENERAL WORKPLACE POLICIES

Prohibition of Harassment and Protection Against Retaliation Policy

The School is committed to providing a workplace and educational environment free of sexual harassment, as well as harassment based on such factors as race, religion, creed, color, ethnicity, national origin, ancestry, age, medical condition, marital status, sex, sexual orientation, citizenship status, disability or any other category protected by law. The School will not condone or tolerate harassment of any type by any employee, whether supervisory or co---employee, against an employee, third party vendor or student. The School also does not condone or tolerate harassment of its employees by any third parties or students. The School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. The School will take all reasonable steps to prevent discrimination and unlawful harassment from occurring.

Definition of Harassment: Harassment includes verbal, physical or visual conduct that creates an intimidating, offensive or hostile working or educational environment or that unreasonably interferes with job performance. Verbal harassment includes, but is not limited to, epithets, derogatory comments or slurs based on a protected category. Physical harassment includes, but is not limited to, assault, impeding or blocking movement or any physical interference with normal work or movement, when directed at a legally protected individual. Visual harassment includes, but is not limited to, derogatory posters, cartoons or drawings on a basis protected by law.

Definition of Sexual Harassment: Federal law defines sexual harassment as unwelcome sexual conduct that is a term or condition of employment. The Equal Employment Opportunity Commission's Guidelines define two types of sexual harassment: "quid pro quo" and "hostile environment." "Unwelcome" sexual conduct constitutes sexual harassment when "submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment." "Quid pro quo harassment" occurs when "submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual." A "hostile environment" claim for harassment occurs when discrimination based on sex has created a hostile or abusive work environment.

Sexual harassment occurs where a term of employment (i.e., compensation) or in terms, conditions or privileges of employment, academic status or progress (i.e., a student's grades or promotion to the next grade) is explicitly or implicitly conditioned upon submission to unwelcome sexual advances, as more fully described below. Sexual harassment also occurs where the submission to, or rejection of, the conduct by the individual is used as the basis of academic or employment decisions affecting the individual. Additionally, sexual harassment occurs where harassment (unwanted sexual advances, visual, verbal or physical conduct of a sexual nature) is sufficiently severe, persistent, pervasive or objectively offensive so as to alter the conditions of employment and create an abusive or hostile educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity. Sexual harassment occurs where the conduct has the purpose or effect of having a negative impact on the individual's academic performance, work or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. Finally, sexual harassment occurs where submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through the School.

The educational environment includes, but is not limited to, the School's campus or grounds, the properties controlled or owned by the School and off---campus, if such activity is School sponsored or is conducted by organizations sponsored by or under the jurisdiction of the School.

The following are examples of offensive behavior:

- Unwanted sexual advances, flirtations, touching or requests for sexual favors;
- Verbal abuse of a sexual nature;
- Graphic or suggestive comments about dress or body and the sexual uses to which it could be put;
- Unwarranted graphic discussion of sexual acts.
- Sexually degrading words;
- Suggestive or obscene letters, notes or invitations;
- Verbal harassment including, but not limited to, unwelcome epithets, jokes, derogatory comments, or slurs of a sexual nature, or sexually degrading words used to describe a person;
- Physical harassment including, but not limited to, assault, impeding or blocking movement or any physical interference with normal work or school activities or movement, when done because of your sex;
- Visual harassment including, but not limited to, leering, making sexual or obscene gestures, displaying sexually explicit or derogatory posters, cartoons or drawings, or computer---generated images of a sexual nature;
- Making or threatening retaliatory action after receiving a negative response to

sexual advances.

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What to do if Sexual and Other Unlawful Harassment Occurs

School Level Investigation: The Executive Director has the responsibility to maintain a work place and educational environment free from any form of sexual or other unlawful harassment. Consequently, should the Executive Director become aware of any conduct that may constitute sexual harassment, discrimination or other prohibited behavior, immediate action will be taken to address and remediate such conduct.

Any employee who has experienced or is aware of a situation that is believed to be sexually or otherwise unlawfully harassing has a responsibility to report the situation immediately to the Executive Director. If the employee is not comfortable contacting the Executive Director or if that individual is not available, the employee should contact the Chair of the Board of Trustees. A Harassment Complaint Form may be obtained from the Executive Director. The Executive Director will conduct a prompt investigation and take appropriate corrective action where warranted. Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter. Complaints relating to discrimination other than employment discrimination must be filed within six months of the alleged discrimination or when the complainant first obtained knowledge of the alleged discrimination, unless an extension has been obtained from the Chair of the Board of Trustees or his/her designee. Such extension by the Chair of the Board of Trustees or his/her designee shall be made in writing. The period for filing may be extended by the Chair of the Board of Trustees or his/her designee for good cause for a period not to exceed 90 days following the expiration of the six month time period. The Executive Director shall respond immediately upon a receipt for extension.

Board of Trustees Level Investigation: If the employee is not satisfied with the outcome of the school level investigation, the employee, in writing, should bring the matter to the attention the Board of Trustees of the iLEAD Kauai Charter School. If the parties mutually agree, the complainant and the Board of Trustees may resolve the matter through mediation or informally before a written complaint is filed. If mediation fails to resolve the matter, or the parties do not agree to mediate the matter, the formal complaint procedure identified below shall be followed.

If the complaint alleges wrongdoing involving discrimination, other than employment discrimination, or claims of failure to comply with applicable state or federal laws or regulations, within 60 days of receipt of the complaint, the Executive Director will complete an investigation where the complainant, his/her representative or both, and representatives of the School, have the opportunity to present the complaint and evidence or information leading to evidence to support the allegations of non--- compliance with state or federal laws and/or regulations. The 60 day timeframe may be extended by the written consent of the complainant.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegations.

The Executive Director shall prepare a written decision, which shall contain the following: 1) findings of fact based on the evidence gathered; 2) conclusions of law; 3) disposition of the complaint; 4) the corrective actions, if any are warranted; 5) notice of the complainant's right to appeal the School's decision to the SUNY Charter Schools Institute; and 6) the procedures to be followed for initiating an appeal. Within 60 days of receipt of the complaint, the Executive Director will send a copy of the written decision to the complainant.

Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter. The Executive Director will be knowledgeable of the laws/programs that he/she is assigned to investigate. If the complaint alleges employment discrimination, the School will send it to the Department of Fair Employment and Housing (the "Department") for investigation as required by law.

Any employee found to have participated in improper harassment will be subject to disciplinary action, up to and including possible dismissal.

Retaliation Policy

It is in violation of the School's policy for the School or any employee to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment decisions, fail to treat impartially in the context of any recommendations for subsequent employment that the School may make, adversely affect working conditions or otherwise deny any employment benefit to or take actions that are materially adverse against an individual because that individual has opposed practices prohibited by law or has filed a complaint, testified, assisted or participated in any manner in an investigation, proceeding or hearing conducted by the SUNY Charter Schools Institute or SUNY Board of Trustees of their staff. Any employee retaliating against another employee, applicant or student will be disciplined, up to and including termination.

Examples of protected activities under the School's retaliation policy include seeking advice from the SUNY Charter Schools Institute; filing a complaint with the SUNY Charter Schools Institute or SUNY Board of Trustees, irrespective of whether the complaint is actually sustained; opposing employment practices the employee reasonably believes to exist and believes to be a violation of the law; participating in an activity that is perceived by the School as opposition to discrimination, whether or not so intended

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by the employee expressing the opposition; participating in the proceeding of a local human rights or civil rights agency on a legal basis.

Nothing in this policy shall be construed to prevent the School from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an applicant or employee were either disruptive or otherwise detrimental to legitimate business interests so as to justify the denial of an employment benefit.

Workplace Violence

The School takes the safety and security of its employees seriously. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. Employees should notify the Executive Director about restraining orders that could affect employee or workplace safety. They should report any act or threat of violence immediately to the Executive Director.

Open Door Policy

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes employee questions, suggestions or complaints relating to their job, conditions of employment, the School or the treatment they are receiving. Other than in situations involving harassment (as outlined and described above), employees should contact their supervisor or the Executive Director with their questions or concerns. If the situation is not resolved to your satisfaction, they should contact the Chair of the Board of Trustees, preferably in writing, who will further investigate the issue.

Drug Free Workplace

Pursuant to the requirements of the Drug Free Workplace Act of 1988 and the Drug Free Schools and Communities Act of 1986 and its 1989 Amendments, it is the policy of the School to provide an alcohol and drug-free workplace.

The unlawful manufacture, distribution, dispensing, possession or use, or being under the influence of any alcoholic beverage or controlled substance during working hours, including lunch and break periods, in the presence of pupils or on School property at any time (as defined in United States Code, Title 21, 812), is prohibited in the workplace, which includes all facilities under the control and use of the School.

Engaging in any of the activities above shall be considered a violation of School policy and the violator will be subject to discipline, up to and including termination. The School complies with all federal and state laws and regulations regarding drug use while on the job.

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Smoking

All School buildings and facilities are non---smoking facilities.

Health, Safety and Security Policies

The School is committed to providing and maintaining a healthy and safe work environment for all employees. Employees are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. They are required to immediately report to their supervisor any potential health or safety hazards and all injuries or accidents.

The School has also developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances, exits and service areas. Report any suspicious persons or activities to security personnel or to your supervisor. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your workstation that may be accessible. You should immediately notify your supervisor when keys are missing or if security access codes, identification materials, or passes have been breached. The security of the facilities, as well as the welfare of our employees, depends upon the alertness and sensitivity of every individual.

Company Property Inspections

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. In accordance with these policies, all School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee. School property includes all desks, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other storage devices.

The School also reserves the right to inspect any vehicle, its trunk, glove compartment or any container therein that is parked on the School property or premises. The School reserves the right to deny entry to any person who refuses to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

Soliciting/Conducting Personal Business While on Duty

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Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on---duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against the School's policy if it interferes with access to facility premises, if it results in litter or is conducted in areas where other

employees are working. Solicitation during non---work time, e.g., paid breaks, lunch periods or other such non---work periods, is permissible. Entry on the School premises by non---employees is not permitted, unless related to official School business. Solicitation or distribution of written materials by non---employees is strictly prohibited.

Use of Company Communication Equipment and Technology

All School owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of the School and are provided to the employee to carry out business on behalf of the School, unless previously authorized for non---business use. Employees have no expectation of privacy in any communications made using School owned equipment and technology. Communications (including any attached message or data) made using School owned communications equipment and technology are subject to review, inspection and monitoring by the School.

Passwords used in connection with the School's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized School employees. Therefore, employees are required to provide to the Executive Director all passwords used in connection with the School's communications equipment and technology any time the employee's passwords are created or change. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

All employees using the internet through the School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright. Employees are not permitted to use the School's communications equipment and technology to view visual images that are obscene, child pornography and/or images harmful to minors.

The e---mail system and internet access is not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national

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origin, gender, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted. The e---mail system and internet access is not to be used in any manner that is against the policies of the School, contrary to the best interest of the School or for personal gain or profit of the employee against the interests of the School.

Employees must not use the School's communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students.

Employees should not attempt to gain access to another employee's email files or voicemail messages without the latter's express permission. Each employee is responsible for the content of the messages sent out using his/her School issued equipment. It is strictly prohibited to use another employee's computer to send messages to create the appearance that they are from that employee, unless that employee expressly authorizes such use.

Employee Blogs

If an employee decides to keep a personal blog that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be adhered to;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation

The School reserves the right to take disciplinary action against any employee whose blog violates this or other School policies.

Participation in Recreational or Social Activities

Employees may participate in activities sponsored by or supported by the School.

Participation in such activities is strictly voluntary. As such, employees have no obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and the School disclaims any and all

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liability arising out of the employee's participation in these activities.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee.

Employees are expected to keep the Executive Director advised of changes that should be reflected in their personnel file. Such changes include: change in name, address,

telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

Employees have the right to inspect certain documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. No copies of documents in the file may be made with the exception of documents they have previously signed. Employees have the right to add comments to any document added to their personnel file as long as it is done in a timely manner (within ten days). A request for information contained in the personnel file must be directed to the Executive Director.

The School will restrict disclosure of personnel files to authorized individuals within the School. Only the Executive Director is authorized to release information about current or former employees. The School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

III. HOURS OF WORK, OVERTIME AND ATTENDANCE

Schedules

The School's normal working hours are from 7:30 a.m. – 4:30 p.m., Monday through Friday. Each year the School will public a calendar indicating which days teachers and students are expected to be at school.

Overtime

The School follows all federal and state laws regarding the payment of overtime wages by compensating all non---exempt employees for overtime hours worked. For purposes of overtime calculations for non---exempt employees, the School's workweek begins on Monday and ends the following Sunday. The workday begins at midnight and ends the following day at 11:59 p.m. You will be informed when you are required to work overtime hours. The Executive Director must preauthorize all overtime hours worked in writing.

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Only those hours that are actually worked are counted to determine an employee's overtime pay. Compensated holidays, for example, are not hours worked and are therefore not counted in overtime calculations.

Work Breaks

School employees are allowed one 30 minute unpaid meal break each workday where the employee works more than six (6) hours in one day. Employees are not allowed to work more than five (5) hours in one period without taking a meal break, unless the employee does not work more than six (6) hours in one day. An employee whose work is complete in six (6) hours may waive the meal period by completing the meal waiver

request form and submitting it to the Executive Director.

Pay Days

Paydays are scheduled on the last day of each month. Each paycheck will include earnings for all reported work performed through the end of the payroll period. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay on the next day of work after the day(s) off.

You should promptly notify the Business Manager if you have a question regarding the calculations of your paycheck; any corrections will be noted and will be processed in a special payroll run.

Payroll Withholdings

The School is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

- Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
- State Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
- Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
- State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from your paycheck is explained on your check voucher.

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You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Business Manager.

All Federal, State and Social Security taxes will be automatically deducted from paychecks. The Federal Withholding Tax deduction is determined by the employee's W-4 form, which should be completed upon hire. It is the employee's responsibility to report any changes in filing status to the Business Manager. It is also the employee's responsibility to fill out a new W-4 form if his/her filing status changes.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages. The School offers programs and benefits beyond those required by law. Employees who wish to participate in these programs may voluntarily authorize deductions from their paychecks.

Attendance Policy

Employees are expected to adhere to regular attendance and to be punctual. If you find it necessary to be absent or late, you are expected to arrange it in advance with the Executive Director. If it is not possible to arrange your absence or tardiness in advance, you must notify the Executive Director no later than one-half hour before the start of your workday. If you are a teacher, you are also responsible for contacting the office to ensure they arrange for a qualified substitute. If you are absent from work longer than one day, you are expected to keep the Executive Director sufficiently informed of your situation.

Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including termination. An absence or tardiness without notification to the Executive Director will lead to disciplinary action, up to and including termination. If you fail to come to work for three consecutive work days without authorization and the school is unable to reach you, the School will presume that you have voluntarily terminated your position with the School at the close of business of the third missed day.

Time Records

Time records must be accurately kept reflecting all regular hours and overtime hours worked and meal periods taken by non-exempt employees. Time records must be signed by employees, verifying and attesting to the truth of the information contained therein. All absences, tardies and overtime must be accurately reflected on the time record.

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Mandatory Training and Meetings

The School will pay non-exempt employees for attendance at mandatory trainings, lectures and meetings outside of regular working hours only in the following circumstances:

1. Your present working conditions or your continuation of employment is not adversely affected by nonattendance;
2. The course, meeting or lecture is not directly related to your job, meaning it is not designed to make you handle your job more effectively (as distinguished from training you for another job or to a new or additional skill); or
3. You do not perform any productive work during such attendance.

All mandatory trainings, lectures and meetings will be identified as such. The School will not pay non-exempt employees for attendance at voluntary trainings. All non-exempt employees must accurately reflect attendance at all mandatory trainings, lectures and meetings outside of regular working hours on their time records.

IV. STANDARDS OF CONDUCT

Personal Appearance

Employees are expected to wear clothes that are neat, clean and professional while on duty. Employees are expected to appear well groomed and appear within professionally accepted standards suitable for the employee's position. The Executive Director will inform you of any specific dress requirements for your position.

Prohibited Conduct

The School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. The following is a list of conduct that is prohibited by the School. This list is not exhaustive and is intended only to provide you with examples of the type of conduct that will not be tolerated by the School. The specification of this list of conduct in no way alters the at-will employment relationship the employee has with the School.

- Unexcused absence and/or lack of punctuality
- Release of confidential information without authorization

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- Possession of or reporting to work while under the influence of alcohol or illegal drugs and controlled substances
- Theft or embezzlement
- Willful destruction of property
- Conviction of a felony or conviction of a misdemeanor making the employee unfit for the position
- Falsification, fraud or omission of pertinent information when applying for a position
- Any willful act that endangers the safety, health or wellbeing of another individual
- Horseplay
- Any act of sufficient magnitude to cause disruption of work or gross discredit to the school
- Misuse of School property or funds
- Possession of firearms, or any other dangerous weapon, while acting within the course of School of your employment with the School
- Acts of discrimination or illegal harassment based on gender, ethnicity or any other basis protected by state or federal law
- Failure to comply with the School's safety procedures
- Insubordination
- Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School
- Violations of federal, state or local laws affecting the organization or your employment with the organization
- Unacceptable job performance

- Dishonesty
- Failure to keep a required license, certification or permit current and in good standing
- Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record
- Unreported absence of any three consecutively scheduled workdays
- Unauthorized use of School equipment, materials, time or property
- Working unauthorized overtime or refusing to work assigned overtime
- Abuse of sick leave

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- Sleeping or malingering on the job

Confidential Information

All information relating to students, including schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations that he or she believes may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to the Executive Director, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest shall constitute grounds for disciplinary action.

Child Neglect and Abuse Reporting

All employees of the School are mandated to report suspected child abuse or neglect. One need not be certain that a child is being abused; they need only to suspect abuse or neglect in order to report it. The following examples of “Red Flags” should be reported to the Social Worker immediately:

- A child who talks about wanting to hurt or kill him or herself.
- Any injury, mark or bruise that looks concerning and for which there is no viable explanation. Note: only one adult should ask the child how the injury occurred. Avoid excessive questioning. If you prefer, you may ask the social worker to do the questioning.
- A child who complains that he/she cannot sit down because they have been spanked.
- Inappropriate sexualized behavior, either acting out or knowledge that is not age

appropriate.

- A child who expresses fear or concern about going home, or about someone in his / her home or about something happening at home.

Any employee who suspects that a child is being abused or maltreated you should contact the Social Worker or Executive Director in person as well as provide them with

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written documentation by using the Confidential Report of an Allegation of Child Abuse. Once this is completed it is every employee's responsibility to report the suspicion to the Association of Children's Services (ASC) with consultation of the Executive Director and/or the Social Worker. Employees should not let a child who they suspect may be a victim of abuse leave school at the end of the day without first talking to the Executive Director or the Social Worker. In addition, all employees are required to report any allegations of child abuse in an educational setting to the Executive Director. The term educational setting means the building and grounds of any school as well as vehicles used to transport students to and from school, field trips and extracurricular activities as well as the sites where those activities take place. The Executive Director should be notified of any such concerns and complete a Confidential Report of an Allegation of Child Abuse in an Educational Setting.

Outside Employment

While the School does not uniformly prohibit outside employment, employees will not be permitted to accept outside work that is competitive with the School, that creates a conflict of interest or that interferes with the employee's work for the School.

Employees should not accept any employment or consulting relationship with another person or entity while employed by the School that would interfere with their ability to satisfactorily perform their job duties. The School will hold all employees to the same standards of performance and scheduling demands and will not make any exceptions for employees who also hold outside jobs.

Expense Reimbursements

The School will reimburse employees for certain reasonably necessary expenses incurred in the furtherance of School business. In general, all expenses must have been previously approved in writing by the Business Manager. All reimbursement forms must be complete and submitted to the Business Manager.

V. EMPLOYEE BENEFITS

Sick Leave

Full---time certificated employees have vacation time described in their letters of agreement.

If you are absent longer than eight (8) days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the

School will be required before the School honors any sick pay requests. The School reserves the right to visit you while you are receiving sick pay. If there is evidence of misuse of sick leave, sick pay will not be provided. Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave, if eligible under

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applicable medical leave law, depending upon the facts and circumstances of the employee's basis for leave beyond the accrued sick leave.

Insurance Benefits

Health Insurance: Full---time employees are entitled to health insurance benefits in accordance with the School's health insurance plan as set forth in the employee's job description. The School will cover the premium to enroll the employee. The employee is responsible for paying the premium for dependents in the same program. The employee's portion of monthly premiums will be deducted from the employee's paycheck.

If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage. Unless otherwise mandated by law, employees on a leave of absence of more than 60 days are responsible for selecting continuing health coverage and paying the premium for such coverage. Failure to timely request and pay for such coverage will result in the loss of coverage.

Workers' Compensation Insurance: Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. See below for a further description of making a claim for Workers' Compensation Insurance benefits.

Leaves of Absence

Under certain circumstances, the School may grant leaves of absence to employees. Employees must submit requests for leaves of absence in writing to the Executive Director as far in advance as is practicable. While on leave, employees should occasionally keep in contact with the Executive Director and must notify the Executive Director if the date to return to work changes. If an employee's leave expires and he or she fails to return to work without contacting the Executive Director it will be presumed that the employee abandoned his/her position with the School and employment may be terminated. If an employee is unable or unwilling to return to work at the expiration of his/her leave of absence, his/her employment may be terminated.

While out on a leave of absence, employees may not accept employment with another company or person unless agreed to in advance in writing by the School's Executive Director. Acceptance of employment in violation of this policy will be considered an abandonment of the employee's position with the School, and employment may be terminated. Employees shall not apply for unemployment compensation insurance while out on leave.

Pregnancy Disability Leave

The School complies with the requirements family and medical leaves required by law. The School will give each female employee an unpaid leave of absence of up to four months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth or related medical conditions.

Eligibility: To be eligible, the employee must be disabled by pregnancy, childbirth or a related medical condition and must provide appropriate medical certification concerning the disability.

Reasons to Take Leave: The employee is entitled to take up to four months of pregnancy disability leave if the employee is actually disabled by her pregnancy, childbirth or a related medical condition. This includes time off needed for prenatal care, severe morning sickness, doctor---ordered bed rest, childbirth, recovery from childbirth and any related medical condition. Generally, the employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness).

Length of Pregnancy Disability Leave: Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full time employee who works five eight---hour days per week, four months means 88 working and/or paid eight---hour days of leave entitlement based on an average of 22 working days per month for four months. Periodic absences for pregnancy---related illness of limited duration taken prior to an actual leave may be subtracted from the four months of disability leave for pregnancy. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider. If an employee requires intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

Pay During Pregnancy Disability: An employee on pregnancy disability leave may use any or all accrued vacation during the otherwise unpaid leave period. The receipt of vacation pay will not extend the length of pregnancy disability leave.

Employee Benefits: The provisions of the School's various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may

change from time to time. When a request for pregnancy disability leave is granted, the School will give the employee written confirmation of his/her eligibility to continue the various employee benefit plans and if appropriate, will confirm the arrangements

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made for the payment of insurance premiums during the leave period. An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service for purposes of longevity and/or seniority. When an employee returns from pregnancy disability leave, she will resume her benefits in the same manner and the same level as provided with the leave began, without any new qualification period, physical exam, etc.

Medical Certifications: An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School, which may be obtained from the Executive Director. Failure to provide the required certification in a timely manner (within 15 days of the leave request) may result in a denial of the leave request until such certification is provided.

Re---certifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required re---certification can result in termination of leave.

Requesting and Scheduling Pregnancy Disability Leave: An employee should request pregnancy disability leave by completing a Request for Leave form (available from the Executive Director) and submitting it to the Executive Director. An employee asking for a Request for Leave form will be provided a current copy of the School's pregnancy disability leave policy.

Employees should provide not less than thirty (30) days or if such notice is not possible, as soon as is practicable if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operation. In most cases, the School will respond to a pregnancy disability leave request within two days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

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Return to Work: Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested) because of legitimate business reasons unrelated to the pregnancy disability leave or if the means to preserve the position would substantially undermine the School's ability to operate the business safely and efficiently. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position available or filling the available position with the returning employee would substantially undermine the School's ability to operate the business safely and efficiently. When a request for pregnancy disability leave is granted to an employee, the School will provide the employee with a guarantee to reinstate the employee to the same position or to a comparable position, unless justified by law. The guarantee will be provided in writing if requested by the employee.

Before an employee will be permitted to return from a pregnancy disability leave of five days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work. If the employee can return to work with limitations, the School will evaluate those limitations, and if possible, will accommodate the employee as required by law.

Medical Leave of Absence

At the discretion of the Board of Trustees, an unpaid medical leave of absence of up to four weeks may be granted to employees who are not eligible for other leaves.

Personal Leave of Absence

The School recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the Board of Executive Directors may grant employees unpaid leave of absences. Taking an unpaid personal leave of absence may affect your eligibility for employee benefits, including medical benefit plan coverage.

Ask the Executive Director for information on personal leaves of absence.

Funeral/Bereavement Leave

Employees who have worked with the School for more than one month will be allowed up to five consecutive working days off to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member includes a current spouse, parent, legal guardian, sibling, child, current parent---, sister---, or brother---in---law, grandparent, grandchild, or domestic partner. If any employee requires more than five days off for bereavement leave, the employee may request additional unpaid leave or may request the opportunity to use any accrued vacation time, which may be granted at the discretion of the School.

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Military Leave of Absence

iLEAD will grant employees a military leave of absence as required by the Uniformed Services Employment and Reemployment Rights Act. Leave is available for active duty, various types of training duty, full-time National Guard duty, examinations to determine fitness for military duty, and funeral honors duty performed by National Guard or Reserve members. Except in certain circumstances, total military leave taken must not exceed five years.

Drug and Alcohol Rehabilitation Leave

The School will reasonably accommodate an employee who voluntarily enters and participates in an alcohol or drug rehabilitation program, including potentially providing unpaid leave to participate in the program. The School will not pay for the costs incurred in attending a rehabilitation program. An employee who wishes to identify him or herself as an individual in need of the assistance of an alcohol or drug rehabilitation program may contact the Executive Director. The School will take all reasonable steps necessary to maintain the employee's privacy in this situation. The employee may use accrued vacation time, if any, during requested leave. Nothing in this policy shall prohibit the School from refusing to hire or discharge an employee who, because of his or her current use of alcohol or drugs, is unable to perform his/her duties or cannot perform the duties in a manner that would not endanger his/her health or safety or the health or safety of others.

Time Off for Adult Literacy Programs

The School will reasonably accommodate and assist any employee who reveals a problem of illiteracy and requests employer assistance in enrolling in an adult literacy education program. Employees will be required to bear the cost associated with enrollment in an adult literacy education program, but the School will assist the employee by providing the locations of local literacy education programs. The School may also arrange for a literacy education provider to visit the School. An employee who wishes to reveal a problem of illiteracy and request School assistance should contact the Executive Director. The School will take all reasonable steps to safeguard the employee's privacy. Nonexempt employees may use accrued vacation pay if available to make up for the work that is missed to attend literacy classes.

Time Off to Attend Child's School Discipline

Any employee who is a parent or legal guardian of a child that has received written notice from the child's school requesting his or her attendance at a disciplinary conference is entitled to take unpaid leave to attend the conference. Please contact the Executive Director to determine eligibility and scheduling before taking any leave to attend a disciplinary conference.

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Time Off to Attend Child's School Activities

Employees that are parents, guardians or grandparents with custody of a child in

kindergarten, grades 1---12 or with a child in a licensed day care facility, may wish to take time off to visit the school of your child for a school activity. Employees may take off up to eight hours each calendar month (up to a maximum of 40 hours each school year), provided the employee gives reasonable notice to the School of the planned absence. The School requires documentation from the school noting the date and time of your visit. If both parents of a child work for the School, the first parent to provide notice may take the time off, unless the School approves both parents taking time off simultaneously.

Time Off to Serve as Election Official

Any employee who serves as an election official is eligible for unpaid leave on election day for purposes of service.

Time Off for Jury and Witness Duty

The School will provide employees unpaid leave to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. The School will also provide employees unpaid leave to appear in court or other judicial proceeding as a witness, as permitted by law, to comply with a valid subpoena or other court order.

Time Off for Victims of Crime or Domestic Violence

Employees who are victims of domestic violence or sexual assault will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advance notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim/domestic violence leave.

An employee who is a victim of certain crimes (violent felonies, felony thefts and serious felonies as defined by law) or is an immediate family member of a victim, is a registered domestic partner of a victim or the child of a registered domestic partner of a victim will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advanced notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim leave. Please notify the Executive Director of your need for time off as far in advance as possible. As applicable, an employee may use accrued vacation leave or sick leave for crime victim leave purposes.

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Time Off for Volunteer Firefighters

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given time off as necessary in accordance

with the law. Employees are requested to alert the Executive Director of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that the School will have advance notice of the employee's potential need to leave the School in the event of an emergency. Any time an employee must perform emergency duties, he/she must notify the Executive Director before leaving the School's premises. Employees who perform duties as a volunteer firefighter are entitled to a temporary leave of absence not to exceed an aggregate of 14 days per calendar year for the purpose of engaging in fire or law enforcement training. Employees must provide the Executive Director with advanced notice of any training.

Time Off for Voting

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work.

Workers' Compensation Leave

Employees that are temporarily totally disabled due to a work---related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the business needs of the School. Workers' compensation leave will run concurrently with any other applicable medical leave of absence.

VI. EMPLOYMENT EVALUATION AND SEPARATION

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by the Executive Director and/or a delegate of the Executive Director. Performance evaluations will be conducted annually, or on or about the anniversary date of your employment with the School. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude,

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and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or retention of your job. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to

performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with the Executive Director, and that you are aware of its contents. The evaluation system in no way alters the employment-at-will relationship.

Newly hired employees will have their performance goals reviewed by the Executive Director within the first 60 days of employment.

Discipline and Involuntary Termination

Violation of the School's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions or termination. The School's disciplinary system is informal and the School may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

Voluntary Termination

Either the employee or the School may terminate the employment relationship at any time, with or without notice and with or without cause. While it is not required, the School requests that employees electing to resign give as much advance notice as possible (at least two weeks) to allow the School to plan for your departure.

An exit interview will normally be scheduled on the last day of work with the Executive Director. The purposes of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any company property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at the School. The School appreciates receiving candid opinions of the employee's employment. Final pay, including pay for any earned but unused vacation time, will be provided in accordance with state law.

References

All requests for references and employment verifications must be promptly directed to the Executive Director. When contacted for a reference or employment verification, the School will only provide information concerning dates of employment and the title of

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the last position held. Other employees may not provide any employment verifications or act as a reference for any other employees.

Dispute Resolution

In order to resolve disputes in a cost effective and efficient manner, the School requires

that its employees enter into a dispute resolution agreement. The details of the arbitration agreement can be found in the arbitration agreement.

ACKNOWLEDGEMENT OF HANDBOOK AND AT WILL EMPLOYMENT

I acknowledge that have received the Santa Clarita Valley International Charter School's Employee

Handbook. I have read the Handbook and understand the contents of the Handbook. I agree to abide by

all of the School's policies.

I understand and agree to my at---will employment status as described in the Handbook, summarized as

follows:

- This Handbook does not in any way reflect a on tract of employment, either express or implied

between the School and me.

- The School is an at---will employer. I am free to terminate the employment relationship with the

School at any time; the School, in it sole discretion, also reserves the right to modify or terminate

the employment relationship with me for any or no reason at any time. Specifically, the School may modify all terms of employment including any policy or practice and/or my hours, wages, working conditions, job assignments, position title, compensation rates and benefits in its sole discretion.

- Nothing in this Handbook creates, or is intended to create, a promise or representation of continued employment or guaranteed terms and conditions of employment for me. Further, there is

no agreement, express or implied, written or verbal, between the employee and the School for any

specific period of employment, for continuing or long---term employment, or for guaranteed terms

and conditions of employment.

I understand that other than no supervisor or representative of the School has the authority to enter into

any agreement, express or implied, for employment for any specific period of time, or to make any

agreement for employment other than at---will.

I understand that only the Board of Directors has the authority to make any such agreement and then only

in writing signed by the Board of Directors.

Employee's Name:

Employee's Signature:

Date:

Attachment z.

School director evaluation tool (Section III.E.5)

Management Evaluation: The Board of Trustees will be responsible for evaluating the School Director. Each year the Board will work with the School Director to set annual goals that will include student performance, financial soundness, parent satisfaction and student retention. The Board will appoint an ad hoc committee to review the School Director's performance against these goals at the end of each school year included in this committee will be representation from iLEAD Schools Development. This committee will report the full board and recommend the School Director's employment status and compensation for the next year. Should the School Director fail to meet established goals, the Board may enact an improvement plan, though this does not preclude the Board's ability to terminate the School Director at any time. The tool below is used in conjunction with regular supervision conferences held with iLEAD Schools Development Leadership Coaches.

If this evaluation tool is not cannot be negotiated under a supplemental agreement, iLEAD will make adjustments.

PROPOSED

ILP Form Due on October 21, 2013

Name: _____ Date: _____

This year we will be creating Leadership Notebooks—just like our learners! The notebooks will include the following sections: Myself (your mission statement, classroom mission statement, pictures, facts about you), My Goals (This is for your own ILP---individual learning plan form that is included in this packet), My Learning (This section is for your reflections and reflection forms that are done at the end of the year), My Contributions (documentation of how you have contributed to your school this year) and My Celebrations (what you are most proud of, notes/cards, memorable events).

Given the focus areas below, create 1 goal for each area. The goal should be about how YOU will grow as a professional in the focus area—it is not a goal for your students. This form will be the “My Goals” section of your Leadership Notebook. (This form is due 10/21/13.)

Your Leadership Notebook should include documentation to show growth toward each

goal. Your portfolio may be a binder, power point, slideshow, movie or any type of medium that would demonstrate growth toward your goal. Be creative!

Each staff member will be presenting their Notebook and student work at the Staff Showcase of Learning beginning the week of May 23rd.

We will have periodic individual check---in meetings to discuss the progress you have made toward your goals and portfolio completion.

Please come to these meetings with your goals and be prepared to discuss the progress you have made toward your goals.

In addition to your goals, staff is expected to complete 5 “Flex Days” toward professional growth. These days have been built into the school calendar. Some are “in house” staff development days and some are “Self---directed PD”. Please be prepared to provide documentation of the completion of the “Self---directed PD” days.

Leadership ILP GOAL FORM -- DUE OCT 21, 2013

Your accountability partner is: _____

Focus Area: Parent Satisfaction/Student Retention

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

Focus Area: Financial Soundness

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

Focus Area: Student Achievement (use assessment data results to set this goal)

Goal (from x to y by when): _____

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

iLEAD employees year 1---3: Individualized Focus Area: (Developed with Administration) Do not fill out before your initial meeting

Focus area: _____

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

iLEAD employees year 4+: WIG (Wildly Important Goal)

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

Form B: Growth Reflection

To be completed by the Facilitator and turned in by May 9, 2014.

Name: _____ Grade: _____

1. What were your major educational accomplishments this school year?
2. What did you contribute to the school beyond your regular classroom duties this year?
3. In what ways have you grown professionally this year?
4. What are your personal improvement goals?

Please assess yourself in each area:

Circle one for each statement.

1= needs improvement 2= some progress 3 = meets goals 4 = exceeds goals

1. Provided leadership to the school 1 2 3 4

Comment: _____

2. Project Based Learning 1 2 3 4

Comment: _____

3. Development of performance based assessments 1 2 3 4

Comment: _____

4. Providing Service Learning Opportunities 1 2 3 4

Comment: _____

5. Implementation of The 7 Habits 1 2 3 4

Comment: _____

6. Implementation of goal set with Administration 1 2 3 4

Goal: _____

Comment: _____

7. Facilitating 21st Century Skills 1 2 3 4

Comment: _____

8. Social/Emotional Education 1 2 3 4

Comment: _____

9. Home/School Communication 1 2 3 4

Comment: _____

10.	Team Collaboration	1	2	3	4
-----	--------------------	---	---	---	---

Comment: _____

10.	Professional Development	1	2	3	4
-----	--------------------------	---	---	---	---

List PD Activities beyond iLEAD:

Form C: Evaluation of Performance
To be completed prior to June 30, 2014.

Name of Evaluatee: _____ Grade: _____
Date: _____

COMMENDATIONS:

(Description of those aspects for the individual's job performance which contribute to his/her effectiveness)

NEEDS IMPROVEMENT:

(Description of those aspects of the individual's job performance in which improvement would contribute most to increased effectiveness)

SPECIFIC ACTIONS TO IMPROVE PERFORMANCE:

(Identification of specific actions which should be taken to improve performance)

PROGRESS TOWARD VISION OF SCHOOL:

I have reviewed and discussed this appraisal with my evaluator:

Name: _____	_____
(please print)	(please print)
_____	_____
(please sign)	(please sign)
_____	_____
Date	Date

Attachment aa.

Teacher evaluation tool (Section III.E.6)

Teacher Evaluation Tool. The School Director is the instructional leader of the school and responsible for supervising all instructional staff, including teachers and teacher assistants, education specialists and administrative support. The process combines reflective supervision and coaching to support teachers as they improve their instructional practice. The School Director will work with staff to set Individual Learning Plan (ILP) goals and will meet with them monthly to review progress toward goals. Staff will participate in an end of the year showcase of learning. Final evaluation forms (below) will be completed and meetings will take place by the end of June.

If this evaluation tool is not cannot be negotiated under a supplemental agreement, iLEAD will make adjustments.

PROPOSED

ILP Form Due on October 21, 2013

Name: _____ Date: _____

This year we will be creating Leadership Notebooks—just like our learners! The notebooks will include the following sections: Myself (your mission statement, classroom mission statement, pictures, facts about you), My Goals (This is for your own ILP---individual learning plan form that is included in this packet), My Learning (This section is for your reflections and reflection forms that are done at the end of the year), My Contributions (documentation of how you have contributed to your school this year) and My Celebrations (what you are most proud of, notes/cards, memorable events).

Given the focus areas below, create 1 goal for each area. The goal should be about how YOU will grow as a professional in the focus area—it is not a goal for your students. This form will be the “My Goals” section of your Leadership Notebook. (This form is due 10/21/13.)

Your Leadership Notebook should include documentation to show growth toward each goal. Your portfolio may be a binder, power point, slideshow, movie or any type of medium that would demonstrate growth toward your goal. Be creative!

Each staff member will be presenting their Notebook and student work at the Staff Showcase of Learning beginning the week of May 23rd.

We will have periodic individual check---in meetings to discuss the progress you have made toward your goals and portfolio completion.

Please come to these meetings with your goals and be prepared to discuss the progress you have made toward your goals.

In addition to your goals, staff is expected to complete 5 “Flex Days” toward professional growth. These days have been built into the school calendar. Some are “in house” staff development days and some are “Self---directed PD”. Please be prepared to provide documentation of the completion of the “Self---directed PD” days.

Leadership ILP GOAL FORM --- DUE OCT 21, 2013

Your accountability partner is: _____

Focus Area: Academic (Project Based Learning)

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

Focus Area: Leadership Goal (Demonstrating Leadership/Leadership Roles)

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

Focus Area: Student Achievement (use assessment data results to set this goal)

Goal (from x to y by when): _____

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

iLEAD employees year 1---3: Individualized Focus Area: (Developed with Administration) Do not fill out before your initial meeting

Focus area: _____

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

iLEAD employees year 4+: WIG (Wildly Important Goal)

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

Form B: Growth Reflection

To be completed by the Facilitator and turned in by May 9, 2014.

Name: _____ Grade: _____

1. What were your major educational accomplishments this school year?
2. What did you contribute to the school beyond your regular classroom duties this year?
3. In what ways have you grown professionally this year?
4. What are your personal improvement goals?

Please assess yourself in each area:

Circle one for each statement.

1= needs improvement 2= some progress 3 = meets goals 4 = exceeds goals

1. Provided leadership to the school 1 2 3 4

Comment: _____

2. Project Based Learning 1 2 3 4

Comment: _____

3. Development of performance based assessments 1 2 3 4

Comment: _____

4. Providing Service Learning Opportunities 1 2 3 4

Comment: _____

5. Implementation of The 7 Habits 1 2 3 4

Comment: _____

6. Implementation of goal set with Administration 1 2 3 4

Goal: _____

Comment: _____

7. Facilitating 21st Century Skills 1 2 3 4

Comment: _____

8. Social/Emotional Education 1 2 3 4

Comment: _____

9. Home/School Communication 1 2 3 4

Comment: _____

10. Team Collaboration 1 2 3 4

Comment: _____

10. Professional Development 1 2 3 4

List PD Activities beyond iLEAD:

Form C: Evaluation of Performance
To be completed prior to June 30, 2014.

Name of Evaluatee: _____ Grade: _____
Date: _____

COMMENDATIONS:

(Description of those aspects for the individual's job performance which contribute to his/her effectiveness)

NEEDS IMPROVEMENT:

(Description of those aspects of the individual's job performance in which improvement would contribute most to increased effectiveness)

SPECIFIC ACTIONS TO IMPROVE PERFORMANCE:

(Identification of specific actions which should be taken to improve performance)

PROGRESS TOWARD VISION OF SCHOOL:

I have reviewed and discussed this appraisal with my evaluator:

Name: _____
(please print)

(please print)

(please sign)

(please sign)

Date

Date

Attachment bb.
School Specific Measures Template (Section III.G)

School---Specific Measures

School---Specific Performance Goal #1	<i>Students in grades K---2 will demonstrate proficiency in critical literacy skills.</i>				
Measure	<ul style="list-style-type: none"> <i>The Fountas and Pinnel Benchmark Assessment System will be given to K---2 students at least three times a year (beginning, middle, end)</i> 				
Metric	<i>75% of all K---2 students will meet the end of the year targets</i>				
Targets					
	Grade	Target %	Minimum standard	Target Standard	
	Grade K	75%	Fountas and Pinnel Level B	Fountas and Pinnel C---D	
	Grade 1	75%	Fountas and Pinnel Level F---G	Fountas and Pinnel Level I	
	Grade 2	75%	Fountas and Pinnel Level J---K	Fountas and Pinnel Level N	
Rationale for Goal	<i>It is important that we have an in---depth understanding of our learners' literacy development in the early years, so that we can appropriately respond to their needs and prepare them for Strive HI.</i>				
Assessment Reliability and Scoring Consistency	<i>This assessment has been extensively field---tested with students from a large and diverse group of schools across the U.S. Professional Development ensures scoring consistency.</i>				
Baseline Data	<i>Our baseline data will be established at the first benchmark testing session</i>				
Attachments	<i>Additional information about the Fountas and Pinnel Benchmark Assessment System can be found at:</i> http://www.heinemann.com/fountasandpinnel/reading---assessment.aspx				

School---Specific Performance Goal #2	<i>90% of all students who have attended the school for at least 1 year, will demonstrate success on the General Learner Outcomes.</i>
Measure	<i>The General Learner Outcome (GLO) Rubrics will assess performance</i>
Metric	<i>The percentage of students who achieve a 3 (usually demonstrates) or a 4 (consistently demonstrates) on the rubric</i>
Targets	<i>90% of students who have attended the school for 3 years or more will achieve a 3 or 4 on the GLO rubrics.</i>
Rationale for Goal	<i>To assess our students going beyond academic achievement to ensure students become engaged, lifelong learners and leaders.</i>
Assessment Reliability and Scoring Consistency	<i>Multiple evaluators will assess the student's performance including student reflection on performance and goals.</i>
Baseline Data	<i>Baseline data will be established when GLO rubrics are completed at the end of year 1</i>
Attachments	<i>Please see attached GLO rubrics for grades 1---6 and Kindergarten</i>

KGLO #1: Self-Directed Learner
(The ability to be responsible for one's own learning)

Indicators	4 Descriptors for <i>Consistently</i> <i>Demonstrates</i>	3 Descriptors for <i>Usually Demonstrates</i>	2 Descriptors for <i>Sometimes</i> <i>Demonstrates</i>	1 Descriptors for <i>Rarely Demonstrates</i>
Works independently and asks for help when needed	<ul style="list-style-type: none"> Consistently works independently on tasks Consistently asks for help at appropriate times 	<ul style="list-style-type: none"> Usually works independently on tasks Usually asks for help at appropriate times 	<ul style="list-style-type: none"> Sometimes works independently on tasks Sometimes asks for help at appropriate times 	<ul style="list-style-type: none"> Rarely works independently on tasks Rarely asks for help at appropriate times
Organizes workplace and materials	<ul style="list-style-type: none"> Arranges workplace and materials to support learning Arranges materials so they are accessed promptly 	<ul style="list-style-type: none"> Usually arranges workplace and materials to support learning Usually arranges materials so they are accessed promptly 	<ul style="list-style-type: none"> Sometimes arranges workplace and materials to support learning Sometimes arranges materials so they are accessed promptly 	<ul style="list-style-type: none"> Rarely arranges workplace and materials to support learning Rarely arranges materials so they are accessed promptly
Makes productive use of class time	<ul style="list-style-type: none"> Consistently completes work on time without reminders Consistently uses time and resources appropriately and in a responsible manner 	<ul style="list-style-type: none"> Usually completes work on time without reminders Usually uses time and resources appropriately and in a responsible manner 	<ul style="list-style-type: none"> Sometimes completes work on time without reminders Sometimes uses time and resources appropriately and in a responsible manner 	<ul style="list-style-type: none"> Rarely completes work on time without reminders Rarely uses time and resources appropriately or in a responsible manner
Sets goals	<ul style="list-style-type: none"> Sets a challenging but achievable goal and describes a sound plan for reaching the goal Completes important tasks first independently 	<ul style="list-style-type: none"> Sets a worthwhile goal and describes a reasonable plan for reaching that goal Completes important tasks first upon request 	<ul style="list-style-type: none"> Sets a trivial or unreasonable goal or describes plans that are not realistic Completes important tasks first with assistance 	<ul style="list-style-type: none"> Sets a vague or unrealistic goal or fails to make a plan Completes important tasks first but only with much assistance

KGLO #2: Community Contributor
(The understanding that it is essential for human beings to work together)

Indicators	4 Descriptors for <i>Consistently</i> <i>Demonstrates</i>	3 Descriptors for <i>Usually Demonstrates</i>	2 Descriptors for <i>Sometimes</i> <i>Demonstrates</i>	1 Descriptors for <i>Rarely Demonstrates</i>
Participates cooperatively and appropriately with others to achieve shared goals	<ul style="list-style-type: none"> Shows respect by cooperating, encouraging, and helping others in an independent manner Works as part of a group in a highly effective way 	<ul style="list-style-type: none"> Shows respect by cooperating, encouraging, and helping others but upon request Works as part of a group in an effective way 	<ul style="list-style-type: none"> Shows respect by cooperating, encouraging, and helping others but only with assistance Works as part of a group in a limited way 	<ul style="list-style-type: none"> Shows respect by cooperating, encouraging, and helping others but only with much assistance or rarely demonstrates respect Works ineffectively as part of a group
Shows respect and recognizes the feeling of others	<ul style="list-style-type: none"> Demonstrates kindness to, listens to, and engages with others independently Consistently uses appropriate voice level Consistently demonstrates appropriate body language when interacting with others without reminders 	<ul style="list-style-type: none"> Demonstrates kindness to, listens to, and engages with others upon request Usually uses appropriate voice level Usually demonstrates appropriate body language when interacting with others without reminders 	<ul style="list-style-type: none"> Demonstrates kindness to, listens to, and engages with others with assistance Sometimes uses appropriate voice level Sometimes demonstrates appropriate body language when interacting with others but only with reminders 	<ul style="list-style-type: none"> Rarely demonstrates kindness to, listens to, or engages with others without much assistance Rarely uses appropriate voice level Rarely demonstrates appropriate body language when interacting with others even with reminders
Follows school and classroom rules	<ul style="list-style-type: none"> Consistently demonstrates safe behaviors Follows rules without reminders 	<ul style="list-style-type: none"> Usually demonstrates safe behaviors Usually follows rules without reminders 	<ul style="list-style-type: none"> Sometimes demonstrates safe behaviors Sometimes follows rules but with reminders. 	<ul style="list-style-type: none"> Rarely demonstrates safe behaviors Rarely follows rules even with reminders.
Makes good choices	<ul style="list-style-type: none"> Makes highly responsible decisions that independently distinguish between right and wrong 	<ul style="list-style-type: none"> Makes responsible decisions that usually distinguish between right and wrong 	<ul style="list-style-type: none"> Makes marginal decisions that sometimes distinguish between right and wrong 	<ul style="list-style-type: none"> Makes ineffective decisions that rarely demonstrate an understanding of right or wrong

KGLO 3: Complex Thinker
(The ability to demonstrate critical thinking and problem solving)

Indicators	4 Descriptors for <i>Consistently</i> <i>Demonstrates</i>	3 Descriptors for <i>Usually Demonstrates</i>	2 Descriptors for <i>Sometimes</i> <i>Demonstrates</i>	1 Descriptors for <i>Rarely Demonstrates</i>
Uses prior knowledge and experiences to solve problems	<ul style="list-style-type: none"> • Uses prior knowledge and experiences to solve problems independently 	<ul style="list-style-type: none"> • Uses prior knowledge and experiences to solve problems upon request 	<ul style="list-style-type: none"> • Uses prior knowledge and experiences to solve problems with assistance 	<ul style="list-style-type: none"> • Uses prior knowledge and experiences to solve problems with much assistance
Explains answers and make adjustments	<ul style="list-style-type: none"> • Explains in great detail why his or her answer is correct and revises the answer independently if necessary 	<ul style="list-style-type: none"> • Explains in detail why his or her answer is correct and revises the answer upon request if necessary 	<ul style="list-style-type: none"> • Explains in some detail why his or her answer is correct and revises the answer with assistance if necessary 	<ul style="list-style-type: none"> • Explains in minimal detail or can not explain why his or her answer is correct and revises the answer with much assistance if necessary
Solves problems in different ways	<ul style="list-style-type: none"> • Solves unfamiliar problems in an independent manner using an extensive number of strategies and innovative problem-solving methods 	<ul style="list-style-type: none"> • Solves unfamiliar problems upon request using a variety of strategies and problem-solving methods 	<ul style="list-style-type: none"> • Solves unfamiliar problems with assistance using a few different strategies and applies typical problem-solving methods 	<ul style="list-style-type: none"> • Solves unfamiliar problems with much assistance using one or two suggested strategies and applies imitative problem-solving methods

KGLO #4: Quality Producer
(The ability to recognize and produce quality performances and quality products)

Indicators	4 Descriptors for <i>Consistently Demonstrates</i>	3 Descriptors for <i>Usually Demonstrates</i>	2 Descriptors for <i>Sometimes Demonstrates</i>	1 Descriptors for <i>Rarely Demonstrates</i>
Strives to complete work neatly and correctly	<ul style="list-style-type: none"> Consistently completes work neatly and correctly Checks own work for errors 	<ul style="list-style-type: none"> Usually completes work neatly and correctly Checks own work for errors with reminders 	<ul style="list-style-type: none"> Sometimes completes work neatly and correctly Checks own work with assistance 	<ul style="list-style-type: none"> Rarely completes work neatly and correctly Rarely checks own work even with reminders
Sets and strives toward learning goals	<ul style="list-style-type: none"> Identifies learning goals and works toward completing them independently Uses simple self-assessment strategies 	<ul style="list-style-type: none"> Identifies learning goals and works toward completing them upon request Uses a combination of self and teacher-directed assessment strategies 	<ul style="list-style-type: none"> Identifies learning goals and works toward completing them with assistance Uses teacher-directed assessment strategies 	<ul style="list-style-type: none"> Rarely identifies learning goals and only works toward completing them with much assistance Uses teacher-directed assessment strategies with much assistance

KGLO #5: Effective Communicator
(The ability to communicate effectively)

Indicators	4 Descriptors for <i>Consistently Demonstrates</i>	3 Descriptors for <i>Usually Demonstrates</i>	2 Descriptors for <i>Sometimes Demonstrates</i>	1 Descriptors for <i>Rarely Demonstrates</i>
Speaks effectively in front of a group	<ul style="list-style-type: none"> Consistently speaks clearly and with good enunciation to an audience Consistently expresses ideas in complete sentences 	<ul style="list-style-type: none"> Usually speaks clearly and with good enunciation to an audience Usually expresses ideas in complete sentences 	<ul style="list-style-type: none"> Sometimes speaks clearly and with good enunciation to an audience Sometimes expresses ideas in complete sentences 	<ul style="list-style-type: none"> Rarely speaks clearly and with good enunciation to an audience Rarely expresses ideas in complete sentences
Listens attentively to gain understanding	<ul style="list-style-type: none"> Listens, without talking, to gain information 	<ul style="list-style-type: none"> Listens, without talking, to gain information with reminders 	<ul style="list-style-type: none"> Sometimes listens, without talking, to gain information with assistance 	<ul style="list-style-type: none"> Rarely listens, without talking, to gain information even with reminders
Follows directions	<ul style="list-style-type: none"> Consistently follows oral directions 	<ul style="list-style-type: none"> Usually follows oral directions 	<ul style="list-style-type: none"> Sometimes follows oral directions 	<ul style="list-style-type: none"> Rarely follows oral directions
Contributes effectively through speaking, drawing, and writing	<ul style="list-style-type: none"> Consistently and effectively describes something using age appropriate vocabulary Consistently and effectively communicates ideas through writing and drawing 	<ul style="list-style-type: none"> Usually describes something effectively using age appropriate vocabulary Usually communicates ideas effectively through writing and drawing 	<ul style="list-style-type: none"> Sometimes describes something effectively using age appropriate vocabulary Sometimes communicates ideas effectively through writing and drawing 	<ul style="list-style-type: none"> Rarely describes something effectively using age appropriate vocabulary Rarely communicates ideas effectively through writing and drawing

KGLO #6: Effective and Ethical Users of Technology
(The ability to use a variety of technologies effectively and ethically.)

Indicators	4 Descriptors for <i>Consistently</i> <i>Demonstrates</i>	3 Descriptors for <i>Usually Demonstrates</i>	2 Descriptors for <i>Sometimes</i> <i>Demonstrates</i>	1 Descriptors for <i>Rarely Demonstrates</i>
Uses school materials/tools properly	<ul style="list-style-type: none"> • Demonstrates respect and appreciation for materials by using them for their intended purpose 	<ul style="list-style-type: none"> • Usually demonstrates respect and appreciation for materials by using them for their intended purpose with reminders 	<ul style="list-style-type: none"> • Sometimes demonstrates respect and appreciation for materials by using them for their intended purpose with assistance 	<ul style="list-style-type: none"> • Rarely demonstrates respect and appreciation for materials even with reminders
Uses various technologies to find information	<ul style="list-style-type: none"> • Consistently demonstrates the ability to use computers and visual and written materials to gain information 	<ul style="list-style-type: none"> • Usually demonstrates the ability to use computers and visual and written materials to gain information 	<ul style="list-style-type: none"> • Sometimes demonstrates the ability to use computers and visual and written materials to gain information 	<ul style="list-style-type: none"> • Rarely demonstrates the ability to use computers and visual and written materials to gain information
Uses various technologies to create new products	<ul style="list-style-type: none"> • Consistently demonstrates the ability to use various school tools to create a product 	<ul style="list-style-type: none"> • Usually demonstrates the ability to use various school tools to create a product 	<ul style="list-style-type: none"> • Sometimes demonstrates the ability to use various school tools to create a product 	<ul style="list-style-type: none"> • Rarely demonstrates the ability to use various school tools to create a product
Explains how technology is used every day	<ul style="list-style-type: none"> • Consistently demonstrates the ability to explain how technology impacts his or her life 	<ul style="list-style-type: none"> • Usually demonstrates the ability to explain how technology impacts his or her life 	<ul style="list-style-type: none"> • Sometimes demonstrates the ability to explain how technology impacts his or her life 	<ul style="list-style-type: none"> • Rarely demonstrates the ability to explain how technology impacts his or her life
Uses technology in a responsible manner	<ul style="list-style-type: none"> • Consistently demonstrates responsible behavior when using school tools 	<ul style="list-style-type: none"> • Usually demonstrates responsible behavior when using school tools 	<ul style="list-style-type: none"> • Sometimes demonstrates responsible behavior when using school tools 	<ul style="list-style-type: none"> • Rarely demonstrates responsible behavior when using school tools

GLO #1: Self-Directed Learner
(The ability to be responsible for one's own learning)

Indicators	4 Descriptors for <i>Consistently Demonstrates</i>	3 Descriptors for <i>Usually Demonstrates</i>	2 Descriptors for <i>Sometimes Demonstrates</i>	1 Descriptors for <i>Rarely Demonstrates</i>
Sets priorities and establishes achievable goals and personal plans for learning	<ul style="list-style-type: none"> Consistently sets challenging, achievable goals and personal plans for learning Consistently sets priorities to achieve goals Develops a thorough action plan for short and long range learning goals (in pursuit of career choices) <p><i>Descriptor for Grades 5 & 6.</i></p>	<ul style="list-style-type: none"> Usually sets achievable goals and personal plans for learning Usually sets priorities to achieve goals Develops an adequate action plan for short and long range learning goals (in pursuit of career choices) <p><i>Descriptor for Grades 5 & 6.</i></p>	<ul style="list-style-type: none"> Sets achievable goals and personal plans for learning with moderate assistance Sets priorities to achieve goals with moderate assistance Develops an incomplete action plan for short and long range learning goals (in pursuit of career choices) <p><i>Descriptor for Grades 5 & 6.</i></p>	<ul style="list-style-type: none"> Sets achievable goals and personal plans for learning with ongoing assistance Sets priorities to achieve goals with ongoing assistance Unable to develop short and long range learning goals (in pursuit of career choices) <p><i>Descriptor for Grades 5 & 6.</i></p>
Plans and manages time and resources to achieve goals	<ul style="list-style-type: none"> Consistently manages time and resources in an efficient manner to achieve goals Consistently uses a variety of credible and relevant resources 	<ul style="list-style-type: none"> Usually manages time and resources in an efficient manner to achieve goals Usually uses a variety of credible and relevant resources 	<ul style="list-style-type: none"> Manages time and resources with moderate assistance to achieve goals Sometimes uses a variety of credible and relevant resources 	<ul style="list-style-type: none"> Manages time and resources with ongoing assistance to achieve goals Rarely uses a variety of credible and relevant resources
Monitors progress and evaluates learning experiences	<ul style="list-style-type: none"> Consistently checks on progress and learning experiences to resolve problems that may be interfering with learning 	<ul style="list-style-type: none"> Usually checks on progress and learning experiences to resolve problems that may be interfering with learning 	<ul style="list-style-type: none"> Checks on progress and learning experiences with moderate assistance to resolve problems that may be interfering with learning 	<ul style="list-style-type: none"> Checks on progress and learning experiences with ongoing assistance to resolve problems that may be interfering with learning

GLO #2: Community Contributor

(The understanding that it is essential for human beings to work together)

Indicators	4 Descriptors for <i>Consistently Demonstrates</i>	3 Descriptors for <i>Usually Demonstrates</i>	2 Descriptors for <i>Sometimes Demonstrates</i>	1 Descriptors for <i>Rarely Demonstrates</i>
Respects people's feelings, ideas, abilities and cultural diversity	<ul style="list-style-type: none"> Consistently listens and considers other points of view and asks appropriate questions for clarification and understanding Consistently uses appropriate voice level and tone appropriate to the message and audience in formal and informal settings Consistently uses appropriate nonverbal responses including eye contact, attentive posture and facial expression to indicate respect and interest 	<ul style="list-style-type: none"> Usually listens and considers other points of view and asks appropriate questions for clarification and understanding Usually uses appropriate voice level and tone appropriate to the message and audience in formal and informal settings Usually uses appropriate nonverbal responses including eye contact, attentive posture and facial expression to indicate respect and interest 	<ul style="list-style-type: none"> Sometimes listens and considers other points of view and asks appropriate questions for clarification and understanding Sometimes uses appropriate voice level and tone appropriate to the message and audience in formal and informal settings Sometimes uses appropriate nonverbal responses including eye contact, attentive posture and facial expression to indicate respect and interest 	<ul style="list-style-type: none"> Rarely listens or considers other points of view; makes inappropriate comments Seldom uses appropriate voice level and tone appropriate to the message or audience in formal and informal settings Seldom uses appropriate nonverbal responses including eye contact, attentive posture and facial expression to indicate respect and interest
Cooperates with and helps and encourages others in group situations	<ul style="list-style-type: none"> Consistently makes positive contributions toward achievement of the group's goals (stays on task, shares materials and ideas, helps others to focus on the task) Consistently helps assess group progress toward the goal and improve efforts on an ongoing basis 	<ul style="list-style-type: none"> Usually makes positive contributions toward achievement of the group's goals (stays on task, shares materials and ideas, helps others to focus on the task) Usually helps assess group progress toward the goal and improve efforts on an ongoing basis 	<ul style="list-style-type: none"> Makes positive contributions toward achievement of the group's goals (stays on task, shares materials and ideas, helps others to focus on the task) with moderate assistance Sometimes helps assess group progress toward the goal 	<ul style="list-style-type: none"> Makes positive contributions toward achievement of the group's goals (stays on task, shares materials and ideas, helps others to focus on the task) with ongoing assistance Rarely helps assess group progress toward the goal
Understands and follows rules of conduct	<ul style="list-style-type: none"> Consistently follows class/school rules 	<ul style="list-style-type: none"> Usually follows class/school rules 	<ul style="list-style-type: none"> Follows class/school rules with moderate guidance 	<ul style="list-style-type: none"> Follows class/school rules with ongoing guidance
Analyzes	<ul style="list-style-type: none"> Consistently 	<ul style="list-style-type: none"> Usually recognizes 	<ul style="list-style-type: none"> Sometimes 	<ul style="list-style-type: none"> Rarely recognizes

conflict and applies methods of cooperative resolution	recognizes the problem, makes appropriate input and helps group resolve conflicts and overcome difficulties	the problem, makes appropriate input and helps group resolve conflicts and overcome difficulties	recognizes the problem, makes appropriate input and helps group resolve conflicts and overcome difficulties	the problem, makes appropriate input or helps group resolve conflicts and overcome difficulties
Demonstrates responsible and ethical behavior in decision making	<ul style="list-style-type: none"> Consistently demonstrates self control, moral and ethical behavior and acts with integrity in decision making 	<ul style="list-style-type: none"> Usually demonstrates self control, moral and ethical behavior and acts with integrity in decision making 	<ul style="list-style-type: none"> Demonstrates self control, moral and ethical behavior and acts with integrity in decision making with moderate guidance 	<ul style="list-style-type: none"> Demonstrates self control, moral and ethical behavior and acts with integrity in decision making with ongoing guidance
Responsibly implements a solution	<ul style="list-style-type: none"> Consistently fulfills one's responsibility in implementing a solution 	<ul style="list-style-type: none"> Usually fulfills one's responsibility in implementing a solution 	<ul style="list-style-type: none"> Fulfills one's responsibility in implementing a solution with moderate assistance 	<ul style="list-style-type: none"> Fulfills one's responsibility in implementing a solution with ongoing assistance

GLO 3: Complex Thinker

(The ability to demonstrate critical thinking and problem solving)

Indicators	4 <i>Descriptors for Consistently Demonstrates</i>	3 <i>Descriptors for Usually Demonstrates</i>	2 <i>Descriptors for Sometimes Demonstrates</i>	1 <i>Descriptors for Rarely Demonstrates</i>
Applies prior learning experiences to new situations	<ul style="list-style-type: none"> Consistently demonstrates use of prior knowledge to acquire new knowledge or develop new skills 	<ul style="list-style-type: none"> Usually demonstrates use of prior knowledge to acquire new knowledge or develop new skills 	<ul style="list-style-type: none"> Demonstrates use of prior knowledge to acquire new knowledge or develop new skills with moderate assistance 	<ul style="list-style-type: none"> Demonstrates use of prior knowledge to acquire new knowledge or develop new skills with ongoing assistance
Considers multiple perspectives in analyzing and solving a variety of problems	<ul style="list-style-type: none"> Consistently demonstrates thorough analysis and evaluation of major points of view in analyzing/solving problems 	<ul style="list-style-type: none"> Usually offers adequate analysis and evaluation of major points of view in analyzing/solving problems 	<ul style="list-style-type: none"> Offers superficial analysis of a few alternative points of view in analyzing/solving problems 	<ul style="list-style-type: none"> Ignores alternative points of view in analyzing/solving problems
Generates new and creative ideas and approaches to developing solutions	<ul style="list-style-type: none"> Consistently applies creative thinking to generate ideas and approaches to solving problems 	<ul style="list-style-type: none"> Usually applies creative thinking to generate ideas and approaches to solving problems 	<ul style="list-style-type: none"> Applies creative thinking to generate ideas and approaches to solving problems with moderate assistance 	<ul style="list-style-type: none"> Applies creative thinking to generate ideas and approaches to solving problems with ongoing assistance
Evaluates the effectiveness and ethical considerations to a solution and make adjustments as needed	<ul style="list-style-type: none"> Consistently applies critical thinking to evaluate solutions based on solid information and change position when evidence and reasons are sufficient 	<ul style="list-style-type: none"> Usually applies critical thinking to evaluate solutions based on solid information and change position when evidence and reasons are sufficient 	<ul style="list-style-type: none"> Applies critical thinking to evaluate solutions based on solid information and change position when evidence and reasons are sufficient with moderate assistance 	<ul style="list-style-type: none"> Applies critical thinking to evaluate solutions based on solid information and change position when evidence and reasons are sufficient with ongoing assistance

GLO #4: Quality Producer

(The ability to recognize and produce quality performances and quality products)

Indicators	4 Descriptors for <i>Consistently Demonstrates</i>	3 Descriptors for <i>Usually Demonstrates</i>	2 Descriptors for <i>Sometimes Demonstrates</i>	1 Descriptors for <i>Rarely Demonstrates</i>
Recognizes and understands what quality performances and products are	<ul style="list-style-type: none"> Consistently identifies and describes the criteria and performance standards of products and performances Consistently demonstrates clear understanding of the learning goals and task requirements 	<ul style="list-style-type: none"> Usually identifies and describes the criteria and performance standards of products and performances Usually demonstrates understanding of the learning goals and task requirements 	<ul style="list-style-type: none"> Identifies and describes the criteria and performance standards of products and performances with moderate assistance Demonstrates understanding of the learning goals and task requirements with moderate assistance 	<ul style="list-style-type: none"> Identifies and describes the criteria and performance standards of products and performances with ongoing assistance Demonstrates understanding of the learning goals and task requirements with ongoing assistance
Understands and sets criteria to meet or exceed Hawaii Content and Performance Standards	<ul style="list-style-type: none"> Consistently sets criteria and clear goals to meet/exceed Hawaii Content and Performance Standards 	<ul style="list-style-type: none"> Usually sets criteria and goals to meet/exceed Hawaii Content and Performance Standards 	<ul style="list-style-type: none"> Sets criteria and goals to meet/exceed Hawaii Content and Performance Standards with moderate assistance 	<ul style="list-style-type: none"> Sets criteria and goals to meet/exceed Hawaii Content and Performance Standards with ongoing assistance
Produces evidence that meets or exceeds Hawaii Content and Performance Standards	<ul style="list-style-type: none"> Consistently demonstrates in-depth understanding, knowledge and skills necessary for producing quality products and performances Consistently monitors progress and uses feedback, criticisms and suggestions to improve work Consistently remains on task and perseveres to the completion of quality work, performance or product 	<ul style="list-style-type: none"> Usually demonstrates clear understanding, knowledge and skills necessary for producing quality products and performances Usually monitors progress and uses feedback, criticisms and suggestions to improve work Usually remains on task and perseveres to the completion of quality work, performance or product 	<ul style="list-style-type: none"> Demonstrates understanding, knowledge and skills necessary for producing quality products and performances with moderate assistance Monitors progress and uses feedback, criticisms and suggestions to improve work with moderate assistance Remains on task and perseveres to the completion of quality work, performance or product with moderate assistance 	<ul style="list-style-type: none"> Demonstrates understanding, knowledge and skills necessary for producing quality products and performances with ongoing assistance Monitors progress and uses feedback, criticisms and suggestions to improve work with ongoing assistance Remains on task and perseveres to the completion of quality work, performance or product with ongoing assistance

GLO #5: Effective Communicator
(The ability to communicate effectively)

Indicators	4 Descriptors for <i>Consistently Demonstrates</i>	3 Descriptors for <i>Usually Demonstrates</i>	2 Descriptors for <i>Sometimes Demonstrates</i>	1 Descriptors for <i>Rarely Demonstrates</i>
Listens to, interprets, and uses information effectively	<ul style="list-style-type: none"> Consistently solicits and actively listens to the ideas and opinions of others and demonstrates thorough understanding of the communication 	<ul style="list-style-type: none"> Usually solicits and actively listens to the ideas and opinions of others and demonstrates adequate understanding of the communication 	<ul style="list-style-type: none"> Listens to the ideas and opinions of others and demonstrates understanding of the communication with moderate assistance 	<ul style="list-style-type: none"> Listens to the ideas and opinions of others and demonstrates understanding of the communication with ongoing assistance
Communicates effectively and clearly through speaking, using appropriate forms, conventions, and styles to convey ideas and information for a variety of audiences and purposes	<ul style="list-style-type: none"> Consistently determines purpose for communicating, organizes and presents information to serve the purpose, context and audience Consistently communicates information with logic and coherence. Intended purpose is explicit and all major points are fully elaborated 	<ul style="list-style-type: none"> Usually determines purpose for communicating, organizes and presents information to serve the purpose, context and audience Usually communicates information with logic and coherence. Intended purpose is usually explicit and most major points are elaborated. 	<ul style="list-style-type: none"> Determines purpose for communicating, organizes and presents information to serve the purpose, context and audience with moderate assistance Communicates with logic and coherence with moderate assistance 	<ul style="list-style-type: none"> Determines purpose for communicating, organizes and presents information to serve the purpose, context and audience with ongoing assistance Communicates with logic or coherence with ongoing assistance
Reads with understanding various types of written materials and literature and uses information for a variety of purposes	<ul style="list-style-type: none"> Consistently seeks information through reading various types of written materials Consistently self corrects and takes risks Consistently makes predictions and draws accurate inferences Consistently demonstrates thorough understanding and meaning derived from print 	<ul style="list-style-type: none"> Usually seeks information through reading various types of written materials Usually self corrects and takes risks Usually makes predictions and draws accurate inferences Usually demonstrates understanding and meaning derived from print 	<ul style="list-style-type: none"> Seeks information through reading various types of written materials with moderate support Sometimes self corrects and takes risks Makes predictions and draws inferences with moderate assistance Demonstrates understanding and meaning derived from print with moderate assistance 	<ul style="list-style-type: none"> Seeks information through reading various types of written materials with ongoing support Rarely self corrects and takes risks Makes predictions and draw influences with ongoing assistance Demonstrates understanding and meaning derived from print with ongoing assistance

Communicates effectively and clearly through writing, using appropriate forms, conventions, and styles to convey ideas and information for a variety of audiences and purposes	<ul style="list-style-type: none"> Consistently organizes sequence of ideas/events that moves reader smoothly through the writing from beginning to end 	<ul style="list-style-type: none"> Usually organizes sequence or ideas/events that moves reader smoothly through the writing from beginning to end 	<ul style="list-style-type: none"> Organizes sequence of ideas/events that moves reader through the writing from beginning to end with moderate assistance 	<ul style="list-style-type: none"> Organizes sequence of ideas/events that moves reader through the writing from beginning to end with ongoing assistance
Observes and makes sense of visual information	<ul style="list-style-type: none"> Consistently observes and draws logical inferences and conclusions based on observations 	<ul style="list-style-type: none"> Usually observes and draws inferences and logical conclusions based on observations 	<ul style="list-style-type: none"> Observes and draws inferences and logical conclusions based on observations with moderate assistance 	<ul style="list-style-type: none"> Observes and draws inferences and logical conclusions based on observations with ongoing assistance

GLO #6: Effective and Ethical Users of Technology
(The ability to use a variety of technologies effectively and ethically.)

Indicators	4 Descriptors for <i>Consistently Demonstrates</i>	3 Descriptors for <i>Usually Demonstrates</i>	2 Descriptors for <i>Sometimes Demonstrates</i>	1 Descriptors for <i>Rarely Demonstrates</i>
Uses a variety of technologies in producing an idea or product	<ul style="list-style-type: none"> Consistently uses a variety of productivity tools that displays excellence in presentation and content Consistently uses advanced capabilities of a variety of productivity tools (e.g., word processing, spreadsheet, database, graphics, digitized cameras) to produce quality work <p><i>Descriptor for Grades 5 & 6</i></p>	<ul style="list-style-type: none"> Usually uses a variety of productivity tools that demonstrate competency in displaying presentation and content Usually uses advanced capabilities of a variety of productivity tools (e.g., word processing, spreadsheet, database, graphics, digitized cameras) to produce quality work <p><i>Descriptor for Grades 5 & 6</i></p>	<ul style="list-style-type: none"> Uses a variety of productivity tools that demonstrate competency in displaying presentation and content with moderate assistance Uses advanced capabilities of limited productivity tools (e.g., word processing, spreadsheet, database, graphics, digitized cameras) to produce quality work with moderate assistance <p><i>Descriptor for Grades 5 & 6</i></p>	<ul style="list-style-type: none"> Uses a limited variety of productivity tools that demonstrate competency with ongoing assistance Uses advanced capabilities of limited productivity tools (e.g., word processing, spreadsheet, database, graphics, digitized cameras) to produce quality work with ongoing assistance * <p><i>Descriptor for Grades 5 & 6</i></p>
Uses a variety of technologies to access and manage information and to generate new information	<ul style="list-style-type: none"> Consistently and accurately uses a variety of technologies to access and manage information Consistently demonstrates mastery of variety of tools to collect data such as on-line surveys and interviews as well as tools to record, organize, and communicate the data using databases and spreadsheets <p><i>Descriptor for Grades 5 & 6</i></p> <ul style="list-style-type: none"> Consistently generates new 	<ul style="list-style-type: none"> Usually uses a variety of technologies to access and manage information Usually demonstrates mastery of variety of tools to collect data such as on-line surveys and interviews as well as tools to record, organize, and communicate the data using databases and spreadsheets <p><i>Descriptor for Grades 5 & 6</i></p> <ul style="list-style-type: none"> Usually generates new information that demonstrates 	<ul style="list-style-type: none"> Uses a limited number of different technologies to access and manage information with moderate assistance Demonstrates a partial mastery of tools to collect data such as on-line surveys and interviews as well as tools to record, organize, and communicate the data using databases and spreadsheets with moderate assistance <p><i>Descriptor for Grades 5 & 6</i></p> <ul style="list-style-type: none"> Generates new information that 	<ul style="list-style-type: none"> Uses a limited number of different technologies to access and manage information with ongoing assistance Demonstrates a partial mastery of tools to collect data such as on-line surveys and interviews as well as tools to record, organize, and communicate the data using databases and spreadsheets with ongoing assistance <p><i>Descriptor for Grades 5 & 6</i></p> <ul style="list-style-type: none"> Generates new information that

	information that demonstrates effective use of information tools based on accessed information as well as the quality of the information sources	effective use of information tools based on accessed information as well as the quality of the information sources	demonstrates effective use of information tools based on accessed information as well as the quality of the information sources with moderate assistance	demonstrates effective use of information tools based on accessed information as well as the quality of the information sources with moderate assistance
<p><i>Understands the impact of technologies on individuals, family, society and the environment</i></p> <p><i>Descriptor for Grades 5 & 6</i></p>	<ul style="list-style-type: none"> Appreciates and can accurately explain how the use of various technologies makes a difference in the lives of individuals, the family, society and the environment Is able to illustrate with real life examples <p><i>Descriptor for Grades 5 & 6</i></p>	<ul style="list-style-type: none"> Understands and can explain how the use of various technologies can make a difference in the lives of individuals, the family, society and the environment <p><i>Descriptor for Grades 5 & 6</i></p>	<ul style="list-style-type: none"> Has an awareness of and can explain with prompts how the use of various technologies can make a difference in the lives of individuals, the family, society and the environment <p><i>Descriptor for Grades 5 & 6</i></p>	<ul style="list-style-type: none"> Is not able to explain the impact of technology on individuals, family, society and the environment <p><i>Descriptor for Grades 5 & 6</i></p>
<p>Uses appropriate technologies for communication, collaboration, research, creativity and problem solving</p>	<ul style="list-style-type: none"> Consistently chooses the most appropriate technologies to complete assignments and can explain its appropriateness. Uses multimedia, electronic devices, email, and/or Internet to expand beyond the barriers of a normal classroom 	<ul style="list-style-type: none"> Usually selects the most appropriate technologies to complete product and can explain its appropriateness 	<ul style="list-style-type: none"> Chooses appropriate technologies to complete product with moderate assistance 	<ul style="list-style-type: none"> Chooses appropriate technology tools to complete product with ongoing assistance
<p>Understand and respects legal and ethical issues</p>	<ul style="list-style-type: none"> Consistently demonstrates knowledge of the legal and ethical issues regarding the use of technology and information (e.g., follows school rules covering language, privacy, copyright, citation of sources) Consistently all sources (information and graphics) are 	<ul style="list-style-type: none"> Usually demonstrates knowledge of the legal and ethical issues regarding the use of technology and information (e.g., follows school rules covering language, privacy, copyright, citation of sources) Usually all sources (information and graphics) are 	<ul style="list-style-type: none"> Demonstrates knowledge of the legal and ethical issues regarding the use of technology and information (e.g., follows school rules covering language, privacy, copyright, citation of sources) with moderate guidance Sources (information and graphics) are accurately 	<ul style="list-style-type: none"> Demonstrates knowledge of the legal and ethical issues regarding the use of technology and information (e.g., follows school rules covering language, privacy, copyright, citation of sources) with ongoing guidance Sources (information and graphics) are accurately

5/31/13

General Learner Outcomes for grades 1-6

	<i>accurately documented in the desired format</i>	<i>accurately documented, in the desired format</i>	<i>documented with moderate assistance</i>	<i>documented with ongoing assistance</i>
	<i>Descriptor for Grades 5 & 6</i>	Descriptor for Grades 5 & 6	<i>Descriptor for Grades 5 & 6</i>	<i>Descriptor for Grades 5 & 6</i>

Attachment cc.

Existing facility or ideal facility details and supporting documents (Section III.H.1)

Facilities

iLEAD Kauai Charter School plans to operate at one site within the geographic boundaries of Kauai.

Once property is secured, school officials will work with an architect to design a building that will meet the necessary educational and legal requirements to implement all aspects of the academic program described in this petition.

In planning for iLEAD Kauai site, the founding team will draw on its experience of designing, building, financing and operating charter school facilities. iLEAD will partner with InSite Charter School Services, a nationally recognized company that assists with charter school facility acquisition. iLEAD Kauai will seek district input and provide courtesy notification to district of planned leases/acquisitions. The ideal facility will provide ample square footage for a minimum of 8 classroom spaces, but preferably with room to grow to the maximum number of classroom spaces as listed in the charter. The site will also be large enough to provide ample restrooms for the learners and adults, as per building code regulations, as well as several multi---purpose spaces for large group gatherings including meal and performances, as well as administrative offices, a reception area, an outdoor play area, and ample parking for staff and visitors.

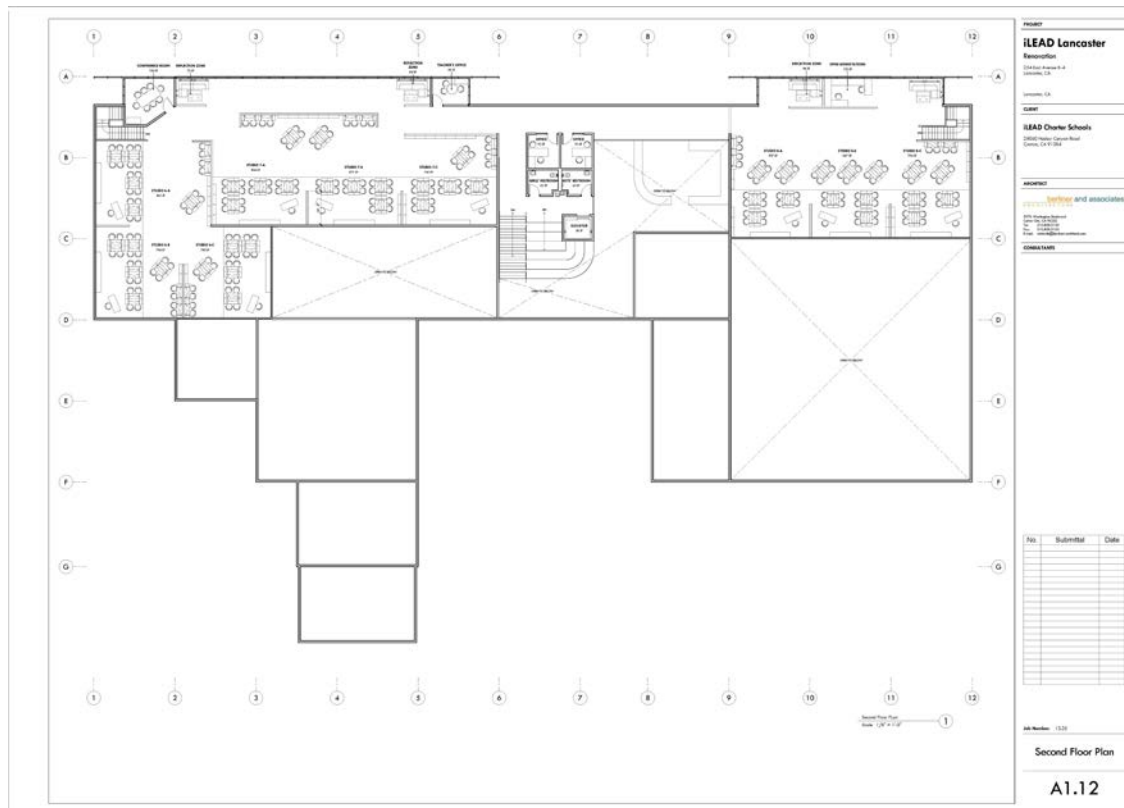
The school is planning to develop an initial facility with approximately 8 open classroom spaces, averaging more than 700 square feet each, for its core instruction of students in grades K---8. These classroom spaces will incorporate our core values by enhancing the educational experience and facilitating collaboration, incorporating technology and providing each learner with the space they need to pursue their education actively and whole heartedly regardless of their learning needs. We will also include a classroom for special education services. Each school also includes a health office where learners can obtain health services as needed.

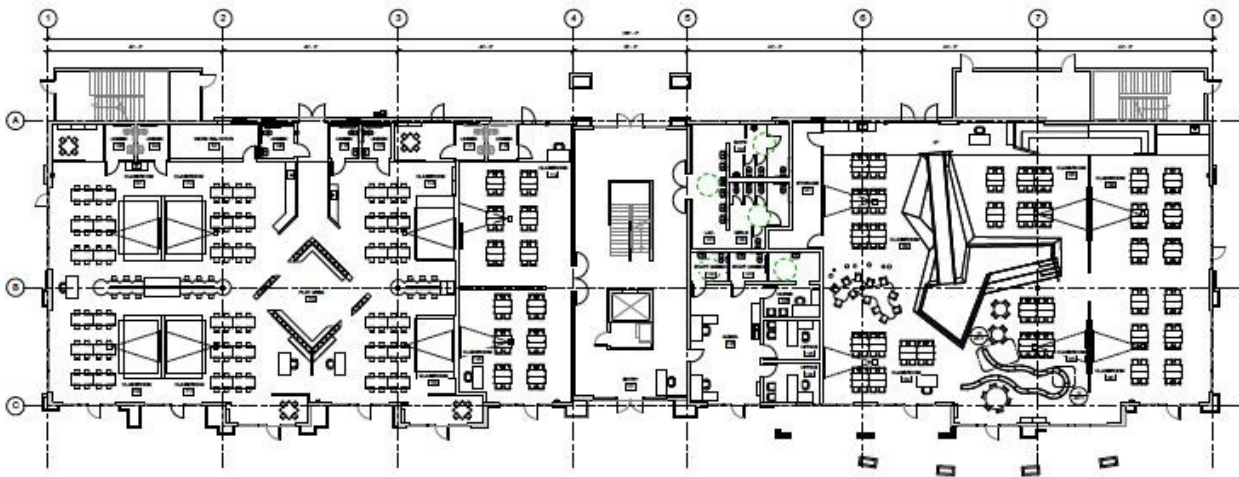
All classrooms and offices will be outfitted with all voice, data, phone, security and information technology infrastructure necessary in order to deliver all elements of the educational program and manage day---to---day operations. Each classroom will be set up to incorporate multi---platforms in technology use for collaboration and instruction.

The school facility will be in either a new build---to---suit building or an existing building that has been renovated, depending on location and costs. Utilizing an existing building is not a large challenge as most buildings architecture is essentially a shell that can be adapted to suit the instructional spaces iLead School's prefers to use for it's educational experiences. School officials will partner with InSite Charter School Services and any specialists or local consultants, as needed in order to deliver a facility that is cost---effective, conveniently located for parents, and safe for all students.

The iLEAD Kauai team will meet with all necessary municipal planning departments and Fire Marshall to ensure the facility complies with all zoning requirements as well as fire---life safety issues. Ensuring that all facilities are in compliance with all building and fire life safety codes is a priority, as is providing an instructional space that enhances each learner's educational experience in lieu of hindering it. iLead Schools goal is to provide a space that engages each learner in their educational experience and provides a safe and fun environment where they can joyfully engage in learning about their community and through extension the global community.

Attached to this document are some basic floor plan layouts of typical classrooms spaces in an iLead School. The layouts detail the open spaces and the flexibility of the spaces to provide the educational experiences as detailed in the charter. Classrooms are open to each other, easily accessible and available to restrooms, facilitators, administrative, educational specialists are all locally available to the various classrooms spaces to ensure that learners have access to the adults they need to most, including health services.





Attachment dd.
Evidence of intent to secure a facility (Section III.H.4)

iLEAD Kauai is in conversation with our strong nationally recognized partners who specialize in charter school facilities acquisition and management, build---out and renovations, in reference to locating a site in East Kauai. We have also been in conversation with The Department of Land and Natural Resources (DLNR). However, iLEAD Kauai has not yet finalized these details in a manner leading to a letter of intent, or Memorandum of Understanding (MOU).

Attachment ee.
Start---up plan (Section III.I.1)

iLEAD Kauai Start---up Plan

Domain	Action	Start Date	End Date	Responsibility
Governance	Ratify bylaws and code of ethics	May 2014	May 2014	BOT
Governance	Appoint board officers	May 2014	May 2014	BOT
Governance	Create letter of employment for Executive Director	July 2014	July 2014	BOT
Education/O perations	School Director participate in iLEAD leadership incubator/residence program	July 2014	July 2015	SD, EMS
Finance	Research and write grants and create fundraising plan	May 2014	July 2015	SD, EMS
Facility	Conduct facility negotiations and execute lease	Nov 2014	Jan 2015	BOT, SD, EMS
Facility	Renovation: identify needs, secure contractor, establish timeline, complete punch list	Feb 2015	June 2015	BOT, SD, EMS
Operations	Obtain 501c3 status	Jan 2014	May 2014	EMS
Finance	Approve fiscal policies and procedures	Mar 2015	Mar 2015	BOT
Finance	Contract with EMS for accounting/bookkeeping to financial systems	May 2014	May 2014	SD/BOT
	Contract with EMS for payroll and establish payroll systems	July 2014	July 2014	SD/BOT
Staffing	Recruit Office Manager	Jan 2015	Mar 2015	SD
Recruitment	Develop website/marketing materials	May 2014	June 2014	SD/EMS
Recruitment	Recruit students: develop and disseminate materials, host open---houses, door---to---door marketing	Dec 2014	May 2015	SD, OM
Recruitment	Hold lottery: secure system with preferences, conduct lottery, inform parents	Apr 2015	May 2015	SD, OM
Operations	Obtain student records: obtain permission from parents, contact previous schools, etc.	May 2015	July 2015	OM, SD
Staffing	Recruit school staff: draft job descriptions, post positions, interview candidates, check references	Feb 2015	Jun 2015	EMS, SD
Staffing	Hire school staff: salary negotiations	Mar 2015	Jun 2015	EMS, SD

Domain	Action	Start Date	End Date	Responsibility
	and offer letters			
Academic	Research and secure curriculum resources	Mar 2015	Aug 2015	SD
Academic	Research and secure intervention resources	Mar 2015	Aug 2015	SD
Academic	Research and secure standardized assessments	Mar 2015	Aug 2015	SD
Technology	RFP for technology infrastructure	Mar 2015	Jun 2015	SD
Finance	Develop budget for FY14---15	Mar 2015	May 2015	SD, BOT, EMS
Finance	Approve budget for FY14---15	May 2015	May 2015	BOT
Operations	Explore food service options: coordinate vendor evaluation of kitchen capacity, solicit proposals, select vendor	Apr 2015	July 2015	SD, OM, EMS
Operations	Explore transportation need: coordinate bus routes and stops, inform parents of options	Apr 2015	Jul 2015	SD, OM
HR	Finalize staff handbook and personnel policies	Apr 2015	Jun 2015	SD, EMS
Operations	Develop and distribute student handbook	May 2015	June 2015	EMS, SD, OM
Technology	Install technology infrastructure	May 2015	Aug 2015	SD
HR	Complete fingerprinting and background checks	May 2015	Jul 2015	SD, OM
Academic	Prepare school calendar and distribute to families	May 2015	May 2015	OM
Technology	Install software programs	Jun 2015	Jul 2015	SD
Facility	Obtain Certificate of Occupancy	Jun 2015	Jun 2015	SD
Recruitment	Conduct open houses/Orientations for admitted students/families	Jun 2015	Jun 2015	SD, OM
Academic	Contract with Related Service Providers	Jun 2015	Aug 2015	SD
Operations	Secure insurance policies	Jun 2015	Jul 2015	SD
PD	Prepare Summer training materials	Jun 2015	Aug 2015	SD, EMS
Finance	Complete Initial Statement of Financial Controls	Jul 2015	Jul 2015	SD, EMS
HR	Complete staff fingerprints and background checks	Jul 2015	Jul 2015	OM
Operations	Secure IEPs and student records	Jul 2015	Aug 2015	SD
Operations	Create a draft safety plan	Jul 2015	Aug 2015	SD
Operations	Purchase SISs and train staff	Jul 2015	Aug 2015	SD, EMS

Domain	Action	Start Date	End Date	Responsibility
PD	Conduct Summer Institute	Aug 2015	Aug 2015	EMS, SD
PD	Develop staff growth plans	Sep 2015	Oct 2015	SD, Staff, EMS
Academic	Finalize curriculum maps and create project plans	Aug 2015	Aug 2015	SD, Staff, EMS

BOT=Board of Trustees; EMS=Education Management Service provider; SD= School Director; OM=Office Manager

Attachment ff.
Financial Plan Workbook (Section IV.A.5)

See attached Excel Workbook.

Attachment gg.
Budget Narrative (Section IV.A.6 and IV.A.6.a)

Assumptions: All facilitators (teachers), office managers (school secretary), and other classified employees (paraprofessionals, custodians, etc.) are paid at the prevailing bargaining unit rates. Student: teacher ratios are 25:1. Lease rate is calculated at 60sq. ft. per student at \$22 per sq. ft. Utilities are estimates based on sites similar to those that would fulfill the needs of iLEAD Kauai. Paraprofessionals provide student supervision and are staffed at 50:1.

- a. **Resources**-----\$1,200,000 (200 students x \$6000) in start---up funding for first year. iLEAD Kauai is aggressively seeking grants from foundations and corporations including, but not limited to Bill and Melinda Gates Foundation, National Science Foundation, US Dept. of Ed., Public Schools of Hawai'i Foundation, CASE, Northrop Grumman to name a few. In addition, iLEAD Kauai is establishing a school foundation that will actively participate in fundraising activities to support the mission, vision and goals of the school. We currently do not have guaranteed funding from any additional sources at the current time. **See attachment hh.**
- b. **Contingency Plan**-----An internal audit will be conducted after the first 20 days of school to identify issues related to enrollment and budget development. Adjustments to the budget are made at this time to reflect changes in resource estimates. In the event of a monthly cash flow difficulty, iLEAD Schools Development will support iLEAD Kauai in seeking a line of credit with approved banking institution as well as bridge loan through accounts receivable sales if necessary. iLEAD Kauai is committed to maintaining a minimum of 3% reserve annually.
- c. **Year 1 cash flow contingency**-----Following the first days of school, an internal audit will be conducted to review budget projections, enrollment, PCSGP and adjustments made accordingly.
- d. **Virtual/hybrid component**-----not applicable

Attachment hh.

Certification and supporting documentation for conversion of charter schools
(Conversion Addendum, Section B.1)

At the current time, iLEAD Kauai does not have committed funding from other grants, financial institutions or other sources. We will continue to vigorously pursue all available opportunities for supplemental funding.

Attachment ii.

Certification and supporting documentation for conversion.

Not application. iLEAD Kauai is not a conversion school.

Attachment jj.

Evidence of community support (Conversion Addendum, Section B.3)

Not application. iLEAD Kauai is not a conversion school.

Attachment kk.

Non-profit organization's bylaws or policies (business and conflict of interest)

(Conversion Addendum, Section 1.3)

Not application. iLEAD Kauai is not a conversion school.