

# IV. Initial Proposal Amendment

Created Saturday, January 17, 2015

Updated Friday, March 06, 2015

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## Page 1

### Academic Plan Design & Capacity Amendments (2,500 word limit)

The applicant has the option to provide minor amendments to the academic plan submitted in its Initial Proposal. If amendments are made, cite each subsection within the Initial Proposal that each amendment is changing (e.g., Section III.A.1). Wholesale revisions of the Initial Proposal will not be permitted. Word limits may be increased if deemed necessary; contact Kenyon Tam at [kenyon.tam@spcsc.hawaii.gov](mailto:kenyon.tam@spcsc.hawaii.gov) for more information.

If the applicant does not intend to make amendments to the Initial Proposal for the purposes of the Final Application, simply respond "No amendments."

#### IV. Kamalani Academy Initial Proposal Amendment

##### III.C.2.b-c and Attachment I

The following amends III.C.2.b-c and Attachment I by adding schedules for the middle school grades (6th-8th). Adding schedules for the middle school grades clarifies that Kamalani Academy's commitment to adhering to the Master Collective Bargaining Agreement.

In Kamalani Academy's first year of operation, the 6th Grade will follow an elementary schedule similar to the 5th grade schedule. As in K-5 schedule, the 6th grade will also have a common preparation period from 2:00-2:45 on all days except Wednesday. Wednesday the 45 minute preparation period will be held before or after the meeting time. Please see the 6th Grade Sample Daily/ Weekly Schedule below:

##### Monday Schedule:

- 7:45-8:10 am- Morning Broadcast and Journal
- 8:10-8:20 am- Morning Meeting
- 8:20-9:35 am- Reading Workshop
- 9:35-9:50 am- Spelling/Vocabulary
- 9:50 –10:10 am -Recess/Toolbox
- 10:10 –10:40 am- Math
- 10:40 -11:20 am- Lunch
- 11:20 am – 12:20 pm - Math/Math Centers
- 12:20 – 1:20 pm Writer's Workshop
- 1:20-2:00 pm Science/Social Studies
- 2:00-2:45 pm Teacher Preparation Period

##### Tuesday Schedule:

- 7:45-8:10 am- Morning Broadcast and Journal
- 8:10-8:20 am- Morning Meeting
- 8:20-9:35 am- Reading Workshop
- 9:35-9:50 am- Spelling/Vocabulary
- 9:50 –10:10 am -Recess/Toolbox
- 10:10 –10:40 am- Math
- 10:40 -11:20 am- Lunch
- 11:20 am – 12:20 pm - Math/Math Centers
- 12:20 – 1:20 pm Writer's Workshop
- 1:20-2:00 pm Science/Social Studies
- 2:00-2:45 pm Teacher Preparation Period

##### Wednesday Schedule:

- 7:45-8:10 am- Morning Broadcast and Journal
- 8:10-8:20 am- Morning Meeting

- 8:20-9:35 am- Reading Workshop
- 9:35-9:50 am- Spelling/Vocabulary
- 9:50 –10:10 am -Recess/Toolbox
- 10:10 –10:40 am- Math
- 10:40 -11:20 am- Lunch
- 11:20 am – 12:20 pm - Math/Math Centers
- 12:20 pm- Student Dismissal
- 12:20 pm- 2:45 pm- Weekly Meeting (Professional Development) and 45 minute Teacher Preparation Period that may fall before or after the weekly meeting.

Thursday Schedule:

- 7:45-8:10 am- Morning Broadcast and Journal
- 8:10-8:20 am- Morning Meeting
- 8:20-9:35 am- Reading Workshop
- 9:35-9:50 am- Spelling/Vocabulary
- 9:50 –10:10 am -Recess/Toolbox
- 10:10 –10:40 am- Math
- 10:40 -11:20 am- Lunch
- 11:20 am – 12:20 pm - Math/Math Centers
- 12:20 – 1:20 pm Writer’s Workshop
- 1:20-2:00 pm Science/Social Studies
- 2:00-2:45 pm Teacher Preparation Period

Friday Schedule:

- 7:45-8:10 am- Morning Broadcast and Journal
- 8:10-8:20 am- Morning Meeting
- 8:20-9:35 am- Reading Workshop
- 9:35-9:50 am- Spelling/Vocabulary
- 9:50 –10:10 am -Recess/Toolbox
- 10:10 –10:40 am- Math
- 10:40 -11:20 am- Lunch
- 11:20 am – 12:20 pm - Math/Math Centers
- 12:20 – 1:20 pm Writer’s Workshop
- 1:20-2:00 pm Science/Social Studies
- 2:00-2:45 pm Teacher Preparation Period

In the School’s second year of operation, with the addition of seventh grade the sixth grade will transition to a departmentalized middle school schedule. The instructional time will not exceed the 1285 minutes of instruction per week abiding by the current HSTA Master Collective Bargaining Agreement. Each middle school teacher has 225 minutes of preparation time a week. Preparation periods are floating. All teacher have 150 minutes of duty free lunch periods per week in blocks no less than 30 continuous minutes. All schedules follow the HSTA Master Collective Bargaining agreement. Should the HSTA Master Collective Bargaining Agreement change to increase instructional time Kamalani Academy will amend schedules to abide by new requirements.

The following list is the sample daily/weekly schedule for grades 6, 7, and 8. This schedule will be implemented in the School’s second year of operation.

Monday Schedule:

- 7:45-8:15 am – Opening/Homeroom
- 8:15-8:40 am – Study Hall/Advisory
- 8:40-9:30 am – Period 1
- 9:30-9:45 am – Recess
- 9:45-9:50 am – Passing
- 9:50-11:10 am – Period 3
- 11:10-11:15 am – Passing
- 11:15 am-12:35 pm – Period 5
- 12:35-1:05 pm – Lunch
- 1:05 – 1:10 pm – Passing
- 1:10 – 2:30 pm – Period 7
- 2:30 – 2:45 pm\* – Planners/Closing

Tuesday Schedule:

- 7:45-8:15 am – Opening/Homeroom
- 8:15-8:40 am – Study Hall/Advisory
- 8:40-9:30 am – Period 1
- 9:30-9:45 am – Recess
- 9:45-9:50 am – Passing
- 9:50-11:10 am – Period 2
- 11:10-11:15 am – Passing
- 11:15 am-12:35 pm – Period 4
- 12:35-1:05 pm – Lunch
- 1:05 – 1:10 pm – Passing
- 1:10 – 2:30 pm – Period 6
- 2:30 – 2:45 pm\* – Planners/Closing

Wednesday Schedule:

- 7:45-7:55 am – Opening/Homeroom
- 7:55-8:10 am – Study Hall/Advisory
- 8:10-8:40 am – Period 2
- 8:40-8:55 am – Recess
- 8:55-9:00am – Passing
- 9:00-9:30 am – Period 3
- 9:30-9:35 am – Passing
- 9:35-10:05 am – Period 4
- 10:05-10:35 am – Passing /Lunch
- 10:35-11:05 am – Period 5
- 11:05-11:10 am – Passing
- 11:10-11:40 am – Period 6
- 11:40-11:45 am – Passing
- 11:45 am-12:15 pm – Period 7
- 12:15-12:20 pm – Closing/Dismissal
- 12:20-2:45 pm- Weekly Meeting (Professional Development) and 45 minute Teacher Preparation Period that may fall before or after the weekly meeting.

Thursday Schedule:

- 7:45-8:15 am – Opening/Homeroom
- 8:15-8:40 am – Study Hall/Advisory
- 8:40-9:30 am – Period 1
- 9:30-9:45 am – Recess
- 9:45-9:50 am – Passing
- 9:50-11:10 am – Period 3
- 11:10-11:15 am – Passing
- 11:15 am-12:35 pm – Period 5
- 12:35-1:05 pm – Lunch
- 1:05 – 1:10 pm – Passing
- 1:10 – 2:30 pm – Period 7
- 2:30 – 2:45 pm\* – Planners/Closing

Friday Schedule:

- 7:45-8:15 am – Opening/Homeroom
- 8:15-8:40 am – Study Hall/Advisory
- 8:40-9:30 am – Period 1
- 9:30-9:45 am – Recess
- 9:45-9:50 am – Passing
- 9:50-11:10 am – Period 2
- 11:10-11:15 am – Passing
- 11:15 am-12:35 pm – Period 4
- 12:35-1:05 pm – Lunch
- 1:05 – 1:10 pm – Passing
- 1:10 – 2:30 pm – Period 6
- 2:30 – 2:45 pm\* – Planners/Closing

\*Please note that the Middle School has dismissal time is at 2:45 pm on Monday, Tuesday, Thursday, and Friday due to the floating preparation period.

### III.6.b and Attachment G

The following amends III.6.b and Attachment G, by adding additional clarifying information. As stated in III.6.b, the Principal and their team will select the basal text books and other materials to support the implementation of the Common Core Standards in English Language Arts and Mathematics, and the Hawaii Content and Performance Standards III (science, social studies, fine arts: music, visual arts, dance and drama, health, physical education, computer and technology, and World Languages). The Administrative team will choose basal texts and supplementary materials that best fit their school community.

Kamalani Academy administrative team will use the Doral Academy Inc. as guidance when choosing their basal text (mentioned in Attachment G). The affiliated Doral Academy Inc. are arts-integrated schools that follow Common Core Standards for ELA and Math. The following is a list of textbooks that Doral Academy Inc. Schools in Nevada utilizes:

Doral Academy of Nevada K-5 Basal Textbooks:

- Reading/Language Arts: Wonders -McGraw-Hill
- Math: Investigations - Pearson Prentice Hall
- Science: FOSS- Delta Education
- Social Studies: K-3 are taught through thematic units that are integrated through the ELA/Reading Curriculum to meet Nevada Social Studies Standards.
- 4th grade State History: Nevada Utilizes: Springs in the Desert/Nevada Our Home
- 5th grade US History: The United States- Houghton Mifflin

Doral Academy of Nevada 6-8 Basal Textbooks:

- Reading/English: SpringBoard- College Board
- Math: SpringBoard- College Board
- Science: Science3000- Achieve 3000
- 7th grade History: American History of Our Nation- Pearson
- 8th grade Geography: Discovering World Geography- McGraw-Hill

It is imperative, allow the administrator flexibility to select resources that meet the needs of their school community. For example, several Nevada schools adopted McGraw-Hill's Lead 21 textbooks (2011), and subsequently discovered that the phonics was grossly lacking. Accordingly, many schools transitioned into McGraw-Hill's Wonders textbooks (2013). Additionally, many states have different requirements for Social Studies. In fourth grade and seventh, students study their State of residency. In Hawaii fourth grade is focused on Ancient Hawaiian Civilizations and seventh grade focuses on Hawaiian Monarchy. To use Doral Academy Inc.'s Florida and Nevada guidance to select state specific social studies textbooks for these grades, will not be helpful. Textbook companies periodically discontinue and change their basal textbooks, the principal needs to have the autonomy to determine if the new publications meet the needs of the student population and align to Common Core and Hawaii State Performance III Standards.

Therefore, the Principal and administrative team will select the Basal Texts and supplementary curriculum that will support the Common Core (ELA and Math) and Hawaii State Performance III Standards using the guidance and support of the Doral Academy Inc.

In Attachment G, the timeline states that from January through April 2016, the Principal and their administrative team will select Basal Textbooks and other support materials to be used at Kamalani Academy that best align with the Common Core and Hawaii State Performance Standards. The Principal and administrative team will meet voluntarily bi-monthly for planning and selection of basal textbooks during this timeframe.

### Attachment J-Exhibit 2 Staffing Chart

The following makes a minor amendment to the Middle School Staffing Model and Rollout Attachment J-Exhibit 2 Staffing Chart. This is reflected in the Attachment MM-Exhibit 6 Financial Workbook. The Middle School Staffing Model and Rollout number of Classroom Teacher (Specials) has been amended to: Year two changed to one Specials Teacher, and year three through capacity changed to two Specials Teachers.



## VI. Organizational Plan & Capacity

Created: 01/17/2015

Last updated: 03/17/2015

### A. Governance

**Evaluation Criteria Note: A strong Organizational Plan is coherent overall and aligned internally with the school's mission and vision, Academic Plan, and Financial Plan**

#### **A. Governance**

*Evaluation Criteria Note: The governing board's mission, vision, and philosophy are not separately rated by the evaluators. However, these mission and vision statements should align with the proposed school's mission and vision and other parts of the application.*

Evaluation Criteria. A strong response will have the following characteristics:

- A clear description of a governance philosophy that is aligned with the proposed school's mission and vision.
- An organization chart that clearly indicates all positions, delineating board and management roles and lines of authority.
- Effective governance structure, including board size, current and desired composition (including diverse expertise and effective representation), powers, and duties that will foster the proposed school's success. If the proposed school has a virtual or blended learning program, a clear description of the role the governing board will play in the online learning program and a clear and realistic description of the knowledge of online learning that the proposed governing board currently possess or will endeavor to possess.
- Current and proposed board members who demonstrate (as documented by resumes and Board Member Information Sheets) the will, capacity, and commitment to govern the proposed school effectively; and a shared vision, purpose, and expectations for the proposed school; or if not all members have been identified, evidence of a comprehensive plan for identifying and recruiting governing board members with the necessary skills.
- Evidence that the proposed governing board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school as described in HRS §302D-12, including academic, financial, legal, and community experience and expertise.
- If applicant is a nonprofit organization, a description of the current and future governance structure and a sound plan for transforming the existing board to assume its new duties or for forming a new board.
- Effective governance procedures, including planned frequency of meetings, standing committee structure, and selection of governing board members and committee chairs. Adequately explains how the public will have meaningful access to governing board meetings.
- Governing bylaws, policies, and procedures that are comprehensive and sound.
- Appropriate Code of Ethics and Conflict of Interest policy or procedures that will minimize real or perceived conflicts.
- Sound plan and timeline for board recruitment, expansion, orientation of new members, and ongoing training for members, including thoughtful identification of desired experience and capacities.
- Clear roles, duties, and composition of any advisory bodies or councils, and effective relationship to the proposed school governing board and the school's leadership team or management team.

**1. Describe the mission and vision of the proposed school governing board, if different from the proposed school’s mission and vision. Provide, as *Attachment U (no page limit)*, the proposed school governing board bylaws and any other governing policies (except the Code of Ethics and Conflict of Interest policy and Complaints Procedures, which will be provided separately), and as *Attachment V (required form)*, the completed and signed Statement of Assurances ([Exhibit 3](#)).**

**2. Provide a concise description of the governance philosophy that will guide the proposed school governing board, including the nature and extent of involvement by key stakeholder groups and any advisory bodies.**

Kamalani Academy Governing Board will operate under the same mission and vision as the proposed school.

The governing philosophy of the Board is to ensure that the school is successful in meeting its mission, vision, and goals by directing their attention on governing decisions and monitoring school progress (e.g. student achievement, budget approval, school-wide policies, strategic planning, Principal appraisal and support). These decisions will help create an effective environment for board committees, the charter school staff led by the administrator, and volunteers to plan and implement actions in their respective areas of responsibility. Autonomy will be granted within the boundaries created by board decision-making in the major areas noted above. The charter school board should not micro-manage or venture into administrative decision-making that is best done by Kamalani principal and administrative team.

The Board will achieve this by developing a strong partnership between the Board, the School’s administration, as well as key stakeholders including parents and students. The Board will focus on strategic questions, planning, and directing all decisions toward the fulfillment of the School’s mission and vision.

The Board members’ individual strengths and areas of expertise will be considered in assigning Board member placements on Financial, Educational and Governance Committees. Key stakeholders from the school community will be included on committees. As set forth in the Bylaws, the Board will have an annual training program for governance, academic accountability, and financial oversight. These trainings will be accomplished by participating in annual state and national charter school conferences.

### **Attachment U (no page limit)**

Note: Uploaded files should be .pdf files only unless otherwise instructed.

[http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-BfoIvZC5C/Attachment U- Kamalani Bylaws\\_Nn9mUMQ.pdf](http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-BfoIvZC5C/Attachment U- Kamalani Bylaws_Nn9mUMQ.pdf)

### **Attachment V (required form)**

Note: Uploaded files should be .pdf files only unless otherwise instructed.

[http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-6z8fWnrnWz/Attachment V Exhibit 3\\_bXQxIjM.pdf](http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-6z8fWnrnWz/Attachment V Exhibit 3_bXQxIjM.pdf)

**3. Submit, as *Attachment W (no page limit)*, organization chart(s) that show the proposed school governance, management, and staffing structure in: a) Year 1; and b) all years until full capacity is reached.**

**The organization charts should clearly delineate the roles and responsibilities of (and lines of authority and reporting among) the proposed school governing board, staff, any related bodies (such as the proposed school's supporting nonprofit organization, advisory bodies, or parent/teacher councils), and any external organizations that will play a role in managing the proposed school. The organization charts should also document clear lines of authority and reporting between the proposed school governing board and proposed school and within the proposed school.**

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[http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-7dpOB0ldK3/Attachment W- Kamalani Academy Organizational Chart\\_jRbfYNz.pdf](http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-7dpOB0ldK3/Attachment W- Kamalani Academy Organizational Chart_jRbfYNz.pdf)

**4. Describe the governance structure of the proposed school, including the primary roles of the proposed school governing board and how it will interact with the school director, any school management teams, any essential partners, and any advisory bodies. Describe the size, current and desired composition, powers, and duties of the proposed school governing board. Identify key skills or areas of expertise that are or will be represented on the proposed school governing board. Explain how this governance structure and composition will help ensure that a) the proposed school will be an academic and operational success; b) the proposed school governing board will evaluate the success of the proposed school and school director; and c) there will be active and effective representation of key stakeholders, including parents or guardians. If the proposed school has a virtual or blended learning program, describe the role the governing board will play in such program and any requisite knowledge of online learning that the proposed governing board currently possesses or will endeavor to possess.**

The Governance Structure of Kamalani Academy shall consist of the Governing Board leading the school, with administrative and operational tasks completed at the Board's direction as delegated to the school administration, staff and management personnel. It shall be the responsibility of the governing body to establish annual budgets, adopt financial policies and procedures, set human resources policies, select the school's legal counsel, select the charter school administrator, support the charter school administrator and review his or her performance, ensure effective organizational planning, ensure adequate resources, determine and monitor the charter school's programs and services, enhance the charter school's public image, and assess the Board's own performance.

The Board will hire and oversee the school principal. The Board will locate a Principal by recruiting talented individuals who have knowledge of and experience with instructional, educational, and school site matters. The Principal, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the

board's operating policy and in compliance with the charter and state and federal guidelines. The Principal will hire, oversee, and evaluate faculty and staff. The faculty and staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents' and the community. The principal will be evaluated at least annually by the Governing Board.

The Principal will have authority to delegate additional administrative tasks to supporting administrative positions including but not limited to an assistant principal, lead teacher, office manager, grade/department chairs, etc. The principal will be an employee of the school, not an employee of an Educational Management Organization. The principal, with the support of the administrative staff, will ensure that the operations of the school (resources, courses, policies) are in accordance with the mission and vision of the school.

The Board intends to contract with an educational management organization to assist in the financial and organizational administration of school operations. At the direction of the Board, the management organization will coordinate the services required to support the School. In connection with this, staff of the management organization will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budgets. In providing services, the management organization will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. If instructed by the Board, the management organization's services may include, but not be limited to: identification, design and procurement of facilities; staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, and the maintenance of the books and records of the School as well as bookkeeping, budgeting and financial forecasting. The Board will review any recommendations made by the management organization and act upon them in the manner the Board decides.

Ultimately, it is the Kamalani Academy Board's responsibility to ensure that the total organization is effective in achieving its mission and efficient in using its resources.

**5. List all current and identified proposed school governing board members and their intended roles. Summarize members' qualifications for serving on the proposed school governing board. Explain how each member meets any of the considerations in HRS §302D-12. In Attachment X (required form; no page limit), provide a completed and signed Board Member Information Sheet ([Exhibit 4](#)) and resume for each proposed governing board member. If a governing board member's resume is attached elsewhere in this application, state so on the Board Member Information Sheet. If not all board members have been identified, describe the plan for identifying and recruiting governing board members and the skills and qualifications that these governing board members should possess.**

Kamalani Academy's Founding Board includes the following members and areas of expertise:

Lei Cummings- Ms. Cummings has expertise and experience in the area of fundraising.

Steven Davidson- Mr. Davidson has a diverse professional portfolio including: engineering, marriage and family counseling, non-profit governance, and financial planning.

Blaine Fergerstrom- Mr. Fergerstrom is an award-winning multi-media journalist with experience in community relations and marketing.



Mark Kohler- Mr. Kohler has expertise, experience, and is licensed in the areas of law and finance.

S. Ku'uipo Laumatia- Ms. Laumatia has expertise and experience in human resources, business management and a strong connection to the Oahu community.

Jarrett Macanas- Mr. Macanas has expertise, experience, and is licensed in the area of law. Additionally, he serves as a lecturer at University of Hawaii's Kapiolani Community College.

Patrick Macy- Mr. Macy has extensive experience in academic management. Mr. Macy has served as a superintendent, principal, counselor, and teacher as well as worked for the Hawaii Department of Education.

The Kamalani Founding Board will transition to the Governing Board once the charter application has been approved. It is anticipated that Ms. Laumatia will be elected as the Governing Board Chair; however, during the first Board Meeting, all officer positions will be voted on by the Board.

**Attachment X (required form; no page limit)**

Note: Uploaded files should be .pdf files only unless otherwise instructed.

[http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-mT9u716H1y/Attachment X Exhibit 4\\_1BohnlL.pdf](http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-mT9u716H1y/Attachment X Exhibit 4_1BohnlL.pdf)

**Is this application being submitted by an existing nonprofit organization? (Only select "Yes" if "nonprofit organization" was the type of applicant group selected in the Intent to Apply Packet.)**

No

**7. Explain the procedure by which current proposed school governing board members were selected and how any vacancies will be filled. Explain how often the board will meet both during start-up and during the school year and discuss any plans for a committee structure and identification of chairs for any proposed committee(s). Describe the governing board meetings, including how and where meetings will be conducted, how the governing board will provide meaningful access to the public, and if board meetings are to be conducted virtually (such as through conference calls, videoconference, or web conference).**

An assessment was done of what key roles and experience were needed on the Kamalani Governing Board. Pursuant to HRS 302D-12 "considerations shall be given to persons who provide a diversity of perspective and a level of objectivity that accurately represent the interest of the charter school students and the surrounding community; demonstrate an understanding of best practices of non-profit governance; and possess strong financial and academic management and oversight abilities, as well as human resources and fundraising experience." Using, Doral Academy Inc.'s Governing Board Model, it was determined that members in the areas of law, finance, education, marketing as well as fundraising should be

represented on the Board. Additionally, it is important to have a parent(s) of potential students on the Governing Board.

The Founding Board Chair, Ku'uipo Laumatia spearheaded the search for Founding Board Members that are expected to transition to the Governing Board. Ms. Laumatia began asking members of her community, church, and social network within the areas of expertise desired for recommendations and/or to be potential members.

Future Board vacancies will be filled by canvassing the Kamalani community for applicants and recommendations via the school's website, an e-mail sent to parents/guardians and stakeholders, Facebook, newsletters, and by word of mouth. Those interested in applying will go through an application and selection process by the Governing Board.

**8. Describe the proposed school governing board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as *Attachment Y (no page limit)*, the proposed school governing board's proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the proposed school governing board will take to avoid any actual conflicts and to mitigate perceived conflicts.**

Kamalani Academy's Governing Board recognizes that integrity and honesty are imperative in the operation of the School. The Governing Board is governed by the Bylaws (Attachment U) and the Conflicts of Interest Policy (Attachment Y). The Bylaws include all rules, regulations, and ethics to which the Board is expected to abide. In addition, the Code of Ethics and Conflict of Interest Policy defines conflicts, interested persons, procedures for determining if a conflict exists, as well as how to handle potential and real conflicts of interest.

Article III of the Code of Ethics and Conflicts of Interest Policy, outlines the procedures as to how the Board should respond to a conflict of interest or ethical violation. These procedures allow for a Board member to abstain from voting or discussion if a conflict exists, and/or an investigation by non-interested parties, and/or possible dismissal from the Board if a member acts in an unethical manner.

At this time, there are no potential or existing conflicts on the Kamalani Academy Founding Board which will become the first Governing Board.

**Attachment Y (no page limit)**

Note: Uploaded files should be .pdf files only unless otherwise instructed.

[http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-N3QJITCp60/Attachment Y - Code of Ethics and Conflicts Policy - FINAL\\_bvG535s.pdf](http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-N3QJITCp60/Attachment Y - Code of Ethics and Conflicts Policy - FINAL_bvG535s.pdf)

**9. Describe plans for increasing the capacity of the proposed school governing board. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.**

As set forth in Goal Three of the School Specific Measures (Attachment D), “each Governing Board Member will participate in a minimum of four (4) hours of professional development every two years. Board governance professional development targets will include open government, conflict of interest, ethics, and financial responsibilities.” The Kamalani Governing Board’s Bylaws outline that the Board will have an annual continuing training program for governance, academic accountability, and financial oversight. These trainings will be accomplished by participating in board retreats, attending governance, academic oversight, and operational workshops as well as attending state and national charter school conferences.

Through the affiliation agreement with Doral Academy Inc., professional development opportunities are available. Periodically, a Doral Academy Governing Board member will visit the school and attend a regularly scheduled Kamalani Board Meeting to discuss subjects such as academic, financial, and operation oversight. Moreover, Doral Academy Inc. Board Members are available for support and guidance.

**10. Describe any advisory bodies, including the roles and duties of that body; the planned composition of the advisory body; the strategy for achieving that composition; the role of parents or guardians, students, and teachers; and the reporting structure as it relates to the proposed school’s governing board and leadership. If any individuals that will serve on these advisory bodies or councils have been identified, provide their resumes, as *Attachment Z (no page limit)*.de a timetable, specific topics to be addressed, and requirements for participation.**

*Note: If this question does not apply, simply respond “Not Applicable,” **and** state the reason this question is not applicable to the proposed school or plan.*

Kamalani Academy shall utilize an Advisory Board to evaluate and make recommendations regarding the development and implementation of the operational and educational policies necessary to make Kamalani Academy a success. The Advisory Board will consist of experts in the fields of arts-integrated education, resource development, and school administration. In addition, the Advisory Board will include key members of the school community, including parents and teachers. Please see Attachment Z for the resumes of prospective Advisory Board Members including educators, school administrators, and specialists in the arts and in property development.

The purpose of the Advisory Board will be to provide information and support to the Governing Board by; fund-raising, serving as advocates for the charter school to the community, providing feedback to the Governing Board from the school community, gathering input from key constituencies of the charter school and serving as a liaison to the Governing Board, and providing an independent, unbiased sounding board for proposed strategic plans.

In addition, as set forth in Article III Section 15 of the bylaws of the Governing Board, the Board may form committees with limited, delegated authority. Members of the Advisory Board may also be requested to serve on a committee of the Governing Board, reviewing issues more specifically directed at their respective areas of expertise; finance, education or academics. Reports from the Board Committees and Advisory Board will assist the Board of Directors in making well-informed decisions based upon input from key stakeholders in the school community.

**Attachment Z (no page limit)**

Note: Uploaded files should be .pdf files only unless otherwise instructed.

[http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-AeCoTfBAB9/Attachment Z \(Advisory Board Resumes\).pdf](http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-AeCoTfBAB9/Attachment Z (Advisory Board Resumes).pdf)

## B. Complaints Procedures

### **B. Complaints Procedures**

Evaluation Criteria. A strong response will have the following characteristics:

- A fair and accessible grievance process for parents or guardians and students.

**Explain the procedures that the proposed school governing board and proposed school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. Provide, as *Attachment AA (no page limit)*, the proposed school's Complaints Procedures.**

Kamalani Academy strives to provide the best educational experience it can for its students and provide open communication with parents, staff, and the community while complying with all State and Federal laws. However, in the event that an issue or concern arises, the School has provided a procedure to ensure the proper steps are taken and all parties can participate in the resolution.

Kamalani Academy's Complaints Procedure Policy outlines a process for resolving public complaints which shall include an opportunity for complainants to be heard. The final administrative appeal shall be heard by the School's Governing Board, except where the complaint pertains to a possible violation of any law or term under the Hawaii State Public Charter School Commission Contract. Kamalani Academy will ensure that the Complaint Procedure and all other necessary forms are made available to the public on the School's website.

This procedure encourages issues to be resolved through an internal resolution prior to a formal complaint being filed with the School's Governing Board. The resolutions process may include investigations into the issue, meetings to be held with all involved parties, explanation of policies and procedures, and/or other possible means of solving the issue or eliminating the concern.

### **Attachment AA (No page limit)**

Note: Uploaded files should be .pdf files only unless otherwise instructed.

[http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-cXo8iEBI0v/Attachment AA VI B Complaint Procedure\\_TNewsRA.pdf](http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-cXo8iEBI0v/Attachment AA VI B Complaint Procedure_TNewsRA.pdf)

## C. Staffing Plans, Hiring, Management, and Evaluation

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

Evaluation Criteria. A strong response will have the following characteristics:

- Recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong teaching staff that meet ESEA requirements for being “Highly Qualified” and are well suited to the proposed school. If the proposed school offers a virtual or blended learning program, recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in hiring online learning teaching staff that have the requisite subject-matter knowledge, technological proficiency, communication skills and other necessary capabilities.
- Compensation packages and strategies that are likely to attract and retain high-performing teachers.
- Clear, realistic, and legally sound procedures for hiring and dismissing school personnel.
- Thoughtful plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff.
- Proposed school director, school management, and teacher evaluation tools that are likely to be effective and are in alignment with the criteria outlined in BOE Policy 2055, Master Collective Bargaining Agreement, and any applicable law. Reasonable description of what amendments to the Master Collective Bargaining Agreement would be necessary, if needed, and a plan for contingencies if the amendments cannot be negotiated under a supplemental agreement.
- Effective planning for unsatisfactory school director, management team, and teacher performance and turnover.
- An explanation for deviations from the Master Collective Bargaining Agreement as relating to staffing plans and salaries and identification of amendments that would be needed in a supplemental agreement and a plan for contingencies if the amendments cannot be negotiated under a supplemental agreement.
- Reasonable and legally sound personnel policies or employee manual

**1. Describe the proposed school’s strategy, criteria, timeline, and procedures for recruiting and hiring the teaching staff, including the proposed school’s plan for hiring “Highly Qualified” staff in accordance with the Elementary and Secondary Education Act (“ESEA”). Explain other key selection criteria and any special considerations relevant to the proposed school’s design. If the proposed school offers a virtual or blended learning program, explain how the proposed school will ensure that all online learning teachers it hires have the requisite subject-matter knowledge, technological proficiency, communication skills, and other capabilities necessary to teach effectively in the online learning environment.**

In order to recruit highly qualified and successful teachers, Kamalani Academy:

1. Recruit teachers through teacher recruitment websites such as Teacher to Teacher;
2. Coordinate efforts to partner with postsecondary educational institutions to serve as host school for interns, whenever possible (as a means to train and recruit potential future staff);
3. Recruit teachers locally through an annual Charter School Teacher Job Fair;
4. Recruit teachers nation-wide by attending job fairs in: New York, Minnesota, Utah, California, etc.; and
5. Recruitment efforts also include advertisements in local newspapers and on Kamalani’s website, presentations and fliers at local universities, school job fairs, and via word of mouth.

Kamalani Academy will seek applicants to provide instruction at the school whose credentials comply with Hawaii's Teacher Standard's Board (HTSB) licensure requirements. The U.S. Department of Education and the No Child Left Behind Act of 2001 require all core academic subject teachers be "highly qualified." Kamalani will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by this or any other state.

All employees at the school will undergo screening and background checks in accordance with state and local laws and regulations. The school will seek candidates who demonstrate, at minimum, the following qualifications:

1. Educational background: Bachelor's degree or higher in field;
2. State certification for the required position;
3. Excellent presentation and interpersonal skills;
4. Satisfactory recommendation and/or evaluations from previous employer;
5. Personal characteristics, knowledge, and belief in the school's mission;
6. An ability and motivation to work as part of a team in a small-school setting with parental involvement; and
7. Positive references/letters of recommendation.

Additionally, the administration will seek candidates who have an interest/prior experience in an arts-integration setting and/or experience in the arts.

A screening committee comprised of school administrators, teachers, and lead staff will interview potential employees. Initial screening interviews will be held, credentials will be verified, and official recommendations to hire will be made to the principal, who will make the final hiring decision for faculty and support staff.

## **2. Explain the proposed school's strategy for attracting and retaining high-performing teachers.**

Kamalani Academy's mission, vision, and arts integration driven approach will attract teachers that have a passion to educate, create, innovate and produce a high quality education for our students.

As part of III.D.I School Culture's Shared Beliefs, a culture that values and strives for inclusiveness and shared leadership. "Arts integration fosters, requires, such collaborative risk taking. Teachers grow professionally and in community through learning arts integration strategies together. Arts learning for teachers inspire possibilities and renew commitment to school vision. Joyful teachers create joyful classrooms. More so, engaged and creatively challenged teachers create rich, innovative classroom environments filled with inquiring students, investigating, trying out new ideas, who enjoy purposeful work together.

As part of the affiliation agreement, teachers at Kamalani Academy may be offered voluntary professional development opportunities with Doral Academy Inc. in Hawaii and possibly through travel to Nevada and Florida. The affiliation agreement may also provide for additional training by attending arts integration and other national conferences.

The Kamalani administration believes in shared leadership and will welcome ideas from teachers as well as provide teachers leadership opportunities within the school. Teachers who are given the opportunity to invest in the mission and vision of the school are more likely to be retained.

**3. Describe the proposed school’s procedures for hiring and dismissing school personnel, including conducting criminal history record checks.**

Kamalani Academy will develop a system for hiring and dismissing school personnel which abides by the Master Collective Bargaining Agreements for all employees.

An Employment Application Form will be designed to effectively determine licensing, qualifications, and permission to perform a criminal history check. In addition to the Application, potential employees will be expected to provide a resume and supporting documentation, including college transcripts, licenses, and possible references.

Teacher and Staff will be evaluated, in writing with proper notice, pursuant to the Master Collective Bargaining agreement. When necessary and available, the employee will be offered support in the form of peer mentoring, coursework, professional development, etc. in order to ensure improvement in their performance.

Any evaluations which are deemed less than satisfactory or less than effective (with proper documentation) shall be given to the employee no later than the third Friday in May, unless an alternative date is mutually agreed to by the School and the Association. If an unsatisfactory rating of a teacher results in disciplinary action, the teacher or the Association may appeal. Adverse evaluations used for disciplinary action against a teacher shall be subject to the grievance procedure as described in the Master Collective Bargaining Agreement.

**4. Explain how the school director and school management, if any, will be supported, developed, and evaluated each school year. If already developed, provide any leadership evaluation tool(s) as Attachment BB (10 page limit). Describe the processes, protocols, framework, criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching. Cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. Evaluation tools must align with the criteria outlined in BOE Policy 2055 and related provisions of any Master Collective Bargaining Agreements, unless specific amendments are executed in a supplemental agreement. Explain what, if any, amendments would be needed, how they would or would not align with the criteria outlined in BOE Policy 2055, and what is planned if such amendments cannot be negotiated under a supplemental agreement.**

Kamalani Academy’s Principal will be evaluated yearly by the Governing Board adhering to the BOE Policy 2055 and any Master Collective Bargaining Agreements. The Kamalani Governing Board will utilize the tools outlined in the State of Hawaii Department of Education’s “Comprehensive Evaluation System for School Administrators (CESSA) Manual.” The Principal will be evaluated on the Six Domains of Leadership: 1) Student Educational Outcomes, 2) Professional Growth and Learning, 3) School Planning and Progress, 4) School Culture, 5) Professional Qualities and Instructional Leadership, 6) Stakeholder Support and Engagement. The purpose and intent of the annual evaluation is to ensure the Principal in his/her position is provided the guidance and other supports necessary for success and continued professional growth.

As stated in Appendix A of the CESSA Manual : Profile of an Effective Leader in the CESSA Manual, “The effective school leader is responsible for the following professional expectations and responsibilities:

STANDARD 1: Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders

STANDARD 2: Advocating, nurturing, and sustaining a school culture and instructional program that is conducive to student learning and staff professional growth

STANDARD 3: Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment

STANDARD 4: Collaborating with faculty and community members; responding to diverse community interests and needs; and, mobilizing community resources

STANDARD 5: Acting with integrity, fairness, and in an ethical manner

STANDARD 6: Understanding, responding to, and influencing the political, social, economic, legal and cultural context.”

The Kamalani Governing Board will ensure that the Principal is supported, developed, and evaluated each school year. The Principal of the school in collaboration with key members of the Board (with education experience) will develop a professional development plan. The Governing Board will conduct school visitations quarterly. The school visitations will include walk-throughs, observations, meetings, and followed by an exit conference. The Governing Board will hold an annual evaluation of the Principal’s performance during a closed session of a regularly scheduled meeting. Thus keeping all matters and documents directly related to the Principal’s performance evaluation as confidential.

Please see Attachment BB for the Six Domains of Leadership and the Principal’s Professional Plan, and a Sample Teacher and Parent Survey that may be used in collecting School Culture and Stakeholder Support and Engagement data.

## **Attachment BB (10 page limit)**

Note: Uploaded files should be .pdf files only unless otherwise instructed.

[http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-ZAxHb7SFWT/Attachment BB-Principal's Evaluation Tools\\_Dnm2cMM.pdf](http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-ZAxHb7SFWT/Attachment BB-Principal's Evaluation Tools_Dnm2cMM.pdf)

**5. Explain how teachers will be supported, developed, and evaluated each school year. If already developed, provide any teacher evaluation tool(s) as *Attachment CC (10 page limit)*. Describe the processes, protocols, framework, criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching teachers. Cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. Evaluation tools must align with the criteria outlined in BOE Policy 2055 and related provisions of any Master Collective Bargaining Agreements, unless specific amendments are executed in a supplemental agreement. Explain what, if any, amendments would be needed, how they would or would not align with the criteria outlined in BOE Policy 2055, and what is planned if such amendments cannot be negotiated under a supplemental agreement.**



The Kamalani teacher evaluation and support system is designed to support professional growth and improved effectiveness of all teachers. Kamalani intends to utilize the Hawaii Educator Effectiveness System to comply with the criteria outlined in the BOE Policy 2055 and the provisions of the HSTA Collective Bargaining Agreements. This process will provide data that supports school improvement and gives teachers tools to make their classroom practices more effective by helping to identify, encourage, and promote real student learning. Kamalani will provide follow up professional development workshops and instructional coaching aligned with the teacher evaluation data collected. Kamalani's evaluation and support system reflects our kākou philosophy that learning is inclusive. When teachers succeed, students succeed.

The Kamalani teacher evaluation and support system examines both teacher practices and student growth and learning measures. Teacher practices include classroom observations and evidence of professionalism, using the research based tool, Danielson Framework for Teaching. Student measures involve the completion of Student Learning Objectives and Student Growth Percentiles (SGP) data.

The Danielson Framework for Teaching is a tool that establishes criteria and expectations for evaluating teacher practice. The Framework organizes the complex work of teaching into four domains, twenty-two components, and seventy-six elements. The teacher observation tool is based on this framework, focusing on the components that most closely impacts student success in Domain 2 (The Classroom Environment) and Domain 3 (Instruction). The Principal will observe and then review with the classroom teacher to reflect on the classroom culture, management, engagement, instruction, and assessment. Teachers will reflect on their practices and write goals for growth. This reflection becomes the compass point for follow up observations by the Principal and Instructional Coach.

Teachers will write and implement a Student Learning Objective (SLO). The SLO will align with the Danielson Framework, Common Core, and Hawaii State Standards. The SLO includes a measurable academic goal for a teacher's students that reflects the most important learning for the year (or semester). The goal will be based on available baseline data. Student growth will be measured by performance assessments, Smarter Balanced Assessment (SBA), and commercially available school assessments (STAR or AIMSweb).

Professional development will be aligned to the strengths and needs identified by using all of these data sources (Danielson results, SLOs, SGP) as well as teacher feedback, and again, guided by the vision and mission of the whole child and arts integrated learning. Professional development workshops will be provided quarterly, followed by in school coaching in arts integration strategies to engage students in higher level collaborative learning will be provided every quarter for every classroom teacher.

Please see Attachment CC for an overview of the Charlotte Danielson Framework, a sample Teacher Observation Tool, Danielson Framework Rubric, Student Learning Objective Template, and Student Learning Objective Guiding Questions. The Teacher Observation Tool and Danielson Framework Rubric were provided by Doral Academy of Nevada. The Student Learning Objective Template and Student Learning Objective Guiding Questions were provided by Advisory Board Member Ms. Takemoto.

## **Attachment CC (10 page limit)**

Note: Uploaded files should be .pdf files only unless otherwise instructed.

<http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-nTkfhvirN5/Attachment CC Teacher>

**6. Explain how the proposed school intends to handle unsatisfactory school director, management team, or teacher performance, as well as changes and turnover.**

When dealing with unsatisfactory performance of job duties, Kamalani Academy will handle each issue pursuant to the Master Collective Bargaining Agreements. The immediate supervisor (School Administrator or Governing Board) shall follow performance evaluation and/or discipline procedures to make the school director, management team, or teacher aware of the issue and, in most cases, allow a period of time for improvement. Mentoring and coaching will be part of the improvement plan. Specific issues may lead to immediate termination, per contract or statute.

Kamalani Academy is hopeful that they will recruit loyal and dedicated employees; however, changes in personnel and turnover are normal in any business. Kamalani Academy will address all staffing needs immediately in order to ensure that the school runs smoothly. Continued marketing and recruiting will allow for a qualified applicant pool at all times.

In the case of the Educational Management Organization, Kamalani Academy's contract with Academica will outline specific procedures for handling any unsatisfactory performance and offer clear means for terminating the contract.

**7. Explain any deviations in staffing plans, including salaries, from any Master Collective Bargaining Agreements and identify what kinds of amendments will be needed in a supplemental agreement. Explain what is planned if such amendments cannot be negotiated under a supplemental agreement.**

At this time, Kamalani Academy has no intention of deviating from the Master Collective Bargaining Agreements. However, if the Governing Board deems it necessary in the future to deviate from the Master Collective Bargaining Agreement, Kamalani Academy will request an amendment to the agreement.

**8. Provide, as *Attachment DD (no page limit)*, any personnel policies or an employee manual, if developed.**

Note: Uploaded files should be .pdf files only unless otherwise instructed.

(No response)

## D. Professional Development

### **D. Professional Development**

Evaluation Criteria. A strong response will have the following characteristics:

- Appropriate goals and data-driven strategy for ongoing professional development, including the process for evaluating the efficacy of the professional development.

- Professional development opportunities, leadership, and scheduling that effectively support the Academic Plan and are likely to maximize success in improving student achievement, including an adequate induction program.
- Identification of ways professional development scheduling conflicts with the Master Collective Bargaining Agreement, amendments needed in a supplemental agreement, and a contingency plan in the event the amendments cannot be negotiated.
- Identification of a person or position that has the time and capacity to coordinate professional development and a reasonable plan for identifying professional development needs and sufficient funds for implementing the plan.

**Describe the proposed school's professional development expectations and opportunities, including the following:**

**1. Describe the proposed school's goals and strategy for ongoing professional development, including whole staff development, grade/level/course teams, and instructional coaching. Describe how professional development topics will be identified and how the professional development plan will be driven by data to improve teaching and learning as well as school performance. Describe the process for evaluating the efficacy of the professional development.**

Kamalani Academy is committed toward developing and maintaining high quality educators by implementing a comprehensive professional development plan. Ongoing professional development, guided by our vision and mission of whole child, constructivist learning, is essential to building a strong collaborative school mindset of risk taking and problem solving, creating capacity to achieve at our highest potential. Prior to the start of each school year, the Principal will survey the faculty and conduct a needs assessment to prioritize and determine which onsite professional development activities will be offered. Additionally, there will be standardized professional development provided to meet State and Federal requirements.

The Professional Development priorities may include but are not limited to:

- Data-Driven Decision Making: Teachers will be trained on how to use the School's chosen standardized assessments, screenings, and monitoring programs (STAR, AIMSweb, or another chosen instrument), as well as formative assessment practices to drive instruction.
- Instructional Strategies: Teachers will receive professional development on research based practices aligned with Marzano's High Yield Strategies.
- Arts Integration Strategies: Drama Integration, Tableau and Role Play, Visual Representation, Visual Thinking Strategies
- Differentiated Instruction: Teachers learn differentiated methods and individualized instruction in order to create effective targeted instructional lessons and tutoring to increase student achievement.
- Curriculum Implementation: Teachers will participate in grade level/department trainings on curriculum implementation.
- Technology Training: Staff will participate in hands-on technology workshops to learn how to integrate technology into the classroom.
- Special Populations Training: Teachers will receive professional development in techniques for working with special population students (Special Education Students, Gifted and Talented Students, and English Language Learners).
- Positive Behavioral Support: Positive Behavioral Support (PBS) training will be ongoing to ensure that the behavioral philosophy of the school is effectively implemented.

- **Safety and Security:** Safety and security training will include daily safety procedures, the school safety plan, and Crisis Prevention Institute (CPI) trainings. Safety trainings, such as blood borne pathogens, will be offered to meet Occupational Safety and Health Administration (OSHA) requirements.

The arts create a learning place that is Kākou, all inclusive. Arts integration training will build a shared, foundational understanding of Kākou. Reflective practices and active learning will be utilized in all training. Teachers are collaborative school leaders, each valuing their role of communicating and sharing instructional practices through weekly Professional Learning Community Data Team and Reflective Circles. Onsite coaching will be provided for teachers in instructional strategies from the Arts Integration Coach.

The depth and frequency of the training will depend on formal observations and the staff's prior experience as determined in the teacher survey. Faculty will have formal and informal opportunities to provide feedback on the effectiveness of their professional development activities. The instruments utilized in this process will seek to determine if the needs of the participants were fulfilled and yielded meaningful growth and development.

The professional development plan for administrators will encompass both internal and external in-service trainings. The Kamalani Academy administrator will receive extensive training and support from the Doral Academy Inc. administrative team (Nevada and Florida) to ensure success of the school.

## **2. Provide a schedule and explanation of professional development that will take place prior to the proposed school's opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional framework and methods.**

Prior to the opening of Kamalani Academy, professional development will be offered for purposes of leadership development and classroom implementation of arts integration. In the spring/summer prior to the opening, the administrator and identified instructional leaders (department chairs) will receive professional development in the School's Mission, Vision, Philosophy, and Arts Integration. Doral Academy Inc. Nevada instructional leaders will lead this training. In the Train the Trainer model, the Hawaii instructional leaders will be able to provide training and support to the teaching faculty at Kamalani Academy.

Teachers will be encouraged to participate in Hawai'i Arts First Summer Institute. This four-day training involves a focused arts integration approach, where teachers learn instructional integration strategies in a chosen art form, taught by Hawaii's top teaching artist-educators. Kamalani's instructional coach and administrator will attend so s/he can provide classroom implementation support. Note: Mini-workshops focused on the strategies learned at the Institute will be provided in the following year to scaffold teacher's learning as they apply and revise how they facilitate arts integration strategies.

In addition, voluntary planning meetings will be scheduled twice a month as soon as the first posting of teacher hiring is completed, from March through summer, to discuss school governing structures, roles and responsibilities based on the strengths and talents of the team members, and day to day procedures and routines. These planning meetings will be facilitated by the administrator and the school level leaders.

## **3. Describe the expected number of days or hours for regular professional development throughout**

**the school year, and explain how the proposed school’s calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration, and explain how such time will typically be used. If this conflicts with any of the Master Collective Bargaining Agreements, what specific amendments will be needed in a supplemental agreement? Explain what is planned if such amendments cannot be negotiated under a supplemental agreement.**

As indicated in III.C.1-2 and Attachment H, the school’s calendar, the school will mirror the HSTA collective bargaining agreement schedule. The week prior to school starting, there will be four days of professional development (two days for administrative initiated activities and two days for teacher initiated activities). Additionally, there will be four additional professional development days built into the schedule to accommodate professional development and teacher institute days. On Wednesdays, the school will dismiss at 12:20 pm. This time will be used for school wide meetings, professional development, and professional learning communities.

The week prior to the beginning of the school year the following professional development will occur:

Day 1: Vision and Mission- Staff will participate in strategic constructivist activities to develop a shared understanding of our vision and mission. Activities will include arts integration strategies to engage in school culture and shared belief building. Activities may also include, but are not limited to: facilitative leadership, strength-based team building, and curriculum implementation.

Day 2: School Operational Planning- Staff will participate in a training regarding school rules, lunch schedules, playground agreements, recess agreements, and other school operational procedures) processed using active learning strategies.

Day 3/4: Teacher Initiated Activities- Staff will participate in classroom set up, grade level planning, and other teacher initiated activities.

The following is a sample of the Wednesday professional development / Data Team PLCs schedule:

Week 1: Professional Development (arts integration / other prioritized PD)

Week 2: Data Team PLCs / Faculty Meeting

Week 3: Data Team PLCs / Grade level or committee meeting

Week 4: Data Team PLCs / Student focused PD/articulation on instructional strategies

\*Wednesday PD may be extended in 30 min increments when needed, not to exceed 6 hours total per HSTA contract.

\*45 minute teacher preparation period will either be scheduled prior to PLCs or at the end of the day.

Additionally, Planning and Collaboration Days will consist of two full days of professional development aligned with the prioritized list from needs assessment.

#### **4. Describe any anticipated supplementary professional development, such as stipend-paid summer workshops.**

*Note: If this question does not apply, simply respond “Not Applicable,” **and** state the reason this question is not applicable to the proposed school or plan.*

Supplementary professional development in a focused art form may be offered to develop teacher understanding and

proficiency in the chosen art form monthly, with voluntary teacher participation. This opportunity builds teacher proficiency in the arts, thereby building capacity for integration with other content areas, like English Language Arts.

The Doral Affiliation Agreement may help to provide supplementary professional development opportunities by offering stipend paid, voluntary summer workshops, and/or offering additional workshops during the school year and funding substitute teachers.

Additionally, local educational trainings may be made available in arts integration, data teams, PLCs, curriculum implementation of Common Core and Hawaii State Performance Standards. For example, Hawai'i ARTS FIRST partners and affiliates offer arts integration professional development opportunities during the summer and throughout the school year.

**5. Identify the person or position responsible for coordinating professional development. Discuss how ongoing professional development needs will be identified, and describe what resources are available for professional development (Title II funds, etc.).**

Supplementary professional development in a focused art form may be offered to develop teacher understanding and proficiency in the chosen art form monthly, with voluntary teacher participation. This opportunity builds teacher proficiency in the arts, thereby building capacity for integration with other content areas, like English Language Arts.

The Doral Affiliation Agreement may help to provide supplementary professional development opportunities by offering stipend paid, voluntary summer workshops, and/or offering additional workshops during the school year and funding substitute teachers.

Additionally, local educational trainings may be made available in arts integration, data teams, PLCs, curriculum implementation of Common Core and Hawaii State Performance Standards. For example, Hawai'i ARTS FIRST partners and affiliates offer arts integration professional development opportunities during the summer and throughout the school year.

## E. Performance Management

### **E. Performance Management**

The Commission will evaluate the performance of every charter school annually and for renewal purposes according to a set of academic, financial, and organizational performance standards that is incorporated in the Charter Contract. The academic performance standard considerations include, but are not limited to, Strive HI performance, Strive HI category, status, growth, and comparative performance based on federal, state, Academic Performance Framework, and School-Specific Measures. The financial performance standards are based on standard accounting and industry standards for sound financial operation. The organizational performance standards are based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Evaluation Criteria. A strong response will have the following characteristics:

- A comprehensive and effective plan for evaluating and monitoring academic, financial, and organizational performance.

- Comprehensive, effective plan (including qualified personnel) and system for collecting, measuring, and analyzing student academic achievement data, using the data to refine and improve instruction – including providing training and support to school leadership and teachers – and reporting the data to the school community. This should include identification of the student data system to be used, as well as qualified personnel who will be responsible for managing and interpreting the data for teachers and leading or coordinating data-driven professional development.
- Comprehensive, effective plan (including qualified personnel) and system for maintaining, managing, compiling and interpreting financial data.
- Comprehensive, effective plan (including qualified personnel) and system for maintaining, managing, compiling and interpreting organizational data.
- Thoughtful, appropriate corrective actions the proposed school will take if it falls short of: (1) student academic achievement expectations or goals at any level, including explanation of what would trigger such actions and who would implement them; (2) financial performance standards and an explanation of what actions would be taken if the school is issued Notices of Concern or Deficiencies under the terms of the Charter Contract, if the independent auditor issues findings, or if the proposed school encounters financial difficulties; (3) organizational performance standards and an explanation of what actions would be taken if the school is issued Notices of Concern or Deficiencies under the terms of the Charter Contract, or if the school has a corrective action plan approved by the Commission.
- If any, School-Specific Measures that propose reasonable assessments that are aligned with the Academic Plan.

## **1. Explain how the proposed school will measure and evaluate:**

- Academic performance – of individual students, student cohorts, and the school as a whole—throughout the school year, at the end of each academic year, and for the term of the Charter Contract.
- Financial performance – monthly, quarterly, annually and for the term of the Charter Contract.
- Organizational performance – monthly, quarterly, annually and for the term of the Charter Contract.

a. Kamalani Academy’s Governing Board will monitor, measure, and evaluate academic performance of the school as a whole, student cohorts, and individual students throughout the school year. The Strive HI Performance Index measures provide a summative snapshot of the school’s progress. These measures include: Student achievement (proficiency scores on SBA and HAS Science), Growth (measuring individual student’s growth in learning from year to year), Readiness (attendance & Gr. 8 ACT scores), and Achievement Gap (the achievement gap between “high needs and non-high needs” students). These measures will be reported to the Board annually.

Additionally, Kamalani has set several academic School-Specific Measures (Attachment D):

- Goal 1: Eighty percent of students enrolled at the school for a three consecutive year period will achieve proficient or advanced status on the state’s annual assessment. This goal is applicable to students who, upon the third consecutive year of enrollment, are registered in the 3rd- 8th grade.

This will be measured by enrollment data for students who have been enrolled for three consecutive years and their corresponding test results. The current State’s assessment is the SBAC and the Hawaii state assessment.

- Goal 2: Seventy percent of students will improve at least one year growth in reading and mathematics skills annually. This will be measured by baseline and quarterly reports from the commercially available standardized assessment (STAR or Aims Web).

- Goal 4. The school will work to decrease chronic absenteeism and increase school readiness.

Baseline data will be collected in year one, this will be measured based on the Strive HI formula, and monitored monthly at the end of year one.

The Principal will be responsible for providing an academic data report to the Board for each meeting. The Board members will receive the academic data in their Board meeting support materials.

As outlined in III.B.3 Assessment Plan and III.B.4 Data Driven Programs and Instruction, Kamalani will use data to monitor student achievement and drive instructional practice. The school data team comprised of administration and teachers will compile progress monitoring data on a quarterly basis and will disaggregate the results for cohorts and school-wide growth. Classroom instruction will be designed to address the deficiencies shown by data analysis and progress monitoring (incorporating classroom assessment) will be used to measure effectiveness. Teachers will keep data portfolios of student assessment results and progress in their classrooms to provide additional data of student progress for state-wide and school-based monitoring.

Implementation of regular assessments will ensure that no student is overlooked and identified with ample time for remediation. Teachers will differentiate instruction and intervention programs will be developed for these students to ensure appropriate remediation. Students identified at risk, will have an intervention plan created by their teacher. This plan will follow Response to Intervention, which has become a national best practice to improve pupil achievement and close achievement gaps of all groups of students. The data collected from commercially standardized assessment will be collected, analyzed, and presented to the Board at each Board meeting. The Principal and School Data team will monitor the data on a monthly basis for students that are at risk.

b. The School Board, in conjunction with the Principal and Academics, will develop a comprehensive budget that will be tracked on a monthly basis by the management company. A budget consisting of specific items within the general budget, which Principals have control over, such as salaries, copier, paper, clerical staffing, etc., will be presented to school Administration on a monthly basis. The general budget will be presented to the Board on a quarterly basis. The management company will work closely with that school's auditor to present the Board with year-end audited financial statements. This will take place annually.

c. The Governing Board will meet at minimum once per quarter and more often if necessary in order to monitor and evaluate the performance of the organization performance, including the ability of the Governing Board to meet their fiduciary obligations pursuant to the Bylaws (Attachment U). The Governing Board will gather information from the School Administration, School Staff, and Parents to monitor the organizations processes, performance, and identify any possible issues. The Governing Board will utilize the Parent Satisfaction Survey and Minimum Professional Development Hours as set forth in Attachment D- School Specific Measures, and other tools to be developed. The Governing Board will ensure that the needs and legal requirements of Kamalani Academy and the community are being met and that any and all issues are solved in a timely manner.

## **2. Identify the person(s), position(s), and/or entities that will be responsible for and involved in the collection and analysis of any assessment data for:**

a. Academic Data. Describe the person(s), position(s), and/or entities that will be responsible for managing the data, interpreting it for teachers, and leading or coordinating professional development to improve student achievement. Describe generally how the person(s), position(s), and/or entities will be provided time to complete the aforementioned collection, analysis, management, interpretation, and coordination of professional development.

b. Financial Data. Describe the person(s), position(s), and/or entities that will be responsible for maintaining the data,



managing the data, compiling it, and interpreting it for the school director and governing board. Describe generally how the person(s), position(s), and/or entities will be provided time to complete the aforementioned maintenance, management, compiling, and interpretation.

c. Organizational Data. Describe the person(s), position(s), and/or entities that will be responsible for compiling data on performance and interpreting it for the school director and governing board. Describe generally how the person(s), position(s), and/or entities will be provided time to complete the aforementioned compiling and interpretation.

a. Kamalani Academy's Data Team Professional Learning Community (PLC), comprised of administration and teachers, will compile progress monitoring data on a quarterly basis (or when available) and will disaggregate the results for cohorts and school-wide growth. Classroom instruction will be designed to address the deficiencies shown by data analysis and progress monitoring (incorporating classroom assessment) will be used to measure effectiveness. Homework assigned will reinforce reading skills taught in the classroom. Teachers will keep data portfolios of student assessment results and progress in their classrooms to provide additional data of student progress for state-wide and school-based monitoring.

Data Team PLC time will be consistently scheduled into the function and structure of Kamalani school week. Teachers will follow the Data Team cycle to ensure student learning and achievement is at the center of discussions.

Professional development is key to the success of Data Driven Instruction. It will be continuous and ongoing from the planning year forward. The Principal will survey the faculty and conduct a needs assessment to determine which onsite professional development activities will take priority. That, in addition to, the data collected by the School Data team throughout the year will guide the Principal in coordinating and scheduling professional development.

Additionally, time will be scheduled for teachers to reflect on student progress. Based on these measurements, teachers will modify their instruction, monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction. The Wednesday weekly meeting will play a key role in allotting this time.

b. The management company, Academica, will be responsible for maintaining, managing, compiling and interpreting data for the Principal and Governing Board.

The financial data files will be secured and stored in accordance with State law at the office of the management company.

The data will also be managed by the management company in a form that is readily accessible to the Principal, Governing Board, Hawaii State Public Charter School Commission, and the auditors of the school.

The completion of the financial data is an ongoing monthly process that tracks revenues and expenses by category. That financial data will be compiled as actual revenues and expenses, compared against each budgeted category. Any significant variances will be reported to the Principal of the school on a monthly basis and to the Governing Board on a quarterly basis, unless it warrants communication to the Board Treasurer and requires immediately calling a Governing Board meeting.

The interpretation of the data will be the responsibility of the Governing Board and Academica. The Board will set certain financial metrics it wants to achieve, i.e., cash flow balances and year-end balances. If the data reflects that the financial metrics are not being met, this will be communicated to the Governing Board. Academica will continually analyze and forecast financial matters for the current and upcoming school years.

c. The Founding Board has determined that the School will contract with Academica to work as their Educational

Management Organization (EMO). Academica and the Governing Board will contract services which include collecting, compiling, and interpreting data which it will then present to the Governing Board to ensure that the organization is meeting its fiduciary duties as well as following the School's mission, vision, and goals.

Academica will provide services to Kamalani Academy, such as: providing and maintaining all Board Meeting agendas, audio recordings, and minutes, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, and the maintenance of the books and records of the School, as well as bookkeeping, budgeting and financial forecasting. Academica assures the Board that all uniform, system-wide reporting, record keeping, and accountability systems will be compliant with Hawaii requirements. The Board will review any recommendations made by Academica and act upon them in the manner the Board decides.

By contracting with Academica, the School Administration is free to focus on the academics and the Governing Board is able to have a clear presentation of all the available data in an organized and summarized format, systematically allowing the Board to make the necessary decisions in an informed and concise manner.

### **3. Describe the training and support that school directors, any management team, teachers, and governing board members will receive in analyzing, interpreting, and using academic performance data to improve student learning.**

The Kamalani Administrator will receive extensive training and support from the Doral Academy Inc. Administrative team to ensure success of the school. As part of this training, it will focus on using data to drive instructional practices and improve academic achievement and student learning. Teachers will receive professional development on analyzing, interpreting, and using academic performance data to improve student learning as part of the data driven instruction process. Teachers will be taught how to reflect on student data and use it to guide and differentiate their instruction.

The Governing Board will receive a breakdown of how to interpret academic data during the Principal's Report at regularly scheduled board meetings. Governing Board Members will look to those members whose expertise is in academic oversight. As part of the required professional development hours, the Board may request trainings on interpreting student data.

### **4. Describe the actions the proposed school will take if:**

- a. It falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions, and identify the person(s), position(s), and/or entities that would be responsible for implementing them.
- b. It fails to perform up to the standards set in the Financial Performance Framework, if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract, if the independent auditor issues findings, or if the proposed school encounters financial difficulties.
- c. It fails to perform up to the standards set in the Organizational Performance Framework, if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract, or if the proposed school has a corrective action plan approved by the Commission.

a. Kamalani Academy's Governing Board will monitor, measure, and evaluate academic performance of the school as a whole, student cohorts, and individual students throughout the school year. The Strive HI Performance Index measures provide a summative snapshot of the school's progress. These measures include: Student achievement (proficiency scores on SBA and HAS Science), Growth (measuring individual student's growth in learning from year to year), Readiness (attendance & Gr. 8 ACT scores), and Achievement Gap (the achievement gap between "high needs and non-high needs" students). These measures will be reported to the Board annually. Additionally, Kamalani has set several academic School-Specific Measures (Attachment D).

Based upon these measure, Kamalani Academy's Governing Board and Administrative team will determine if deficiencies in academic achievement exist. If the deficiency is on the individual student or classroom level, the Principal will evaluate the teacher's classroom instruction and programs to determine if teacher is utilizing all avenues to improve student achievement. If the deficiency lies with the teacher, an improvement plan will be developed offering the teacher coaching, mentoring, and professional development to improve the deficiency.

If it is determined that the deficiencies in academic achievement are school-wide, the Governing Board will oversee the development of a school improvement plan. The Board will utilize the resources in the Doral Academy Inc. affiliation agreement to support, mentor, and coach the Principal and the school in implementation of the plan.

b. Kamalani Academy's Governing Board will take whatever steps are required under the Financial Performance Framework to correct any deficiencies or financial difficulties. The Board will direct Academica to work with the Principal and the auditing firm to create a financial improvement plan to address the financial deficiencies. The Board will review and implement a financial improvement plan to correct such deficiencies.

c. The Governing Board will address issues on the organizational level in the governing Bylaws (Attachment U), including removal of a member, fiduciary duties, and Code of Ethics and Conflicts of Interest Policy (Attachment Y). The Governing Board has the power to amend its Bylaws when necessary to improve the governance and organizational performance of Kamalani Academy. If there are shortcomings in an area such as the Administration or with the management company, the Governing Board has the power to rectify the situation through appropriate disciplinary or contractual measures.

**5. Applicants may propose to supplement Strive HI and the Academic Performance Framework evaluation frameworks with School-Specific Measures. School-Specific Measures are goals and measures that are specific to the proposed school and its unique mission. For further information and guidance, refer to *Making the Mission Matter: Charting a Map to School Mission Success* by Margaret Lin. It is recommended that applicants limit the number of School-Specific Measures to one or two, since too many goals can become difficult to develop, manage, and measure. Applicants may propose varying targets for years 1 to 5. If already developed, provide any School-Specific Measures using the School-Specific Measures Template ([Exhibit 5](#)), as *Attachment EE (no page limit)*.**

Note: Uploaded files should be .pdf files only unless otherwise instructed.

<http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-F65stCQEvB/Attachment D EE -Exhibit 5.pdf>

## F. Geographic Location and Facilities

## F. Geographic Location and Facilities

Evaluation Criteria. A strong response will have the following characteristics:

- Description, with reasonable specificity, of the geographic location of the proposed school's facility.
- A reasonable rationale for selecting the location and a comprehensive description of any research done to support that rationale, if applicable.
- If the proposed school has obtained a facility, facility that is reasonably adequate for the intended purposes, a sound plan and timeline for renovating and ensuring code compliance for the facility and evidence that the facility will meet the requirements of the Academic Plan, anticipated student population, and sufficient support for any proposed technology. Evidence of intent to secure a facility, if applicable.
- Sound and comprehensive plan and timeline for identifying, securing, financing, renovating, and ensuring code compliance for a facility within the geographic area selected that will meet the requirements of the Academic Plan and anticipated student population
- If grades will be added, a growth plan for the first five years of operations.

### **1. Geographic Location. The proposed school's geographic location will determine things such as which DOE complex area includes the proposed school and the DES that the proposed school will be assigned to for special education purposes.**

**a.** Describe the geographic location of the proposed school's facility. Include the DOE complex area(s) in the description.

**b.** Describe any rationale for selecting the geographic location. If there is a rationale for selecting a specific geographic location, describe the research conducted to support that rationale.

a. The Kamalani Academy is open to all Oahu students. The proposed target populations are students attending grades K-8 and living in the East Oahu community. A facility has not been identified but is targeted for zip codes 96813, 96814, 96815, 96816, 96817, 96819, 96821, 96822, 96825, 96734, 96744, 96795.

The targeted area encompass the Honolulu District and the Windward District, which are comprised of nine Complex Areas (Kaimuki Complex, McKinley Complex, Roosevelt Complex, Farrington Complex, Kaiser Complex, Kalani Complex, Kailua Complex, Kalaheo Complex, and Castle Complex). There are forty-five elementary and middle schools in the Honolulu District and there are twenty-four elementary and middle schools in the Windward District. For the purposes of our data analysis, we pulled a cross-section of data from a total of thirty schools. Within the Honolulu District, the cross-section of data included twelve elementary and nine middle schools. In the Windward District, data was pulled from six elementary and three middle schools. Data was pulled from schools that were similar to the grades that Kamalani Academy is proposing to offer. Based on the data that is represented in the charts in Attachment B, there are a total of 9,097 enrolled students in elementary school and 8,196 enrolled students in middle school.

b. East Oahu was chosen based on the need of the community for public school choice, the availability of potential resources, and facilities. In depth research was conducted as evidenced in Attachment B.

There were numerous private schools in the noted zip codes. A sample selection of data was compiled from twenty-eight

different private schools retrieved from the Hawaii Association of Independent Schools' website. The total number of enrolled students in these twenty-eight schools is 19,276.

Additionally, data from U.S. Census Bureau, 2010 Census was utilized when determining potential population to be served by Kamalani. According to the demographic information for Honolulu County that represents all of Oahu, there are a total of 1,360,301 residents. Of this population, 18.5% (252,307) is ages 0-14. Data can be found in the School Age Children Data Chart in Attachment

B. The age ranges used are meant to provide population information that will coincide with that 2016 opening of the Kamalani Charter School. Given that the school would not open until 2016, many of the students in the under 5 age range will be school age, as well as many of the students in the age range of 10-14 would be outside of our schools grade offering by the opening of this school.

Based on all of the findings from school district data and census data, there is ample evidence to justify the opening Kamalani Academy grade K-8. Please see a breakdown of the data collected in Attachment B. Additionally, the charts contain a comprehensive look at the public schools recorded data with regard to other school demographics.

**2. Facilities. Charter school facilities must comply with applicable state and county health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county planning review procedures and obtain all necessary certifications, permits, and inspections.**

**Has the proposed school obtained a facility?**

No

**b. If the proposed school has not obtained a facility, describe applicant's plan for identifying and securing a facility, including any brokers or consultants the applicant is employing, timeline for securing a facility, renovations, and financing. Briefly describe possible facilities within the geographic area in Section VI.F.1, including address, square footage, square footage rent, amenities, previous use, and a general assessment of what needs to be done to bring the facility into compliance. If the proposed school has a virtual or blended learning program, or relies heavily on technology, describe how the facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity.**

Kamalani Academy has not yet obtained a facility. The Founding Board is working with Academica and CBRE Richard Ellis of Honolulu to secure a site. At this time, we have located two primary sites in Honolulu and recognize that other sites may become available as we continue to search.

The first site at 6660 Hawaii Kai Drive, Honolulu, HI 96825 is currently occupied by Japan-America Institute of Management (JAIMS) a nonprofit postgraduate institute. The facility is approximately 36,000 square feet on 5.96 acres. The building has significant land that could provide for extra parking and be developed into playground areas. The building would need to

be retrofitted to meet Kamalani Academy's needs. Mike Muramoto of Design Partners, Inc. and Cornair, Inc. have designed a set of plans to retrofit the building. They have developed a schedule that would allow Kamalani to occupy the building by August 2016. The

Founding Board has been in contact with Kamehameha Schools, who owns the ground lease, to extend the current ground lease to thirty years providing Kamalani time to amortize the cost of the improvements. Academica would help secure financing for the improvements. Academica, on behalf of the Board, is currently in talks with Turner Agassi Fund about the financing. A letter is included that expresses their interest in working with Kamalani on this project.

Another site the Board is considering is the facility at Halekauwila Plaza, 547 Halekauwila Street, Honolulu, HI 96813 which was previously occupied by Voyager Academy. The facility is approximately 21,000 square feet with the option of renting the gym on the premises. It would be the intention of the Board to rent this site on a short term basis while searching for a more permanent site.

Academica, under the direction of the Board, has assembled a strong architectural, construction and real estate team. Three main elements were considered when determining potential sites for the School: 1) is it currently or able to be zoned for a School; 2) what is the square footage of the building and will it house at least three hundred and fifty students; and, 3) does the rent work within the budget.

**c. If the proposed school plans to add students or grade levels during the first five years, include a facility growth plan that shows how the school will accommodate the additional square footage necessary for additional students, faculty, and staff. Identify any permits or rezoning that might be necessary to implement the facility growth plan**

*Note: If this question does not apply, simply respond "Not Applicable," **and** state the reason this question is not applicable to the proposed school or plan.*

Kamalani Academy's Governing Board plans on securing a facility which will accommodate the maximum student population of 450 students in grades K-8. If a facility a temporary facility is used for year one and two, the facility will be able to accommodate 350 and 400 students. The Board will continue to search for and secure a permanent facility.

## G. Start -Up Period

### **G. Start -Up Period**

In accordance with the Start-Up Charter School Process, as shown in **Figure 3**, an approved applicant will not be able to hire employees who receive state benefits or receive funding until it completes its Pre-Opening Assurances. Generally, a Pre-Opening Charter School will not complete its Pre-Opening Assurances until a month or two before the school actually opens because these assurances include elements with practical limitations, such as proof of enrollment of the projected student body and facility compliance. The soonest that the first allocation of state per-pupil funding can be released to a Charter School, once it has completed its Pre-Opening Assurances, is July 20<sup>th</sup>.

Evaluation Criteria. A strong response will have the following characteristics:

- Detailed, comprehensive start-up plan specifying tasks, timelines, and responsible individuals, aligned with the start-up budget for each major area (facility, funding, student recruitment and outreach, faculty and staff, and proposed school governing board).
- Sound plan for leading the development of the school during its pre-opening phase, including identification of a capable individual or team to lead planning and start-up, as well as a viable plan for compensating this individual or team that is aligned with the budget.

**1. Provide, as Attachment GG (10 page limit), a detailed start-up plan for the school (which aligns with the start-up year (Year 0) Budget in the Financial Plan Workbook), specifying tasks, timelines, and responsible individuals for each of the following areas:**

- a. How the applicant plans to obtain financing for the proposed school’s facility. Highlight the alignment of the financing plan with the timing of obtaining and renovating the facility, as described in Section VI.F.2.
- b. How the applicant plans to fund the start-up period. Include all plans for fundraising and grant writing. Describe any specific fundraising opportunities and grants the applicant has identified.
- c. How the applicant plans to market the proposed school to the school’s anticipated student population and develop partnerships with other charter schools, DOE schools, and private schools to identify possible students and achieve the proposed school’s projected enrollment. Include any other ways the applicant plans to achieve its projected enrollment.
- d. How the applicant plans to hire teachers, administrative staff and support staff during the start-up period, if any. This plan should incorporate the timeline for hiring teachers, described in Section VI.C.1, and delivering the professional development, described in Section VI.D.2.
- e. Describe how the proposed school board will transition from a founders’ board to a more permanent governing board, including a timeline for recruiting and adding new members. Briefly describe the individual and/or collective skills sets the anticipated board members are expected to bring, with specific reference to the skill sets described in HRS §302D-12. Describe the priorities for recruitment of additional or replacement proposed school governing board members and the kinds of orientation or training new members will receive. Describe any bylaw, policies, or procedures changes that will be necessary for such a transition.
- f. Identify the individual(s) who will work on a full-time or nearly full-time basis following approval of the application to lead development and implementation of the plan to open the proposed school and the plan to obtain the funding necessary to compensate these individuals.

Note: Uploaded files should be .pdf files only unless otherwise instructed.

[http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-m7giboe5En/Attachment GG - Start-Up Plan\\_X3TkoRI.pdf](http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-m7giboe5En/Attachment GG - Start-Up Plan_X3TkoRI.pdf)

**Figure 3: Start-Up Charter School Process**

## H. Ongoing Operations

### **H. Ongoing Operations**

Evaluation Criteria. A strong response will have the following characteristics:

- Sound plan for student transportation, including both daily transportation and special event transportation, if applicable.
- Sound plans for school and student safety and security, including security personnel, technology, equipment, and policies. If there is a virtual or blended learning program, physical or virtual security features to deter theft.
- A sound plan for food service, including plans for a certified kitchen, transportation of food or other means of providing food service in compliance with applicable laws, if applicable.

**1. If the proposed school will provide daily transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the proposed school plans to meet transportation needs for field trips and athletic events.**

*Note: If this question does not apply, simply respond "Not Applicable," and state the reason this question is not applicable to the proposed school or plan.*

Kamalani Academy will not provide daily transportation for the students to and from school. The School intends help facilitate a forum where parents/guardians of students to facilitate interested in creating carpooling groups can communicate. Should the school plan field trips and/or athletic events, a plan will developed to accommodate transportation needs such as contracting with a charter bus company.

**2. Discuss the plan for safety and security for students, the facility, and property. Describe the types of security personnel, technology, and equipment that the proposed school will employ. If the proposed school has a virtual or blended learning program, describe any security features to deter**



**theft. This may include physical and virtual solutions.**

Kamalani Academy's Governing Board will put a priority on school safety and security. The Board will use the State of Hawaii's Department of Education (DOE) as a resource to create policies and procedure to protect their students and staff. The School will create a Crisis Response Plan for their teacher and student body. The Crisis Response Plan will include detailed procedures in case of an emergency. The School will regularly practice emergency drills (fire, lock-down, shelter in place, etc.). The Crisis Response Plan will be reviewed annually by the administration and staff.

The Board in order to protect the students from harmful technology will adopt an Acceptable Use Policy and work with their information technology (IT) company to implement protective procedures. The IT Company will maintain the school's network and firewall. The Principal will work with the IT Company to ensure that proper internet restrictions are in place.

The School will comply all facility state regulations and county codes. The School facility will be equipped with an anti-theft and fire alarm system which will be regularly tested to that meet required educational building codes. The Board will also acquire security cameras for the School if financially feasible.

The School will put into place policies and procedures for visitors. All school visitors will be required to check-in at the front office before entering the school campus. The visitors will be required to have an identification badge while on campus. The School will also use their day porter to serve as a campus security.

The School will inventory procured items to monitor school property. The School will also have in place facility insurance that will cover property and facility damage or theft. The Principal and Academics will work together to put in place efficient inventory systems.

Additionally, as part of the application process all faculty and staff will be subject to criminal history checks. Volunteers that are on campus working with students on a consistent basis will be subject to criminal history checks. Volunteers will always be supervised by a school employee when working with students.

**3. If the proposed school will provide food service, describe the proposed school's plan for providing food to its students. Include any plans for a facility with a certified kitchen, transporting food from a certified kitchen, or other means of providing food service. Any food service must be provided in compliance with applicable laws.blended learning program, describe any security features to deter theft. This may include physical and virtual solutions.**

*Note: If this question does not apply, simply respond "Not Applicable," **and** state the reason this question is not applicable to the proposed school or plan.*

The Kamalani Governing Board will determine what type of food service program will be provided based on the needs of its enrolled student population and if they will benefit from participating the National School Lunch Program. Once the lunch program has been determined it will abide by State and Federal Laws for Health and Safety.

## I. Student Recruitment, Admission and Enrollment

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

All student recruitment, admissions, and enrollment decisions must be made in a nondiscriminatory manner and without regard to race, color, ethnicity, national origin, religion, sex, sexual orientation, marital status, income level, academic or athletic ability, disability, need for special education services, or lack of proficiency in the English language. The Commission may grant enrollment preferences in accordance with HRS §302D-34.

Evaluation Criteria. A strong response will have the following characteristics:

- Sound, thoughtful, and comprehensive plan for recruitment of families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure and for achieving socioeconomic and/or demographic diversity.
- If applicable, identified enrollment preferences which are in compliance with federal and state law and any Commission policy or guidelines. Includes reasonable justification for the enrollment preference request.
- Admission and enrollment policy that complies with applicable law and any Commission policy or guideline, ensures the proposed school will be open to all eligible students, and includes:
  - A reasonable timeline for the application period and deadlines and process for the receipt and process of applications.
  - A reasonable timeline and comprehensive plan for student recruitment or engagement and enrollment.
  - Effective procedures for lotteries, waiting lists, withdrawals, re-enrollment, and transfers in accordance with state and Commission requirements.
  - Reasonable pre-admission activities for students, parents or guardians.

**1. Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically, describe any plans for outreach to families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure, as well as any plans for achieving socioeconomic and/or demographic diversity. If the proposed school is projecting a high percentage of free and reduced lunch and intends to achieve socioeconomic and/or demographic diversity, describe how the proposed school will attempt to make itself attractive to families with relatively higher incomes and/or levels of formal education.**

Kamalani Academy will market via multiple modes to ensure that all families are informed of their educational options. A grassroots recruitment campaign is especially important to make sure that “harder-to-reach” families (single-parent families, low socio-economic households, second language families, etc.) are aware of their educational choices and their ability to apply for enrollment. The grassroots marketing campaign includes: school website, social media (Facebook, Instagram, etc.), flyers, direct mailers, advertisements, building relationships with community groups, and a “door to door” approach.

Kamalani Academy will post flyers in local public facilities such as the post office, community centers, and other locations of public access. The goal is to reach parents by using various means of information delivery. Promotional flyers and/or postcards will be distributed via direct mail and/or directly to community groups including churches, to ensure that harder-to-reach families are aware of the school and their ability to apply for enrollment.

It is expected that many of the organizations committed to partnering with Kamalani will help with student recruitment. Locally, the Founding Board has received many commitments to partner with this community-building initiative. Some of these organizations and partners include University of Hawaii at Manoa, HI FusionED, Honolulu Theatre for Youth, Honolulu

Museum of Art, Waikiki Hawaiian Civic Club, and Pacific American Foundation. In partnership with community organizations, informational events at open forums such as community centers, parks, and libraries will be held to inform the public and key to successful recruitment.

As part of the grassroots marketing campaign, Kamalani will use a “door to door” approach. The Kamalani Academy Founding Board has several board members that are invested in the community and improving educational options. The Founding Board Members understand the culture of the community and what is needed to educate the community on school choice. One target strategy to recruit families to Kamalani Academy is living room chats and small meetings. These small group meetings and living room chats will be used to educate and recruit students by providing information on what a charter school is and provide informative marketing materials that include the data from the Doral Inc. system in Nevada and Florida to show the success of the school.

**2. Identify and describe any enrollment preferences that the proposed school would request, including the reasoning and justification for such preference request.**

*Note: If this question does not apply, simply respond “Not Applicable,” **and** state the reason this question is not applicable to the proposed school or plan.*

The first open enrollment period held during the School’s Pre-Opening will include priority enrollment of children of Founding Board Members, Governing Board Members, and future school employees.

After year one of operation, Students already enrolled in the School will automatically be allowed to keep their seats, provided they offer their commitment to return within a specific time period. It is important for the students to be able to continue with their school of choice; however, providing a deadline will allow the School to fill vacated seats in a timely manner.

The Kamalani Founding Board and the Governing Board children will be offered preference in order to maintain investment in the School, as well as to offer a benefit for all of the time and effort placed in their Board duties.

Children of employees at Kamalani Academy will be given a preference as an incentive for the employees to work for the School and promote loyalty and retention.

Siblings of students currently enrolled in the school will be given a preference in order to generate a strong family community and to ensure that siblings are able to attend the same school and have the same stellar educational opportunities.

**3. Provide, as Attachment HH (no page limit), the proposed school’s admission and enrollment policy, which should include the following:**

- a. Tentative dates for application period and admission and enrollment deadlines and procedures, including an explanation of how the school will receive and process applications;
- b. A timeline and plan for student recruitment or engagement and enrollment;
- c. Procedures for lotteries, waiting lists, withdrawals, re-enrollment, and transfers; and

d. Descriptions of any pre-admission activities for students, parents, or guardians, along with an explanation of the purpose of such activities.

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[http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-BETH8KI5tT/Attachment HH - Admission and Enrollment Policy\\_OCtzR48.pdf](http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-BETH8KI5tT/Attachment HH - Admission and Enrollment Policy_OCtzR48.pdf)

### **Attachment HH (no page limit)**

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[http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-L24I0US4zv/Attachment HH - Admission and Enrollment Policy\\_CjhG2eh.pdf](http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-L24I0US4zv/Attachment HH - Admission and Enrollment Policy_CjhG2eh.pdf)

## J. Parent and Community Involvement

### **J. Parent and Community Involvement**

Evaluation Criteria. A strong response will have the following characteristics:

- Sound pre- and post-opening parent or guardian engagement plan, including family-school partnerships, that is welcoming and accessible to all parents and guardians.
- Effective strategies for informing and engaging parents or guardians and the community about the proposed school's development.
- Community resources and partnerships that will benefit students and parents or guardians and that include:
  - Description of the nature, purposes, terms, and scope of services of any such partnerships; and
  - Evidence of commitment from identified community partners.

### **1. Describe the proposed school's philosophy on parent and community involvement and the role of parents or guardians and the community in the proposed school.**

As described in II.D.1 School Culture, our philosophy on parent and community involvement will be a culture of collaboration, strong academic achievement, and joyful learning, embracing all at Kamalani Academy. Learning is kākou, inclusive of all stakeholders. Guided by our vision of all children as leaders, each with unique gifts, Kamalani welcomes ideas from students, teachers, parents and the community. Creative divergent thinking encourages ideas from many perspectives, while "failing forward" develops risk taking and innovation, making school a safe place to explore, experiment, and expand ideas. Kamalani engages all learners from adults to keiki.

Parents are invited into the school and encouraged to commit to donating 30 hours per year. These hours can be donated in a variety of ways.

- Providing support to office staff.

- Providing support to the classroom teacher.
- Volunteering at school-wide events (picnics, carnivals, etc).
- Volunteering at school beautification days.

**2. Briefly describe what has been done to assess and build parent and community interest in the proposed school, and summarize the results achieved. Describe plans for engaging parents or guardians and community members from the time that the proposed school is approved through opening and after the proposed school is opened.**

In order to gauge the level of interest for an arts integration charter school, Advisory Board member Beth Uale has spoken with several families, teachers, church members, and colleagues in the Hawaii Kai community. As a longtime resident of Hawaii Kai (30+ years), Ms. Uale is in constant contact with families who live in the vicinity of one of the projected facilities. The response has been overwhelmingly positive with many parents expressing an avid interest in enrolling their children in Kamalani Academy. In addition, many of these families have expressed knowledge of other interested families who would like to attend the school. There are many families who are eager to learn more about Kamalani Academy and attend informational event. Ms. Uale has found many community members who would either like to work at the school or suggested names of outstanding educators who would jump at the opportunity to be part of the team. The word is spreading and the response is reassuring.

**3. Describe how parents or guardians and the community will be informed about and be engaged in the proposed school, in addition to any proposed governance roles described below. Describe plans for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the proposed school will seek from or offer to parents or guardians.**

The School will market via multiple modes to ensure that all families are informed of their educational options. A grassroots recruitment campaign is especially important to make sure that “harder-to-reach” families (e.g. single-parent families, low socio-economic households, second language families, etc.) are aware of the choice program and their eligibility to apply for enrollment. A grassroots marketing campaign includes: school website, social media such as Facebook, flyers, direct mailers, advertisements in varying media, building relationships with community groups, and a “door to door” approach. The School will post flyers in local public facilities such as the post office, community centers and other locations of public access. The goal is to reach parents by using various means of information delivery.

The school will promote an environment that allows parents and community members to be actively engaged in the school. Examples of parent and community involvement include:

- Open houses, career fairs, family picnics
- School website
- PTO
- Regular parent/teacher conferences
- Parents will be active partners in the performance planning of relevant goals identified in III.B.3. For example, beyond providing input on the school climate survey (III.B.2 Goal 3), Kamalani Academy will seek parental feedback to improve lackluster results on the same. As stated in the Bylaws, there will be parent representative on the Board and on the Board’s Academic Committee. The purpose of the Academic Committee shall be to review school data, ensure academic

expectations and goals are being met, and provide insight to instructional activities that meet specific needs of the students.

**4. Describe any partnerships the proposed school has established with community organizations, businesses, or other educational institutions, including the nature, purposes, terms, and scope of services of any partnerships. Include, as *Attachment II (no page limit)*, existing evidence of support from such community partners, such as letters of intent or commitment, memoranda of understanding, and/or contracts.**

Kamalani's board has reached out to partner with several prominent local arts organizations such as the Hawai'i Arts Alliance, Honolulu Theater for Youth and the Honolulu Art Museum. These prominent organizations have invested in years of developing high quality arts integration education for both teachers and students. In addition, Kamalani has established partnership with the University of HI, College of Education, professor and teaching artist, Dr. Jamie Simpson Steele and with Pomaika'i School, the only public arts integration school in Hawai'i. All of these arts organizations and educational institutions have strongly and positively responded with support to helping Kamalani thrive as an arts integrated school. Based on preliminary talks Kamalani has received commitment letters that can be found in Attachment II. Please note the terminology describing the school may vary. Kamalani Academy is an arts-integration school and moving forward with these community organizations we will ensure that the mission and vision is clear to our partners.

**Attachment II (no page limit)**

Note: Uploaded files should be .pdf files only unless otherwise instructed.

[http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-WySOwero2D/Attachment II\\_XGEwvo7.pdf](http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-WySOwero2D/Attachment II_XGEwvo7.pdf)

**K. Nonprofit Involvement**

**K. Nonprofit Involvement**

Proposed schools are strongly encouraged to designate or establish an associated nonprofit organization to assist with fundraising and other support activities, especially during the start-up period.

*Note: If any of these questions do not apply, simply respond "Not Applicable," **and** state the reason the question is not applicable to the proposed school or plan.*

Evaluation Criteria. A strong response will have the following characteristics:

- Comprehensive description of ways the nonprofit can support the proposed school and identified funding sources, if applicable.
- Evidence that the nonprofit board members have the experience necessary to support the proposed school or has a comprehensive plan to identify and recruit individuals with the necessary experience, if applicable.

**1. Describe the proposed school’s associated nonprofit organization, if any, including its current tax status and/or the plan and timeline for obtaining tax exempt status.**

Kamalani Academy intends to create and associate with a nonprofit charitable organization to act as a Foundation. Upon approval of the charter application, the Kamalani Academy Governing Board will vote upon the creation of the foundation with the intention that two (2) or three (3) members of the Governing Board are also on the Board of the Foundation to ensure there is no quorum, but enough cross-over to create a cooperative environment so that the Foundation can serve the school to the fullest extent.

The Internal Revenue Service now offers a short form for the 501(C)3 Application, the Form 1023-EZ, which will allow the Foundation to be established quickly, prior to any funds being generated.

**2. Specifically identify ways that the proposed school’s associated nonprofit organization, if any, will support the proposed school. Examples of ways a nonprofit can support a school include, but are not limited to, community fundraising, developing partnerships, finding alternative funding sources, writing grants, and finding other ways to leverage existing resources. Identify and describe any specific grants or programs that the nonprofit is planning to use.**

Kamalani Academy’s proposed foundation shall engage the community in fundraising activities such as, auctions, dinners and luncheons, golf tournaments, and galas. In addition, they will search and apply for applicable grants and bonds in order to generate funds for the School. The foundation shall also seek community partners

**3. List all current and identified nonprofit board members and their intended roles. Describe the experience and qualifications of the nonprofit board members that are relevant to the above means of supporting the proposed school. If none of the current nonprofit board members have the requisite experience or capacity, discuss how the nonprofit and proposed school plans to identify and recruit individuals with the requisite experience and capacity.**

As the Kamalani Academy Governing Board have not met in order to vote on the creation of the nonprofit foundation, there are no current nonprofit board members. Upon the formation of the foundation, the Governing Board will choose two (2) or three (3) director positions to sit upon the Board of the foundation to ensure that there is a fluid relationship between the two Boards. The intention is to include individuals with backgrounds in education, accounting, marketing, etc. in addition to including parents in order to form a diversified and talented group of individuals who will work hard for the School.

## L. Organizational Plan Capacity

### **L. Organizational Plan Capacity**

Evaluation Criteria. A strong response will have the following characteristics:

- Evidence that the organization team has the collective qualifications (which may include, but is not limited to,

documented and relevant credentials and experience contained in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a charter school) to implement the Organizational Plan successfully, including capacities in areas such as staffing, professional development, performance management, general operations, facilities acquisition, development (such as build-out or renovations), and management.

- Evidence of the individual or team’s experience in and ability to implement the Organizational Plan being proposed.
- Evidence of a strong commitment from any essential partners in planning and establishing the Organizational Plan.

**1. Identify the key members of the applicant’s team that will play a substantial and ongoing role in the successful implementation of the Organizational Plan. These may include current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school’s Organizational Plan. 2. Describe the applicant’s organization team’s individual and collective qualifications for implementing the Organizational Plan successfully, including capacity in areas such as:**

**2. Describe the applicant’s organization team’s individual and collective qualifications for implementing the Organizational Plan successfully, including capacity in areas such as:**

- a. Staffing;**
- b. Professional development;**
- c. Performance management; and**
- d. General operations**

The key members of the applicant’s team that will play a sustainable and ongoing role in the successful implementation of the organizational plan include Founding/Governing Board Members, Advisory Board members, Academica, and the future administration of Kamalani Academy.

The Governing Board of Kamalani Academy has significant experience and leadership in all aspects of the school’s organizational establishment and operations. Board Member Pat Macy has more than 20 years of experience in public education and has worked as a teacher, assistant principal, principal, assistant superintendent and superintendent. S. Ku’uipo Laumatia has expertise and experience in human resources, business management and is a certified project management professional. Jarrett Macanas is a licensed attorney and serves as a lecturer at the University of Hawaii’s Kapiolani Community College. Blaine Fergerstrom is an award-winning multi-media journalist with experience in community relations and marketing.

Similarly, the proposed members of Kamalani Academy’s advisory board include experts in the fields of arts-integrated education and resource development (VI.A.10).

Moreover, the EMO Academica has a strong track record of successful implementation of charter school operational plans (VI.M.2).

Finally, the Board will locate and hire a talented and experienced school administrator to serve as Principal of Kamalani Academy. The Principal will be an important part of successfully establishing the organizational plan as he/she directs all aspects of day-to-day administration of the school within the scope of the Board’s operating policy and in compliance with the charter, state, and federal guidelines.

**a. Staffing**

The Governing Board Members’ have experience in human resources and staffing and will select an experienced school



Principal with extensive knowledge in school staffing. The Principal and Board will identify other members of the administrative team including Student Support Coordinator, Arts Integration Coach, and Grade Level Chairpersons.

b. Professional Development

Member Laumatia's experience in human resources and project management will assist the Board in effectively evaluating the Principal. In addition, Member Macy has served as a Board Examiner on the National Council of Accreditation of Teacher Education and worked as a Professor of Education. The Board's affiliation with Doral Academy, Inc., and Academica will allow access to numerous professional development resources and opportunities.

c. Performance Management

All members of the Governing Board are experienced and successful professionals whose backgrounds in education, business, resource development, financial management and not-for-profit organizations will assist in the oversight the school's organizational performance. Regular monitoring and feedback from the school community, through the Advisory Board, Board Meetings, and survey will ensure consistent performance from the school organization as a whole.

d. General Operations

The Governing Board's partnership with a Academica, will allow the school's Administration to focus on the academic progress of the students, teacher training, student assessment, and achieving educational goals set by the Board. Academica's staff of professionals in the areas of finance, accounting, facilities procurement and management will ensure efficient and effective business operations. This partnership between the Principal and Academica, working under the direction of the Governing Board, ensures the success of the school.

**3. Describe the applicant's organization team's individual and collective capacity and experience in facilities development, acquisition, and management, including financing and managing build-out and/or renovations, as applicable.**

Kamalani Academy has assembled a very strong team to accomplish in the acquisition and development of a school facility. Kamalani Academy's management organization, Academica, has identified a group of investors that are willing to create a Hawaiian LLC that will acquire a facility, retrofit it and make sure it is properly zoned for a School. This group of investors will then provide a lease with an option to purchase the School. The group has engaged Joseph Haas and Norbert Buesing of CBRE Richard Ellis to locate an appropriate School site in Honolulu for Kamalani Academy. They have also engaged Mike Maramoto of Design Partners LLC in Honolulu to make sure the sites we are looking at are proper for a School and any retrofitting that needs to be done can be accomplished by Augusts 2016. This group has also engaged Cornair, Inc., a construction group, to work with the architect to bid any plans that are necessary.

Academica has various sources of financing that are interested in financing a charter School in Hawaii. The group they have suggested is the Turner Agassi Fund of Los Angeles. The fund was created strictly to provide facilities financing for charter Schools.

**4. Identify any organizations, agencies, or consultants that are essential partners in planning and establishing the proposed school's Organizational Plan, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the proposed school's development of its Organizational Plan.**

The Kamalani Academy Governing Board has developed a broad network of community partnerships, advisors, and consultants who are prepared to support the planning and establishment of Kamalani Academy. These partners consist of

the members of the Advisory Board, the companies and agencies associated with the facility development, Academica, partnerships with arts-based schools, universities and organizations, and Doral Academy, Inc. As set forth throughout this application and the letters of support submitted herein, all of these organizations have been contributing and will continue to contribute resources to support the successful establishment of Kamalani Academy.

**5. Explain who will lead implementation of the proposed school’s Organizational Plan and the experience or abilities that the individual or team has in implementing organizational plans.**

The Founding/Governing Board Members, Advisory Board members, the educational management organization Academica, and the future administration of Kamalani Academy will lead the implementation of the Kamalani organizational plan. As stated in the resumes of the Governing Board Member (Attachment X) demonstrate the extensive skills provided by the Kamalani Board, including backgrounds in academic administration, law, finance, fundraising, marketing, and community organizing.

In addition to the talented Board, Academica offers extensive experience with a team who specializes in finance, human resources, law, facilities, funding, and community outreach. Academica has provided these services for many successful charter schools and, along with the individual talents of the Governing Board, Kamalani Academy’s organizational plans will be implemented successfully.

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

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

**Does the applicant currently operate charter schools in Hawaii or any other state?**

No

**Will there be a third-party that provides a significant amount of assistance with educational services to the proposed school**

No

**Will there be a third-party that provides a significant amount of business services (back-office services, school operations, etc.) to the proposed school?**

Yes

**NOTE: This section is required of any applicant intending to contract with an ESP or CMO. An ESP or**

**CMO is any third-party entity, whether nonprofit or for-profit, that provides comprehensive education management services to a school via contract with the school's governing board. ESPs and CMOs will be collectively referred to as "Service Providers."**

*Note: If any of these questions do not apply, simply respond "Not Applicable," **and** state the reason the question is not applicable to the proposed school or plan.*

Evaluation Criteria. A strong response will have the following characteristics:

- Service Provider Selection
  - A reasonable explanation of why the applicant is seeking to contract with a Service Provider.
  - A reasonable and comprehensive description of the process for selecting the Service Provider.
  - Evidence that the Service Provider's references were checked.
- Service Provider's Track Record
  - Evidence that the Service Provider has successfully served similar student populations and successfully managed non-academic functions.
  - An explanation of management contract terminations, charter revocations, non-renewals or withdrawals or non-openings that does not indicate that the Service Provider lacks the necessary capacity or displays irregularities in its management of non-academic functions.
- Legal Relationships
  - Evidence that the proposed school governing board is independent and self-governing.
  - Satisfactory explanation of existing or potential conflicts of interest between the proposed school governing board, employees, Service Provider, and any affiliated business entities.
  - An explanation of whether the proposed school will have any relationship with any entities that are subsidiaries of or entities that are related to the Service Provider.
  - Description of the supervision of the proposed school employees by the Service Provider that is reasonable and gives the proposed school governing board oversight over the Service Provider's supervisory responsibilities.
  - Evidence that any facility or financing relationships with the Service Provider are not a part of or incorporated into the Service Provider's management contract.
  - Documentation of any loans, grants or investments made between the Service Provider and the proposed school's non-profit.
- Service Provider's Organizational Structure
  - A description of the roles and responsibilities of the Service Provider that adequately and accurately captures the Service Provider's organizational structure and how such structure relates to the governance and operation of the proposed school.
  - A client list that displays a successful track record for similar clients.
  - A clear and well-defined scope of services and costs of all resources.
  - A clear compensation structure and payment schedule that identifies all fees, bonuses, and other compensation that will be paid to the Service Provider.
  - An effective and comprehensive oversight and evaluation method for overseeing the Service Provider and intervention conditions, standards, and procedures for the Service Provider's unsatisfactory performance.
  - A comprehensive description of the financial responsibilities of the proposed school governing board and Service Provider that allows for reasonable proposed school governing board financial controls and includes details relating to ownership of property, responsibility for expenditures, board approval requirements, reports, and financial oversights.
  - A management agreement that is generally reasonable, including reasonable renewal, termination, and

indemnification provisions.

- A comprehensive plan for the operation of the proposed school in the event the Service Provider's management agreement is terminated.

## **1. Service Provider Selection**

### **a. Explain why the applicant is seeking to contract with a Service Provider rather than operate the proposed school(s) directly.**

Kamalani Academy's goal is to create an enriching educational environment for the students, families, and community. In an effort to focus on the academic aspect of running the charter school, the Governing Board is seeking to contract with an Educational Management Organization (EMO) who can, in turn, focus on the business aspects of the organization. The EMO allows the Board to operate the proposed school directly; however, with guidance, support, and input from the EMO when the Board requires it. The Kamalani Governing Board is made up of talented individuals with a vast array of knowledge who all understand that starting and operating an effective charter school will take a strong team, including a successful EMO. An EMO is needed to fill the knowledge gaps of the Governing Board in terms of charter school setup, planning, organization, approval and authorization processes, and experience with real estate, facilities, and the financial resources to execute this plan.

### **b. Explain how and why the Service Provider was selected, including when and how the applicant learned of the Service Provider, which other Service Providers were considered, why the Service Provider was selected over other Service Providers, and what due diligence was conducted.**

S. Ku'uipo Laumatia performed due diligence prior to the Founding Board choosing Academica as Kamalani Academy's EMO. Using a list from [GettingSmart.com](http://GettingSmart.com), Ms. Laumatia researched several charter school management companies and service providers by utilizing their websites and conducting interviews. Organizations, such as Connections Education, K12, and Apollo Education Groups are online learning providers offering virtual services which are not the models Kamalani Academy wishes to use. Charter Schools USA (online form submitted) and the Leona Group (phone message to Jan VanDerNaalt, director of new charters) were contacted by Ms. Laumatia; however, the organizations never responded to her inquiries. Some organizations, such as National Heritage Academies, Inc. (Michelle Andrew, charter development) and Responsive Education Solutions (Kent Brown, administrator) were contacts and informed Ms. Laumatia they were not interested in operating in Hawaii. While others, Mosaica Education and AdvancePath Academies offer curriculum not in line with Kamalani's art-integration vision.

After speaking with Bob Howell, CEO of Academica Nevada, Ms. Laumatia discovered that Academica successfully operates over 100 charter schools in 4 states. Mr. Howell indicated they were interested in opportunities in Hawaii. Ms. Laumatia interviewed references and discussed terms with Mr. Howell until she felt comfortable with recommending them.

### **c. Summarize the findings of reference checks conducted by the applicant (regarding the third-party Service Provider), identifying each reference.**

Ms. Laumatia was provided with three Academica references:

1. Sheila Moulton, Board Chair of Mater Academy. Ms. Moulton spoke very highly of the organization and stated the Board was extremely pleased with the level of service provided to Mater Academy in the two years they have worked with Academica. Ms. Moulton was most impressed with Academica's professionalism, willingness to assist, and work for the Board in their endeavors to successfully fulfill their mission.

2. Matt Durham, SLAM Academy of Nevada Board Member. SLAM was recently approved by the Nevada charter authority. Mr. Durham stated Academica was a great help to their team throughout the application process by mentoring them on necessary materials to be submitted, preparation for interviews by the charter authority, and offering guidance. Mr. Durham said the fantastic part about the Academica team is that they make it clear they are there to serve the Board through guidance and support; however, the Board runs the school and makes all of the decisions.

3. John Barlow, principal an Academica supported school, stated he loves the support Academica offers. Mr. Barlow said Academica takes care of operational aspects, such as financials, compliance reports, etc., which leaves his time to focus entirely on areas such as the needs of students, teacher development, academic instructional needs, and progressing the educational environment by focusing on curriculum improvements and the academic plan.

Ms. Laumatia felt that there was no contest between the top 10 EMO's in the nation and Academica.

## 2. Service Provider's Track Record

**a. Explain the Service Provider's success in serving student populations similar to the anticipated population of the proposed school. Describe the Service Provider's demonstrated academic track record as well as successful management of non-academic school functions (for example, back-office services, school operations, extracurricular programs). Provide specific evidence that demonstrates the Service Provider's success in serving the aforementioned student populations and successful management of non-academic functions.**

Academica is one of the nation's longest-serving and most successful educational management companies. Academica was founded in 1999 by Fernando and Ignacio Zulueta on the principle that each charter school is a unique educational environment governed by an independent Board of Directors that best knows the right path for its school. Academica's mission is to facilitate the Governing Board's vision. Academica has a proven track-record developing high performing charter schools serving over a hundred schools in Florida, Nevada, Texas, and Utah nationwide.

Academica was the first company to seek Southern Association of Colleges (SACS) accreditation for the schools it serves, resulting in all being either fully accredited or in the process of obtaining accreditation. AdvancED is the national accreditation agency which took the place of Southern Association of Colleges and Schools Council on Accreditation and School Improvement. All Academica charter schools meet the quality indicators required from the AdvancED Accreditation Process.

Academica Nevada serves the largest number of high-performing schools of any charter school management organization in Nevada. Our charter schools are accredited by AdvancED. As of the 2014-2015 school year, Academica Nevada manages four successful charters: Somerset Academy of Las Vegas (four Campuses), Doral Academy of Nevada (two Campuses), Pinecrest Academy of Nevada, and Mater Academy of Nevada with a total of 7,200 students. The 2015-2016 school year will bring Somerset Academy of Nevada to five campuses, Doral Academy of Nevada to three campuses, Pinecrest Academy of Nevada

to three campuses, and Mater Academy of Nevada moving to a brand new, larger facility. Academica Nevada will then be managing over 11,000 students.

Robert Howell, with the Zuluetas, expanded Academica to Nevada in 2011. Academica Nevada has the same principle and mission to facilitate the Governing Board's vision for their unique charter school. In order to facilitate this mission, Academica Nevada offers comprehensive support in the areas of financial services, facilities, human resources, governmental liaisons, public relations, strategic planning and implementation, accountability, and board facilitation. Academica Nevada is staffed by skilled professionals in education, finance, human resources, and law. Academica Nevada acts as liaison to the charter sponsors and to municipal, state, and federal agencies for the purposes of accountability and advocacy. Academica Nevada monitors the schools for quality assurance and statutory compliance and also assists the schools in state and federal reporting, charter compliance, and charter renewals. These services allow the school's administration to focus on proper instruction and creation of a successful model.

**b. List and explain any management contract terminations, charter revocations, non-renewals or withdrawals or non-openings that the proposed Service Provider has experienced in the past five years.**

In the past five years, Academica has not experienced any management contract terminations, charter revocations, non-renewals, withdrawals, or non-openings; however, there have been three schools which were closed at no fault of Academica.

In 2011, Ivy Preparatory Academy of Atlanta Georgia was granted a charter by the State Charter School Authorizing entity. The entity was later deemed unconstitutional and, as a result, the school was discontinued. Also in 2011, Palm Bay Community Charter School and Palm Bay Municipal Charter High School hired Academica Florida to repair the dire financial situation of these two schools. Working with the school and the city, Academica developed a financial turnaround plan; however, Brevard County felt the financial situation of the charter schools was too severe and terminated the charters.

**3. Legal Relationships**

**a. Describe evidence that the proposed school governing board is independent from the Service Provider and is self-governing, including evidence of independent legal representation and arm's-length negotiating.**

The Kamalani Academy's Governing Board operates independently from Academica. The Governing Board's Bylaws (Attachment U), Code of Ethics and Conflicts of Interest Policy (Attachment Y), and the proposed Service Agreement (Attachment KK) outline the specific duties and the separation between the Governing Board and Academica.

The Governing Board will contract with Academica for specific services and guidance; however, the Board makes all final decisions regarding Kamalani Academy. Academica's role is to provide services that allow the Governing Board facilitate their vision and mission as directed by the Board.

Kamalani Academy Governing Board will retain the services of independent legal counsel for contract review (especially the

Service Agreement) and other legal services in order to ensure there are no conflicts of interest or ethical violations between the Governing Board and Academica.

**b. Explain any existing or potential conflicts of interest between the proposed school governing board, proposed school's employees, proposed Service Provider, and any affiliated business entities.**

At this time, there are no existing or potential conflicts of interest between the Founding Board/Governing Board, proposed school employees, Academica, or any other affiliated business entities. Any potential or real conflicts of interest in the future will be handled pursuant to the Bylaws (Attachment U), Code of Ethics and Conflicts of Interest Policy (Attachment Y), and the Master Collective Bargaining Agreement as well as all applicable State and Federal laws.

**c. List all subsidiaries or related entities that are affiliated or owned in whole or in part by the Service Provider, and identify the nature of those entities' business activities. Explain whether the proposed school has or will have any relationship with or receive any services from any of those entities.**

At this time, Academica does not have any subsidiaries or related entities that are affiliated or owned by the company.

**d. Explain the supervisory responsibilities of the Service Provider, if any, including which school employees the Service Provider will supervise, how the Service Provider will supervise these employees, and how the proposed school governing board will oversee the Service Provider's supervisory responsibilities.**

Academica will not have direct supervisory or hiring authority of school administration and staff. The role of Academica (with operational staff) and Kamalani Academy (with regard to instructional staff) will be to assist in the recruitment of quality staff and then advising, training and supporting that staff in maintaining quality school operations. The Governing Board will oversee the EMOs in these matters by maintaining independent decision making authority on all matters, utilizing the EMOs for advice and support, and by performing regular reviews (at least annually) of the EMOs' performance.

**e. If the proposed school governing board intends to enter into any type of lease, lease-purchase agreement, or any other facility or financing relationships with the Service Provider, provide evidence, as Attachment JJ (no page limit), that such agreements are separately documented and not part of or incorporated in the proposed school's management contract. Any agreements must be consistent with the proposed school governing board's authority and practical ability to terminate the management agreement and continue operation of the proposed school.**

There are no intentions by the Founding/Governing Board to enter into any lease, lease-purchase agreement, or other facility or financing relationship with Academica. However, if the situation were ever to occur, a new contract would be drafted to outline the terms what is entirely separate from the Service Provider Contract.

## Attachment JJ (no page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

(No response)

**f. Describe any grants or investments made between the Service Provider and the proposed school, including an explanation of how any such grants or investments may be initiated, repaid, and refused by the proposed school.**

There are no current or proposed grants or investments between Academica and Kamalani Academy at this time. However, Academica is making a one-time \$25,000 contribution to Kamalani Academy's Founding/Governing Board to support in the start-up cost of marketing, meetings, etc.

**g. If the proposed school's nonprofit intends to execute promissory notes or other negotiable instruments in favor of the Service Provider, describe how such agreements are separately documented and not a part of or incorporated in the proposed school's management contract. Describe any loans made between the Service Provider and the proposed school's nonprofit, and include an explanation of how any such loans may be initiated, repaid, and refused by the nonprofit.**

At this time, Kamalani Academy does not have an active nonprofit organization with which they are working. Academica has no proposed or current loans, promissory notes, or other negotiable financial instruments with Kamalani Academy or the future nonprofit organization.

## 4. Service Provider's Organizational Structure

**a. Provide a detailed description of the roles and responsibilities of the Service Provider.**

Kamalani Academy understands that hiring Academica will benefit the students, staff, Governing Board, and community by allowing the administration and the Board to focus on the academic aspects of the School.

As outlined by the Service Agreement (Attachment KK), Academica will work at the direction of the Governing Board.

Academica has an experienced team of professionals to provide services and solutions for every aspect of charter school establishment and operation. The company ensures the school's Governing Body has complete autonomy and control over its school academic program, staffing needs and curriculum. Academica assists charters in many ways, including, but not limited to:

- Prior to Charter Approval (assisting with the charter application, training and assistance through the application process, corporate establishment and coordination, and budget forecasting)
- Financial Services (bookkeeping and accounting services, quarterly and annual budgets, cash flow projections and obtaining financing, establishment of credit facilities, development of capital outlay plans, coordination and logistical support of financial audits)
- Human Resources (identifying staffing needs, payroll coordination, governmental compliance)



- Public Relations and Marketing (identity and brand development, student recruitment strategies, school climate surveys)
- Board Facilitation (coordination of board meetings and trainings, public notice compliance, open meetings compliance)
- Governmental Liaison (charter sponsors, municipal, state and federal agencies, advocacy, reporting)
- Facilities (site selection and acquisition, school design and development, land use approvals, providing access to award-winning facilities, compliance with fire and security requirements, planning for future facility needs)
- Strategic Planning and Implementation (long and short-term planning and budgeting, strategic positioning, identifying underserved markets, replication and scaling of the program)
- Accountability (charter compliance, reporting fulfillment, renewals and numerous annual site inspections, quality assurance, statutory compliance)

**b. Provide a list of current and past clients and track record of the service provided to each client. If the Service Provider has a large number of clients, provide a list of current and past clients and track record for ten of the most similar clients.**

Academica has a long, successful track record, providing services to over 100 charter schools in four states. As stated in the response to VI.M.2.a. in detail, charter schools operated by Academica are highly successful.

Kamalani Academy will be an affiliate of Doral Academy, Inc. Academica provides services for several Doral affiliated schools, including:

Doral Academy Inc. Florida Schools:

1. Doral Academy of Technology(2012): Grade A;
2. Doral Academy (2006): Grade A;
3. Doral Academy Charter Middle School (2006): Grade A;
4. Doral Performing Arts & Entertainment Academy (2006): Grade A;
5. Doral Academy Charter High School (2006): Grade B year one, Grade A since year two;
6. Just Arts and Management Charter Middle School (2013): Grade B year one, Grade A since 2014.

\*Florida Schools are evaluated on an A-F grading system

Doral Academy of Nevada Schools:

7. Doral Academy of Nevada Elementary School (2014): Five Stars
8. Doral Academy of Nevada Middle School (2014): Three Stars

\*Last year was year one with middle school grades it is expected that the schools rating will increase in subsequent years.

\* Nevada Schools are evaluated on a Five Star Rating System.

Many Academica managed schools are rated as top schools in the US News and World Report including the Doral Academy High School in Florida.

**c. Explain the scope of services and costs of all resources to be provided by the Service Provider.**

The fee that Academica charges is per pupil based. As the number of students enrolled increases, Academica's services necessarily increase as well. For example, a larger student body requires a larger facility and a consequential increase in facilities management services. A larger student body requires more staff and an increase in Human Resources related services. A larger student body requires more equipment and fixtures which creates an increase in procurement, budget management and bookkeeping services. As a result, basing a fee on a fixed per pupil charge is "attributable to the actual services provided" and compliant with State law. Furthermore, since the fee is not a percentage of income, the fee does not increase with any increase in school funding which may be passed by the state legislature. Finally, the Academica contract

contains a provision that allows the fee to be adjusted if the school is facing financial hardship.

**d. Describe the compensation structure and payment schedule, including clear identification of all fees, bonuses, and any other compensation to be paid to the Service Provider.**

Academica receives a straight, flat fee per pupil of \$450 for the services they provide. There are no additional fees, bonuses, or any additional compensation to be exchanged between Kamalani Academy and Academica.

**e. Discuss the oversight and evaluation methods that the proposed school governing board will use to oversee the Service Provider. What are the school-wide and student achievement results that the management organization is responsible for achieving? How often, and in what ways, will the proposed school governing board review and evaluate the Service Provider's progress toward achieving agreed-upon goals? Will there be an external evaluator to assess the Service Provider's performance? What are the conditions, standards, and procedures for the proposed school governing board intervention, if the management organization's performance is deemed unsatisfactory?**

The Kamalani Governing Board expects Academica to perform each of the specific duties listed in management contract. The Governing Board is responsible for providing oversight for Academica's work. The services that Academica provides allows the school's educators to focus on the academic progress of the students, rather than being distracted by the operational management of the school. Academica allows the school's Principal to focus solely on teacher training, student assessment, and achieving educational goal set by the Board.

**f. Describe the respective financial responsibilities of the proposed school governing board and the Service Provider. Who will own property purchased with public funds? Which operating and capital expenditures will each party be responsible for? What types of spending decisions can the management organization make without obtaining board approval? What reports must the Service Provider submit to the proposed school governing board on financial performance and on what schedule? How will the proposed school governing board provide financial oversight?**

It is the responsibility of Academica to provide accurate financial projections, qualified and experienced financial staff to maintain school books and records, work with the school administrator to propose school budgets, and assist the board in the completion of the annual financial audit. It is also the responsibility of Academica to report to the Board at every Board Meeting regarding the financial status of the school and any financial matters that might require immediate attention.

It will be the responsibility of the Governing Board of Kamalani Academy to review proposed budgets, make any prudent revisions or changes, and have ultimate decision making authority on the approval of the budgets. The Governing Board will be responsible for selecting a firm to complete the required independent financial audit. The Governing Board will also periodically review the accuracy and reliability of Academica's financial services by using tools such as monthly Profit-Loss reports, Balance Sheets, and the independent financial audit.

**g. Summarize the terms of the proposed management agreement. What is the duration of the management agreement? Explain the conditions and procedures (including timeframes, notice, and decision-making procedures) for renewal and termination of the contract. How often will the management agreement be renewed? Describe the conditions that both the Service Provider and the proposed school must satisfy for the management agreement to be renewed. On what grounds may the Service Provider or the proposed school terminate the management agreement for cause and without cause? List any indemnification provisions in the event of default or breach by either party. Provide, as *Attachment KK (no page limit)*, a draft of the proposed management agreement with the Service Provider.**

The initial Term of the EMO contract is proposed to be for a period of two years. The contract will automatically renew for the length of the charter agreement which is granted by the school's sponsor, which is expected to be for a term of six years. During the term of the contract, the Governing Board can terminate the agreement "for cause" if at any time Academica fails to immediately remedy any breach the terms of the agreement. Furthermore, Kamalani Academy has the option of terminating the contract without cause at the end of the charter contract. If the contract is not terminated, then it may continue to automatically renew with the renewal of the charter agreement.

#### **Attachment KK (no page limit)**

Note: Uploaded files should be .pdf files only unless otherwise instructed.

[http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-OGVIEBjs7L/Attachment KK - Proposed Management Agreement\\_6KJ6Wwq.pdf](http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2473289-OGVIEBjs7L/Attachment KK - Proposed Management Agreement_6KJ6Wwq.pdf)

**h. Explain the plan for the operation of the proposed school in the event of termination of the management agreement.**

If the service agreement with Academica were to be terminated, for any reason, the Governing Board would research other potential service providers and determine if it was in the best interest of Kamalani Academy to enter a contract with another service provider. However, if there are no suitable options, or the Governing Board determines it is in the best interest of Kamalani Academy to manage the school without third-party operational help, a plan would be created immediately in order to ensure the school continues to run smoothly. This plan would include listing all position necessary to absorb the duties once performed by the service provider (financial services, facilities, human resources, governmental liaison, public relations, strategic planning, accountability, and board facilitation), determining which duties can be delegated to current employees, the budgetary impacts and restrictions, and where the additional staff would be located.

## N. Conversion Charter School Additional Organizational Information

### **N. Conversion Charter School Additional Organizational Information**

**Is the applicant proposing to convert an existing DOE school into a charter school?**

No



## VII. Financial Plan & Capacity

Created: 03/05/2015

Last updated: 03/17/2015

### A. Financial Plan

***Evaluation Criteria Note: A strong Financial Plan is coherent overall and aligned internally with the proposed school's mission and vision, Academic Plan, and Organization Plan.***

#### **A. Financial Plan**

Evaluation Criteria. A strong response will have the following characteristics:

- Draft financial procedures, policy, or other reasonable assurance that the proposed school will have sound systems, policies, and processes for financial planning, accounting, purchasing, and payroll, including a description of how the proposed school will establish and maintain strong internal controls, ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits.
- Evidence that the proposed school's leadership has a strong understanding of the appropriate delineation of roles and responsibilities among the school leadership team or management team and proposed school governing board regarding school finance.
- Evidence that the school has developed a plan for conducting and paying for an annual financial audit, in accordance with state law.
- Sound criteria and procedures for selecting contractors for any administrative services.
- Complete, realistic, and viable start-up and three-year operating budgets.
- Detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions (especially for grant or fundraising assumptions) identifying the amount and sources of all anticipated funds, property, or other resources (and noting which are secured vs. anticipated, including evidence of firm commitments where applicable, and noting any restrictions on the funds).
- Sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
- If the proposed school has a virtual or hybrid online component, a clear and comprehensive description of the necessary costs for delivery of such component.

**1. Describe the systems, policies, and processes the proposed school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.**

The governing body will oversee all aspects of the fiscal management of the school. The auditors, accountants and educational management company retained by the Board, will work as to team to develop financial planning, financial statement and accounting reporting templates to ensure compliance with state and federal reporting guidelines.

Under the supervision of the Board's Treasurer and in conjunction with the School's audit firm, Academica will be responsible for the school's bookkeeping, financial reporting, and school's financial liability. Academica will perform monthly bank statement reconciliations to ensure proper accounting of all funds. Also, a budget versus actual report showing variances in income/ expenses will be provided at all board meetings for the Board's review. In conjunction with the School Principal, budgets are reviewed and monitored for planned and/or unforeseen expenditures. In common practice with other Academica managed schools, Academica will recommend a dual signature policy for checks exceeding \$2,500, as well as Board Chair signature on any check above \$25,000. Purchase orders will be required for all purchases with the Principal's signature serving as proper authorization.

The School's fundraising accounts will also be monitored and reviewed on a quarterly basis to ensure compliance with the School's policies and procedures. Academica will provide training as well as assistance to the School's Office Manager and/or Treasurer in the matters of bookkeeping and payroll. Also in common practice with other Academica managed schools, payroll will be outsourced to a licensed payroll company for proper compliance regarding Federal/State deductions as well as payment on benefits.

The Principal of the school will supervise the day to day cash collections at the school. In the absence of other specific guidance, the charter holder will follow generally accepted accounting principles. Academica will be the liaison and work with entities selected by the Governing Board to ensure completion of the annual audit of the financial and programmatic operations of the school. In preparing budgets for grant application, particular attention will be paid to proper coding to ensure that all expenses are allowable. There will be strict adherence to the designated use of restricted and temporarily restricted funds. There will be timely draw down of funds, report generation and filing. All parties will be held accountable for the results of the external audit. Exceptions noted by external auditor will be reported to the Governing Board and will be considered during the annual review of performance of the Principal and contractors.

## **2. Describe the roles and responsibilities of the proposed school leadership team or management team and proposed school governing board with regard to school finances, and distinguish between each.**

Under the supervision of the Governing Board, Board Treasurer, and in conjunction with the Kamalani's audit firm, Academica will be responsible for the school's bookkeeping, financial reporting, and the school's financial liability. The Principal will supervise the day to day cash collections at the school. In the absence of other specific guidance, the charter holder will follow generally accepted accounting principles. Academica will be the liaison and work with entities selected by the Governing Board to ensure completion of the annual audit of the financial and programmatic operations of the school. There will be strict adherence to the designated use of restricted and temporarily restricted funds. There will be timely draw down of funds, report generation and filing. All parties will be held accountable for the results of the external audit. Exceptions noted by external auditor will be reported to the Governing Board and will be considered during the annual review of performance of the Principal and contractors.

The primary aim of this collaborative work will be to ensure that generally accepted accounting principles and standards are adhered to. The Governing Board will use the information received from the annual audit to assess the performance of the School, the Principal, and all other parties involved in providing services to the school. They will also use such information to ensure that such reporting is in compliance with generally accepted accounting principles and generally accepted

standards of fiscal management.

**3. Describe the proposed school's plans and procedures for conducting an annual audit of the financial and administrative operations of the proposed school. An estimate of the cost of the audit should be included in the Financial Plan Workbook.**

An audit will be conducted annually and will be presented no later than four months after the school's fiscal year-end. The Governing Board will select an audit firm. Audits will be conducted on a yearly basis in accordance with the Requirements of the Financial Accountability System Resource Guide (FASRG) as well as other state reporting requirements. Guidelines for financial accounting and reporting to be followed are derived from generally accepted accounting principles (GAAP). The Financial Accounting Standards Board (FASB) defines GAAP in statements of financial accounting standards and other pronouncements. Some of the FASB statements that apply specifically to charter schools are identified below but not limited to: Statement of Financial Accounting Standards No. 93, Recognition of Depreciation by Not-for-Profit Organizations; Statement of Financial Accounting Standards No. 116, Accounting for Contributions Received and Contributions Made; Statement of Financial Accounting Standards No. 117, Financial Statements of Not-for-Profit Organizations; Statement of Financial Accounting Standards No. 124, Accounting for Certain Investments Held by Not-for-Profit Organizations; and Statement of Financial Accounting Standards No. 136, Transfers of Assets to a Not-for-Profit Organization or Charitable Trust That Raises or Holds Contributions for Others. Other FASB statements, as applicable, may also apply to the school's financial accounting and reporting structure.

The Board assumes the cost of an annual audit is approximately \$7,000 per year.

**4. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such vendors.**

Kamalani Academy may contract with the providers listed below. In selecting a service provider the School will look at several different factors including: cost, quality of service, and historical track record.

Educational Management Provider: Kamalani Academy's Governing Board expects to contract with Academica to provide educational management services. Academica's fee will be \$450.00 per child. The fee will be reduced if necessary for the School to maintain a financially viable budget.

Payroll: The Board will select a payroll company to contract with. It is expected that the fee in year one of operation will be \$20,000.

Legal: The Board will select an attorney/law firm for contract review and legal advice. It is anticipated to be \$7,000 annually. The School will assume that legal fees will increase if additional service are requested by the Board.

Janitorial: The Board will select a company to provide janitorial services. It is anticipated that the fee will be \$55,000 annually. Janitorial Services will include a day porter to clean the school during school hours.

Technology: The Board will select a company to provide technology support and services. It is anticipated that the fee is \$15,000 in year one. It is expected that this fee will increase incrementally with the increase of the student population.

Audit: The Board will select an audit firm. It is expected that this annual fee will be \$7,000 annually.

**5. Submit a completed Financial Plan Workbook ([Exhibit 6](#)) as Attachment MM (required form). In developing the proposed school's budget, use the following per-pupil annual revenue projection: \$6,200.**

Note: This file upload should be in the .xls or .xlsx format only.

[http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34579/2945131-66D2iURp4r/Attachment MM-Exhibit 6-Financial Workplan\\_1.xls](http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34579/2945131-66D2iURp4r/Attachment MM-Exhibit 6-Financial Workplan_1.xls)

**6. Budget Narrative. As Attachment NN (5 page limit), present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Include the following:**

- a. Indicate the amount and sources of funds, property, or other resources expected to be available not only via per-pupil funding but also through banks, lending institutions, corporations, foundations, grants, donations, and any other potential funding sources. Note which are secured and which are anticipated, and include at the end of **Attachment OO (no page limit)** evidence of commitment for any funds on which the proposed school's core operation depends (e.g., grant award letters, MOUs). Describe any restrictions on any of the aforementioned funds.
- b. Discuss the proposed school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
- c. Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.
- d. If the proposed school has a virtual or blended learning program, describe the necessary costs for delivery of such program. This may include costs associated with hardware, software, peripheral needs (cases, headphones, chargers, etc.), storage, and network infrastructure needs.

Note: Uploaded files should be .pdf files only unless otherwise instructed.

[http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34579/2945131-33GgoXVQIC/Attachment NN-OO\\_hZPAIz0.pdf](http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34579/2945131-33GgoXVQIC/Attachment NN-OO_hZPAIz0.pdf)

## B. Financial Management Capacity

### **B. Financial Management Capacity**

Evaluation Criteria. A strong response will have the following characteristics:

- Evidence that the financial team has the collective qualifications (which may include, but is not limited to, documented and relevant credentials and experience contained in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a charter school) to implement the Organizational Plan successfully, including capacities in areas such as financial



management, fundraising and development, accounting and internal controls.

- Evidence of the individual or team's experience in and ability to implement the Financial Plan being proposed.

**1. Identify the key members of the financial team that will play a substantial and ongoing role in the successful implementation of the Financial Plan. These may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the proposed school's Financial Plan. 2. Describe the applicant's financial team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as: Financial management; Fundraising and development; Accounting; and Internal controls.**

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

- a. Financial management;**
- b. Fundraising and development;**
- c. Accounting; and**
- d. Internal controls.**

1. The key members of the financial team that will play a substantial and ongoing role in the successful implementation of the financial plan include proposed Board Members, the Principal, and Academica. The proposed Board members that have financial expertise include: Lei Cummings, Steve Davidson, and Mark J. Kohler. It is expected that the Board Treasurer will take the lead and will be elected after the charter is approved.

2. Kamalani's financial team will be made up of three Board members, the Kamalani's Principal, and the education management company, Academica. The proposed Board Members that will serve on the financial team are as follows: Mark J. Kohler is a certified CPA and an attorney. Steven Davidson is a certified professional financial planner and has served as a financial consultant, executive financial consultant, and senior investment program manager. Lei Cummings has experience and expertise in fundraising. Ms. Cummings has raised millions of dollars for Brigham Young University of Hawaii. The Board will provide oversight to financial management, fundraising and development, accounting, and internal controls.

Academica is a full service educational management company that has a nationwide track record of managing charter schools, implementing financial reporting systems, and developing internal control policies. Academica manages more than one hundred charter schools with more than fifty thousand students in Florida, Georgia, Washington DC, Texas, Utah, Nevada and California.

**3. Identify any organizations, agencies, or consultants that are partners in planning and establishing the proposed school's Financial Plan, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the proposed school's development of its Financial Plan.**

Kamalani Academy has selected Academica as their educational service provider to help establish the financial plan as well

as other services. Academica will provide a full array of services; legal, human resources, financial management and acquisition of facilities to name a few of their services.

Academica is working with the Kamalani Board to develop the financial plan, the projections and the proposed financial systems in the application. If the charter is granted their role would be as a third-party education company that reports and answers directly Governing Board

Academica's financial team consists of Robert Howell CEO, Ryan Reeves COO, and Clayton Howell Director of Growth and Development. When the charter is granted, Academica will establish a local office in Oahu. At the time the charter is granted, Academica's services will be provided without charge until Kamalani's first year of operation.

**4. Explain who will lead development of the proposed school's Financial Plan and the experience or abilities that the individual or team has in implementing organizational plans.**

The development of the financial plan will be led by Board Members Mark Kohler and Steven Davidson working directly with Academica and the future School Principal. Mr. Kohler brings his background as a CPA, Masters in Taxation, and legal background as a resource to the School. Mr. Kohler has consulted with various individuals and corporations on complex financial matters and has developed solutions that addressed their needs. Mr. Davidson has acted as a financial advisor and program manager at various financial institutions in Hawaii.

Academica has a history of working with board members to develop and implement financial systems. Academica has worked with more than one hundred charter schools nationwide to develop such systems. The school's that have contracted with Academica have developed substantial fund balances and effective financial systems.

C. Conversion Charter School Financial Plan and Facilities

**C. Conversion Charter School Financial Plan and Facilities**

**Is the applicant proposing to convert an existing DOE school into a charter school?**

No

## Kamalani Academy's Final Application Bibliography

Danielson, Charlotte, "Charlotte Danielson Model", March 4, 2015, [www.danielsongroup.org](http://www.danielsongroup.org).

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Hawaii Board of Education, April 17, 2012, "BOE Policy 2055" / "Teachers and Principal Performance Evaluation Policy", March 5, 2015, [www.hawaiiboe.net](http://www.hawaiiboe.net).

August 14, 2014, "Smart Lists: 40 Top Charter Networks & School Managers", March 5, 2015, [www.gettingsmart.com](http://www.gettingsmart.com).

**BYLAWS  
OF  
KAMALANI ACADEMY**

**ARTICLE I  
INTRODUCTION; LEGAL STATUS**

Section 1. Name and Location. The name of the charter school is Kamalani Academy (hereinafter referred to as the "School"). The School, is located in the State of Hawaii.

Section 2. Legal Status. The School is a charter school pursuant to Hawaii Revised Statute 302D authorized by the Hawaii State Public Charter School Commission. The Governing Board of the School is an independent body under the authorization of the State Public Charter School Commission.

Section 3. Statutes. The School shall operate in accordance with Hawaii Revised Statutes, Chapter 302D, and all other applicable state and federal laws and regulations, including reporting requirements.

**ARTICLE II  
PURPOSE AND MISSION**

Section 1. Purpose and Mission. The purpose of Kamalani Academy (the "School") is to improve the academic achievement of students through encouraging the use of innovative and effective teaching techniques. The mission of Kamalani Academy is to provide an education that nurtures the whole child, celebrates the uniqueness of each child, and provides an innovative arts integrated education to increase academic achievement. Arts integration actively engages and challenges students in meaningful curriculum that will increase their literacy skills and overall academic achievement. The positive learning environment embraces cultural diversity and nurtures the child's self-esteem and love of learning. The Kamalani Academy strives to actively involve families and the community in our learning process.

Section 2. Non-Discrimination. The School shall not discriminate on the basis race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by the law in hiring or other employment practices. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by the law. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Hawaii.

**ARTICLE III  
GOVERNING BODY**

Section 1. Powers and Duties. The business, affairs, and property of the School shall be managed by a Governing Board of Directors. The founding committee to form the school will be become the first governing body of the School. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

- (a) Ratifying the School's mission and vision statements, and any modification thereof;
- (b) Approve any management, operational, and service contracts;
- (c) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose which supports the School's mission and operation;

- (d) Authorizing the broad curricular guidelines and the delegation and oversight of specific program implementation.
- (e) To lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.
- (f) Establish and approve all major educational and operational policies;
- (g) To hire, supervise and direct an administrator who will be responsible for the day-to-day operations of the School;
- (h) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- (i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- (j) To cause an annual inspection or audit of the accounts of the School pursuant to HRS 302D-32, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.
- (k) To strive for a diverse student population, reflective of the community;
- (l) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- (m) Carry out such other duties as required or described in the School's Charter.

Section 4. Formation. The first Board formed after the approval of a charter issued pursuant to HRS 302D shall consist of the members of the Committee to Form the School. Former Committee members prohibited from membership on the Board by HRS 302D-8 or HRS 302D-12 or other applicable statute or regulation shall resign from the Board at its first meeting. Remaining Board members shall fill all vacancies created by resignations or these Bylaws at the first meeting. The election of all new Board Members to fill vacancies on the Board, both at the initial Board meeting and at all future meetings where elections take place, shall include candidates whose election to the Board will maintain compliance with all applicable statutes and regulations.

Section 5. Qualifications; Election; Tenure. The Board shall be composed of seven (7) Directors unless and until changed by amendment of these Bylaws.

- (a) The Board shall seek to maintain a membership which is representative of the community served and possesses the breadth of knowledge and experience to effectively support and direct the operation of the School. To support this, the Board will endeavor to maintain a membership which includes:
  - (1) A parent of an enrolled student;
  - (2) An active or retired licensed educator;
  - (3) An individual with expertise in the areas of Accounting or Financial Management;
  - (2) An individual with expertise in the areas of Law or Human resources.
- (c) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the community.

- (d) The Board Members shall serve five (5) year terms. Board members may serve no more than two (2) five year terms. Terms shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy(ies) needs to be filled. The Board shall establish the term for a newly elected Director before the election, in order to stagger the terms of each member of the Board. To initially stagger the terms for the founding board, Two Directors will serve three-year terms, two Directors will serve four-year terms, and the remaining three will serve the usual five year term. Those Directors who will serve the three, four, and five year terms will be determined by lottery at the first official board meeting upon receipt of the charter.
- (e) When the term of a Board Member has expired or when a Board Member resigns, the remaining Directors shall elect a new Director to fill the vacancy. It is incumbent upon the Board to fill any vacancies as soon as practicable. If for any reason the Board membership should drop below five (5) members, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with statute and its bylaws. Furthermore, once any Board Vacancy has been open for more than ninety (90) days, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with its bylaws.
- (f) It is the responsibility of existing Directors to identify new persons to serve on the Board of Directors. To Assist in identifying the best qualified candidates, the Board shall advertise a vacancy on the School's website and through direct (email, letter, text, or phone, etc.) communication to the parents of enrolled students. In compliance with HRS 302D-12, in selecting governing board members, consideration shall be given to person who:
  1. Provide the governing board with a diversity of perspective and a level of objectivity that accurately represent the interests of the charter school students and the surrounding community;
  2. Demonstrate an understanding of best practices of non-profit governance; and,
  3. Possess strong financial and academic management and oversight abilities, as well as human resource and fundraising experience.
- (g) The Board shall develop an orientation and training program for new directors and an annual continuing education program for existing directors. Board members will avail themselves of charter school conferences which offer workshops on governance, financial oversight, budget, and academic accountability, among others.

Section 6. Conflict of Interest. The Board shall follow the Kamalani Academy Conflict of Interest Policy.

Section 7. Annual Meeting. The annual meeting of the Board shall be held at the School in June of each year as the Board may determine. The annual meeting shall take the place of the Regular Meeting for that time-period. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member of the Board at least three (3) business days prior to the date fixed for the annual meeting. The annual meeting shall be for the purpose of electing officers and new Board members and for the transaction of such business as may come before the Board.

Section 8. Regular Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once every two months. The meeting shall be held on the school site or in another location as set by the Board Chair that will allow for attendance by all Board Members and the involvement of the school community. Notice of the time and place of every regular meeting shall be given to each member of the Board, published to the school website and posted at the school site at least six (6) business days before the date fixed for the meeting. The purpose of any regular or special meeting must be specified in the notice of such meeting. Minutes of each Board meeting shall be taken and shall be approved by the Board. Said minutes shall be kept at the School and will be made available to the public, upon request, pursuant to HRS 302D-12(g).

Section 9. Special Meetings. Meetings of the Board may be called at any time by the Chairperson or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting.

Section 10. Agenda. An agenda must be produced for each regularly scheduled board meeting in order to provide effective and efficient meeting practice. In addition to previously requested agenda items, any Board member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline.

Section 11. Open Meetings. Meetings of the Board shall be open to public and comply with all applicable requirements under HRS 302D-12(g).

Section 12. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Board Members then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Board Members in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting is not permitted.

Section 13. Ex-Officio Members. There shall be no ex-officio governing body members.

Section 14. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any Director elected to fill a vacancy resulting from removal or resignation shall be elected for a new term.

Section 15. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Academic Committee, a Governance Committee, a Financial Committee, and one or more other committees, each of which shall consist of at least one (1) Director and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate their power to contract nor their budget making authority. Any delegated activity or decision-making authority may be unilaterally revoked at any time.

Section 16. Removal. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

Section 17. Resignation. A resignation by a Board member shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 18. Participation by Telephone. To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

Section 19. Proxy Voting. Proxy voting is not permitted.

Section 20. Compensation. No member of the Board shall receive any compensation for serving in such office, except that the Board Members may be reimbursed for reasonable expenses, including travel expenses, incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

Section 21. Closed Sessions. Any Board member may call a Closed Session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality. All persons except Board members may be excluded from such Closed Sessions at the discretion of the Chair. Following such meetings, an officer shall provide a general description of the matters discussed, to be provided as the minutes of said Closed Session.

Section 22. Protocol. The Board shall use Robert's Rules of Order, unless stated otherwise herein. If a Board member is unable to attend a Board meeting, the Board member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting.

#### ARTICLE IV OFFICERS

Section 1. Number. The officers of the Governing Board shall include a Chair, Vice-Chair, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect.

Section 2. Election and Term of Office. The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of one (1) year and until their successors have been duly elected and qualified. Board Officers may serve consecutive terms in any office. Should there be more than one (1) nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting.

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

Section 4. Chair. The Chair of the Board shall preside at all meetings of the Board. The Chair of the Board shall possess the power to sign all certificates, contracts or other instruments of the School that are approved by the Board. The Chair of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 5. Vice-Chair. In the absence of the Chair of the Board or in the event of the Chair's disability, inability or refusal to act, the Vice-Chair of the Board shall perform all of the duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair.

Section 6. Secretary. The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 7. Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board member. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Section 8. Vacancies. A vacancy in any office, held by an officer, because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term.



**ARTICLE V  
STAFF**

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

**ARTICLE VI  
CONTRACTS, LOANS, AND DEPOSITS**

Section 1. Contracts. The Board may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

Section 2. Loans. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board member of the School.

Section 3. Checks, Drafts, and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board. The Chair and Administrator are authorized and required to sign all checks over the amount of \$25,000.

Section 4. Deposits. All funds of the School not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of Hawaii as the Board may select.

Section 5. Gifts. The Board may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

Section 6. Fiscal Year. The fiscal year of the School shall begin on July 1 and end on June 30.

**ARTICLE VIII  
INDEMNIFICATION**

The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a Board member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

**ARTICLE IX  
AMENDMENTS**

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least six (6) days prior to the meeting.

**ARTICLE XI  
PURPOSE OF THE BYLAWS**

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

**CERTIFICATION**

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

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

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