

II. School Overview

Created Monday, December 01, 2014

A. Executive Summary

Evaluation Criteria Note: The School Overview section is not separately rated by evaluators. However, the Evaluation Team will consider each section of the application to assess its alignment with the statements in the School Overview section, as it provides the foundation for the entire application.

A. Executive Summary

The Executive Summary should provide a concise summary of the following elements:

1. Mission. A mission describes the fundamental purpose of the school. The proposed school's mission statement should:

Describe the core school design components, what the proposed school will accomplish in concrete terms, and what methods it will use;

Be attainable and consistent with high academic standards;

Reflect the key values that teachers, administrators, and students know and support;

Be concise and clearly describe the proposed school's purpose for the entire school community, external stakeholders, and individuals who may not be familiar with the proposed school; and

Be able to operationalize and guide the work and school culture.

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.

2. Vision. The vision statement describes the proposed school's highest priorities and long-term goals, identifying what will be accomplished when the school is successful in executing its mission over the long term. The vision statement should explain what success looks like in terms of students' life outcomes and the impact on the community and society. A vision statement is a broad, powerful goal whose scope is bigger than daily activities and should indicate the school's valued measures of success.

The vision of Kamalani Academy is to develop life-long learners with leadership skills acquired from the arts integration approach to learning. Students at Kamalani will be thoughtful communicators, critical and analytical learners, confident decision makers, resilient problem solvers, collaborative workers, and imaginative and creative thinkers, who positively advocate for themselves and others. Students will develop the skills and understandings essential for college, career, and life readiness. Kamalani students will thrive as contributing members of our local and global community.

3. Geographic Location. Briefly describe the geographic location and, if known, the address of the facility the proposed school plans to use.

The Kamalani Academy will have an anti-discriminatory open admissions policy serving any student in grades K-8 (K-6 in its opening year). The School will not discriminate on the basis of race, ethnicity, national origin, gender, or disability of a student in its school admission process. The arts integration program, by design, is intended to attract families who are seeking a school of choice.

Although the School is open to all Oahu students, the proposed target populations are those who will be attending grades K-8 and living in the East Oahu area. A facility has not yet been identified, but there are several options the Board is considering in East Oahu. The zip codes target as East Oahu are as follows: 96813, 96814, 96815, 96816, 96817, 96819, 96821, 96822, 96825, 96734, 96744, 96795.

4. Anticipated Student Population. Briefly describe the anticipated student population, including, the geographic area(s) that the proposed school plans to serve, students' anticipated educational needs, and the non-academic challenges the proposed school is likely to encounter.

Kamalani Academy expects to have a racial/ethnic student population of English Language Learners (ELL), Students with Disabilities, and economically disadvantaged equivalent to that of the surrounding public schools. The School will strive to address any educational needs through a philosophy of data driven instruction specific to each student. The School has a philosophy of educating the whole child including social and emotional challenges as well as any other non-academic needs.

5. Community Engagement. Briefly describe how the applicant has assessed demand and/or solicited support for the proposed school. Include a description of any significant relationships or partnerships established to generate community engagement in and support for the proposed school.

The Kamalani prospective Board (applicant team) is committed to the community and providing parents with another educational choice. The applicant team has met with several families in the East Oahu. The community has a large number of families who search for affordable options to satisfy the need for quality educational opportunities outside of the traditional public school system. Many of the applicant team members are parents that are interested in education choice for their children, neighbors, and relatives.

The Kamalani Academy applicant team is establishing significant relationships to generate community involvement and has solicited support for the proposed school. The Kamalani Academy plans to affiliate with the successful Doral Academy, Inc. schools. Through this affiliation, Kamalani will receive support in professional development in arts integration and other best practices. Kamalani Academy will partner with the John F. Kennedy Center for the Performing arts via it's affiliation with the Doral Academy Inc. schools. Locally, the School will partner with Hawai'i Arts Alliance a member of the Kennedy Center Alliance for Arts Education Network, Institute for Teacher Education, College of Education at University of Hawaii, BYU Hawaii, as well as the successful Pomaika'i School on Maui and is actively seeking additional partnerships with other community organizations.

6. Contribution to Public Education System. Describe any anticipated contribution the proposed school would make to Hawaii's public education system as a whole. Examples could include things like adding school capacity where existing schools are already at or nearing capacity, serving student populations that the existing system has had challenges serving or is not serving, meeting a particular curricular or instructional need or challenge in a way that has system-wide benefits, and forming partnerships or feeder-school relationships with existing public schools. Where the proposed school would model innovation in ways valuable to the system as a whole, describe any specific plans to disseminate the knowledge gained at the school to other public schools.

The Kamalani Academy will contribute to the Hawaii's public education system as a whole. The Kamalani Academy will open its doors to future educators, visiting artists, current educators to practice, teach, and learn.

The Kamalani applicant team met with Dr. Jamie Simpson Steele at the University of Hawaii, Institute for Teacher Education, College of Education. A potential partnership would allow for future educators a place to see and practice creative instruction. Kamalani would be an excellent partner for both the College of Education and the other departments that prepare teachers of music, dance, and drama. Kamalani teacher leaders would become mentors. A part of this "partnership" might include professional development for Kamalani teachers by University Hawaii faculty or demonstration sessions by professors. The partnership would be symbiotic. The University of Hawaii may also use Kamalani for potential research for its doctoral and graduate students who want to research the arts and education. Faculty who also want to continue to develop a body of evidence to support the arts in our schools could possibly work at the intervention level, and/or invest the time to do a thorough ethnography to study the culture of the school.

The team met with Lei Ahsing the Education Director for Hawai'i Arts Alliance a member of the Kennedy Center Alliance for Arts Education Network a potential partner. Partnering with Hawaii Arts Alliance to promote collaboration, classroom evaluation, training and other best practices will help Kamalani creatively identify partnerships and resources from the community, other arts integration related agencies, businesses, parents, other schools to remain focused on the children, while at the same time be able to fulfill the needs

of the community by making the local decisions that count.

Additionally, the Kamalani team has reached out to Department of Educational Specialist Gina Nakahara and Petra Schatz. If the Kamalani application is approved, the DOE would like to look at opportunities to work together to further advance arts integration in the public school system.

Kamalani Academy will continue to actively seek partnerships with community organizations and local public schools to practice, teach, and learn in order to contribute to Hawaii's public education system as a whole.

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

No

B. Enrollment Summary

B. Enrollment Summary

1. Enrollment Plan. Complete the Enrollment Plan (Exhibit 1), and include it as Attachment A (required form), illustrating the proposed school's five year enrollment plan. Include a breakdown between students receiving a primarily on-site, face-to-face learning experience (brick-and-mortar) or Blended Learning and students receiving a primarily online learning experience (Virtual). These terms are defined in Section IV.J of the RFP and depicted in Figure 2 below.

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

assets/survey-uploads/34563/2100593-gsH7pQre0Q/Attachment A Exhibit 1 Enrollment Plan Kamalani.pdf

2. Enrollment Plan Rationale. Describe the rationale for the number of students and grade levels served in each year and the basis for the enrollment plan illustrated in the attachment. Include a discussion of the rationale for including non-entry level grades. Entry level grades are generally kindergarten, sixth grade, and ninth grade.

In Kamalani Academy's first year, the school will open with grades K-6th. Each grade will contain two classes with 25 students in each class. The student teacher ratio will be 25-1. In its opening year the school will enroll 350 students. Year two and year three of enrollment are a natural progression of the 6th grade class moving to 7th grade and then to 8th grade. In year two the enrollment will be 400 students and year three have 450 students respectively.

Each grade level will have two classes thus creating a team/ pair of teachers that can work together for the purposes of planning, developing high engaging arts integration lessons, and sharing best practices. In the middle school grades (7-8), having at least fifty students per grade allows for greater selection of classes based on educational needs, rotation of classes, electives, and preparation for high school.

Kamalani Academy is replicating a highly successful enrollment process modeled after Doral Academy Inc. Additionally Academica, who will be the school's Educational Management Organization, has yielded success with this enrollment plan. The enrollment plan (Attachment A) takes into consideration the student population (Attachment B) as well as financial planning and qualified staffing.

Kamalani Academy is including non-entry level grades of first through fifth grade. Based on the experience of Doral Academy Inc., in order to accommodate families with multiple children ranging in ages, the School will be providing non-entry grade levels. Parents who are seeking school choice will have the opportunity to enroll their child in non-entry level grades.

3. Enrollment Plan Justification. Provide evidence justifying the enrollment plan described above. Include the estimated number of students in the geographic area(s) the proposed school plans to serve, including the number of students that currently attend existing schools (both public and private) in the geographic area for the grades the proposed school plans to serve. If research data, censuses, surveys, or other data sources were used, please describe these sources and provide a citation or attach copies of the sources, as Attachment B (20 page limit).

The Kamalani Academy will have an anti-discriminatory open admissions policy serving any student in grades K-8 (K-6 in its opening year and K-7 in its second year). The School will not discriminate on the basis of race, ethnicity, national origin, gender, or disability of a student in its admission process. The Kamalani Academy is open to all Oahu students, the proposed target populations are those who will be attending grades K-6 and living in the East Oahu community. A facility has not yet been identified but is targeted for zip codes 96813, 96814, 96815, 96816, 96817, 96819, 96821, 96822, 96825, 96734, 96744, 96795.

The aforementioned zip codes encompasses Honolulu District and the Windward District. That is comprised of nine Complex Areas. There are forty-five elementary and intermediate 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 found in Attachment B, we pulled a cross-section of data from 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 Attachment B, there are a total of

9,097 enrolled elementary students and 8,196 enrolled students in middle school.

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 (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 some of the students in the age range of 10-14 may 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-6 in year one and subsequently K-7 in year two and K-8 in year three. Please see a breakdown of the data collected in Attachment B. Additionally, the charts in Attachment B contain a comprehensive look at the public schools recorded data with regard to other school demographics.

Attachment B (20 page limit).

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assets/survey-uploads/34563/2100593-z6AI3uiJuk/Attachment B Data Package Kamalani.pdf

Figure 2: Virtual and Blended Learning Continuum

III. Academic Plan Design & Capacity

Created Monday, December 01, 2014

A. Academic Plan Overview, Academic Philosophy and Student Population

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

A. Academic Plan Overview, Academic Philosophy and Student Population

Evaluation Criteria Note: This section is not separately rated by the evaluators. However, a strong Academic Plan will demonstrate consistent alignment with the Academic Plan Overview and Academic Philosophy.

1. Academic Plan Overview. Provide a concise overview of the academic plan of the proposed school, including instructional methods, assessment strategies, and any non-negotiable elements of the proposed school's academic plan. Include a brief description of any virtual or blended learning programs, as defined in Section IV.J of the RFP. Briefly describe any evidence that promises success for this academic plan with the anticipated student population.

Kamalani Academy will serve grades K-6 in its inaugural year and subsequently offer grades K-7 in year two and K-8 in year three. The school's English language arts (reading, writing, speaking and listening) and mathematics curriculum is based on the English Language Arts and Mathematics Standards in the Common Core State Standards as established by the National Governors Association and the Council of Chief State School Officers. The three major shifts in the Common Core State Standards for English Language Arts and Literacy: 1-Building knowledge through content-rich nonfiction, 2-Reading, writing and speaking grounded in evidence from text, both literary and informational, and 3-Regular practice with complex text and its academic language will frame the focus of CCSS in ELA. The Eight Mathematical Practices provide the mind-shifts and larger skills needed to frame the Math CCSS.

The Kamalani Academy will use an arts integration approach to instructional strategies and will use a behavioral philosophy of Positive Behavioral Support to nurture the social and emotional growth of each child. Arts integration instructional strategies, best practices, and positive behavioral support will nourish the vision of the school to "be thoughtful communicators, critical and analytical learners, confident decision makers, resilient problem solvers, collaborative workers, and imaginative and creative thinkers, who positively advocate for themselves and others." The instructional strategies and behavioral management strategies will include researched based strategies that have proven effective for students at all levels. It is expected that students will master reading, writing and verbal skills through continuous application of these strategies in all subject areas. All strategies provide initial teacher support with a gradual release to independence. Please see Section III B.7 for specific instructional strategies the school may implement.

The philosophy of assessment and examination of data is that the results from the assessment instruments will be used to identify improvement needs and demonstrate benchmark mastery. Modeled after Doral Academy Inc., frequent data collection, particularly for students performing below grade level is fundamental to improvement. Utilizing the varied data, the results from these ongoing assessments will be used to drive instruction. In the classroom, teachers will differentiate instruction based on the needs of students. Please see Section III.B. 3-4.

2. Academic Philosophy. Provide a concise description of the applicant's core beliefs and academic values and how those beliefs and values inform the design of key elements of the proposed school.

Kamalani Academy is committed to engaging all learners by educating the whole person: mind, body, and heart. We believe high standards of achievement, in a culturally responsive school environment, can be realized through active learning by using an arts integrated approach, nurturing a strong sense of belonging to our school ☐ ohana and to our ☐ āina, our land that nurtures us.

The No Child Left Behind (NCLB) Act, identifies the arts as core academic subjects. Americans for the Arts (2005) revealed that the American people overwhelmingly believe that arts are vital to a well-rounded education. Yet, despite federal and state policies aimed at promoting the arts and despite the general public's opinion on arts, arts education is disappearing from our schools (Holcomb, 2007).

The educational philosophy of Kamalani Academy focuses on bringing back the arts to the classroom through cross curricular integration.

Arts integration blends content and skills between of art form and an academic subject (Isenberg & Jalongo, 2010). Arts integration has been positively linked to increased student engagement, motivation, and persistence. The arts can engage students who are not typically reached through traditional teaching methods, including those from economically disadvantaged backgrounds, reluctant learners, and those with learning disabilities (Deasy, 2002; Fiske, 1999; Stevenson & Deasy, 2005).

The integration of arts enables students to make meaningful connections to one another, to themselves, to their world, and to other content areas. Through experimenting with different art forms and processes, students learn to take risks through exploration and to develop flexible thinking skills, envisioning from different vantage points and responding to new possibilities in the creative process (Fiske, 1999; Stevenson & Deasy, 2005). Thus, arts integration cultivates and provides an arena to display the varying multiple intelligences (Pearson, 1998). This research holds true for our keiki in Hawai'i. Students who have completed at least four years in an arts integration school (Pōmaika'i School) retain the mindsets and skills into middle school. "Academic mindsets of the students include drive with traits of mastery and persistence, a sense of belonging, and an intrinsic value for learning...strategies for learning, such as variety, visualization, and creative problem solving. The arts create opportunities for individuals to develop self- confidence and communication skills, and for the community to connect through compassion." (Steele, 2013)

The arts create a learning place that is kākou, all inclusive. The benefits of this model extend beyond students. The nature of integration fosters collaboration amongst all stakeholders as learners; students, teachers, parents, administrators, and community. Such collaborative relationships contribute to increased learner satisfaction, interest, and success, and lead to the development of a sense of community of practice in the school.

3. Anticipated Student Population. Describe the anticipated student population the proposed school plans to serve, including, among other things, the projected percentage of students eligible for free and reduced lunch. Explain why the proposed school anticipates that the student population described above will enroll in the proposed school. Include, as Attachment C (5 page limit), a listing of the DOE complex area(s) that these students will most likely come from and a listing of both public and private schools with the grades the proposed school plans to offer that are located in the same areas that the proposed school plans to pull its student population from.

The school expects to have a racial/ethnic student population of English Language Learners (ELL), Students with Disabilities, and economically disadvantaged equivalent to that of the surrounding public schools. To determine the equivalency rate, an average was taken of taken of the population from the student populations from a cross section of surrounding public schools as described in Section II.B.3 and further outlined in Attachment B. The average FRL rate is 47.8%, ELL rate is 7.8%, and the national average for Special Education is 10.6%.

In Attachment B, the Economically Disadvantaged (FRL) Average and the English Language Learner (ELL) Average, were pulled from Complex Area Data available in the 2013 Superintendent's 24th Annual Report from the Hawaii Department of Education. We anticipate that the school will mirror the average rates.

Kamalani Academy is open to all K-8 students (K-6 in the opening year); this data may not represent families that are willing to commute from other zip code areas to enroll in the school. Once a specific location is identified, the target population data may be modified to better mirror the community where the school is located.

Please see Attachment C for a full listing of DOE Complex Areas and individual schools that students may come from as well as private school listings in the region.

Attachment C (5 page limit)

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

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B. Curriculum and Instructional Design

B. Curriculum and Instructional Design

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

Comprehensive framework for rigorous, high-quality instructional design that reflects both the needs of the proposed school's anticipated population and its alignment to academic standards. Includes a brief description of how the proposed framework will ensure continued student achievement as measured by Strive HI and the Academic Performance Framework.

If applicable, clear, rigorous academic standards beyond those specified in Strive HI and the Academic Performance Framework. Includes clear descriptions of the adoption or development process, the source of the additional standards and a reasonable rationale for their inclusion.

Clear academic, non-academic, and mission-specific goals and metrics for the proposed school that details the school's goals and the metrics that will be used to measure the success in achieving these goals.

Clear and comprehensive plan for how the proposed school assesses the progress of individual students, student cohorts, and the school as a whole on the identified metrics. Clearly explains the rationale for selecting or developing each of the identified assessments; includes a clear description each assessments' purpose, design, and format; and adequately demonstrates the validity and reliability of any non-standardized assessments.

Clear and comprehensive plan for how instructional leaders and teachers will administer, collect, and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform programmatic and instructional planning decisions and make adjustments to curricula, professional development, and other school components. Clearly explains the roles and responsibilities of the instructional leadership team in overseeing teachers' progress toward helping students meet their identified goals and clearly describes the formalized process and supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.

Comprehensive course scope and sequence and curriculum map and/or pacing plan that clearly identifies course outcomes, demonstrates an alignment with appropriate standards, and illustrates alignment from grade to grade.

If the curriculum is developed/selected: Sound curricular choices, by subject and grade level, which include research-based evidence the curricula will be appropriate, effective, and improve academic achievement for the anticipated student population. A clear description of how the curricula will keep students on track for college and career readiness, highlighting any backwards-planning efforts, if relevant. If there is a virtual or blended learning program, a clear description of the online learning curriculum and a reasonable rationale for the selection of the curriculum.

If the curriculum is not already developed: Clear and comprehensive curriculum development plan and realistic timeline, which identifies individuals responsible and aligns with teacher hiring and professional development calendars.

Sound, research-based instructional strategies that will clearly support the academic plan. Includes a clear explanation of how these instructional strategies support the mission, vision, and academic philosophy of the proposed school and why the strategies are well-suited to the anticipated student population. A clear explanation of how the teachers will use different instructional methods to meet the needs of all students, highlighting assessing student needs, remediation, accelerated learning, and specialized instruction. If the proposed school's academic plan contains a virtual or blended learning program, includes a comprehensive description of how the proposed instructional strategies will work with the online learning components to result in a coherent instructional program.

Clear description of graduation course and credit requirements and how GPA will be calculated.

Sound plan for meeting BOE graduation requirements and compelling reasons and justification of any additional requirements beyond BOE requirements or deviation from BOE graduation requirements.

If there is a virtual or blended learning program, a clear overview of the online learning program, including a description of the level of instruction that uses online learning methods, the general organization of the online learning schedule, a description of the impact of the program on classroom instruction (for blended learning programs), the teacher, student, and parent or guardian role, the degree of support provided to students and the student to teacher ratio in an online learning program. A video demonstration of the proposed online learning curriculum that adequately portrays student and teacher experience with the online learning curriculum.

Comprehensive plans for and clear descriptions of how classroom instruction will work with the online learning components to result in a coherent instructional program; how attendance, student participation, credit accrual, and course completion will be defined, monitored, verified, and reported; how any online attendance policy adheres to state and federal reporting requirements; how federally-mandated assessments will be administered and proctored; how the proposed school plans to uphold the academic integrity of the virtual or blended learning program; the systems and procedures that will validate the authenticity of student work; how student safety is ensured and in compliance with federal privacy laws; how the proposed school will ensure minimal interruptions to learning, including a plan for technical support and troubleshooting for students, teachers, parents or guardians, and administrators; and how the proposed technology selections support the platform dependencies for the proposed curricular materials and instructional strategies.

1. Propose a framework for instructional design that reflects the needs of the proposed school's anticipated population and its alignment to academic standards. If the proposed school plans to

adopt or develop additional academic standards beyond those specified in Strive HI and the Academic Performance Framework, explain the types of standards (such as content areas and grade levels). Describe the adoption or development process that has taken place or will take place for these additional academic standards. Briefly describe the source of the additional standards and the rationale for their inclusion. Briefly describe how this proposed framework also ensures continued student achievement as measured by Strive HI and the Academic Performance Framework.

Kamalani Academy will serve grades K-6 in its inaugural year and subsequently offer grades K-7 in year two and K-8 in year three. The school's English language arts (reading, writing, speaking and listening) and mathematics curriculum is based on the English Language Arts and Mathematics Standards in the Common Core State Standards as established by the National Governors Association and the Council of Chief State School Officers. The three major shifts in the Common Core State Standards for English Language Arts and Literacy: 1-Building knowledge through content-rich nonfiction, 2-Reading, writing and speaking grounded in evidence from text, both literary and informational, and 3-Regular practice with complex text and its academic language will frame the focus of CCSS in ELA. The Eight Mathematical Practices provide the mind-shifts and larger skills needed to frame the Math CCSS.

The Hawaii Content and Performance Standards III will be used to align, guide, and assess other content areas such as science, social studies, fine arts: music, visual arts, dance& drama, health, physical education, computer and technology, and World Languages. These standards provide a consistent, clear understanding of what pupils are expected to learn at each grade level. The framework is structured to prepare pupils for college, the workforce, and to be lifelong learners and responsible citizens. The shift to the Next Generation Science Standards will be implemented as our state moves into full implementation. To help our school prepare for the transition, we will frame science using the "cross-cutting concepts" of Next Generation Standards. The HCPSIII Fine Arts Standards will serve as a starting point for all grade levels, however a deeper, more specific continuum of criteria, with performance expectations using the academic vocabulary of the art form(s) will be collaboratively created once the school faculty decides on the first school-wide arts focus for classroom integration.

The faculty of the school will develop a scope and sequence or pacing guide for each course. This tool serves as the basis for lesson plan development to ensure that all benchmarks are addressed in a timely manner. The scope and sequence or pacing guide will largely be aligned to the basal text, and with the integrated units of study developed by grade level teams. Teachers will develop and/or provide additional resources such as novels of varying genres, as may be necessary, to teach benchmarks not adequately addressed in the basal text. The faculty of the school will also develop a reading and mathematics instructional focus calendar to provide a framework which enables all faculty and support staff to simultaneously address the same standards. For example, on the week of compare and contrast, the art teacher and food service cashier can pose compare and contrast questions, which provide opportunities for pupils to learn concepts across the curriculum and real-life experiences, while the classroom teacher skill-builds in drama integration comparing two texts related to food choices. Additionally, the HCPSIII Benchmark Maps cluster benchmarks around an Enduring Understanding, providing a structure around Big Ideas to guide meaningful content connections at each grade level, for each quarter. This structure serves as a guide for planning, but will be flexibly paced to meet the needs of the students. Literacy is integrated in all content areas. Both the scope and sequence and instructional focus calendars will be based on the Common Core State Standards and the Hawai'i Content and Performance Standards III.

The mission of the Kamalani Academy is to increase academic achievement through arts integration for all students. This academic framework that is enhanced by arts integration, data-driven instruction (III.B.4), best-practices, and instructional strategies (III.B.7) will meet the needs of the students who enroll in Kamalani Academy.

2. Goals and Metrics. Identify the academic, non-academic, and mission-specific goals and metrics for the proposed school. Describe how the applicant's design team determined these goals and why these goals are appropriate for the proposed school's intended population. Include, as Attachment D (8 page limit), a table that details the school's goals and the metrics that will be used to measure the success in achieving these goals, and include targeted assessment scores, attendance levels, and goals for graduation rates, leading indicators (e.g., freshman on track), college going rate, and career readiness.

The Kamalani Academy's prospective Board identified several overarching goals. These goals are mission specific and focus on academic achievement as well as operations of the School. The academic goals are as follows: 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 third through eighth grade; 2) Seventy percent of students will improve at least one year growth in reading and mathematics skills annually; 4) The School will work to decrease chronic absenteeism and increase school readiness. The operational goals are as follows: 3) The School will demonstrate a ninety percent satisfaction rating in an annual survey administered to parents or designated legal guardian of students attending the school; 5) The goal of the School is to maintain five percent contingency funds each school year; 6) 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; 7) The licensed teacher retention rate will be at least eighty (80) percent each year, not including separation for health or family reasons.

The Kamalani prospective Board determined that both the academic and operational goals are vitally important in supporting to the School's mission and vision. Please see Attachment D for a detailed explanation of each goal.

Attachment D (8 page limit)

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

assets/survey-uploads/34569/2102993-6lQGbacL3T/Hawaii - Attachment D Exhibit 5_1.pdf

3. Assessment Plan. Explain how the school will assess the progress of individual students, student cohorts, and the school as a whole on the metrics identified in Section III.B.2. Include, as Attachment E (no page limit), a table that details specific diagnostic, benchmark/interim, formative, and summative assessments that will be used for each grade level, as well as the timing of their administration. Include with the same table, any charts or pacing guides that illustrate the assessment plan. Provide an explanation of the rationale for selecting or developing each of the identified assessments; describe each assessments' purpose, design, and format; and demonstrate the validity and reliability of any non-standardized assessments (specifically, the alignment of assessments with the academic standards adopted by the BOE).

Assessing Kamalani Academy's effectiveness is essential to ongoing growth in excellence for individual students as well as in regards to developing our school-wide model to truly be responsive to our keiki's needs. In order to have a holistic approach to assessment, multiple school level assessments, both formative and summative, will be utilized to measure specific learning outcomes. Other of forms of assessment and data collection will include the State standardized assessment. At this time, it is expected that the Hawai'i State assessment will be provided by the SBAC for reading and mathematics for grades 3-8. Hawai'i State Assessment for Science will be given in grades 4 and 8. The Kamalani Academy will administer whichever assessments, which are chosen to be utilized within the State's accountability system.

The School will participate in the statewide assessment program and comply will all applicable requirements under the Strive HI Performance System. The School will also participate in all federal and state required assessment programs as directed by the Sponsor following all required policies and procedures with regard to administration of tests and standardized practices. In addition to the data collected from the statewide assessment program, the Kamalani Academy will monitor academic growth of individual students, cohorts of students, and the progress as a school as a whole, utilizing the Hawai'i Growth Model tools, like the Longitudinal Data Systems (LDS). School chosen universal screeners will be used for reading and math, as well as teacher created assessments, with the framework of triangulation of data, C.O.P. (Conversations, Observations, Performance/Products). School staff will collaboratively use the data to guide and enhance instruction to meet the needs of all students.

The School will select a commercially available standardized instrument, such as AIMSweb Curriculum-Based Measurement or Renaissance Learning's STAR Assessment to regularly monitor students. The principal and faculty will select the commercially available assessment that best fits the needs of their students. Examples of such assessments are included herein. Should the school select AIMSweb, all students will be assessed three times per year for universal screening (early identification) and general education progress monitoring using the online computer program AIMSweb. This program will allow the school to monitor at-risk students monthly, evaluate the effectiveness of instructional strategies, write individualized pupil goals and provide a system to report results to students, parents, teachers and administrators. Should the administration and faculty select Renaissance Learning's STAR Assessment; all students will be initially evaluated. Students who are performing above grade level will be subsequently assessed on a monthly basis. Students performing at grade level will be subsequently assessed every two weeks. Students performing below grade level will be subsequently assessed weekly. Both AIMSweb Curriculum-Based Measurement and Renaissance Learning's STAR Assessment track students over time and thus are appropriate instruments for the School to monitor it's student growth. The commercially available instruments listed are standardized instruments that demonstrate validity and reliability. Additionally, the tests aligned to the Common Core Standards.

As well as the data collected from the commercially available standardized assessments, teachers will provide a variety of formative and summative assessments to determine student growth and progress monitoring within their class. School-based assessments to be used in all courses may include:

- Weekly teacher-generated quizzes;
- Unit assessments and chapter tests;

- Class projects and/or investigations based on focus lessons; and/or
- Class participation rubrics.
- Student Portfolios

The School will comply with all required state assessments and administration dates will be aligned with schedules provided by the Hawai'i Department of Education and any other authority as may be applicable. 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 students 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).

Longitudinal data analysis, per Hawai'i Growth Model tool, LDS, will be collected annually to measure success and will consist of:

1. A pupil baseline developed during the first year using testing results.
2. A comparison of annual results with the baseline scores to assess progress.
3. Grade-level and school composite scores.
4. A graph of annual results showing year-to-year change.
5. A graph of school scores relative to state and national averages.
6. Sub-analysis of a variety of variables to identify areas for improvement.

Attachment E (no page limit)

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

assets/survey-uploads/34569/2102993-EuAleyoFcP/Attachment E- Testing Calendar_1.pdf

4. Data Driven Programs and Instruction. Describe how instructional leaders and teachers will administer, collect, and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform programmatic and instructional planning decisions and make adjustments to curricula, professional development, and other school components. This response should clearly explain the roles and responsibilities of the instructional leadership team in overseeing teachers' progress toward helping students meet their identified goals, as well as specify the formalized process and supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.

The philosophy of assessment and examination of data is that the results from the assessment instruments will be used to identify improvement needs and demonstrate benchmark mastery. Modeled after Doral Academy Inc., frequent data collection, particularly for students performing below grade level is fundamental to improvement. Utilizing the varied data, the results from these ongoing assessments will be used to drive instruction. In the classroom, teachers will differentiate instruction based on the needs of students. School-wide results will be utilized to target faculty professional development and foster professional learning communities and revise, as may be necessary, the instructional focus calendar. Inherent to the vision statement of the school is to increase academic achievement through the use of arts integration focused school. Arts Integration provides multiple alternative measures to complete a whole child assessment, from performance assessments to observational data, to reflective practices demonstrated in conversations, discussions, and writing. Criteria and rubrics will used from our state's ARTS First Essential Toolkit, as well as collaborative development by the teachers.

The data driven process is as follows:

- **Screening:** Screening assessments such as the commercially available standardized assessments (STAR or AIMSweb) will be used to identify students who need additional instruction. Students will be screened by teachers in the beginning of the school year to determine needs. Once the school has data from state-wide assessments, it will utilize this data to inform instruction as well.
- **Progress Monitoring:** The School will use the chosen assessment for progress monitoring throughout the year. Additionally, classroom based assessments will be used to monitor students' progress, to provide teachers with classroom assessment tools that will provide student-level benchmarks; and to provide students with information on their progress on specific benchmarks.
- **Data Collection and Analysis:** The school data team 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 of such. Homework assigned will reinforce reading skills taught in the classroom. Teachers will keep data portfolios, or folders, of student assessment results and progress in their classrooms to provide additional data of student progress for state-wide and school-based monitoring.
- **Reflection 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.

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. Tier 1 will include research-based formative instruction, including the implementation of school-wide arts integration strategies, in the general education classroom with core instructional interventions. Tier 2 will include small group intervention with intensive assistance for students who are performing below monitored progress expectations. Tier 3 students will have accommodations and/or modifications as established in an individual education plan.

Data Team-Professional Learning Community time will be consistently scheduled into the function and structure of Kamalani's 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 school principal will survey the faculty and conduct a needs assessment to determine which onsite professional development activities will take priority. Vescio, Ross, & Adams (as cited in Barton & Stepanek), further indicate that for PLCs to be most effective "[they] must be able to articulate their outcomes in terms of data that indicate changed teaching practices and improved student learning." Accordingly, this planning time will also be utilized to evaluate school data and develop intervention strategies. This deliberate effort to review data to improve and exploit effective instructional practices will increase literacy and academic achievement. The Kamalani Academy will provide onsite and offsite professional development. Through its affiliation agreement, with Doral Academy Inc., will provide onsite professional development based on identified needs especially researched based arts integration instructional strategies, personalized learning /differentiated instruction, Positive Behavioral Instructional Support, working with ELL students and students of poverty.

Onsite coaching will be provided for all teachers in instructional strategies, inclusive of all students, students of poverty, at-risk, and ELL. Arts integration as formative instruction and assessment will be supported through training, explicitly embedded in strategy implementation training. Professional development on how to differentiate instruction include but are not limited to: teacher modeling, scaffolding, questioning, group practice, peer teaching, integration, practice and review. Positive Behavioral Instructional Support (PBIS) professional development will be ongoing to ensure that the behavioral philosophy of the school is effectively implemented. The depth and frequency of the training will depend on formal observations and the staff's prior experience (or lack thereof) as determined by teacher needs.

5. Course Scope and Sequence. Include, as Attachment F (15 page limit), a course scope and sequence and curriculum map and/or pacing plan that identifies course outcomes, demonstrates a clear alignment with appropriate standards, and illustrates alignment from grade to grade.

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

assets/survey-uploads/34569/2102993-IURhApqC1t/Attachment F B.5 Course Scope and Sequence.pdf

6. Curriculum. Provide an overview of the proposed curricula and discuss the alignment of the curriculum with the academic standards adopted by the proposed school.

Is the proposed curriculum already fully developed ?

No

b. If the curriculum is not already developed, provide, as Attachment G (5 page limit), the curriculum development plan to develop curricula for the proposed school prior to school opening, including identification of individuals responsible and the timeline for development and completion. Indicate how this timeline aligns with teacher hiring and professional development calendars

The School Administrator along with the administrative 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 as well as 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 selected basal texts will serve as the basis for lesson plan development to ensure that all benchmarks are addressed in a timely manner. The scope and sequence or pacing guide will largely be aligned to the basal text and with the integrated units of study developed by grade level teams. Teachers will develop and/or provide additional resources such as novels of varying genres, as may be necessary, to teach benchmarks not adequately addressed in the basal text. The faculty of the school will also develop a reading and mathematics instructional focus calendar to provide a framework which enables all faculty and support staff to simultaneously address the same standards.

Please see Attachment G for a timeline of selection of basal texts and other support materials.

Attachment G (5 page limit),

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

assets/survey-uploads/34569/2102993-HIH3i0Mxmm/Attachment G School Timeline.pdf

7. Instructional Strategies. Describe the primary instructional strategies the proposed school will implement to support the academic plan, including things like approaches to classroom management and checks for understanding. Explain how these proposed instructional strategies support the mission, vision, and academic philosophy of the proposed school and why these strategies are well-suited to the anticipated student population. Highlight any research based evidence. Discuss how teachers will use different instructional methods to meet the needs of all students, highlighting: assessing student needs, remediation, accelerated learning, and specialized instruction. If the proposed school's academic plan contains a virtual or blended learning program, include a description of how the proposed instructional strategies will work with the online learning components to result in a coherent instructional program.

Ma ka hana ka 'ike
"Through doing one learns"

The mana'o (idea) behind the opening 'ōlelo no'eau (Hawaiian proverb) is that we truly learn by doing. We can sit, read about the world and receive information, or we can actively participate in learning by doing.

The Kamalani Academy will use an arts integration approach to instructional strategies. According to the Kennedy Center, "Arts integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both." Additionally, Kamalani academy will use a behavioral philosophy of Positive Behavioral Support to nurture the social and emotional growth of each child. Arts integration instructional strategies, best practices, and positive behavioral support will nourish the vision of the school to "be thoughtful communicators, critical and analytical learners, confident decision makers, resilient problem solvers, collaborative workers, and imaginative and creative thinkers, who positively advocate for themselves and others. "The instructional strategies and behavioral management strategies will include researched based strategies that have proven effective for students at all levels. It is expected that students will master reading, writing and verbal skills through continuous application of these strategies in all subject areas. All strategies provide initial teacher support with a gradual release to independence.

Teachers in collaboration with the principal will determine the best research based instructional strategies to implement. It's important to note that arts integration instruction actively include the use of four of the nine "High Yielding Instructional Strategies" according to Marzano: non-linguistic representation, reinforcing effort and providing recognition, cooperative learning, and setting objectives and providing feedback. The most obvious is the use of non-linguistic representation.

Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001):

Category -Percentile Gain

Identifying Similarities and Differences- 45%

Summarizing and Note Taking-34%

Reinforcing Effort / Providing Recognition-29%

Homework and Practice-28%

Non-linguistic Representations (Models)-27%

Cooperative Learning-27%

Setting Objectives / Providing Feedback-23%

Learning and implementation of arts integration strategies are well supported in Hawai'i, with resources such as the ARTS FIRST Essential Arts Toolkit, which can be used as a guide to begin to unify arts integration implementation. Formative instruction and assessment are integral components of arts integration, as students are facilitated to determine criteria and objectives. Teachers prompt tasks, which involve students to create or practice, then are responded to with specific and descriptive feedback to revise for quality. These tangible products and performances authentically blend linguistic and non-linguistic representations of understanding. They make learning concrete, ongoing, and immediately relevant for students.

Instructional strategies which complement the academic philosophy include but are not limited to:

- Teacher modeling - Direct, explicit instruction with elaboration and demonstration of skills.
- Scaffolding - Build from what students know, start instruction from prior knowledge and build up to the new skill.
- Group practice - After explicit instruction small groups practice skills and knowledge.
- Differentiated Instruction-Teachers will use differentiated instructional strategies that connect with individual students' learning needs. Teachers can target varied learners by providing enriching activities to high performing students and remediation to lower performing students to better meet their specific needs.

According to the proponents of differentiation, the principles and guidelines are rooted in years of educational theory and research. "As opposed to some educational theories and methods of the past, DI actually embraces the recognition of cultural, familial, and academic differences among students. Teachers who practice DI modify their instruction to address that diversity and to meet curricular objectives. DI emphasizes student accountability for learning and high levels of participation through flexible grouping and simultaneous activities. DI features group-driven tasks, but it also relies on whole-class and individualized instruction to complement group work. It focuses on the quality of activities versus the quantity of work assigned. (Smith & Throne, 2007)."

- Peer teaching - Students become the teacher and teacher their fellow classmates on a specific skill or subject area.
- Integration - Applying skills learned to other core subjects.
- Practice and review - Practice and spiral reviews for understanding and retention.
- Role Play- In role play students are invited to explore situations as if they were someone else. When in role, students respond as that person would think, feel, and speak expressing attitudes, and point of views in response to questions, situations, relationships, and problems to be solved. Role play builds an understanding of empathy for people throughout history, scientists, math thinkers, characters in literature. (The Right Brain Initiative).
- Project-Based Learning - Project-Based Learning is based on the Scientific Method, this student-centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery.
- Cooperative Learning - Integrate content and language through group engagement. A few examples are: reader's theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, science projects, debates, jigsaw, group reports, choral reading, affinity diagrams. Students tackle problem solving in collaborative groups and explain, act, and create their responses.
- Visual Representations – Students will use visual tools and manipulatives in the process of learning. For example: problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldable can be used in the discovery and problem solving stages of learning. Students may act out content, make physical models, draw a visual representation of a stories theme, etc as final products.
- Generating and Testing Hypothesis - Thinking processes, constructivist practices, investigate, explore, social construction of knowledge, use of inductive and deductive reasoning, questioning the author of a book, finding other ways to solve same math problem, etc.
- Technology-Based Instruction - Teachers will be trained to use technology in unique methods to augment learning. The ultimate goal is to maintain traditional and proven effective teaching techniques and standards-based curriculum using modern, innovative, technological resources.

Additional strategies used in the writing curriculum will include:

- Oral language development - Brainstorming ideas through "Think, Pair, Share", "Knee to Knee, Eye to Eye" and whole class discussion.
- Reading strategies - The Paraphrasing Strategy, The Word Identification Strategy, and The Frame from the University of Kansas' Strategic Instruction Model as well as CORE Reading's explicit phonics.
- Independent Writing - Students use the strategies taught to create their own writing piece.
- Mathematics Strategies- CORE Mathematics, Math Strategies from the University of Kansas' Strategic Instruction Model.

The school's educational program will also include data driven instruction to inform the teaching strategies, which have proven successful in accelerating low-performing students in reading and mathematics. The School will identify students who are below grade level, at grade level, and above grade level. Identify those who are not making adequate progress and institute applicable interventions and supports (RtI process). They will use the data to guide their pupil intervention plans and differentiated instruction process and continue to monitor progress through student achievement data.

The instructional strategies will be supported by a school wide "Positive Behavioral Instructional Support" philosophy (PBIS) and

practice. “Core behavioral supports can go a long way in preventing misbehavior and promoting desired classroom engagement (Sayeski and Brown, 2011).” School wide Positive Behavioral Support is validated to improve the learning environment for all students as well as help students to build their own self-efficacy (Sayeski & Brown, 2011). PBIS is supported by the Hawai’i State Department of Education, by providing training and support through the Hawai’i PBIS Network (<https://www.pbis.org/pbis-network/hawaii>).

Dr. Jamie Simpson-Steel in her research on the lasting effects of an arts integration approach in elementary school (Pomaika’i School on Maui) into middle school states that processes of the brain, body, and emotional world of a child can not be separated into distinct categories – as Rabkin and Redmond (2006) observe: “Physical sensation and emotion are essential components of the mind, as integral to thought as logic is” (p. 63).

Arts Integration supported by PBIS create a strong whole child instructional approach, building a school ohana for our keiki. The best practices, researched based instructional strategies, and School Wide Positive Behavioral Support all support the Kamalani Academy mission, “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”.

8. Graduation Requirements. High schools will be expected to meet the BOE’s graduation requirements in accordance with BOE Policy 4540. High schools may be able to deviate from such graduation requirements if a waiver is obtained from BOE.

Note: Any deviation from BOE Policy 4540 requires a waiver from BOE, and Commission approval of an application does not constitute approval of any deviation from BOE’s graduation requirements. If the application is approved, it will be incumbent on the applicant either to: (1) obtain a waiver; or (2) if it cannot obtain a waiver, adjust its graduation requirements to meet BOE Policy 4540.

- a. Describe the course and credit requirements for graduation. Include a description of how GPA will be calculated.
- b. If graduation requirements for the proposed school will differ in any way from BOE Policy 4540, explain how they will differ (including exceeding BOE graduation requirements) and the reason and justification for the differences.

Not applicable, Kamalani Academy is opening grades K-8.

Does the proposed school offer a program that uses an online learning model, as defined in the RFP, with students typically receiving fewer than five hours per week of face-to-face instruction?

No

Does the proposed school offer a program that combines an online learning model, as defined in the RFP, with face-to-face instruction in a manner such that the online learning activities enhances and/or transforms the instructional model?

No

Does the proposed school use online learning in any way, either during or after the school day?

No

C. School Calendar, Schedule, and Staff Structure

C. School Calendar, Schedule, and Staff Structure

Note: While charter schools are exempted from HRS §302A-251, regarding instructional time, charter schools are subject to collective bargaining pursuant to HRS Chapter 89, Collective Bargaining in Public Employment. Applicants must ensure that their proposed plan will comply with collective bargaining requirements. Applicants proposing school calendars and schedules outside of the parameters of HRS §302A-251, must negotiate agreements that supplement any Master Collective Bargaining Agreements and should be cognizant of possible limitations of these agreements.

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

School calendar and daily and weekly schedules that, align with and clearly reflect the needs of the Academic Plan, and are conducive to significantly improving student learning.

Clearly describes the structure of the proposed school's day and week, including all of the required elements listed in Section III.C.2.a.-f.

Provides a reasonable teacher-student and adult-student ratio that aligns with the Academic Plan.

A staffing chart that clearly indicates all positions, is aligned with the Academic Plan, and proposes a salary structure that is in alignment with the proposed school's budget.

Provides a reasonable rationale for the staffing plan and clearly explains how the relationship between the proposed school's leadership or management team and the rest of the staff will be managed.

If the proposed school has a virtual or blended learning program, the staffing plan clearly ensures sufficient capacity for deploying and managing technology inventory and network needs with minimal interruptions to teaching and learning, including troubleshooting support for school staff and students.

1. Discuss the annual academic schedule for the proposed school. Explain how the calendar reflects the needs of the academic plan. In Attachment H (2 page limit), provide the proposed school's calendar for the first year of operation, including total number of days and hours of instruction.

The school's annual academic schedule reflects the needs of the Academic Plan building in Profession Development days for arts integration, PBIS, and collaborative planning time. The development of the School calendar took into consideration the annual calendars that Doral Academy Inc. has used in the past. Doral Academy Inc. has been highly successful with student achievement and meeting standards.

Attachment H

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2. Describe the structure of the proposed school's day and week, including the following:

- A description of the length and schedule of the school week.
- A description of the length and schedule of the school day including start and dismissal times.
- The minimum number of hours or minutes per day and week that the proposed school will devote to academic instruction in each grade.
- The number of instructional hours or minutes in a day for core subjects.
- An explanation of why the proposed school's daily and weekly schedule will be optimal for student learning.
- The number of hours or minutes in a day for teacher planning time.

The schedule of the school week was created to maximize student achievement and mirror the HSTA collective bargaining agreement.

- The school week is from Monday-Friday. Wednesday will be a early release day to accommodate time for weekly meetings and planning. This is especially important for the Data Driven Instruction model and RtI.
- The school day will begin at 7:45 am and dismissal is at 2:00 pm. On Wednesday, the day will begin at 7:45 am and dismiss at 12:20

pm.

- c. The school will devote a minimum of 1415 minutes of instructional time and 1525 minutes of student learning time per week,
- d. The school will devote 1415 minutes of instructional time per week.
- e. Modeled after the Doral Academy, Inc. and the successful Pomaika'i School, the highly engaging arts integration curriculum optimizes student learning time to be highly effective in the allotted instructional minutes.
- f. Teachers will have 45 minutes per day in teacher planning time.

3. Provide, also in Attachment I (10 page limit), a sample daily and weekly schedule for each division of the proposed school.

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

assets/survey-uploads/34569/2102993-eqQIFXKkdW/Attachment I Sample Daily Weekly Schedule Final.pdf

4. Staff Structure.

- a. Provide the teacher-student ratio, as well as the ratio of total adults to students for the proposed school.
- b. Provide, as Attachment J (required form), a complete staff chart for the proposed school. Prepare the submission using the Staffing Chart Template ([Exhibit 2](#)) provided by the Commission.
- c. Describe the rationale for the staffing plan as demonstrated in the staff chart.
- d. Explain how the relationship between the proposed school's leadership team or management team and the rest of the staff will be managed.
- e. If the proposed school has a virtual or blended learning program, identify the position(s) dedicated to IT support and describe the plan that will ensure sufficient capacity for deploying and managing technology inventory and network needs with minimal interruptions to teaching and learning. This includes troubleshooting support for staff and students.

- a. The teacher to student ratio is 25-1. The adult to student ratio is 16-1.

c. In its first year Kamalani Academy will open with 50 students per grade serving grades K-6. Once the Principal is identified they will interview and identify qualified teachers. Subject to demand and enrollment the school assumes it will need to hire 14 core teachers to service 350 students K-6. The school will hire 2 specialist teachers to teach in the areas of Physical Education, Art, Music and Health. The school will hire one office manager to manage the fiscal responsibilities of the school such as; payroll preparation, purchase order, handling of cash, among other responsibilities. The school will hire one registrar to manage the school's enrollment, state reporting systems, among other responsibilities. The school will hire one security person and one receptionist as school operations support staff.

In its second year the school will expand one grade to service grades K-7. The school expects enrollment to be 400 students with 50 students per grade. The school will hire 16 qualified core teachers for the elementary and middle school. The school will hire 4 specialists for the elementary and middle school. The school will hire one office manager to manage the fiscal responsibilities of the school such as; payroll preparation, purchase order, handling of cash, among other responsibilities. The school will hire one registrar to manage the school's enrollment, state reporting systems, among other responsibilities. The school will hire one receptionist as school operations support staff.

In its third year the school will expand one grade to service grades K-8. The school expects enrollment to be 450 students with 50 students per grade. The school will hire 18 qualified core teachers for the elementary and middle school. The school will hire 5 specialists for the elementary and middle school. . The school will hire one office manager to manage the fiscal responsibilities of the school such as; payroll preparation, purchase order, handling of cash, among other responsibilities. The school will hire one registrar to manage the school's enrollment, state reporting systems, among other responsibilities. The school will hire one receptionist and another two support staff positions. In its first year Kamalani Academy will open with 50 students per grade serving grades K-6. Once the Principal is identified they will interview and identify qualified teachers. Subject to demand and enrollment the school assumes it will need to hire 14 core teachers to service 350 students K-6. The school will hire 2 specialist teachers to teach in the areas of Physical Education, Art, Music and Health. The school will hire one office manager to manage the fiscal responsibilities of the school such as; payroll preparation, purchase order, handling of cash, among other responsibilities. The school will hire one registrar to manage the school's enrollment, state reporting systems, among other responsibilities. The school will hire one security person and one receptionist as school operations support staff.

The school expects that enrollment will remain stable after year 3 of operation. The school expects to maintain the same staffing for the school years following year 3 if the enrollment remains at 450 students.

d. The School's leadership team in the first year of operations will consist of the following: Principal, Student Support Coordinator, and an Arts Integration Teacher/Coach. The Governing Board will hire and manage the Principal. The Principal will oversee the faculty and staff of the school. The Student Support Coordinator will ensure that special education students receive services, coordinate services for ELL students and other at-risk students. The Art Integration Teacher/Coach will help teacher integrate arts into the curriculum. Additionally, the Governing Board will contract

Attachment J

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

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D. School Culture

D. School Culture

This section of the proposal should describe the systems, traditions, and policies that will promote high expectations and a positive academic and social environment that fosters students' intellectual, social, and emotional development.

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

Clear and coherent description of the shared beliefs, attitudes, traditions, and behaviors of the proposed school, students, teachers, parents or guardians, and administrators and how these shared beliefs, attitudes, customs, and behaviors create a school culture that will promote high expectations and a positive academic and social environment that fosters intellectual, social, and emotional development for all students.

Coherent plan for creating, implementing, and maintaining the intended culture for students, teachers, parents or guardians, and administrators. Includes a clear description of the roles of students, teachers, parents or guardians, and administrators in creating, implementing, and maintaining this culture and how these roles are aligned.

A coherent plan for enculturating students who enter the proposed school mid-year or in later grades.

Clear description of how the proposed school culture is conducive to a safe learning environment for all students and how the proposed school will identify, assess, and monitor the social, emotional, behavioral, and physical health needs of all students on an ongoing basis.

A clear description of how the school culture and staff will intentionally expose students to post-secondary educational and career opportunities at all grade levels. Clear descriptions of curricular or extracurricular programs that will provide students with access to college or career preparation and explanations of how these programs will reinforce a culture of high expectations. If any, citations to structured programs or supports, tracking systems, and individuals responsible for helping promote and monitor college and career readiness among students.

Student discipline policy that provides for appropriate, effective strategies to support a safe, orderly school climate and fulfillment of academic goals, promoting a strong school culture while respecting student rights.

Legally sound policies for student discipline, suspension, dismissal, and crisis removal, including procedural due process for all students, including students afforded additional due process measures under IDEA.

Appropriate plan for including teachers, parents or guardians, and students in the development and/or modification of the proposed school's policies for discipline, suspension, dismissal, and crisis removal.

Legally sound list and definition of offenses for which students may or must be suspended or dismissed.

Sound plan for the creation, implementation, and maintenance of a professional culture and clear explanation of how the professional culture will contribute to staff retention, how faculty and staff will be involved in school level decisions and in developing new initiatives, and how success will be assessed.

Well-designed plan to take into account and incorporate students with special needs into the proposed school's general population. This answer is distinct from applicant's answer to Section II.H, which should focus on how the proposed school plans to provide services to students with special needs.

If a high proportion of economically disadvantaged students is a part of the anticipated student population, a clear description of how the proposed school will address the anticipated academic challenges posed by the lack of socioeconomic diversity and the concentration of poverty among its students.

The description of the typical school day for a student and teacher is not separately rated by the evaluators. However, the description should align with the proposed school's vision and plan for school culture.

1. Describe the shared beliefs, attitudes, traditions, and behaviors of the proposed school, students, teachers, parents or guardians, and administrators and how these shared beliefs, attitudes, customs, and behaviors create a school culture that will promote high expectations and a positive academic and social environment that fosters students' intellectual, social, and emotional development for all students.

Kākou - "We are in this together."

A culture of collaboration, strong academic achievement, and joyful learning, embraces 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.

Arts integration requires collaborative risk taking and self directed habitudes for attaining quality. Teachers grow professionally, and in community, through learning arts integration strategies together. Well delivered integration strategies involves working and revising toward criteria of excellence. Arts learning for teachers inspire possibilities and renew commitment to school vision. Joyful teachers create joyful classrooms. More so, creatively challenged teachers create rich, engaging classroom environments filled with inquiring students, who investigate, try out new ideas, enjoy learning, and have the stamina for purposeful work together.

Celebrations of learning and diversity, our ‘aina, and of our many cultures, are deliberately implemented in classrooms and school-wide, grounded by methods of stewardship both in school as well as in our community. Practices of caring for each other, our school, and our community (land and people) are strategically accomplished, nurturing each individual with a responsibility beyond the self to the school and the community. Each year begins and ends with a learning celebration, marking transitions with honor and gratitude.

2. Explain how the proposed school will create, implement, and maintain this culture for students, teachers, parents or guardians, and administrators and describe the roles of students, teachers, parents or guardians, and administrators in creating, implementing, and maintaining this culture and how these roles are aligned.

Kamalani Academy’s culture of collaboration to develop strong academic achievement, through creative problem-solving in arts integration guide all endeavors of our school from the beginning. Students, teachers, parents and administrators take active roles in participating in strong arts integration learning in many different ways. It’s everyone’s kuleana to keep our vision authentically alive, everyday.

Students, teachers, and administrators actively engage in a variety of collaborative learning tasks, using arts integration strategies. The arts level the “playing field” for all learners (keiki to adults), giving access to curriculum content through different modalities and intelligences. It requires opening your self, working with others, and caring about the task. Success nurtures success. When each individual contributes meaningfully to a group that achieves together, a collaborative culture of learning lives.

The same standards of learning is embedded in all professional development and meetings, with content and processes strategically planned. Data is collected and examined each year for indicators of success and to guide each next step. All teachers are school leaders, each valuing their role of communicating and sharing of instructional practices weekly through PLCs.

This culture is maintained school-wide though celebrations and a variety of recognition events and opportunities (in the halls, on the walls, in assemblies, website, newsletters, and more). These opportunities deliberately include descriptive examples of all stakeholders’ actions that embody Kamalani’s school vision and mission.

Community celebrations, with a purposeful focus to recognize and educate about Kamalani’s innovative approach, are held quarterly, highlighting achievements and the creative processes of learning.

3. Describe the plan for enculturating students who enter the proposed school mid-year or in later grades.

Kamalani Academy’s inclusive culture is actively practiced in the classroom and school-wide. Students entering Kamalani mid-year or in later grades, are greeted by our school’s transition teacher leader. The transition teacher leader pairs incoming students with a couple of classmates. The transition teacher selects a team member from our extra curricular service-learning club. These students focus on school culture, whose job is to assist peers with transitions, make new friends, and help with conflict-resolution on the playground. Classroom ohana is naturally created in the arts integration instructional strategies. New students quickly learn the habitudes of belonging, by engaging in active learning in the arts.

Administration and school level teacher leaders help families (parents) belong to our Kamalani Academy ohana with guided school tours, providing insight into our creative learning process, as well as encouraging their own school involvement through a “face to face” survey of opportunities to be involved. Kamalani Academy values Kākou actions of all sizes, big and small. It’s essential for all people, big and small, to earnestly share in our vision and mission.

4. Describe how the proposed school culture is conducive to a safe learning environment for all students. Describe how the proposed school will identify, assess, and monitor the social, emotional, behavioral, and physical health needs of all students on an ongoing basis.

Kamalani Academy's caring, collaborative culture fosters empathy among students. Teachers understand that whole child learning means educating to develop a child's emotional and social skills, as well as intellectual. Kamalani involves parents in the classroom and in similar arts integrated events. Our collaborative culture helps parents and guardians feel welcome and safe to communicate their child's needs to faculty. Together, all adults and students look out for each other, understanding their roles in order to sustain a strong, supportive learning environment.

Systems to track individual students' needs and behaviors include monitoring through Kamalani's "Positive Behavioral Instructional Support" system, via incidence and behavioral reports. Our school's Student Support Coordinator (SSC) and Administrator tracks children's referrals and reports, looking for patterns that can be addressed school wide and for isolated incidences that require differentiated interventions. Our SSC works with the classroom teacher in the Formative Behavioral Assessment (FBA) process to identify strengths, triggers, etc. to create supportive plans for students as needed and includes parents into the process to support their child as a team effort. Additionally, SSC, administrator, and other appropriate support service personnel meet monthly in a peer review process to ensure timely examination for students.

5. Describe how the school culture and staff will intentionally expose students to post-secondary educational and career opportunities at all grade levels. Identify the curricular or extracurricular programs that will provide students with access to college or career preparation and how these programs will reinforce a culture of high expectations. Cite any structured programs or supports, tracking systems, and individuals responsible for helping promote and monitor college and career readiness among students.

As part of the Kamalani Academy vision states, "students will develop the skills and understandings essential for college, career, and life readiness who thrive as contributing members of our local and global community." The School will intentionally expose student to a diverse variety of post-secondary educational and career opportunities at all grade levels. The school will host guest speakers and a career day to highlight a diverse variety of post-secondary educational opportunities. Additionally, the school will have visiting artists participate in leading classes. The School will seek partnerships with University of Hawaii and BYU Hawaii. The School's administration and staff will plan programs to reinforce the school's high expectations.

As mentioned in B.4 Data Driven Instruction, there will be regular implementation of assessments to monitor students' progress. This will ensure that no student is overlooked and identified with ample time for remediation. Based on the data monitoring, teachers will differentiate instruction and intervention programs will be developed for these students. Students identified at risk, will have an intervention plan created by their teacher. This RtI process will ensure that students gain the academic skills necessary to be on track to be ready for high school and college and career ready.

6. Student Discipline.

- a. Describe the proposed school's philosophy on student behavior.
- b. Describe the proposed school's code of conduct, including policies for discipline, suspension, dismissal, and crisis removal. Describe the procedural due process for all students, including students afforded additional due process measures under IDEA. Describe how teachers, students, and parents or guardians will be included in the development and/or modification of these policies.
- c. Include a list and definitions of the offenses for which students in the school must (where non-discretionary) or may (where discretionary) be suspended or dismissed.

a. Positive Behavior Support (PBS) will be the student behavioral philosophy at Kamalani Academy. Positive Behavioral Support is a collaborative, assessment-based approach to developing effective interventions for problem behavior. The "use of PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change (Cohn, 2001)." Positive behavioral support can target the entire school as well and individual student behaviors, as "it does not focus exclusively on the student, but also includes changing environmental variables such as physical setting, task demands, curriculum, instructional pace, and individualized reinforcement (Cohn)."

This is especially important for students who are at-risk. PBS emphasizes the proactive, educative, and reinforcement-based strategies that will achieve meaningful and long-lasting positive behaviors. When PBS strategies are implemented school-wide, it builds

environments that are conducive to learning for all students. Research has shown that “schools that implement system-wide [PBS] interventions also report increased time engaged in academic activities and improved academic performance (Cohn).”

In the implementation of a Positive Behavioral Support program, it is important to collaborate with parents, staff, and faculty. As part of this collaboration, individuals (faculty, staff, and parents) learn more about their own behavior, to work together, and support each other as a community of learners.

b. The Kamalani Academy will have a progressive discipline policy which will adhere to the Hawaii Administrative Rules (HAR), Chapter 19 Student Misconduct Discipline. This progressive discipline policy will attempt to address and correct inappropriate behavior by providing clear and constructive feedback through a series of increasingly formal steps. The school’s discipline policy aims to establish that culture which enables students to improve their academic abilities and self-esteem through a community of trust with high expectations will yield an improvement in every student’s self-efficacy.

Upon enrollment in Kamalani Academy, students, parents, and teachers will be given a copy of the progressive discipline policy in their registration packets. It is expected that parents and students will review and acknowledge by signature the progressive discipline policy.

Due process will be afforded to all students. No suspension greater than ten days, disciplinary transfer or dismissal will take place without review and approval from the Board of Directors (substituted for “Complex Area Superintendent” where applicable and permissible by law) and all other Due Process Requirements as set forth in HAR §8-19-9. The School will adhere to additional due process measures under IDEA.

Under IDEA, students in special education can have 10 days of suspension before a Manifestation Determination IEP meeting is required. At the Manifestation Determination IEP meeting, a disciplinary change of placement occurs. Before making a disciplinary change of placement, the school must determine whether the student's behavior is a manifestation of the student's disability. Services must be provided to a student who has been removed from his/her placement on the 11th and any subsequent day of removal in a school year. IDEA requires that in the case of a student whose behavior impedes the student's learning or the learning of others, the IEP committee must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.

If the conduct is not a manifestation of the student's disability: 1. the school may take the disciplinary action that was planned and impose disciplinary sanctions that it would otherwise apply to a student without disabilities, in the same manner, for the same duration; 2. services must be provided on the 11th and any subsequent day of removal during the school year; the school conducts an IEP meeting, and the IEP committee determines the removal setting and the extent of the services that must be provided to enable the student to continue to participate in the general education curriculum, and to progress toward meeting the goals in the student's IEP. If appropriate, the student must receive an Functional Behavior Analysis (FBA) FBA and Behavior Intervention Plan (BIP) services designed to address the behavior so it does not recur.

Upon the establishment of the School, the principal and teachers, and parents will further refine the progressive discipline policy and create a Code of Conduct compact. The School’s policies will continue to be developed and reviewed by the Board of Directors annually with the goal of providing a learning environment that is safe and conducive to learning.

c. Kamalani Academy will comply with HAR §8-19-5 which states “the principal or designee shall consider the intention of the offender, the nature and severity of the offense, the impact of the offense on others including whether the action was committed by an individual or a group of individuals such as gang, the age of the offender, and if the offender was a repeat offender.”

Kamalani Academy will comply with the Prohibited student conduct; class offenses set forth in HAR §8-19 and further defined in HAR. §8-19-2. Kamalani Academy will comply with all discretionary and non-discretionary suspensions and expulsions.

7. Describe the professional culture of the proposed school, and describe how this culture will be created, implemented, and maintained. Discuss how the professional culture will contribute to staff retention, how faculty and staff will be involved in school level decisions and in developing new initiatives, and how success will be assessed. Professional development and evaluation will be covered in Section VI.D of the Final Application and should not be discussed here.

Kamalani Academy’s professional culture will be one of caring and collaboration that fosters empathy among students. All staff (administration, teachers, and support staff) understand that whole child learning means educating to develop a child’s emotional and social skills, as well as intellectual. Teachers and administrators actively engage in a variety of collaborative learning tasks to develop, learn, and implement arts integration strategies within the curriculum. The arts level the “playing field” for all learners. Teachers will

be encouraged to take initiative in the development of the implementation of Kamalani's academic plan. Teachers will take on leadership roles within the school participating in different committees (Data Team , RtI , and others).

All staff will be involved in school level decisions making, problem-solving, and in developing new initiatives. The Principal will take the initiative to create and maintain this environment through modeling, team-building, highlighting team members strengths, and encouraging team members to participate. It is especially important for a charter school to have this type of environment, an environment that empowers all staff members will lead to a successful school.

School Performance Goal #7 will serve as a tool to measure the professional culture of the school.

8. Explain how the proposed school's culture will take account of and incorporate students with special needs, including students receiving special education services, English Language Learners ("ELL"), and any students at risk of academic failure, into the proposed school's general population. This answer should focus on school culture; a more detailed explanation of the proposed school's plans to service students with special needs will be covered in Section III.F.

Learning is Kākou ~ Inclusive of All

Kamalani Academy's value for a collaborative culture includes all students. The arts integrated approach makes this inclusion tangible and accessible for every child.

Arts integrated instructional strategies rely on both linguistic AND non-linguistic representations of learning. Students who are challenged with English and traditional methods of processing concepts and skills can use other modalities and intelligences to solve the creative learning tasks. Drama involves using their bodies, mind/imagination and their voices. Visual arts require spatial intelligences. Dance heavily relies on kinesthetic and musical intelligences. Music requires reading of different symbols, notation that all students are learning together. All of the art forms require using language to communicate when students collaborate, as well as reflect on the qualities of their products and performance. The content of other curricular subjects become the content for the arts processes. ALL children have more than one intelligence that they can use to build their understanding.

Our arts integration approach creates strong community in the classroom and in the school. When all students are able to contribute to a group's learning task meaningfully, true mutual respect and recognition for each other's strengths grow. Students have real purposes in these social tasks, developing their own self worth as well as empathy, understanding, and appreciation for others.

9. If the proposed school is expected to serve a high proportion of economically disadvantaged students, describe how the proposed school will address the anticipated academic challenges posed by the lack of socioeconomic diversity and the concentration of poverty among its students.

Kamalani's arts integrated approach supports all learners of all levels; it "evens the playing field." Students, who struggle in traditional educational approaches that heavily rely on linear, paper and pencil methods of learning, thrive in arts integration. Active learning, using non-linguistic modalities challenges all students to think metaphorically and process ideas socially. The social and kinesthetic processing gives all students access into the learning. The most important tools that are required are the student's body, voice, and imagination/mind. The skills they develop to process all content areas are collaboration and concentration.

Students process information and construct understanding, using all modalities and several different intelligences, such as interpersonal, body-kinesthetic, and spatial intelligences. This collaborative instruction actively includes the use of four of the nine "High Yielding Instructional Strategies" according to Marzano: non-linguistic representation, reinforcing effort and providing recognition, cooperative learning, and setting objectives and providing feedback. The arts integrated strategies engage the students, struggling and excelling, yet challenges all of them to attain high levels of competencies because of its emphasis on descriptive and specific criteria, goal setting, and feedback. Where traditional methods fail, arts integration engages.

10. In Attachment K (1 page limit), describe a typical school day from the perspective of a student in a grade that will be served in the proposed school's first year of operation.

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

11. In Attachment L (1 page limit), describe a typical school day from the perspective of a teacher in a grade that will be served in the proposed school's first year of operation.

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

E. Supplemental Programs

E. Supplemental Programs

This section should describe any supplemental programs that are integral to the proposed school's academic plan. These supplemental programs can be a part of the proposed school's growth plan if they will not be implemented immediately.

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

Sound plan, design, schedule, and funding for summer school that will meet anticipated student needs, if applicable.

Well-designed plans and identified funding for extracurricular and co-curricular activities, programs, and services that will meet anticipated student needs and provide enrichment experiences that are in alignment with the Academic Plan.

1. If applicable, briefly describe any summer school programs the proposed school will offer; how the programs are integral to the proposed school's academic plan; the schedule and length of the program; how the program will meet anticipated student needs; and how the programs will be funded. If the programs will not be implemented in the first year of operation, describe the timeline for implementation.

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.

At this time the School will not offer a summer school program. The School's Board and Administration will annually assess the need for a summer school program.

2. If applicable, describe any extracurricular or co-curricular activities or programs the proposed school will offer; how they are integral to the proposed school's academic plan; how often they will occur; how they will meet anticipated student needs; and how they will be funded. If the activities or programs will not be implemented in the first year of operation, describe the timeline for implementation.

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 provide an after-school program based upon a needs assessment of the parents and student body. The after-school program will be a fee based program that will be managed by the Principal. The School will employ qualified staff to work with the students on homework and provide enrichment activities for the students. The after-school program will need a sufficient amount of parent interest for the costs of hiring additional staff, activities, and after school snacks. Kamalani will take steps to ensure that economically disadvantaged students have equitable opportunity to participate in the after-school program.

Extra Curricular or Co-Curricular activities or programs will be implemented by the school based upon the student/parent interest and availability of volunteers to run applicable activities/programs. The School will strive to create extra-curricular activities that engage the students and help create a sense of school community.

F. Special Populations and At-Risk Students

F. Special Populations and At-Risk Students

NOTE: The proposed school will be linked to the District/Complex Area Special Education Office (“DES”) in the proposed school’s geographic area. Special education services will be coordinated out of the district office, as they are for all public schools. The charter school must ensure that each of its students with an individualized education program (“IEP”) receives all special education supports identified in the student’s IEP. The range of services may include related services, such as occupational and physical therapy, orientation and mobility training, adapted physical education, or assistive technology. Special education eligibility or the existence of an IEP is not a factor that a charter school can take into account when considering students for enrollment.

All charter schools must ensure that a Free and Appropriate Public Education (“FAPE”) can be provided for all enrolled students with disabilities. Once formed, the proposed school will consult with its DES to explore options for meeting the requirements of the offer of FAPE. The DES will review all of the current IEPs of special education students enrolled in the school and may offer staff, funding, or both to the school based upon the same per-pupil weighted formula used to allocate resources for special education students in DOE-operated schools. Applicants are expected to be familiar with and comply with all special education laws and requirements.

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

Demonstrated understanding of, and capacity to fulfill, state and federal obligations and requirements pertaining to students with special needs, including students with an IEP or Section 504 plan, ELL students, students performing below grade level, students identified as intellectually gifted, homeless students, and students at risk of academic failure or dropping out.

For each of the aforementioned groups (and any other groups the applicant identifies), a comprehensive and compelling plan or explanation for:

How the evidence from which the projection of anticipated special needs populations was derived.

Curriculum, daily schedule, staffing plans, instructional strategies, and resources that will be designed to meet the diverse needs of all students.

Methods for appropriate identification and avoidance of misidentification and how these methods will be funded.

Specific instructional programs, practices, and strategies the proposed school will employ to do things like provide a continuum of services; ensure students’ equitable access to general education curriculum; ensure academic success; and opportunities the proposed school will employ or provide to enhance students’ abilities.

Monitoring, assessing, and evaluating the progress and success of students.

For proposed schools with a high school division, a plan to promote graduation.

Plans to have qualified staff adequate for the anticipated special needs population.

If the proposed school’s plan contains a virtual or blending learning program, a clear description of how the virtual component addresses students with special needs.

Clear illustration of how the proposed curriculum and academic plan will accommodate the academic needs of students performing below grade level and a clear description of the supports and instructional strategies that will support students in meeting and exceeding standards.

Clear description of how proposed school will identify students that would benefit from accelerated learning opportunities, illustration of how the proposed curriculum will accommodate those performing above grade level, and a comprehensive description of the supports that will ensure the students are challenged and able to access the level of rigor that aligns with the students’ individualized needs.

1. Outline the overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans; ELL students; students performing below grade level; students identified as intellectually gifted; homeless students; and students at risk of academic failure or dropping out. For each of these types of students, describe the following:

a. The percentage of the anticipated student population that will likely have special needs and the evidence or data that was used to make this determination;

b. How the curriculum, daily schedule, staffing plans, instructional strategies, and resources will be designed to meet the diverse needs of all students;

c. Methods for identifying potential students with special needs, how these methods will be funded, and how misidentification will be

avoided;

d. Specific instructional programs, practices, and strategies the proposed school will employ to do things like provide a continuum of services; ensure students' equitable access to general education curriculum; ensure academic success; and opportunities the proposed school will employ or provide to enhance students' abilities;

e. Plans for monitoring, assessing, and evaluating the progress and success of students with special needs. For students with special education needs, the plan should ensure the attainment of each student's IEP goals. For ELL students, plans should include how to exit students from ELL services;

f. For proposed schools that have a high school division, plans for promoting graduation;

g. Plans to have qualified staff adequate for the anticipated special needs population, especially during the beginning of the first year; and

h. If the proposed school's plan contains a virtual or blended learning program, include a description of how this program addresses students with special needs. This may include IEP meetings and modifications, as necessary, for transitioning to a fully or partially online learning program.

a. Kamalani Academy's anticipated enrollment for special needs populations is estimated at:

- According to ED.Gov, "Data Display: Hawaii" anticipated students with disabilities enrollment could be near the Hawaii state average of 10.6 % ;
- According to ED. Gov Civil Rights Data Collection, students with 504s could be up to 2%;
- According to data collected in Attachment B, students who are ELL are estimated to be near 8%;
- According to "Digest of Educational Statistics." Institution for Educational Sciences students who are gifted and talented could be up to 5%.

b. Kamalani Academy will meet the diverse needs of all students by providing curriculum, daily schedule, instructional needs strategies, and resources to meet the diverse needs of all students. Kamalani will support the least restrictive environments as appropriate to increase interactions of students of special populations with general education students. For students with IEP's, service will be provided in inclusion environments and in Resource Room settings as required by students' IEPs. Related services (e.g. speech and language therapist, occupational therapists, etc.) will be provided according to students' IEPs. For ELL students and other special population (at risk, intellectually gifted students, 504, etc.) will have accommodations provided in an inclusion setting by the general education teacher.

Kamalani Academy's general program of instruction for students of special populations shall be responsive to the required sequence of courses and related curricular activities provided for all students. Instructional methods will utilize validated research based methods, instructional techniques, and curriculum including differentiated instruction and explicit intensive validated instruction (see intensiveintervention.org).

The Student Support Coordinator will be certified in special education, and it is expected that they will provide services in the school's initial year from the general budget. Classroom teachers will be encouraged to gain certification in ESL/TESOL. Certified paraprofessionals will provide support. It is expected that after the first year, Special Education services will be funded by the DOE and additional Special Education staff may be hired through this funding.

c. As mentioned in III. B.3 -4, all students will be universally screened in the beginning of the school. Analysis of the universal screener will be completed by the Data Team; those students who are identified as academically at risk, who are not already identified with an IEP, will be referred to the RtI team. The RtI team notifies the parent that their child will be entering the RtI program which provide interventions in areas of deficit. The RtI team writes a goal for the student in the area of deficit, provides intensive interventions, and progress monitors growth weekly. The RtI team reviews the student's progress according to the progress monitoring data every four weeks and adjusts instruction. After 12 to 16 weeks of intervention, the RtI team reviews the student's progress and either continues with RtI or refers the student to the school psychologist for an evaluation to receive special education services.

The Kamalani Academy will adhere to the provisions of IDEA, ADA, and Title III to assure that all students with disabilities, 504, ELL, etc. are accorded a free, appropriate public education ("FAPE"). For special education this includes related services. The School will also ensure that no student otherwise eligible to enroll in their Kamalani Academy will be denied enrollment on the basis of their special education status. A records search of all enrolled students will be conducted to locate all students enrolled who have current IEPs.

Initial referral process for special education begins with a Prior Written Notice to the parent to meet, review RTI data, and to sign Consent to Evaluate. Initial referrals for evaluation for special education services will be supported by documented interventions such as the Response to Intervention (RtI) model approach, using data to identify student strengths and weaknesses or as otherwise appropriate so long as it is consistent with state and federal law. The multi-disciplinary team will include the parent, general education teacher(s), designated specialists/interventionists, school psychologist and LEA. Team meetings will review prior interventions, accommodations and modifications and recommend further interventions as appropriate. Upon review of accumulated data, observation and review of records, Kamalani Academy may determine that assessment is necessary to determine possible eligibility for

special education programs and related services.

Upon a parent's request for assessment, Kamalani Academy will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree or deny the request for assessment. If Kamalani Academy determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If Kamalani Academy concludes that there are suspected disabilities, Kamalani Academy will develop an assessment plan describing the types of assessments that may be used to determine the eligibility of students for special education instruction.

Assessments will be conducted, within legal timelines, after receiving the parents' written consent. For identification purposes, initial evaluations will be comprehensive and include assessing all areas (e.g. cognitive, academic, behavioral, health and development, adaptive, and emotional) assessments that are considered best practice or mandated by state law for the eligibility area. All students will be assessed using validated, standardized assessments to prevent misidentification. All assessments will be given by a licensed school psychologist.

Following an initial evaluation, an MDT/IEP team meeting that includes required team members will meet to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. Consistent with federal and state special education laws and regulations regarding the IEP process, the IEP team will convene and make decisions regarding eligibility, goals, program (including staffing and methodology), placement at the school, and/or exit from special education.

Kamalani will comply with the applicable requirements of Section 504, the ADA and all OCR mandates for students enrolled in the Kamalani Academy. Any child that has a "mental or physical impairment that substantially limits one or more of the person's major life activities", has a record of that impairment, and/or is regarded as having that impairment, may qualify for a 504 plan. A 504 plan will provide accommodations to provide access to the general education learning environment. A 504 meeting begins with a Prior Written Notice to the parent to meet, explanation of Procedural Safeguards, review of medical records or parental concerns for the need of a 504. The 504 Plan is written by the 504 team which includes the parent, general education teacher, and 504 administrator. The 504 plan will be reviewed and updated at least once annually. Copies of all 504 plans will be given to the general education teachers

All students upon enrollment are provided an A Home Language Survey (HLS) as part of the registration packet. Based on the answers provided to the questions in the HLS, students are administered the WIDA ACCESS screener for English proficiency and may qualify for ELL services. Eligible students are provided services based upon their needs through differentiated instruction and other best practices.

Kamalani Academy will serve the needs of students who are gifted and talented defined as a person who demonstrates such outstanding academic skills or aptitudes that she/he cannot progress effectively in a regular school program and therefore needs special instruction or special services. Gifted and talented means a person who possesses or demonstrates outstanding ability in or more of the following: general intelligence, academic aptitude in a specific area, creative thinking, productive thinking, leadership, the visual arts, or the performing arts. A student who is gifted and talented is eligible for special services and programs of instruction if a team determines by the use of standardized assessments that the student is at the 98th percentile in cognitive or academic ability or in an area of talent, including, but not limited to, creative thinking, productive thinking, leadership, ability in the visual arts or ability in the performing arts, as determined by the local public agency of the pupil.

It is expected that after the first year, Special Education services will be funded by the DOE and additional Special Education staff may be hired through this funding. During the first year, the school will hire a Student Support Coordinator that is certified in Special Education. IDEA Part B funds and discretionary units will help supplement the program. Classroom teachers will be encouraged to gain certification in ESL/TESOL. Certified paraprofessionals will provide support.

d. Kamalani Academy's general program of instruction for students of special populations shall be responsive to the required sequence of courses and related curricular activities provided for all students. Best practices that utilize validated research based methods, instructional techniques, and curriculum including differentiated instruction and explicit intensive validated instruction (see intensiveintervention.org). Progress monitoring will ensure that students are receiving the appropriate continuum of services and equitable access to the general education curriculum.

As cited in the Kennedy Center's 2012 report "The Intersection of Arts and Special Education: Exemplary Programs and Approaches," "for all students whether integrated into the curriculum or taught as a separate subject, can lead to increased academic, social and functional skill development and knowledge. (Catterall, 2009; Deasy, 2002). Furthermore, "for students with disabilities, knowledge and skill development gained through the arts can play a crucial role in their overall success (Hillier, Greher, Poto, & Dougherty, 2012; Mason, Steedly, & Thormann, 2008)

e. Progress monitoring by special education staff will be done on a weekly basis to determine the effectiveness of the instructional program. Adjustments to instructional program will be made as student progress or lack of progress is determined based on progress monitoring. Revisions to IEPs will occur as adjustments are needed to student's academic program towards a more or less restrictive environment based on progress. Assessment and standardized testing procedures shall be implemented, including guidelines.

IEP teams will meet annually to review and revise the student's IEP. Every three years as mandated by IDEA, a reevaluation will take place to reassess the student and determine continued eligibility under IDEA. Annual meetings will be held with the parent and teaching staff to update the 504 Plan.

ELL students will be progress monitored regularly as all of our students will be through the chosen standard to monitor their academic gains. ELL students will take the WIDA ACCESS each year for reclassification. The ACCESS assess the pupil's proficiency to comprehend, speak, read and write English. The pupil obtains a score on the examination that is equal to or greater than a score for a person who is fluent in speaking, reading and writing English. Kamalani Academy will monitor any student reclassified as ELL who has not yet met exit criteria. Once a student meets language proficiency, Kamalani will continue to monitor these students for a minimum of two years. The purpose of this monitoring is to ensure that the students' academic grades do not fall and that they are no longer in need of language acquisition assistance.

f. N/A. Kamalani is offering grades K-8.

g. In Kamalani's first year, it will hire a Student Support Coordinator that will be approximately licensed in Special Education. In the first year, the Student Support Coordinator will provide services with all students with disabilities. Once DOE funding becomes available Kamalani, it is expected that Kamalani will hire additional staff. All related services are expected to be provided by the Department of Education. Kamalani Academy will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). In addition, Kamalani Academy will be responsible for the management of its special education budgets, personnel, programs and services to ensure compliance with program and fiscal requirements.

h. N/A

2. Identify any other special needs populations and at-risk groups that the proposed school expects to serve, whether through data related to a specifically targeted school or geographic area or more generalized analysis of the population to be served. For each of these other identified groups, describe the elements listed above in Section III.F.1.a–h. Describe the evidence or data that was used to determine that the proposed school should anticipate serving the population.

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 expects to have a racial/ethnic student population as well as a rate of English Language Learners (ELL), Students with Disabilities, and Free and Reduced equivalent to that of the surrounding public schools. Please see Attachment B for a detailed explanation of the possible target populations. Kamalani has the mission 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. Kamalani's arts integrated academic program and Data-Driven Instruction (III.B.3-4) is designed to lift up all students academically and for no student to be overlooked. For any student that is an at-risk learner, progress monitoring of their academic growth coupled with best instructional practices and arts integration will close the achievement gap. As stated in Section III. F.a-h, students will be given access to the general education curriculum supported by best instructional practices and interventions to increase their academic growth.

3. Illustrate how the proposed curriculum and academic plan will accommodate the academic needs of students performing below grade level. Describe supports in place, as well as instructional strategies beyond special education that will support underperforming students in meeting and exceeding standards over time.

Arts Integration supported by PBIS creates a strong whole child instructional approach. As referenced in Kamalani Academy's Academic Philosophy (III.A.2), "the arts can engage students who are not typically reached through traditional teaching methods,

including those from economically disadvantaged backgrounds, reluctant learners, and those with learning disabilities” (Deasy, 2002; Fiske, 1999; Stevenson & Deasy, 2005). The instructional strategies and behavioral management strategies (PBIS) include researched based strategies that have proven effective for students at all levels (III.B.7). Students will be assessed at the beginning of the school year and regularly throughout the year (III.B.3-4). Teachers will use this data to guide their instruction (III.B.3-4). Progress monitoring through the standardized assessment tool will ensure that all students and especially those who are at risk of learning are not overlooked. Teachers will use variety of strategies including differentiated instruction. Differentiated Instruction targets different levels of learners by providing enriching activities to high performing students and remediation to lower performing students to better meet their specific needs.

4. Describe how the proposed school will identify students who would benefit from accelerated learning opportunities through its assessment of students’ needs. Illustrate how the proposed curriculum will accommodate those performing above grade level. Describe supports as instructional strategies to ensure that these students are challenged and able to access the level of rigor that aligns with students’ individualized needs.

A student who is gifted and talented will be provided differentiated educational activities each week during the school year thorough accelerated learning activities, differentiation of curriculum, curriculum compacting, ability grouping, honors and/or advanced coursework, and real world immersion activities. Curriculum will be vertically and horizontally enriching, providing those students who have mastered the grade-level standards. Curriculum for gifted and talented students should include a wealth of opportunities for extended learning beyond the classroom.

G. Academic Plan Capacity

G. Academic Plan Capacity

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

Evidence that the key members of the proposed school's academic team have the collective qualifications (which may include, but is not limited to, documented and relevant credentials and experience reflected 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 school's Academic Plan successfully, including capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent or guardian and community engagement. Clear ties to and/or knowledge of the community in the area where the facility is or will be located and/or areas where the anticipated student population will come from.

Evidence that any organizations, agencies, or consultants that are essential to successful planning, establishing, and implementation of the plan are committed to an ongoing role with the proposed school, if applicable.

If the school director is identified: Evidence of the school director's experience in and ability to design, launch, and lead a charter school that will effectively serve the anticipated student population, as well as evidence that the proposed leader is well qualified to implement the Academic Plan being proposed. A thorough recruiting and selection process where candidates were screened using rigorous criteria and selected based on experience and ability to design, launch, and lead a charter school.

If the school director is not yet identified: An appropriate job description or qualifications and criteria that is designed to recruit a school director with the experience in and ability to design, launch, and lead a charter school that will effectively serve the anticipated student population and implement the Academic Plan. A clear and appropriate timeline that aligns with the proposed school's start up plan and a comprehensive plan for a thorough recruiting and selection process where candidates will be screened using rigorous criteria.

Appropriate responsibilities and qualifications for the school's leadership or management team beyond the school director.

If there are any members of the proposed school's leadership team or management team beyond the school director who are identified: Evidence that the individuals demonstrate the qualifications, capacities, and commitment to carry out their designated roles to ensure the success of the proposed school.

If there are any members of the proposed school's leadership team or management team beyond the school director who are not yet identified: Sound job description or qualification, timeline, criteria, and process for recruiting and hiring the leadership team.

1. Identify the key members of the applicant's team that will play a substantial role in the successful implementation of the Academic 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 development and operation.

2. Describe the academic team's individual and collective qualifications for implementing the proposed school's Academic Plan successfully, including capacity in areas such as:

- a. School leadership, administration, and governance;
- b. Curriculum, instruction, and assessment;
- c. Performance management; and
- d. Parent and community engagement.

1. Kamalani Academy's proposed Board of Directors includes educators, parents, community leaders and licensed professionals who possess the knowledge and experience to effectuate the implementation of Kamalani Academy's Academic Plan. 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. Dr. Macy holds a current educational license in the State of Hawaii with Administrative Credentials. Dr. Macy has served as a Board Examiner on the National Council of Accreditation of Teacher Education, and has also worked as a counselor, coach and Professor of Education at the University level. Dr. Macy's knowledge and background at all levels of public education will be essential in establishing the school and helping to select a school leader.

Board Member S. Ku'uipo Laumatia has more than 10 years of experience as an adjunct professor at Hawaii Pacific University. In addition, Ms. Laumatia has extensive experience in founding, supporting and growing non-profit endeavors from a Board leadership

position through her service with the Mana’olana Foundation, a non-profit Native Hawaiian Organization. This educational and non-profit governance expertise will assist the entire Board in making effective governance decisions that will support the Academic Plan. Furthermore, Ms. Laumatia is a motivated parent whose interest in the school is rooted in her desire to provide a new educational opportunity to her own family and her extended community. As such, Ms. Laumatia’s ties to the local community through her family and non-profit endeavors will be essential in establishing and growing the school community.

Board Member Lei Cummings also brings to Kamalani Academy the experience of being both an educator and leader of a non-profit entity. Ms. Cummings currently serves with Ms. Laumatia on the Board of Directors of The Mana’olana Foundation, and is presently serving as the President of that organization. In addition, Ms. Cummings is currently employed as the Associate Director of Major Gifts for LDS Philanthropies Hawaii, where she has successfully lead fundraising efforts that have resulted in millions of dollars in donations for charitable and non-profit entities. Prior to serving in her current role, Ms. Cummings served as both a faculty member and then Director of BYU-Hawaii’s Information Technology Services, enabling her to provide the Board with valuable knowledge regarding technology infrastructures in an educational environment.

The Kamalani Academy applicant team also includes legal and financial professionals whose expertise will assist fellow Board members in establishing sound organization and financial structures in the implementation of the Academic Plan. Board Member Jarrett Macanas is an attorney licensed to practice in Hawaii and residing on Oahu. Mr. Macanas professional knowledge in contract reviews, financial planning and legal compliance will assist the Board in performing those essential tasks in support of the Kamalani Academy’s Academic Plan. In addition, Board Member Mark Kohler is a licensed certified public accountant who also possesses a degree in law. Mr. Kohler is a partner in a California based accounting firm whose knowledge and expertise will assist the Board in reviewing and analyzing financial plans, forecasts, budgets and audits necessary for the establishment and operation of the school.

In addition, the Board will select a school leader who will be dynamic and successful in administering the school’s Academic Plan on a day to day basis. The Board has also elected to hire an experienced and successful management company to assist in the planning and creation of a new charter school. Academica has managed the creation of several successful Charter School models, including replication models already operating in Florida, Texas, Nevada and Washington, D.C. Together, the Board, School Leader and Management team will be able to successfully implement the Academic Plan and establish a successful school.

2. a. As set forth in Part G.1., the Board of Kamalani Academy has extensive experience in public school leadership and Board governance. Board Member Macy has served in all areas of public school leadership, including serving as the Assistant Superintendent of Page Unified School District and the Superintendent of Red Mesa Unified School District in Arizona. Dr. Macy also has administrative experience in the State of Hawaii, previously serving as the Vice-Principal of Kahuku Elementary School and King Intermediate School. Furthermore, Board Members Macy, Cummings and Laumatia have all served on non-profits Boards and have extensive experience in effective administration and governance.

b. The Board also has the capacity and partnerships in place to lead the school in curriculum, instruction and assessment. In addition to the knowledge and experience of Dr. Macy previously established, three additional Board Members have prior instructional experience at the post-secondary level. While the distinctions between post-secondary education and the grade levels intended to be served by Kamalani are obvious, this experience is nevertheless valuable and demonstrates the Board of Directors understanding and experience in selecting curriculum and recognizing effective instruction. In addition, the Board has also elected to affiliate with Doral Academy, a system of high performing schools that serve a demographically diverse group of students. (See part G.5.) The Doral Academy affiliation will provide opportunities for Doral leadership and faculty to provide onsite support regarding best practices, curriculum and professional development to Kamalani Academy.

c. The Board of Directors of Kamalani Academy possess the academic, professional, and business experience to effectively monitor and manage the performance of the school in both academic and financial/operational aspects. The Boards’ collective experience in academics, business management, law, accounting, resource development, non-profit governance and administration provide all the necessary background to analyze and evaluate all aspects of school operations.

In addition, the Board of directors intends to partner with Academica, a national charter school management company, to assist in the administrative tasks necessary for successful performance management. Academica’s services in assisting the Board with financial management, financial oversight, board meeting management and statutory compliance will complete tasks that would otherwise require the Board to hire additional staff. The Boards knowledge, leadership experience, and oversight in conjunction with the services provided by Academica will allow the Board to constantly and effectively monitor the performance of the school.

d. Parental and community involvement is a fundamental aspect of the mission and vision of Kamalani Academy. All Doral Academy affiliated schools request all families to commit 30 hours of volunteer hours per school year. The School will encourage parents to be active participants in their children’s education through volunteer opportunities at the school. Kamalani will reach out to parents and the community through the school website, monthly newsletters, and event calendars which will be updated monthly to disseminate information and maintain open lines of communication. Through the PTO and other such committees, parent and community members will also be able to partake in the school’s decision-making process. In addition, the public, especially parents, are notified of Board meetings and may be active participants at the Board meeting by providing public comment and bringing relevant matters to the

3. Describe the academic team's ties to and/or knowledge of the community in the geographic area where the facility is or will be and/or areas where the anticipated student population will come from.

All members of the Kamalani Academy Board of Directors have close ties to the geographic area and student population the school intends to serve. Four out of the five proposed board members currently live on Oahu with close personal and professional ties to the school's target community. Furthermore, Board Member Laumatia hopes to be able to enroll her own children in the school.

In addition, as set forth in part A.5 and A.6, Kamalani's Board has already begun the process of establishing local community partnerships which will further support the implementation of the proposed Academic Plan. Kamalani Board Members have established contacts with local Universities, Arts Organizations and Performing Arts Centers. The School will partner with Hawai'i Arts Alliance a member of the Kennedy Center Alliance for Arts Education Network, Institute for Teacher Education, College of Education at University of Hawaii, BYU Hawaii, as well as the successful Pomaika'i School on Maui and is actively seeking additional partnerships with other community organizations.

4. Identify any organizations, agencies, or consultants that are essential partners in planning and establishing the proposed school, along with a brief description of their current and planned roles and any resources they have contributed or plan to contribute to the proposed school's development. Include, as Attachment M (no page limit), existing evidence of support from such entities and whether such entities are committed to an ongoing role with the proposed school, if applicable. Evidence would be letters of intent or commitment, memoranda of understanding, and/or contracts.

Essential Partners in Planning and Establishment of School

a. Doral Academy, Inc.- As previously stated, Kamalani Academy will be affiliated with Doral Academy and entitled to use all programs, curriculums, partnerships, best practices, trainings and accreditations held by Doral Academy. The school will affiliate with Doral Academy to provide the following services:

The proposed affiliation agreement is attached hereto as Exhibit M-1.

b. Academica Hawaii-As stated above, Academica is a national charter school management company. The School will hire Academica Nevada to provide specific business support services thereby freeing up the school administrator to focus on the educational goals set by the governing board. Support services that Academica Nevada will provide include, but are not limited to, the following:

- i. Assist the Board in creating budgets and financial forecasts;
- ii. Assist the Board in preparing applications for grant funds;
- iii. Monitor and assure Compliance with all state reports;
- iv. Assist the Board in locating and securing a school facility;
- v. Maintain the financial books of the school;
- vi. Assist with systems development;
- vii. At the Board's direction, prepare agendas and post notices of all board meetings;
- viii. Assist the Board in identifying and retaining an employee leasing company; and
- ix. Provide human resources related services such as dispute resolution and contract preparation and review.
- x. Assist the Board in preparing all documents and reports necessary for future charter renewals.

Academica's proposed Services Agreement is attached hereto as Exhibit M-2.

c. Facilities Development Partner- The procurement of a school facility is a necessary but difficult task for all charter schools. Fortunately, through Kamalani Academy's partnership with Academica and Doral Academy, numerous sources of development funds are available for Kamalani's establishment of a quality school facility. One fund who is committed to participating in Kamalani Academy's establishment and has previously funded numerous school sites with Academica and Doral Academy in other states is the Turner Agassi Charter School Development Fund.

Letter of Intent attached as Exhibit M-3.

The role of Academica Hawaii and Doral Academy, is to serve at the will and guidance of the Board. The Board expects Academica Hawaii and Doral Academy, to carry out the defined responsibilities found in their respective contracts and set forth in the "Scope of Services" above in a manner that is consistent and assists the board meet its vision.

Academica Hawaii will assist Kamalani Academy in furthering the school's mission and purpose by enabling the School to obtain better facilities, lower pricing on furniture and equipment, more accurate budget projections, better insurance rates, better benefits packages for employees of the school and better financing rates than would otherwise be possible. These services will help Kamalani Academy serve more students and maintain financial surpluses without compromising the educational goals of the school.

Attachment M (no page limit)

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

assets/survey-uploads/34569/2102993-fiAhdaIysN/Attach M - Affiliation Agreement-Kamalani Academy-Draft.pdf

5. Identify any organizations, agencies, or consultants that are essential to the successful implementation of the Academic Plan, along with a brief description of their current and planned roles. Include, as Attachment N (no page limit), existing evidence of support from such entities and whether such entities are committed to an ongoing role with the proposed school, if applicable. Evidence would be letters of intent or commitment, memoranda of understanding, and/or contracts.

. Essential Organizations and Agencies for Establishment of Academic Plan

a. Doral Academy, Inc.-as previously stated Kamalani Academy will be affiliated with Doral Academy and entitled to use all programs, curriculums, partnerships, best practices, trainings and accreditations held by Doral Academy. The school will affiliate with Doral Academy to provide the following services:

- i. On site principal training and professional development;
- ii. On site teacher training and professional development , including professional development on: 1) Thematic Lessons with integrated arts emphasis, 2) professional development on creation of Thematic Lessons, 3) Positive Behavioral Support;
- iii. Classroom critique and assessment;
- iv. Technology training; and
- v. Help attain accreditation.

The affiliation agreement is attached hereto as Exhibit M-1.

b. Rae Takemoto, the Arts Integration Coordinator and Coach of the Pōmaikaia School, has been a consultant in this application process and partner in the establishment of Kamalani Academy. Ms. Takemoto is committed to seeing arts-integrated education grow throughout Hawaii and Kamalani looks forward to working with the Pōmaikaia School.

Attachment N (no page limit)

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

(No response)

6. School Director.

Is the proposed school director known at this point ?

No

b. If the school director is not known, briefly describe the characteristics of the school director that the proposed school will seek, and provide as Attachment P (no page limit) the job description or qualifications and the criteria that will be used to select the school director, including criteria relating to experience and ability to design, launch, and lead a charter school that will effectively serve the anticipated student population and implement the Academic Plan. Describe the timeline, recruiting, and selection process for recruiting and hiring the school director.

The Kamalani Academy Board of Directors anticipates commencing the formal search process for a School Director immediately following the completion of the charter application process. The interview and selection process is anticipated to take place during the Spring of 2015, with the hope of identifying and designating a qualified candidate in the Summer of 2015. The Board will involve Doral Academy, Academica, Rae Takemoto, and community input in identifying and evaluating qualified candidates.

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 state and federal guidelines. The governing board will seek a school leader who has extensive administrative and teaching experience, a working knowledge of arts integration based education, an understanding of the needs of diverse student population, and excellent communication skills. The principal will ensure that the operations of the school

(resources, courses, policies) are in accordance with the mission and vision of the school. The Principal will also be the person authorized to draw purchase orders for payment of the school's money. The school principal will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the governing board. The principal will be evaluated at least annually by the Board of Directors. The Kamalani Board evaluation will include input from students, parents and staff and focus on the school's progress towards achieving the School's goals. Job Description attached hereto as Attachment P.

Attachment P (no page limit)

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

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7. Management Team. Describe the positions that will make up the proposed school's management team beyond the school director, if any.

Are the individuals who will fill these positions known at this point ?

No

b. If not known, provide as Attachment R (no page limit) the job descriptions or qualifications and criteria that will be used to select these positions. Describe the timeline, recruiting, and selection process for recruiting and hiring these individuals.

Please see Attachment R.

Attachment R (no page limit)

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

assets/survey-uploads/34569/2102993-sNCTdqO5Gr/Student Support Coordinator Arts Integration Coach Job Descriptions Attachment R.pdf

H. Conversion Charter School Additional Academic Information

H. Conversion Charter School Additional Academic Information

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

No

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Enrollment Plan

Grade Level	Number of Students											
	Year 1 2016		Year 2 2017		Year 3 2018		Year 4 2019		Year 5 2020		Capacity 2021	
Brick & Mortar/ Blended vs. Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual
K	50		50		50		50		50		50	
1	50		50		50		50		50		50	
2	50		50		50		50		50		50	
3	50		50		50		50		50		50	
4	50		50		50		50		50		50	
5	50		50		50		50		50		50	
6	50		50		50		50		50		50	
7			50		50		50		50		50	
8					50		50		50		50	
9												
10												
11												
12												
Subtotals	350	0	400	0	450	0	450	0	450	0	450	0
Totals	350		400		450		450		450		450	

East Oahu Elementary School Statistical Information*

School Name	Complex	Grade Level	Zip Code	Total Enrollment	Special Education Enrollment	Points Awarded out of 400	Strive HI Performance Rating **	Reading Proficient	Math Proficient	Science Proficient	Retention Rate
Hokulani Elementary	Kaimuki	K-5	96816	373	11	390	Recognition	92%	92%	91%	0%
President Thomas Jefferson Elementary	Kaimuki	K-5	96815	465	43	158	Continuous Improvement	62%	65%	31%	0%
Queen Ka'ahumanu Elementary	McKinley	K-5	96814	597	66	221	Continuous Improvement	64%	63%	54%	0%
Lanakila Elementary	McKinley	K-5	96817	433	16	367	Recognition	74%	77%	64%	1%
Ma'ema'e Elementary	Roosevelt	K-5	96817	666	31	353	Continuous Improvement	87%	89%	92%	1%
Noelani Elementary	Roosevelt	K-5	96822	455	15	369	Recognition	93%	88%	91%	0%
	Enrollment Totals			2989							
	Economically Disadvantaged Averages			57.3%							
	English Language Learners Averages			15.6%							
Kalihi-uka Elementary	Farrington	K-5	96819	259	18	181	Recognition	68%	66%	n/a	0%
Kalihi Waena Elementary	Farrington	K-5	96819	583	22	337	Continuous Improvement	57%	57%	53%	0%
'Aina Haina Elementary	Kaiser	K-5	96821	609	38	262	Continuous Improvement	85%	81%	85%	3%
Haha'ione Elementary	Kaiser	K-5	96825	541	22	331	Recognition	90%	87%	83%	1%
King Liholiho Elementary	Kalani	K-5	96816	469	29	176	Recognition	86%	80%	82%	0%
Mayor John H. Wilson Elementary	Kalani	K-5	96816	595	31	307	Continuous Improvement	90%	93%	89%	0%
	Enrollment Totals			3056							

East Oahu Elementary School Statistical Information*

School Name	Complex	Grade Level	Zip Code	Total Enrollment	Special Education Enrollment	Points Awarded out of 400	Strive HI Performance Rating **	Reading Proficient	Math Proficient	Science Proficient	Retention Rate
	Economically Disadvantaged Averages			38.6%							
	English Language Learners Averages			11.0%							
Enchanted Lake Elementary	Kailua	K-6	96734	510	42	315	Recognition	90%	82%	67%	0%
Maunawili Elementary	Kailua	K-6	96734	384	42	181	Continuous Improvement	76%	65%	n/a	1%
'Aikahi Elementary	Kalaheo	K-6	96734	498	43	255	Continuous Improvement	91%	83%	78%	0%
Mokapu Elementary	Kalaheo	K-6	96734	921	80	354	Recognition	82%	69%	70%	0%
	Enrollment Totals			2313							
	Economically Disadvantaged Averages			45.5%							
	English Language Learners Averages			2.5%							
He'eia Elementary	Castle	K-6	96744	467	43	242	Focus	81%	63%	74%	0%
Pu'ohala Elementary	Castle	K-6	96744	272	29	335	Recognition	74%	69%	n/a	0%
	Enrollment Totals			739							
	Economically Disadvantaged Averages			50.0%							
	English Language Learners Averages			2.0%							

Total Enrollment

9097

East Oahu Elementary School Statistical Information*

School Name	Complex	Grade Level	Zip Code	Total Enrollment	Special Education Enrollment	Points Awarded out of 400	Strive HI Performance Rating **	Reading Proficient	Math Proficient	Science Proficient	Retention Rate
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The data above came together by taking information from cross sections of East Oahu with a selection of schools based on similarly offered grades levels, in line with our proposed Charter

* The information contained in this report was obtained from The Hawaii State Department of Education Website and the Accountability Resource Center Hawaii (ARCH) Website.

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East Oahu Middle School Statistical Information*

School Name	Complex	Grade Level	Zip Code	Total Enrollment	Special Education Enrollment	Points Awarded out of 400	Strive HI Performance Rating **	Reading Proficient	Math Proficient	Science Proficient	8th Grade ACT	Retention Rate
William P. Jarrett Middle	Kaimuki	6-8	96816	264	47	124	Continuous Improvement	64%	54%	40%	40%	1%
President George Washington Middle	Kaimuki	6-8	96826	794	95	184	Continuous Improvement	71%	57%	42%	55%	1%
Central Middle	McKinley	6-8	96813	351	29	96	Continuous Improvement	48%	38%	17%	24%	2%
Prince David Kawananaoka Middle	Roosevelt	6-8	96813	850	70	187	Continuous Improvement	78%	67%	42%	63%	0%
Robert Louis Stevenson Middle	Roosevelt	6-8	96822	653	71	206	Continuous Improvement	76%	68%	48%	59%	0%
	Enrollment Totals			2912								
	Economically Disadvantaged Averages			57.3%								
	English Language Learners Averages			15.6%								
Governor Sanford B. Dole Middle	Farrington	6-8	96819	841	93	75	Priority	47%	35%	10%	26%	0%
King David Kalakaua Middle	Farrington	6-8	96819	1040	95	214	Continuous Improvement	62%	55%	34%	39%	1%
Niu Valley Middle	Kaiser	6-8	96821	891	91	295	Continuous Improvement	90%	80%	58%	75%	0%
Kaimuki Middle	Kalani	6-8	96816	979	70	169	Focus	88%	79%	60%		0%
	Enrollment Totals			3751								
	Economically Disadvantaged Averages			38.6%								
	English Language Learners Averages			11.0%								
Waimanalo Elementary & Intermediate	Kailua	7-8	96795	536	71	162	Continuous Improvement	63%	56%	43%	27%	0%
Kailua Intermediate	Kalaheo	K-8	96734	370	40	226	Continuous Improvement	82%	68%	51%	63%	0%

East Oahu Middle School Statistical Information*

School Name	Complex	Grade Level	Zip Code	Total Enrollment	Special Education Enrollment	Points Awarded out of 400	Strive HI Performance Rating **	Reading Proficient	Math Proficient	Science Proficient	8th Grade ACT	Retention Rate
	Enrollment Totals			906								
	Economically Disadvantaged Averages			45.5%								
	English Language Learners Averages			2.5%								
Governor Samuel Wilder King Intermediate	Castle	7-8	96744	627	99	283	Continuous Improvement	82%	72%	38%	50%	1%
	Enrollment Totals			627								
	Economically Disadvantaged Averages			50.0%								
	English Language Learners Averages			2.0%								

Total Enrollment 8196

The data above came together by taking information from cross sections of East Oahu with a selection of schools based on similarly offered grades levels, in line with our proposed Charter

* The information contained in this report was obtained from The Hawaii State Department of Education Website and the Accountability Resource Center Hawaii (ARCH) Website and .

Oahu Private School Information*

School Name	Grade Level	Zip Code	Total Enrollment
The Children's House	PK-6	96782	288
Hanahau'oli School	PK-6	96822	210
Hawaiian Mission Academy	K-8	96814	112
Montessori Community School	PK-6	96822	204
Navy Hale Keiki School	PK-4	96818	229
Holy Nativity School	PK-6	96821	151
Hongwanji Mission School	PK-8	96813	339
Kawaiaha'o Church School	EC-5	96813	69
Soto Academy	K-6	96817	79
Waalani Judd Nazarene School	PK-8	96817	208
Damien Memorial School	6-12	96817	659
Assets School	K-12	96818	344
Christian Academy	PK-12	96819	323
Hawaii Baptist Academy	K-12	96817	1096

School Name	Grade Level	Zip Code	Total Enrollment
Honolulu Waldorf School	PK-12	96821	300
'Lolani School	K-12	96826	1890
Kaimuki Christian School	PK-11	96816	321
Kamehameha Schools	K-12	96817	3192
Lutheran High School	6-12	96822	50
Maniknill School	K-12	96822	1362
Saint Francis School	K-12	96822	534
Saint Louis School	6-12	96816	550
Variety School of Hawaii	K-10	96816	45
Mid-Pacific Institute	PK-12	96822	1553
Punahou School	K-12	96822	3762
Redemption Academy	K-12	96814	59
Sacred Hearts Academy	PK-12	96816	987
The St Andrew's School	K-12	96813	360

* The information contained in this report was obtained from the Hawaii Association of Independent Schools.

District and Complex School Listing

Honolulu District	Honolulu District	Windward District	Windward District
Kaimuki Complex	Farrington	Kailua Complex	Castle Complex
<ul style="list-style-type: none"> • Ala Wai El • Aliiolani El • Hokulani El • Jarrett Middle • Jefferson El • Kaimuki High • Kuhio El • Lunalilo El • Palolo El • Washington Middle • School for Examining Essential Questions of Sustainability * 	<ul style="list-style-type: none"> • Dole Middle • Farrington High • Fern El • Kaewai El • Kalakaua Middle • Kalihi El • Kalihi Kai El • Kalihi Uka El • Kalihi Waena El • Kapalama El • Linapuni El • Puuhale El 	<ul style="list-style-type: none"> • Enchanted Lake El • Kaelepulu El • Kailua High • Keolu El • Maunawili El • Olomana • Pope El • Waimanalo El & Int • Ke Kula O Kamakau Lab PCS * • Malama Honua Learning Center * 	<ul style="list-style-type: none"> • Ahuimanu El • Castle High • Heeia El • Kahaluu El • Kaneohe El • Kapunahala El • King Int • Parker El • Puohala El • Waiahole El • Hakipuu Learning PCS *
McKinley Complex	Kaiser Complex	Kalaheo Complex	
<ul style="list-style-type: none"> • Central Middle • Kaahumanu El • Kaiulani El • Kauluwela El • Lanakila El • Likelike El • McKinley High • Royal El • Halau Lokahi NCPCS * • Myron Thompson Acad NCPCS * • Voyager PCS * 	<ul style="list-style-type: none"> • Aina Haina El • Hahaione El • Kaiser High • Kamiloiki El • Koko Head El • Niu Valley Middle 	<ul style="list-style-type: none"> • Aikahi El • Kailua El • Kailua Int • Kainalu El • Kalaheo High • Mokapu El • Lanikai El PCS * 	
Roosevelt Complex	Kalani Complex	Community School	
<ul style="list-style-type: none"> • Anuenue School • Kawanānakoā Middle • Lincoln El • Maemae El • Manoa El 	<ul style="list-style-type: none"> • Hawaii School for the Deaf and Blind • Kahala El • Kaimuki Middle • Kalani High • Liholiho El • Waikiki El • Wilson El • Waialae El PCS * 	<ul style="list-style-type: none"> • WCSA-Windward Campus 	

<ul style="list-style-type: none"> • Noelani El • Nuuanu El • Pauoa El • Roosevelt High • Stevenson Middle • Halau Ku Mana • NCPCS * • University Laboratory School * <p>Community School</p> <ul style="list-style-type: none"> • McKinley Community School (MCSA) 	<p>Community School</p> <ul style="list-style-type: none"> • MCSA-Farrington Campus 		
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* Charter Schools are shown under the geographic complex-area and/or complex responsible for certain support to that school. Please visit the [Charter Schools website directory](#) for school information.

Private School Listing

<ul style="list-style-type: none"> • The Children's House • Hanahau'oli School • Hawaiian Mission Academy • Montessori Community School • Navy Hale Keiki School • Holy Nativity School • Hongwanji Mission School • Kawaiaha'o Church School • Soto Academy • Waolani Judd Nazarene School • Damien Memorial School • Assets School • Christian Academy • Hawaii Baptist Academy • Honolulu Waldorf School • 'Lolani School • Kaimuki Christian School • Kamehameha Schools • Lutheran High School • Maniknill School • Saint Francis School • Saint Louis School • Variety School of Hawaii

- Mid-Pacific Institute
- Punahou School
- Redemption Academy
- Sacred Hearts Academy
- The St Andrew's School

School-Specific Measures

School-Specific Performance Goal #1	<p><i>What is the proposed school's school-specific performance goal #1?</i></p> <p>Eighty (80) 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 third through eighth grade.</p>
Measure	<p><i>How will the proposed school assess and demonstrate performance toward this goal?</i></p> <p>This goal will be measured by the State's chosen standardized assessment (SBAC), and the Hawai'i State Assessment (HSA) in Science</p>
Metric	<p><i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i></p> <p>This data will be quantified by enrollment records for students that have been enrolled for 3 consecutive years and test results.</p>
Targets	<p><i>What targets will the proposed school achieve?</i></p> <p>Eighty (80) 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 third through eighth grade.</p>
Rationale for Goal	<p><i>Why is this goal important to the proposed school's mission?</i></p> <p>The mission is to increase academic achievement through arts integration. This goal would show that students who have been enrolled in the school for 3 consecutive years are achieving.</p>
Assessment Reliability and Scoring Consistency	<p><i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i></p> <p>This is based on the SBAC and HSA Science standardized tests that should be reliable and consistent in its scoring.</p>
Baseline Data	<p><i>What is the proposed school's beginning data point?</i></p> <p>The baseline of the data will be collected in the School's first year.</p>
Attachments	<p><i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i></p>

School-Specific Performance Goal #2	<p><i>What is the proposed school's school-specific performance goal #2?</i></p> <p>Seventy (70) percent of students will improve at least 1 year growth in reading and mathematics skills annually.</p>
Measure	<p><i>How will the proposed school assess and demonstrate performance toward this goal?</i></p> <p>This goal will be assessed with the use of the chosen commercially available standardized assessment (AIMS Web or STAR).</p> <p>Strive HI growth score after 2 consecutive years of enrollment.</p>
Metric	<p><i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i></p> <p>The school keeps track of baseline and quarterly reports from the tool.</p> <p>This data will be quantified using enrollment records for students that have been enrolled for 2 consecutive years and test results.</p>
Targets	<p><i>What targets will the proposed school achieve?</i></p> <p>Incremental growth will be determined after baseline data has been collected, with at least 10% gains each year.</p>
Rationale for Goal	<p><i>Why is this goal important to the proposed school's mission?</i></p> <p>This goal is important to show that students are growing academically, as we strive to ensure for achievement for all students.</p>
Assessment Reliability and Scoring Consistency	<p><i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i></p> <p>Both STAR and AIMSweb are commercially available standardized tests that have validity and reliability.</p> <p>This is based on the Strive HI formula that should be reliable and consistent in its scoring.</p>
Baseline Data	<p><i>What is the proposed school's beginning data point?</i></p> <p>The baseline data will be collected at the beginning of each school year or when a student newly enrolls during the school year.</p>
Attachments	<p><i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i></p>

School-Specific Performance Goal #3	<p><i>What is the proposed school's school-specific performance goal #3?</i></p>
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	The School will demonstrate a ninety (90) percent satisfaction rating in an annual survey administered to parents or designated legal guardians of students attending the School.
Measure	<i>How will the proposed school assess and demonstrate performance toward this goal?</i> The School will use a survey with a likert scale for measurement of this goal, such as the Hawai'i D.O.E. School Quality Survey and/or a school committee developed surveys based on similar survey.
Metric	<i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i> Percentage of responses per response type of likert scale.
Targets	<i>What targets will the proposed school achieve?</i> 90% satisfaction by parents, teachers, and students.
Rationale for Goal	<i>Why is this goal important to the proposed school's mission?</i> Our mission is to provide whole child learning through collaborative creative problem solving. Higher school satisfaction would indicate success in academic, social, and emotional involvement.
Assessment Reliability and Scoring Consistency	<i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i> Reliability will be based on using research-based surveys existing (like Hawai'i DOE SQS).
Baseline Data	<i>What is the proposed school's beginning data point?</i> Mid year of year 1.
Attachments	<i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i> http://arch.k12.hi.us/PDFs/sqs/SQS2014Surveys.pdf

School-Specific Performance Goal #4	<i>What is the proposed school's school-specific performance goal #4??</i> The School will work to decrease chronic absenteeism and increase school readiness.
Measure	<i>How will the proposed school assess and demonstrate performance toward this goal?</i>

	This goal will be measured by attendance records and the average daily attendance rate.
Metric	<p><i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i></p> <p>By calculating the number of students with 15+ absences in a school year.</p>
Targets	<p><i>What targets will the proposed school achieve?</i></p> <p>Since chronic absenteeism rates fall into one of five quintiles — very low absenteeism, low absenteeism, average absenteeism, high absenteeism, very absenteeism — each of which has been assigned its own respective point value, target will be set after baseline data is taken at the end of year 1, not to exceed the score for average absenteeism.</p>
Rationale for Goal	<p><i>Why is this goal important to the proposed school's mission?</i></p> <p>Our mission is for whole child learning and high student achievement. Students need to be in school to fully participate in our collaborative arts integrated approach.</p>
Assessment Reliability and Scoring Consistency	<p><i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i></p> <p>This is based on the Strive HI formula that should be reliable and consistent in its scoring.</p>
Baseline Data	<p><i>What is the proposed school's beginning data point?</i></p> <p>Monthly monitoring, with beginning data point at the end of year 1.</p>
Attachments	<p><i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i></p>

School-Specific Performance Goal #5	<p><i>What is the proposed school's school-specific performance goal #5?</i></p> <p>The goal of the School is to maintain 5% contingency funds each school year.</p>
Measure	<p><i>How will the proposed school assess and demonstrate performance toward this goal?</i></p> <p>The School will have an annual audit at the end of each school year. The School will demonstrate performance toward this goal by reviewing the audit results.</p>

	The School's Board will also review financial statements at their regularly scheduled Board Meetings to ensure that the school is maintaining/progressing towards a 5% contingency fund.
Metric	<p><i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i></p> <p>The School will calculate their 5% contingency by multiplying the per-pupil funding from the state by 95%. The remaining 5% of per pupil funding will be used as a contingency fund for the school.</p> <p>This School is not a conversion charter school.</p>
Targets	<p><i>What targets will the proposed school achieve?</i></p> <p>At the end of each school year the School will have a 5% contingency fund balance.</p>
Rationale for Goal	<p><i>Why is this goal important to the proposed school's mission?</i></p> <p>The goal of the School to maintain a 5% contingency fund at end of each school year helps secure the future of the School's operation and can serve the purpose as emergency funding.</p>
Assessment Reliability and Scoring Consistency	<p><i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i></p> <p>N/A</p>
Baseline Data	<p><i>What is the proposed school's beginning data point?</i></p> <p>Since Kamalani Academy will be as first year school the proposed beginning data point will be figured after the School's first funding allocation from the state.</p>
Attachments	<p><i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i></p>

School-Specific Performance Goal #6	<p><i>What is the proposed school's school-specific performance goal #6?</i></p> <p>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, conflicts of interest, ethics, and financial responsibilities.</p>
Measure	<p><i>How will the proposed school assess and demonstrate performance toward this goal?</i></p> <p>This goal will be measured by Professional Development records.</p>

Metric	<p><i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i></p> <p>Board Members will keep a history/record of professional development training they received.</p>
Targets	<p><i>What targets will the proposed school achieve?</i></p> <p>Each Governing Board member will participate in a minimum of four (4) hours of professional development every two years.</p>
Rationale for Goal	<p><i>Why is this goal important to the proposed school's mission?</i></p> <p>This goal is important to the proposed school because it focuses on the Board/Governing Body of the school putting in time and effort to become more effective and efficient leaders of the school.</p>
Assessment Reliability and Scoring Consistency	<p><i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i></p> <p>N/A</p>
Baseline Data	<p><i>What is the proposed school's beginning data point?</i></p> <p>The beginning data point will be the Board Member's acquired hourly professional development after the first two years of the school's operation.</p>
Attachments	<p><i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i></p>

School-Specific Performance Goal #7	<p><i>What is the proposed school's school-specific performance goal #7?</i></p> <p>The licensed teacher retention rate will be at least eighty (80) percent each year, not including separations for health or family reasons.</p>
Measure	<p><i>How will the proposed school assess and demonstrate performance toward this goal?</i></p> <p>This goal will be measured through personnel records.</p>
Metric	<p><i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i></p> <p>Calculated in percentage of teachers retained annually.</p>
Targets	<p><i>What targets will the proposed school achieve?</i></p> <p>80% of teachers will be retained</p>
Rationale for Goal	<p><i>Why is this goal important to the proposed school's mission?</i></p>

	Developing proficiency in arts integration strategies and understanding, evolves with experience and coaching. Our collaborative approach of shared leadership requires relationships to mature over time.
Assessment Reliability and Scoring Consistency	<p><i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i></p> <p>The school will strive to foster a school environment that leads to a teacher retention rate of 80%. As the school retains a greater number of teacher the School expects student scoring consistency and reliability to increase.</p>
Baseline Data	<p><i>What is the proposed school's beginning data point?</i></p> <p>At the end of year 1.</p>
Attachments	<i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i>

TESTING CALENDAR**Y 2016-2017 Hawai'i State Assessments Administration:**

Assessment	Content Area	Grade(s)	Testing Window	
			Open	Close
SBAC/ACT	Mathematics Reading	3-8	2/26/17	6/3/17
HSA	Science	4 and 8	2/26/17	6/3/17
End of Course Exam	Mathematics Reading Science	11	4/13/17	6/3/17
Bridge HSA	Mathematics Reading	3-8 and 10	2/26/17	6/3/17
HSA	Science	4 and 8	2/26/17	6/3/17
WiDA Screener		K-8	8/8/16	8/26/16
ACCESS (WiDA)			1/16/17	2/28/17
STAR*	Mathematics Reading	K-8	Initial Testing: 8/1/16 Ongoing Testing: - Weekly for below grade level - Biweekly for at grade level - Monthly for above grade level	8/19/16 6/1/17
AIMSweb*	Mathematics Reading	K-8	Initial Testing: 8/1/16	8/19/16

Assessment	Content Area	Grade(s)	Testing Window	
			Quarterly Testing: 11/1/16	11/18/16
			3/1/17	3/17/17
			(below grade level students will be tested monthly)	

* The school will select a commercially available standardized instrument, such as AIMSweb Curriculum-Based Measurement or Renaissance Learning's STAR Assessment to regularly monitor students.

Teachers will provide a variety of formative and summative assessments to determine student growth and progress monitoring within their class.

School-based assessments to be used in all courses may include:

- Weekly teacher-generated quizzes;
- Unit assessments and chapter tests;
- Class projects and/or investigations based on focus lessons; and/or
- Class participation rubrics.
- Student Portfolios

As teachers determine their pacing guides, they will determine their schedules for classroom based formative and summative assessments per grade level.

English/Language Arts (ELA) and Mathematics standards will align with Common Core State Standards (CCSS). Reading is defined in a separate section from other ELA content (Writing, Language, Speaking/Listening) in the K-6 descriptions, and is meant to be inclusive with CCSS ELA. All other content areas will align with Hawai'i Content & Performance Standards (HCPSIII) as described below. These descriptions assume the reader understands the strands and standards of HCPSIII, so it's not stated always explicitly stated below, but always referred.

Note for Fine Arts: All four art forms will be aligned to HCPSIII and will be detailed in instructional strategies.

Kindergarten

Reading (K): Students begin the reading process, developing phonological and phonemic awareness in a text rich learning environment. Environmental print, sight words, and letter-sound relationships are used to read text. While listening to and discussing a variety of grade-appropriate text, pupils are introduced to reading strategies to construct meaning, as they learn about Key Ideas and Details, and the Craft and Structure of fiction and non-fiction texts. They listen to comprehend text and build vocabulary, and with prompting, they compare/contrast characters and learn how illustrations relate in the stories. With prompting, students use illustrations and details in a story to describe characters, settings, and events.

English/Language Arts (K): Students begin the writing process by drawing and/or dictating basic text, which they share with others. Students learn about a variety of text types and purposes as they explore a variety of tools to “document” their ideas, such as drawing, dictating, and writing. Word relationships are explored through developing conventions of Standard English and vocabulary acquisition. They develop comprehension skills by participating in collaborative group discussions, by taking turns to develop listening and speaking skills.

Mathematics (K): In Kindergarten, instructional time focuses on two critical areas: 1- representing and comparing whole numbers, initially with a set of objects; 2-describing shapes and space. The purpose of this course is for pupils to recognize, read, write, and count numbers to twenty and use one-to-one correspondence. They create and model addition and subtraction using concrete objects. Pupils compare, order, and describe objects by size, value, or attributes as they are introduced to algebraic reasoning. Geometry at this level includes recognizing and identifying two-dimensional figures in their environment regardless of their orientation. An understanding of data develops through collecting, organizing, and recording information using objects and pictures.

Science (K): The purpose of this course is for pupils to learn various scientific concepts. For the Scientific Process, pupils will learn that: science is an active process of systematically examining the natural world, by focusing on using their five senses to make observations and ask questions about the world, examining living and non-living things. In the Life & Environmental Sciences, students compare plants and animals, as well as living and non-living things, by identifying their similarities and differences. They also learn that: offspring resemble their parents; living things have identifiable characteristics; live in different places; and there are many different kinds of living things on Earth. In the Physical, Earth, and Space Science, pupils will learn to classify attributes of matter, by physical properties of shape, size, weight, etc. Students will experiment with basic concepts of gravity, report on weather changes and connect changes to seasons. They will also describe the celestial bodies observed in day and night.

Social Studies (K): The purpose of this course is for pupils to develop historical understandings by learning about values, ideas, customs, and traditions through folk tales, legends, music, and oral histories. These stories of ordinary and extraordinary people will help describe the range and continuity of the human experience. Emphasis is placed on helping pupils become aware

of the purpose of rules and laws and looking at people's basic needs and how to fulfill them. Students also learn to describe their location at school and at home, and are introduced to features of maps and globes.

Music (K): Students learn music concepts and express themselves by singing a simple melody with accurate pitch, playing classroom instruments using proper technique and improvising short melodic and rhythmic patterns. Students learn music concepts and express themselves by singing a simple melody, playing classroom instruments using proper technique, and improvising short melodic and rhythmic patterns. They will create music to interpret stories, rhymes, and poetry from different cultures.

Visual Arts (K): The purpose of this course is for pupils to learn about the visual arts. They will use different media, techniques, and processes to produce works of art. They will use elements and principles of design to create works of art. They will create artwork of own choice of subject matter. They will discuss possible meanings of art. Students also learn that some art works are meant to be appreciated and some are meant to be useful.

Drama & Theater (K): Students will perform imitative movements, demonstrate how cultures have used dramatic play to express human experiences, and explain how theatrical performances often cause emotional reactions.

Dance (K): Students will learn to use body, energy, space, and time to move in different ways, create movements that represent ideas, persons, and places, use movement to respond to a variety of stimuli, such as observed dance, words, sounds and songs, and perform a folk/traditional dance from another culture.

Career and Technical Education (K): Students will explain how learning in the classroom relates to life outside of the classroom, specifically home. Students will identify different workers and jobs in their community.

First Grade

Reading (1): The purpose of this course is for pupils to develop the foundational skills of reading, as they develop phonological and phonemic awareness in a text rich learning environment. Students demonstrate the ability to decode words. While listening to and discussing a variety of grade-appropriate text, pupils are introduced to reading strategies to construct meaning, as they engage in key details and structures of fiction and informational texts. They listen to comprehend text and build vocabulary, while they compare/contrast characters and learn how illustrations relate in the stories. Without prompting, students use illustrations and details in a story to describe characters, settings, and events. They begin to read with fluency and to comprehend text.

English/Language Arts (1): The purpose of this course is for pupils to compose a variety of writing pieces, (narrative, opinion, informative), staying on topic, using a sense of beginning, details, and closure. Students use simple sentences and begin to edit their writing, using grade appropriate conventions of Standard English. Pupils participate in collaborative conversations in large and small group discussions, following agreed-upon rules for discussion, to develop listening and speaking skills.

Mathematics (1): In Grade 1, instructional time is focused on four critical areas: 1- developing understanding of addition, subtraction, and strategies of addition and subtraction within 20; 2- developing understanding of whole number relationships and place value, including grouping in tens and ones; 3-developing understanding of linear measurement and measuring lengths as iterating length units; and 4- reasoning about attributes of, and composing and decomposing geometric shapes. Pupils learn basic addition facts through sums to twenty and the corresponding subtraction facts. They use skip counting, begin to identify place value, and develop an

understanding of equal parts of a whole. The foundation for algebraic reasoning is built through solving word problems, as they work on sorting and patterning involving situations of adding to, taking from, putting together, taking apart, and comparing. Measurement concepts using non-standard units are introduced and compared; they determine time to the nearest hour, and determine the value of a given set of coins. Students identify, name, sort, and sketch two- and three-dimensional objects. Data analysis includes tallies, tables, pictographs, and bar graphs.

Science (1): In the Scientific Process, pupils will learn that: science is an active process of systematically examining the natural world such as changes in nature; many people contribute to science, and using simple data collecting tools and organizers. In Life and Environmental Process, students learn that life forms have identifiable characteristics and physical structures, as well as live in different places and have different requirements to survive. For the Physical, Earth, and Space Sciences, pupils will learn that: matter has observable properties, specifically solids, liquids, and gases; position and motion of objects can be changed and described; and they describe that the sun warms the land, air, and water.

Social Studies (1): The purpose of this course is for pupils to continue to generalize and develop concepts and skills as they learn about their neighborhood and community. Pupils learn about their roles as members of a family and community and begin to recognize symbols, icons, and songs that reflect a common heritage. Students compare their lives with those of children in different historical periods and begin to use primary sources. Pupils build their awareness of government and the role it plays in their daily lives. They explore the economic concept of choice and its consequences. Pupils also begin to locate places on maps and learn how maps serve as representations of physical and human features.

Music (1): Music involves 4 beat rhythmic patterns, using quarter notes and eighth notes. Students will sing simple songs by memory. They will recognize classroom instruments and families of instruments by sound quality. They will improvise short melodic and rhythmic patterns. Students will compare different music used in celebrations from various cultures.

Visual Arts (1): Visual arts include learning about and applying visual arts elements: line, shape, texture, color (secondary) and the principles: repetition and variety, using different media, techniques, and processes to create works of art of self-chosen subject matter and symbols to communicate meaning. Students will identify traits of 2-dimensional and 3-dimensional art and explore different themes of art in different cultures.

Drama & Theater (1): Students will recognize drama vocabulary. They will dramatize familiar stories. They will evaluate how personal feelings are expressed through drama, as well as give feedback of performances. They will explore how cultures have used dramatic play to express human experience.

Dance (1): Students will continue to learn to use body, energy, space, and time to move in different ways, create movements that represent ideas, persons, and places. They will apply the element of space and energy in creating movement sequences that include a beginning, middle, and end. Students will describe the role of dance in different cultures.

Career & Technical Education (1): Students will explain how personal interests and abilities relate to career choices.

Second Grade

Reading (2): Reading in grade 2 focuses on decoding unfamiliar words using structural analysis. While engaging in variety of grade-appropriate text, pupils expand their use of reading strategies, like using text features and context clues. They read fluently and comprehend text. Students recount fables and folktales, focusing on how characters respond to major events. They ask

and answer who, what, where, when, why, and how using informational text. Identifying main topic is a focus for both genres using a multi-paragraph text.

English/Language Arts (2): The purpose of this course is for pupils to continue to develop writing skills of different genres (opinion, narrative, and expository) as they learn to revise and edit. Pupils begin to formulate and answer research questions and record information. They participate in and sometimes lead group discussions with an emphasis on developing listening and speaking skills, building on each-others' ideas during a discussion.

Mathematics (2): Math in Grade 2 develops expanding students' understanding of number sense and place value through the hundreds. Instructional time focuses on four critical areas: 1- extending understanding of base-ten notation; 2-building fluency with adding and subtracting; 3- using standard units of measure; and 4-describing and analyzing shapes. They use two-digit addition and subtraction and identify halves and fourths of a whole. Place value extends to three digits, adding the hundreds. Algebraic reasoning continues to develop as pupils describe, extend, and use patterns to solve problems. Pupils represent mathematical situations using numbers, symbols, and words. Measurement concepts include temperature, time to the nearest quarter hour, decimals to show money amounts, and standard units of measurement. Students compare and describe two- and three-dimensional geometric figures, identify lines of symmetry, and sort objects by attributes. Data is collected and represented using tables, pictographs, and bar graphs. Pupils make predictions using informal concepts of probability.

Science (2): The purpose of this course is to build upon previously learned scientific concepts. Students engage in conducting a simple investigation using the scientific process; and many people contribute to science. They learn about plant and animal interdependence as they progress through life cycles in different habitats. Pupils learn to physically change properties of matter and identify properties of magnets. They study Earth's limited resources, as they classify materials by properties, and can be extended through conservation.

Social Studies (2): Students begin building a global perspective, looking at communities in their immediate area, and around the country and world. Students create timelines of events as they study families using appropriate primary sources. They study how different cultures express their values and beliefs through music and art; describe features of maps and globes, and discuss how people use natural resources, leading to their choices in protecting the local environment. They learn about different governmental agencies' roles in stewardship and providing for goods and services; different ways people gain authority, and demonstrate their own roles and responsibilities. Pupils are introduced to the economic concepts of limited resources and the relationship between buyers and sellers.

Music (2): Students use melodic notation of simple four-beat patterns using three different pitches on a staff, as notation is extended to include whole notes, half notes, eighth notes, and quarter rests. Students will sing/perform repeated melodic patterns, and describe instruments from various cultures.

Visual Arts (2) : Visual arts will apply the elements of space and the principles of repetition and variety. Students will apply and discuss the use of color to express mood. They will use different media, techniques, and processes to create art. They explain how art is used in different cultural celebrations and customs. Students will respond to art in a variety of ways.

Drama (2): Students will use physical movements, rhythms, and voice, to express simple feelings, character, and plot, and integrate the use of simple props. They will discuss the moral or theme of a play and how different theatrical aspects are used in different cultures.

Dance (2): Students will apply the element of space and pathways to create simple movement sequences with a partner, demonstrating the element of time (tempo, beat, duration,

rhythm). They will create movement sequences to express mood. Students will compare dances from different cultures.

Career & Technical Education (2): Students will explain that people can design and make objects and systems to solve a problem or to improve the quality of life through examining inventions and its uses over time. They will use appropriate strategies for setting goals.

Kindergarten, First, and Second Grade Computer Technology, Physical Education, &Health

Computer Technology (K-2): The purpose of this course is to orient students into the use of computers and technology. They identify patterns and predict possibilities with classroom data using digital tools. They communicate information and ideas to peers and parents using digital text and illustrations. They recognize that different information sources and digital tools are appropriate for different tasks. They will list potential dangers in digital environments and how to report potentially unsafe situations.

Physical Education (K-2): The four big standards of Physical Education include Movement Forms, Cognitive Concepts of Movement (as they apply to learning and participating in physical activities), Active Lifestyle, and Physical Fitness. The purpose of this course is for students to learn about physical education and demonstrate appropriate form. They identify the physiological signs of moderate physical activity. They demonstrate a mature form in skipping, hopping, galloping and sliding in isolation and in combination, including movements to a steady beat with or without a prop. They engage in daily moderate to vigorous structured physical activity. They will perform various structured exercises in a safe manner. Students engage in a variety of physical fitness lessons and participate individually, in pairs, and in a large group.

Health (K-2): The purpose of this course is for students to learn about health and well-being. They identify health behaviors that impact personal health. They identify helpful and harmful substances. They recognize ways to prevent common injuries and hazardous situations. They identify common elements of the environment that affect personal health including germs causing disease. They identify sources that influence health behaviors and identify trusted individuals who help promote health. They learn how to express needs, wants, and feelings. They learn how to respond in an unwanted, threatening, or dangerous situation. They develop personal health goals to practice daily health habits, identifying short and long term goals.

Third Grade

Reading (3): Reading in the third grade continues to challenge students to determine the meaning of unfamiliar words in text using their knowledge of structural analysis. They expand their vocabulary and knowledge of words through context, word study, and various resources. Students read multiple texts to compare and contrast important points or details, themes, settings, and plot. They read and comprehend grade-appropriate text with fluency, supporting their responses with textual evidence, and expanding their use of reading strategies and skills.

English/Language Arts (3): Students generate their own ideas to compose multiple paragraph writing pieces in different genres and for different purposes using the writing process. They revise and edit their written work with guidance and support from peers and teachers. They continue to develop writing skills and may publish their work. Students formulate a topic, conduct research, and record information. They participate in and sometimes lead collaborative discussions with diverse partners/groups, bringing prepared materials as they discuss grade appropriate topics.

Mathematics (3): Instruction is focused on four critical areas: 1- developing understanding of multiplication and division and strategies for both within 100; 2- developing understanding of fractions, esp. unit fractions (fractions with numerator 1); 3- developing understanding of the

structure of rectangular arrays and of area; and 4-describing and analyzing two-dimensional shapes. Students demonstrate immediate recall of addition, subtraction, and multiplication facts and identify, read, and write simple fractions. They model, generate, and solve two-step word problems using four operations. Variables and open sentences are used to express algebraic relationships. Measurement concepts include appropriate units of measure to the nearest half unit, money notation, time to the nearest minute, and elapsed time to the nearest half hour. In geometry, students describe, sketch, and compare plane figures and lines and demonstrate transformational motions. Data is collected and represented graphically through number lines and frequency tables. Informal concepts of probability are expanded.

Science (3): Students pose a question and develop a hypothesis based on observations then collect and analyze data to answer a question. Students learn about plants needing animals to survive, living things have specialized structures that perform a variety of functions; there is a variety of ecosystems on Earth and that organisms interact within their ecosystem; living things can be classified according to physical characteristics, behaviors and habitats. Students study about energy transformation of the sun, the physics of sound, and how light bends, simple machines, the formation and composition of Earth materials. They study about the water cycle affecting weather. They learn why the sun, moon, and constellations appear to move.

Social Studies (3): Students study people who have leadership qualities and who contribute to making change in their community and the world using historical narratives, cultural artifacts, and primary sources. Pupils learn about the diversity of the world's peoples and cultures and how diversity is reflected depending on perspective of the teller or listener. They discuss the difference between rules and laws, and ways people use power without authority. Pupils discuss the concept of limited resources, costs, and using money for trade. Additionally, pupils study the relationships between people and geography; and how geography is applied to real life situations.

Music (3): In music, students sing rounds and partner songs. Students will use the notation of whole, half, quarter, eighth, dotted-half notes, and rests, as well as read the C major scale in performing simple rhythmic or melodic patterns (ostinato). They will play classroom instruments using proper technique. They will improvise short melodic and rhythmic patterns. They will create music to interpret stories, rhymes, and poetry. They will use criteria to evaluate performances and compositions. They will identify several styles of music from various cultures.

Visual Arts (3): Students focus on the visual arts elements and principles of value, line, rhythm, movement, proportion and balance as they create and discuss art. They use different media, techniques, and processes to produce works of art. They create artwork that demonstrates choice of subject and discuss qualities of art pieces (own and others') using art vocabulary. They will identify works of art as belonging to particular cultures, times, or places.

Drama & Theater (3): Students dramatize stories, while demonstrating appropriate audience etiquette and use elements of theater to critique performances. They compare cultural performances based on similar themes.

Dance (3): Students apply all 4 dance elements (B.E.S.T.) to create movement sequences by self and in small groups and can explain personal interpretation. Students perform different styles of dance of different cultures.

Career & Technical Education(3): Students analyze how doing well in school affects future career opportunities, identify ways that hobbies, personal interests, and strengths may lead to a career interest and apply good work and study habits for the classroom.

Fourth Grade

Reading (4): Students determine the meaning of unfamiliar words while reading text using their knowledge of structural analysis. They expand their vocabulary and knowledge of words through context, word study, and various resources. They learn to read and comprehend fictional and informational text in 4-5 text complexity band with fluency and accuracy, analyzing characters, theme, details, and perspectives in depth, and cite text to support responses, as they expand their use of reading strategies and skills.

English/Language Arts(4): Students apply the writing process to compose essays and compositions with an awareness of audience and purpose. Pupils revise drafts and then edit for mechanics, word usage, and sentence structure by self and with peers; sometimes publishing pieces. They formulate questions, research a topic, and write multi-paragraph papers, linking ideas, supporting with details and using precise language, to inform or persuade. They engage in collaborative group discussions, paraphrase ideas, and pose and respond to questions. They present their learning using audio and visual displays.

Mathematics (4): Math instruction focuses on three critical areas: 1-developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; 2-fraction equivalence, addition and subtraction of fractions with like denominators and multiplication of fractions by whole numbers; 3-analyze and classify geometric figures based on their properties, such as parallel and perpendicular sides, particular angles, and symmetry. Students use estimation as they generate and solve problems. Patterns and relationships are identified, described, and represented numerically and algebraically. Algebraic concepts are expanded to include modeling, explaining, and solving open number sentences. Measurement concepts include area and perimeter, money notation, and elapsed time to the nearest quarter hour. Geometric concepts are expanded to include symmetry, congruence, and coordinate geometry. Data analysis includes collecting and representing information through frequency tables and line plots. They model measures of central tendency for mode and median. Probability experiments use concrete materials-results are represented using fractions to make predictions.

Science (4): Students describe and use testable hypothesis and experimental procedure, differentiating between observation and inference. Students describe how the use of technology has influenced the economy, demography, and environment of Hawai'i. They learn about simple food chains and webs-how organisms adapt to their environment, applying understanding of Hawaii's unique ecosystems' relationships with native species. Students compare fossils with living things; and the differences between plant and animal cells. They learn that: objects and materials have properties; forces can change the position and motion of an object; and how electrical energy flows in a circuit. Students study the relationship between the Sun and Earth; how features on Earth's surface constantly change by a combination of slow and rapid processes, by learning about plate tectonics and hot spots as it applies to the Hawaiian Island chain.

Social Studies (4): Hawaiian culture and pre-contact history (pre Capt. Cook arrival) is the focus. Students learn about all aspects of culture in general, and apply to learning about the Hawaiian culture. They learn about the origin and culture and life of early Hawaiians, incl. significant people (and those from legends like Pele, Wakea, and Maui), and the governance (kapu system, ahupua'a land system), its interdependence, and how it has changed yet continues over time, as they use primary and secondary sources to discern between historical fact and opinion. Students explain and relate to self, the different roles and rights of the different classes of people (Alii, Kahuna, Konohiki, Maka'ainana, Kauwa during Hawai'i monarchy). They connect the theories of early migration to myths and legends. They study about the cultural contributions of different ethnic groups in the development of Hawaii, as they examine patterns of change over time.

They learn about the geographic features of the Hawaiian archipelago and its relative location to other land masses, and construct geographic representations.

Music (4): Students will read simple staff notation, including 16th notes and rests. They will sing or play an independent part of a song with 2 or more parts. Students identify musical forms, like rondo, and themes. They will play rhythmic, melodic, and chordal patterns; improvise melodic and rhythmic patterns within the context of a musical phrase, using traditional Hawaiian instruments, like ili ili, ipu, and kala'au. They compare and contrast styles from 2 or more cultures, as they develop criteria based on music elements to analyze musical performances.

Visual Arts (4): Students create artwork that demonstrates choice of subject matter and a variety of media as they apply the elements and principles of emphasis, proportion, complementary colors, positive and negative space, and depth, to communicate an idea or mood. They will combine visual and performing arts and use properties, personal response, and research to make informed judgments about how art reflects life and culture.

Drama (4): Students use drama to interpret a character's external motivations, using voice to express emotion. They construct criteria to evaluate theater works from different cultures.

Dance-Gr. 4: Students choreograph a simple dance with a partner or small group, applying all dance elements, and justify interpretations and personal opinions about others' works of dance. Students explain the beliefs and ideas of hula, as it reflects Hawaiian culture.

Career & Education (4): Students analyze how doing well in school affects future career opportunities, identify ways that hobbies, personal interests, and strengths may lead to a career interest and apply good work and study habits for the classroom.

Fifth Grade

Reading (5): Students determine the meaning of unfamiliar words in text using structural analysis. They expand their vocabulary and knowledge of words (grade specific and academic vocabulary) through context, word study, and multi-media resources. They read and comprehend grade-appropriate complex text of different genres with fluency and accuracy, expanding their use of reading strategies and skills across content areas.

English/Language Arts (5): Students use the writing process to compose a variety of multi-paragraph texts, with logically ordered reasons supported by facts, demonstrating an awareness of audience and purpose. They revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade, using domain specific and precise vocabulary. Students use technology to produce and/or collaborate to write, and to publish their work. They participate in and sometimes lead group discussions involving stating key ideas and conclusions, expanding active listening skills and demonstrate public speaking techniques.

Mathematics (5): The purpose of this course is for pupils to develop proficiency and fluency in adding, subtracting, multiplying, and dividing using whole number, fractions, and decimals to solve problems. Algebraic reasoning develops as pupils identify, describe, and represent patterns and relationships in the number system and complete number sentences using words and symbols. Measurement involves estimating and measuring within customary and metric systems, solving for perimeter and area, identify equivalent periods of time, and solve problems involving monetary amounts. Geometric concepts are extended as students develop an understanding of the relationship between and among two- and three- dimensional figures and represent geometric shapes on a coordinate plane, and recognize volume as an attribute of 3-dimensional space. They surveys to collect, display, and analyze data to make predictions and draw conclusions

Science (5): Students identify the variables in scientific investigations and recognize the importance of controlling variables in scientific experiments, with conclusions based on evidence. They study cycles of matter in terms of producers, consumers, and decomposition and interdependence in an ecosystem. They study the structures of the human body and how they work together. Students study different types of energy and how they transfer from one form to another. Students learn about the relationship of Earth to components of the solar system and describe how astronomers use telescopes.

Social Studies(5): Students study the development of the nation through Westward Expansion, beginning with the native inhabitants of the Americas, through the building and expansion of our nation. They examine the impact of Constitutional issues on American society by studying the ideas, documents, and events that were critical to the building of our nation and the foundations of American democracy. Students explain how different regions of the United States offer specific resources and income opportunities for people and study the diversity of the geographic regions of the United States using a variety of geographic tools and resources.

Music (5): Perform an accompaniment for a piece of music, applying understanding of notations of dotted rhythms, while students sing. Students compare the use of musical elements in aural examples of American music and in music from other cultures.

Visual Arts (5): Students create and discuss the principles of art and design, including unity and harmony, and analyze, using evidence, the element of space (perspective, overlapping, foreground, background) in works of representational and non-representational art. They discuss how art communicates ideas from other disciplines and historical periods, comparing works of art from various regions of the United States.

Drama (5): Students create a class dramatization of a historical event or social issue, playing different roles in theater, like actors, director, scriptwriter, etc. They analyze, using evidence, characters and the role of dramatic productions which are part of American history.

Dance (5): Modify a simple dance, using different forms (AB and ABA form, canon). They describe how elements in dance relate to elements in different art form, and use criteria to analyze the quality of dance performances from different periods of American History.

Career and Technical Education (5): Students examine how different innovations have developed/evolved in various cultures to improve life/solve problems; use successful workplace and ethical behaviors (punctual, self-directed, etc); keep documentation of own learning.

Third, Fourth, Fifth Grade Physical Education, Health, and Computer Technology

Physical Education (Grade 3-5) :The purpose of this course is for pupils to continue learning about physical education. They will utilize a movement vocabulary for manipulative, locomotor, and non-locomotor movement activities. They will apply basic elements to improve personal performance and know how to monitor the physiological changes occurring during moderate physical activity. They will combine manipulative skills in simple combinations and sequence combinations of more complex weight transfer and balance movements. They will sustain moderate to vigorous physical activity for longer periods of time to improve physical fitness and identify proper warm-up, conditioning, and cool-down techniques and the reason for using them. They will learn about class rules, procedures, safe practices, and etiquette with limited or no teacher reinforcement.

Health (3-5): The purpose of this course is for pupils to continue learning about health and well-being. Pupils will describe the relationship between health behaviors and personal behaviors. They will identify the health-related components of an active lifestyle. They will learn how substances can affect the way people make decisions and perform tasks. They will describe ways to

prevent common childhood injuries and differentiate between contagious and non-contagious illness/diseases. They will locate resources from home, school, and community that provide reliable health information. They will model effective verbal and non-verbal communication skills including refusal and negotiation skills. They will predict how decisions about substance use and abuse have consequences for self and others. They will set a personal health goal and track progress toward its achievement. They will demonstrate behaviors that avoid or reduce health risks.

Computer Technology (3-5): The purpose of this course is to further develop students' ability of computer and technology usage. They create an original, digital work as a form of personal or group expression with minimal teacher support. They will communicate information and ideas using digital text, images, and sound. They will describe appropriate media and formats for specific audiences. They will use digital tools to plan a timeline and track progress for a research project. They will discern between facts and opinions in digital content. They will describe codes of conduct for using technology at the school and the consequences for breaking those rules.

Sixth Grade

Reading (6): Students expand reading comprehension skills using structural analysis. Developing their vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas.

English/Language Arts (6): Students use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Pupils revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade. Pupils also write summaries. Pupils may publish their work. They participate in and sometimes lead collaborative group discussions. They expand active listening skills and demonstrate public speaking techniques.

Mathematics (6): Students continue their development of number theory to include fractions, decimals, percents, prime and composite numbers, factors, and rules of divisibility to solve problems. Algebraic concepts are developed as pupils create tables and charts to extend and describe a rule. Pupils evaluate and write formulas and algebraic expressions. Measurement concepts expand to include the use of formulas and ratios to measure circumference, compare unit costs, and determine equivalent periods of time. In geometry, pupils determine complementary, supplementary, and missing angles. They identify and locate points on a coordinate plane and plot geometric shapes in all four quadrants. Data analysis requires pupils to construct sample spaces and tree diagrams to find the number of outcomes for an event.

Science (6): The purpose of this course is to build upon previously learned scientific concepts. Students formulate a testable hypothesis that can be answered through a controlled experiment, using appropriate tools and techniques to collect and analyze data. They explain the reciprocal relationship of the impact of technology with society and science. They study how matter and energy of living systems and their ecosystems interact. The student describes a variety of energy transformation, specifically heat (conduction, radiation, convection) and how it changes forms and can be conserved, and describe components of energy waves. Students describe the organization of the periodic table, and compare physical and chemical substances.

Social Studies-World History (6): The purpose of this course is for students to investigate the development of ancient civilizations and regions through the Age of Exploration. They compare and contrast the major religions of the world, characteristics necessary for the development of sustainable civilizations, the role governments and ideologies play in societies, and the development of regional cultures. Students apply their understanding to changes in different cultural societies

and how they relate to one another, as they evolve over time. They learn about patterns of cultural encounters and exchanges and assess their impact on societies.

Seventh Grade

Reading (7): The purpose of this course is for students to continue expanding reading comprehension skills using structural analysis. Students read multiple text types to determine theme or central ideas, citing textual evidence. They analyze 2 or more authors' points of view to assess for sound evidence of a topic. Pupils expand their vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend texts of grades 6–8 text complexity band proficiently and of different genres with fluency and accuracy and expand their use of reading strategies and skills across content areas.

English/Language Arts (7): Students use the writing process to write arguments to support claims with clear reasons, write to inform or explain, and write narratives-composed with a variety of multi-paragraph texts and an awareness of audience and purpose. They revise drafts and then edit for mechanics and conventions of Standard English. Students research topics, gather evidence/relevant facts from multiple sources, incl. digital and print sources. They draft and publish their work using technology. They engage in a range of collaborative conversations, following rules of collegial discussions. Students present their work using multimedia and visual displays, modifying speech to different contexts and audiences.

Mathematics (7): Students continue their development of the rational number system with the inclusion of integers. Algebraic sense develops as pupils analyze and extend patterns to describe the rule. Measurement skills include conversions between the customary and metric measurement systems with respect to area and capacity. Geometric skills include describing relationships between basic geometric elements, figures, and transformations on a coordinate plane. They refine their understanding of data analysis by formulating their own questions, collecting and organizing data, and choosing the appropriate graphical representation. Identification, explanation, and application of mathematical concepts correspond with real-world situations.

Science (7): Students learn that scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations and explain the importance of replicable trials. They explain the need to revise conclusions and explanations based on new scientific evidence. Students explain the interaction and dependence of organisms on one another and how energy moves through food webs, including the roles of photosynthesis and cellular respiration. They study sustaining ecosystems and biotic/abiotic factors affecting them. Classifying organisms, understanding the levels of organization, and understanding structure and functions of various cells are learned. Students understand sexual and asexual reproduction, explaining how traits can be determined by one or more genes and how genetics passed down can result in difference of descendants-also how various gene pools contribute to survival.

Social Studies-History of the Hawaiian Kingdom (7): Students compare ideas (e.g., kapu system), technology (e.g., firearms, ships), and people (foreign advisors) that led to major changes during the unification and monarchy period and justifies their importance within that time period and explains the sequence of events leading to the unification of the Hawaiian Islands, as well as significant changes that resulted (including establishment of monarchy, peaceful rule of Kamehameha, Mamala Hoe Kanawai, organization of government, and rebuilding of resources), as well as later-the Great Mahele of 1848. Students explain reasons foreigners (including explorers, whalers, traders, and missionaries) came to Hawaii and the political (including change in government and roles/power of leaders), social (including the decline of Hawaiian population, Christianity, the establishment of churches/schools, and end of kapu system) and economic

(including the rise of mercantilism) impact on Hawaii. Explains the rise and importance of the sugar industry and the economic, social, and political effect it had on Hawaii, along with the corresponding experiences of immigrant groups in Hawaii and the impact they had in influencing change in Hawaii's culture and society. Students study the actions of individuals and groups (incl. King David Kalakaua, Robert Wilcox, Queen Liliuokalani, Sanford B. Dole, Lorrin A. Thurston, and Minister Stevens) and groups (including Annexationist Committee of Public Safety, Aloha Aina, and American businessmen) in the Overthrow.

Social Studies-Pacific Islands (7): Students learn about the beliefs and ideas of Europeans (including explorers, traders, whalers, and missionaries) that led to exploration and colonization and the political (colonization), social (including decline of population and demise of culture), and economic (including trade and diminishing resources) impact of such exploration on Polynesia, Micronesia, and Melanesia. They analyze the conflicting beliefs, values, and norms of the indigenous populations and the European explorers/settlers and explain the impact of those differences and describes the history of governance of the islands through different periods and identifies changes to the islands that resulted from changes in government. They examine the roles and responsibilities of contemporary governments in the islands and analyze similarities and differences. They describe the cultural and political relationship between the United States and one of the Pacific Islands, including interactions between the two, then look at different current issues and propose solutions to them based on research. Students compare conditions and motivations that contribute to conflict, cooperation, or interdependence among the islands or between the islands and the United States. Students use geographic representations such as maps or models to explain population distribution and the physical and human characteristics of places in Oceania, including landforms, natural resources, climate, river, lakes, bridges, dams, roads, and buildings and look for demographic patterns and its impact on people, as well as the relationship between economic activities, their location, and the physical and human characteristics of a given place in Polynesia, Micronesia, and Melanesia.

Eighth Grade

Reading (8): Students continue expanding reading comprehension skills using structural analysis. Students read multiple text types to determine theme or central ideas, citing textual evidence. They analyze 2 or more authors' points of view to assess for sound evidence of a topic. Pupils expand their vocabulary and knowledge of words through context, word study, and multimedia resources. They read and comprehend texts of grades 6–8 text complexity band proficiently and of different genres with fluency and accuracy and expand their use of reading strategies and skills across content areas.

English/Language Arts (8): Students use the writing process to write arguments to support claims with clear reasons, write to inform or explain, and write narratives-composed with a variety of multi-paragraph texts and an awareness of audience and purpose. They revise drafts and then edit for mechanics and conventions of Standard English. Students research topics, gather evidence/relevant facts from multiple sources, incl. digital and print sources. They draft and publish their work using technology. They engage in a range of collaborative conversations, following rules of collegial discussions. Students present their work using multimedia and visual displays, modifying speech to different contexts and audiences.

Mathematics (8): Students work with various representations of and calculating with real numbers including scientific notation with proficiency. Algebra skills extend in identifying missing terms in a sequence or representation. Students solve linear equations and graphically represent the solution. Measurement skills expand to include how changes in dimensions affect the perimeter,

area, and volume. They apply properties of equality and proportionality to similar and congruent shapes. Geometric concepts are extended to include the calculation of the measure of the interior angles of polygons. They refine their understanding of data analysis as they include box-and-whisker plots to graphically represent a data set and then describe this data through the use of measures of central tendency. Students begin to evaluate statistical arguments based on accuracy and validity. They synthesize, generalize, and apply knowledge and strategies to new situations.

Science (8): Students communicate the significant components of the experimental design and results of a scientific investigation as they determine the links between evidence and conclusions and use scale and mathematical models to support and explain scientific data. They look at the relationships among society, science, and technology and how one impacts the other. They study how changes in the physical environment affect organisms. Students continue to study waves: seismic waves and the Earth's interior, light waves within the electromagnetic spectrum, and comparing the properties of mechanical and electromagnetic waves. They learn about mass and gravitational force; study the 3 main types of rocks (igneous, sedimentary, metamorphic) by characteristics and formation; and learn about the Earth's tilt, its relationship to the sun, regarding climate and weather, relationship to the moon and gravitational pull, and the composition of objects in the galaxy. Students explain continental drift and plate tectonics, the forces that shape the Earth, and the physical characteristics of the oceans.

Social Studies (8): Students study to Understand important historical events in the Post-Revolutionary war through Reconstruction era (including second great awakening and westward expansion), why different people may have different perspectives of the same historical event and multiple interpretations should be considered in order to avoid historical linearity and inevitability, by using primary and secondary sources, understanding the potential and limitations of each. They study the Constitution, The Bill of Rights, and early American society, including the early government, and significant issues like the removal of Indians and the abolitionists. Students study early American industries and the development of technology. They explore events of the Westward Expansion and Antebellum America, later leading to the Civil War and Reconstruction. Students study global cooperation, conflict, and interdependence of the 1800s, looking at the relationship and influence of America and other countries. They study domestic economy of the time as well as how a market functions. They describe the 3 branches of government, explain the responsibilities of citizenship in a democracy.

Sixth, Seventh, and Eighth Grade Electives

Physical Education (6-8): Students continue learning about physical education and refining age appropriate form and skills in the context of modified activities, such as sports, dance, and exercise. They will refine previously learned manipulative skills and evaluate movement forms for skill improvement. They will apply rules and etiquette for safe participation. They will analyze potential consequences when confronted with a behavior choice. They will work cooperatively within a group in cooperative or competitive situations. Students explain the relationship between a healthy lifestyle and regular participation in physical activities and participate regularly in moderate to vigorous physical activities to meet personal goals. They will understand and apply principles of training/ conditioning to regular fitness activities.

Health (6-8): The purpose of this course is for students to learn about health and well-being. They will analyze the relationship between health behaviors and personal health. They will explain the interrelationships of emotional, intellectual, physical, and social health in adolescence. They will learn how behaviors, pathogens, genetic history, and other factors are related to illness/disease prevention. Students will identify laws and regulations made to protect community health. They will

explain how the perceptions of norms influence healthy and risky behaviors. They will examine how individual family, peers, and information influence the personal use, misuse, and abuse of substances. They will explain how local school and public health policies can influence health promotion and disease prevention. They will defend healthy alternatives over unhealthy alternatives when making a decision. They will apply a decision-making process to a significant health issue or problem. They will apply time management strategies and skills needed to attain a personal long-term health goal.

Music–Vocal (6-8): The purpose of this course is for students to refine their vocal music abilities. They will sing with technical accuracy and good breath control throughout their singing ranges. They will sing a repertoire of vocal literature in small and large ensembles with expression, technical accuracy, and breath control. They will sing choral literature written in two and three parts with and without accompaniment. They will sing music representing diverse genres and styles. They will improvise simple melodies and harmonies and compose short pieces using the elements of music. They will read whole, half, quarter, eighth, sixteenth, and dotted notes, and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures. They will develop musical criteria for evaluating the quality and effectiveness of performances and compositions. They will compare and contrast the roles of musicians and the conditions under which they perform in several world cultures.

Music– Instrumental (6-8): The purpose of this course is for pupils to refine their instrumental music abilities. They will play with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument. They will play in large ensembles demonstrating appropriate ensemble technique while following a conductor. They will perform multiple-part ensemble literature. They will play a varied repertoire of instrumental literature representing diverse genres and styles. Improvise simple melodies and harmonies. They will compose short pieces using the elements of music. They will read whole, half, quarter, eighth, sixteenth, and dotted notes, and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures. They will develop musical criteria for evaluating the quality and effectiveness of performances and compositions. They will compare and contrast the roles of musicians and the conditions under which they perform in several world cultures.

Visual Arts (6-8): The purpose of this course is for pupils to refine their visual arts abilities. They will compare and contrast the use of media, techniques, and processes in works of art. They will analyze one's own selection and use of media, techniques, and processes to elicit intended responses. They will discuss why visual characteristics, purposes, and/or functions may be effective in works of art. They will plan and produce works of art that use a range of subject matter, symbols, and ideas from varied times and places to communicate meaning. They will describe the purpose and discuss the meaning of specific art objects within varied cultures, times, and places. They will analyze and generate new meaning of their artwork and the work of others. They will explain how the basic principles of art are similar to principles of other disciplines.

Drama (6-8): Students develop dialogue for a scene or one-act play to construct understanding of or demonstrate understanding of content areas. Larger plays are developed to communicate student-selected topics integrating different content areas, with students working in different roles of theater. Students explain the effects of sets and technical elements as they use theater/drama vocabulary to analyze performances of different theater styles and cultures, and their overall impact on the audience.

Dance (6-8): Students will use kinesthetic awareness, concentration, and focus in performing movement skills as they apply the use of choreographic principles with partners or in groups. They will use all dance elements and choreographic structures to develop movement studies. Evaluate a dance for dance elements, choreographic principles, processes, and structures

using personal knowledge and experiences. They will express daily life through dance. Students will compare cultural dances and different time periods, and analyze the historical evolution of dance of a particular people over time.

Computer and Technology (6-8): The purpose of this course is to refine the student's ability of computer and technology usage. They will apply existing knowledge to independently generate new ideas, products, or processes with digital tools. They will use digital models and simulations to answer questions or to solve problems. They will use technology to track trends and predict possibilities using evidence, experiments, and collaboration to justify their predictions. They will communicate with digital text, images, sound, and video. They will create digital products in formats appropriately targeted to specific audiences or purposes. They will use digital tools to plan and organize research-based inquiry. They will use digital tools to plan a timeline, track progress, and cite sources for a research project. They will evaluate and compare facts and opinions in digital content sources and describe points of view. They will use multiple digital tools to collect and process data to test theories and hypothesis. They will model legal and ethical behaviors when using information and technology including properly selecting, acquiring, and citing sources. They will explain the value of existing and emerging technologies.

Career and Decision-Making Skills (7-8): The purpose of this course is to enable students to explore careers/career clusters, learn about the decision-making process and study skills. Activities will enable students to increase self-awareness and develop the skills needed to successfully plan for postsecondary education and the workplace. They will learn about their interests, values, skills, learning styles and personal and social development.

Attachment G

Kamalani Academy Administrative and Curriculum Time Table

June 2015	Identify Principal for Kamalani Academy.
June 2015 through January 2016	Principal to identify Kamalani Academy Administrative Team.
January through April 2016	Decide on Basal Text and other support materials to be used at Kamalani Academy that will best align with the Standards listed Proposed Instructional Framework (III.B.1), arts-integration, and instructional strategies (III.B.7). The will also use Doral Academy, Inc. as a point of reference.
February through July 2016	Hiring of Teachers for Kamalani Academy.
Prior to the Start of School	Professional Development days will be done in accordance with Collective Bargaining Limits. If the Administrative Team feels that more time is needed for Professional Development, the School will file a waiver with the Union. The Professional Development for Kamalani Academy Teachers will focus on the chosen Basal Text, development of course pacing, and arts integration. Teachers will take a needs based assessment and professional development will be prioritized.

Start Date: August 1, 2016

End Date: June 2, 2017

July 2016	Monday	Tuesday	Wednesday	Thursday	Friday	Accumulated School Days with Students
	No Students 26 Admin Initiated Activities	No Students 27 Admin Initiated Activities	No Students 26 Teacher Initiated Activities	No Students 29 Teacher Initiated Activities		
August 2016	Monday	Tuesday	Wednesday	Thursday	Friday	Accumulated School Days with Students
	1	2	3	4	5	
	8	9	10	11	12	
	15 SH	16	17	18	19	
	22	23	24	25	26	
	29	30	31			22
Sept. 2016	Monday	Tuesday	Wednesday	Thursday	Friday	Accumulated School Days with Students
				1	No Students	

				SH	2 Teacher School Planning & Collaboration	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	42
Oct. 2016	Monday	Tuesday	Wednesday	Thursday	Friday	Accumulated School Days with Students
	3 FB	4 FB	5 FB	6 FB	7 FB	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
	31					58
Nov. 2016	Monday	Tuesday	Wednesday	Thursday	Friday	Accumulated School Days with Students

		1	2	3	4 SH	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24 H	25 H	
	28	29	30			77
Dec. 2016	Monday	Tuesday	Wednesday	Thursday	Friday	Accumulated School Days with Students
				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19 WB	20 WB	21 WB	22 WB	23 WB	
	26 WB	27 WB	28 WB	29 WB	30 WB	89
Jan. 2017	Monday	Tuesday	Wednesday	Thursday	Friday	Accumulated School Days with Students
		3	4	5	6	

	2 WB	WB	WB	WB	WB	
	9	10	11	12	13	
	16	17	18	19 SH	20	
	23	24	25	26	27	
	30	31				105
Feb. 2017	Monday	Tuesday	Wednesday	Thursday	Friday	Accumulated School Days with Students
			1	2	3	
	6	7	8	9	10	
	13	14	15	16 SH	17	
	20	21	22	23	24	
	27	28				124
March 2017	Monday	Tuesday	Wednesday	Thursday	Friday	Accumulated School Days with Students
			1	2	3	

	6	7	8	9	10	
	13	14	15	16	17	
	20 SB	21 SB	22 SB	23 SB	24 SB	
	27	28	29	30	31	142
April 2017	Monday	Tuesday	Wednesday	Thursday	Friday	Accumulated School Days with Students
	3	4	5	6	7	
	10	11	12	No Students 13 Teacher School Planning & Collaboration	14 SH	
	17	18	19	20	21	
	24	25	26	27	28	160
May 2017	Monday	Tuesday	Wednesday	Thursday	Friday	Accumulated School Days with Students
	1	2	3	4	5	

	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25 SH	26	
	29	30	31			182
June 2017	Monday	Tuesday	Wednesday	Thursday	Friday	Accumulated School Days with Students
				1	2	180/184*

* There will only be 180 days of instruction; however, there are currently four additional days built in to the calendar to accommodate professional development and teacher institute days. These dates will be determined at a later date.

Kindergarten Daily / Weekly Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:10	Attendance/ AR Reading	Attendance/A R Reading	Attendance/A R Reading	Attendance/A R Reading	Attendance/A R Reading
8:10-8:40	Morning Meeting Actor's Toolbox, Calendar, Sharing				
8:40-9:00	Phonemic Awareness Activities				
9:00-9:15	Story (Read Aloud)				
9:15-9:30	Arts Integration Journals				
9:30-9:45	Recess				
9:45-10:35	Math				
10:35-10:40	Clean Up and Wash Up				
10:40-11:20	Lunch				
11:20-11:25	Transition to Class				
11:25-12:00	Quiet Centers, Stories, or Sharing Time				
12:00-1:00	Reading groups Work Stations	Reading groups Work Stations	12:00-12:20 Closing, Clean Up, Dismissal	Reading groups Work Stations	Reading groups Work Stations
1:00-1:40	Centers Math, Art Integration & One-on-One Reading	Centers Math, Art Integration & One-on-One Reading		Centers Math, Art Integration & One-on-One Reading	Centers Math, Art Integration & One-on-One Reading
1:40-2:00	Closing, Clean Up, Dismissal	Closing, Clean Up, Dismissal		Closing, Clean Up, Dismissal	Closing, Clean Up, Dismissal

The kindergarten schedule is designed to prepare students to transition into first grade. Thus blocks of time to focus on specific content areas will be broken down into smaller chunks of learning which incorporate multiple modalities of learning.

1st Grade Daily / Weekly Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:10	Attendance/AR Reading	Attendance/AR Reading	Attendance/AR Reading	Attendance/AR Reading	Attendance/AR Reading
8:10-8:40	Morning Meeting Calendar, Daily 5				
8:40-9:50	Reading/ ELA Arts Integration	Reading/ ELA Arts Integration	Reading/ ELA Arts Integration	Reading/ ELA Arts Integration	Reading/ ELA Arts Integration
9:50-10:05	Recess	Recess	Recess	Recess	Recess
10:10-11:30	Writers Workshop	Writers Workshop	Writers Workshop	Writers Workshop	Writers Workshop
11:30-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-1:15	Math/Math Centers	Math/Math Centers	12:15-12:20 Closing and Dismissal	Math/Math Centers	Math/Math Centers
1:15-1:45	Science/Arts Integration	Science/Arts Integration		Social Studies/Arts Integration	Social Studies/Arts Integration
1:45-2:00	Closing/Planners/ Clean Up	Closing/Planners/ Clean Up		Closing/Planners / Clean Up	Closing/Planners/ Clean Up

2nd Grade Daily / Weekly Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:10	Attendance/AR Reading	Attendance/AR Reading	Attendance/A R Reading	Attendance/AR Reading	Attendance/AR Reading
8:10-8:40	Morning Meeting Calendar, Daily 5				
8:40-9:50	Reading/ ELA Arts Integration	Reading/ ELA Arts Integration	Reading/ ELA Arts Integration	Reading/ ELA Arts Integration	Reading/ ELA Arts Integration
9:50-10:05	Recess	Recess	Recess	Recess	Recess
10:10-11:30	Writers Workshop	Writers Workshop	Writers Workshop	Writers Workshop	Writers Workshop
11:30-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-1:15	Math/Math Centers	Math/Math Centers	12:15-12:20 Closing and Dismissal	Math/Math Centers	Math/Math Centers
1:15-1:45	Science/Arts Integration	Science/Arts Integration		Social Studies/Arts Integration	Social Studies/Arts Integration
1:45-2:00	Closing/Planners/ Clean Up	Closing/Planners/ Clean Up		Closing/Planners / Clean Up	Closing/Planners/ Clean Up

3rd Grade Daily / Weekly Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:10	Attendance/AR Reading	Attendance/AR Reading	Attendance/AR Reading	Attendance/AR Reading	Attendance/AR Reading
8:10-8:40	Morning Meeting Calendar, Daily 5				
8:40-9:50	Reading/ ELA Arts Integration	Reading/ ELA Arts Integration	Reading/ ELA Arts Integration	Reading/ ELA Arts Integration	Reading/ ELA Arts Integration
9:50-10:05	Recess	Recess	Recess	Recess	Recess
10:10-11:30	Writers Workshop	Writers Workshop	Writers Workshop	Writers Workshop	Writers Workshop
11:30-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-1:15	Math/Math Centers	Math/Math Centers	12:15-12:20 Closing and Dismissal	Math/Math Centers	Math/Math Centers
1:15-1:45	Science/Arts Integration	Science/Arts Integration		Social Studies/Arts Integration	Social Studies/Arts Integration
1:45-2:00	Closing/Planners/ Clean Up	Closing/Planners/ Clean Up		Closing/Planners / Clean Up	Closing/Planners/ Clean Up

4th Grade Sample Daily / Weekly Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 – 8:10	Morning Broadcast Journal	Morning Broadcast Journal	Morning Broadcast Journal	Morning Broadcast Journal	Morning Broadcast Journal
8:10 – 8:20	Morning Meeting Actor’s T-Box / Jewels	Morning Meeting Actor’s T-Box / Jewels	Morning Meeting Actor’s T-Box / Jewels	Morning Meeting Actor’s T-Box / Jewels	Morning Meeting Actor’s T-Box / Jewels
8:20 – 9:35 1 hour 15 min	Reading Workshop	Reading Workshop	Reading Workshop	Reading Workshop	Reading Workshop
9:35 – 9:50 15 min	Spelling/Vocab	Spelling/Vocab	Spelling/Vocab	Spelling/Vocab	Spelling/Vocab
9:50 – 10:10	Recess/Toolbox	Recess/Toolbox	Recess/Toolbox	Recess/Toolbox	Recess/Toolbox
10:10 – 10:40	Math	Math	Math	Math	Math
10:40 – 11:20	Lunch	Lunch	Lunch	Lunch	Lunch
11:20 – 12:20	Math/Math Centers	Math/Math Centers	Math/Math Centers	Math/Math Centers	Math/Math Centers
12:20 – 1:20 1 Hour	Writer’s Workshop	Writer’s Workshop	Early Release	Writer’s Workshop	Writer’s Workshop
1:20 – 2:00	Science / Social Studies	Science / Social Studies		Science / Social Studies	Science / Social Studies

5th Grade Sample Daily / Weekly Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 – 8:10	Morning Broadcast Journal	Morning Broadcast Journal	Morning Broadcast Journal	Morning Broadcast Journal	Morning Broadcast Journal
8:10 – 8:20	Morning Meeting Actor’s T-Box / Jewels	Morning Meeting Actor’s T-Box / Jewels	Morning Meeting Actor’s T-Box / Jewels	Morning Meeting Actor’s T-Box / Jewels	Morning Meeting Actor’s T-Box / Jewels
8:20 – 9:35 1 hour 15 min	Reading Workshop	Reading Workshop	Reading Workshop	Reading Workshop	Reading Workshop
9:35 – 9:50 15 min	Spelling/Vocab	Spelling/Vocab	Spelling/Vocab	Spelling/Vocab	Spelling/Vocab
9:50 – 10:10	Recess/Toolbox	Recess/Toolbox	Recess/Toolbox	Recess/Toolbox	Recess/Toolbox
10:10 – 10:40	Math	Math	Math	Math	Math
10:40 – 11:20	Lunch	Lunch	Lunch	Lunch	Lunch
11:20 – 12:20	Math/Math Centers	Math/Math Centers	Math/Math Centers	Math/Math Centers	Math/Math Centers
12:20 – 1:20 1 Hour	Writer’s Workshop	Writer’s Workshop	Early Release	Writer’s Workshop	Writer’s Workshop
1:20 – 2:00	Science / Social Studies	Science / Social Studies		Science / Social Studies	Science / Social Studies

Staffing Chart

Use the appropriate table below to outline the staffing plan for the proposed school. Adjust or add functions and titles and add or delete rows as needed.

Elementary School Staffing Model and Rollout

Title	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	Capacity 2020	Salary Range
School Director	1	1	1	1	1	1	80,000-110,000
Assistant School Director							
Add'l School Leadership Position 1 [specify]							
Add'l School Leadership Position 2 [specify]							
Add'l School Leadership Position 3 [specify]							
Classroom Teachers (Core Subjects)	12	12	12	12	12	12	44,000-65,000
Classroom Teachers (Specials)	2	2	2	2	2	2	44,000-65,000
Student Support Position 1 [specify: <i>e.g.</i> , Social Worker]							
Student Support Position 2 [specify]							
Specialized School Staff 1 [specify]	2	2	2	2	2	2	40,000-60,000
Specialized School Staff 2 [specify]							
Teacher Aides and Assistants							
School Operations Support Staff	2	2	2	2	2	2	20,000-30,000
Total FTEs	19	19	19	19	19	19	
Total Salaries	Approx - \$980,000	Approx - \$980,000	Approx - \$980,000	Approx - \$980,000	Approx - \$980,000	Approx - \$980,000	

Middle School Staffing Model and Rollout

Title	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__	Year 5 20__	Capacity 20__	Salary Range
School Director							
Assistant School Director							
Add'l School Leadership Position 1 [specify]							
Add'l School Leadership Position 2 [specify]							
Add'l School Leadership Position 3 [specify]							
Classroom Teachers (Core Subjects)	2	4	6	6	6	6	44,000-65,000
Classroom Teachers (Specials)		2	3	3	3	3	44,000-65,000
Student Support Position 1							

[specify: <i>e.g.</i> , Social Worker]							
Student Support Position 2 [specify]							
Specialized School Staff 1 [specify]							
Specialized School Staff 2 [specify]							
Teacher Aides and Assistants							
School Operations Support Staff							
Total FTEs	2	6	9	9	9	9	
Total Salaries	Approx - \$104,000	Approx - \$312,000	Approx - \$468,000	Approx - \$468,000	Approx - \$468,000	Approx - \$468,000	

High School Staffing Model and Rollout

Title	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__	Year 5 20__	Capacity 20__	Salary Range
School Director							
Assistant School Director							
Dean(s)							
Add'l School Leadership Position 1 [specify]							
Add'l School Leadership Position 2 [specify]							
Add'l School Leadership Position 3 [specify]							
Classroom Teachers (Core Subjects)							
Classroom Teachers (Specials)							
Student Support Position 1 [specify: <i>e.g.</i> , Social Worker]							
Student Support Position 2 [specify]							
Specialized School Staff 1 [specify]							
Specialized School Staff 2 [specify]							
Teacher Aides and Assistants							
School Operations Support Staff							
Total FTEs							
Total Salary							

Attachment K: Stepping into “Keoni’s shoes”....

I love coming to school. We see Mr. A’s smiling face as Mom drops me off. “Good morning, Keoni. Cool shoes,” and Mr. A waves at mom as she pulls away from the curb. The grown ups and the kids at my school are nice. I always feel like they’re happy to see me, must be all the smiles. I check in with Mrs. T for my morning job. It’s my week to work the morning shift of the Ohana Team, one of our 5th grade clubs. I stand next to Mr. A and help greet families and kids as they come to school. My job is to look out for the younger kids and help them out of their cars with their backpacks.

Our morning bell signals everyone to meet in the center courtyard. At 8:00 am, teachers begin strumming their ukulele as we sing our morning mele, standing side by side with our classmates. I get to see my friends from the other classes as we share our morning in song altogether. Then I walk with my class to our classroom. It’s an open-spaced room with community tables on the sides, and a big rug area for our active learning work, next to the active board. My classmates and I do our morning kuleana, our classroom jobs to open up our day. Some are checking in homework assignments, turning on computers, straightening up learning centers, checking in lunch counts, and more. Others are beginning their morning writing, our daily personal narrative, like a journal. Mrs. L plays our music and we transition to the rug. Mrs. L invites us to ask questions about our day’s schedule, then we jump into our project. Our project inquiry question is displayed on our active board, usually science or social studies, then we work in reading and drama. For example, Mrs. L gives us our text card, our readings on the important events that led to the Westward Expansion. My small group reads the text and decides on the main idea of our passage. We create a tableau to show it and compose our narration to explain it. We ask each other clarifying questions. We later work in small groups, each with independent tasks. I like literature circles and working on my colonial perspective journal.

Morning recess lets me get my energy out in a different way. I’m into soccer right now. I’m so glad Mr. A went over all the rules with us so we can really play the game. Mr. A is out at recess and helps ref the games too! Some kids eat snacks and talk story or play other games.

Back to class and we are calculating the provisions to take out west, using an actual provisions list from that time. Some kids are on the computers, doing math challenges, then we switch. We meet together again so Mrs. L can introduce our math challenge of the day. It’s usually a math task that makes us have to try many different solutions to come up with the best one. We help each other with our calculations. When we get stuck, Mrs. L asks us more questions! She wants us to work at figuring things out. Sometimes, we learn straight from Mrs. L too, like when it’s a new method or topic in math.

5th graders eat lunch with 2nd graders. It’s our job to help out 2nd graders and show them manners and stuff. We model appropriate conversations. Then we help clean up. It’s an upper grade job. I feel important when I’m doing my 5th grade jobs cause the 2nd graders look up to me.

Afternoons are spent doing other projects too. Some days we have PE or health, visual arts, music or dance. Yesterday, we started learning to dance the Virginia Reel from Mrs. K, 3rd grade teacher, while Mrs. L teaches art. Today is our turn for art. My favorite is learning how to do 2-point perspective drawings. Tonight, my homework is to use perspective and draw the ideal landscape for settlers moving west. I have a feeling we will analyze some images tomorrow.

Clean up, organize, and time to go home. First we do our gratitude reflections. We each contribute our ideas to the question, “What was strong in my learning today.”

DO NOT EVALUATE

Attachment L: Stepping into a 5th grade teacher, Mrs. L's, shoes...

I love coming to school. I pull in at around 6:45 am, while the morning is fresh and our school is quiet. My social studies text cards are ready, our informational reading for today. I review the text-card tableaux steps one more time. I have the provisions list ready from the Oregon Trail site, so students can calculate ratio today in their math scenario. My math problem of the day is downloaded from the SBAC Digital library. And lastly, the drawing paper is cut and rulers handy for perspective drawing. Mr. A smiles, "Good morning" as he heads out to the curbside and I head into our office, ukulele in hand, to check in. Teachers are zipping around squeezing in "one more thing" before our day starts, with our morning mele. Old school cowbell rings, and everyone transitions. I glance at Mrs. T as she signals teacher and student musicians to play. We sing and move into our day.

My students do their morning procedures and jobs efficiently now that we are in November. I circulate and check in with the flow of my class, then invite my small morning group to sit with me. They share their planners and write on post-its, one personal challenge and one celebration to share. One child asks for 1 on 1 time, which we schedule at recess. Collaborative learning time follows: Our inquiry question today: Why/How did the colonists decided to move out west? My facilitation steps are written on a chart to help me. Today's task prepares them for tomorrow's challenge. Armed with content, students will need to take a stand to move out west or stay put, and they'll need to convince me with their opinions based on textual details, in role. We move into small group literacy centers right after the collaborative group work. I meet with another group of students in literature circles, while others are either meeting independently following their reading response task or working on computers on essays.

A personal meeting at recess to hear my student's story, thankfully one that she just needed an ear and could move on. I check in with Mr. G next door to be sure his class is ready for project math with me, while my class will work on math skill-building with him. He's excited to tell me that his class has more questions regarding important events of westward migration after the morning text cards and we exchange student reflections.

Today's math cause some discomfort from students who are wanting the "right answer" but most enjoy the challenge of applying math to their scenarios. I assess which students are having difficulty with the computation at this time, and follow up with a quick review of calculating fractions and ratios.

It's my turn for lunch duty. I sit at one end while a 2nd grade teacher sits at the other. Our job is to supervise lunch and help our students make appropriate social choices. It's amazing how 2nd graders are learning from our 5th graders modeling. We see 2 students ignoring the corrections from my 5th grader and step in to ask questions, making the problem solving visible for both ages

Our afternoons are usually filled with skill-building in visual arts or music, as well as PE/Health. My art lesson, perspective drawing, calms most students, as they explore after direct instruction. We end our day in physical fitness teams with the other 5th grade class and close with verbal reflections, "What was strong in my learning today."

I meet with my 5th gr team and we work on our formative assessments for math today. We bring some student work and decide on which test items to include. I offer to create the story problem for the assessment, which takes me through the end of the afternoon. I leave school exhausted, with a smile, appreciating collaboration of peers and my students.

TRADEMARK LICENSE AND AFFILIATION AGREEMENT

DORAL ACADEMY, INC. and KAMALANI ACADEMY

THIS TRADEMARK LICENSE AND AFFILIATION AGREEMENT ("Agreement") is made and entered into effective as of July 1, 2016 (the "Effective Date") by and between Doral Academy, Inc. ("Licensor"), and the School, Kamalani Academy ("Licensee").

WHEREAS, Licensor has adopted, and is using the Trademark, Doral Academy ("Trademark") throughout the United States in connection with educational excellence, Southern Association of Colleges and Schools (SACS) accreditation, pedagogical successful methods, and related educational activities.

WHEREAS, Licensee desires to use the Trademark, in connection with the development of the School, including but not limited to, the start-up phase of the School. Licensee desires to promote the fact that the School will affiliate with Doral Academy, Inc. and replicate its successful educational best practices and methods to ensure the School's academic and operational success.

WHEREAS, Doral Academy, Inc. personnel will provide on-site services to the school, and will also conduct ongoing teacher training sessions in Math, Language Arts and other subject areas; provide 'best practices' instructional materials; and host retreats for Boards of Directors and School Leaders.

WHEREAS, Licensor, subject to the terms and conditions set forth in this Agreement, is willing to permit Licensee to use the Trademark in connection with the educational practices, including but not limited to the development and establishment of the school of Kamalani Academy, for the mutual benefit of Licensor and Licensee.

NOW, THEREFORE, in consideration of the above premises, the mutual covenants set forth below, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

Section 1
LICENSE

1.1 Scope of License. Subject to the terms and conditions set forth in this Agreement, Licensor grants to Licensee a non-exclusive, non-transferable, royalty-free license to use the Trademark in connection with the development and establishment of the school of Kamalani Academy in the State of Hawaii, United States. Licensee shall make no other use of the Trademark.

1.2 Non-Assignment. Licensee acknowledges and agrees that the rights granted to Licensee by and obtained by Licensee as a result of, or in connection with, this Agreement are license rights only, and nothing contained in this Agreement constitutes or shall be construed to be an assignment of any or all of Licensor's rights in the Trademark.

Section 2
LICENSOR'S CONTROL

In order to protect and preserve Licensor's rights in the Trademark, Licensee understands, acknowledges, and agrees that (i) prior to the first date of Licensee's use of the Trademark in connection with Kamalani Academy, Licensee shall obtain Licensor's approval of all aspects of such use; and (ii) once Licensee's use of the Trademark in connection with the Kamalani Academy is initially approved by Licensor, any subsequent alteration, modification, or change in such use must be reviewed and approved by Licensor prior to implementation of such alteration, modification, or change.

Section 3
USE OF THE TRADEMARK

3.1 Trademark Format. Licensor retains the right to specify, from time to time, the format in which Licensee shall use and display the Trademark, and Licensee shall only use or display the Trademark in a format approved by Licensor.

3.2 Proper Notice and Acknowledgment. Every use of the Trademark by Licensee shall incorporate in an appropriate manner the correct and proper spelling of the name and any and all information connected therewith the name and Trademark.

3.3 Annual Fee. Licensee, Kamalani Academy, herein enters into a trademark license agreement with Doral Academy, Inc. to use, reproduce and display the trademarks of Doral Academy, Inc. in connection with its educational activities. The annual fee associated with this License is not to exceed 1% of the guaranteed basic support payment per pupil funding that the School receives. There will be no other additional fees or costs associated with this Agreement.

Licensee shall use the fee associated with this agreement towards staff development through annual conferences such as The National Charter School Conference, The Hawaii Charter School Conference, and any additional appropriate professional development opportunities, such as travel to parent schools for training. Licensee will develop a yearly budget for expenditures of these funds and shall provide Licensor with remaining funds at the end of each fiscal year.

3.4 Impairment of Licensor's Rights. Licensee shall not at any, time, whether during or after the term of this Agreement, do or cause, to be done any act or thing challenging, contesting, impairing, invalidating, or tending to impair or invalidate any of Licensor's, rights in the Trademark or any registrations, accreditations or recognitions of the like, derived from such rights. The Southern Association of Colleges and Schools (SACS) accreditation specifically shall not be affected in any way due to the misuse or violation of requirements and guidelines set forth by the Southern Association of Colleges and Schools (SACS), Doral Academy, Inc. or this Agreement.

3.5 Licensor's Rights and Remedies. Licensee acknowledges and agrees that Licensor has, shall retain, and may exercise, both during the term of this Agreement and thereafter, all rights and remedies available to Licensor, whether derived from this Agreement, from statute, or otherwise,

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as a result of or in connection with Licensee's breach of this Agreement, misuse of the Trademark, or any other use of the Trademark by Licensee which is not expressly permitted by this Agreement.

Section 4 **AFFILIATION SERVICES**

To ensure the School's academic and operational success, Licensor, Doral Academy, Inc., shall monitor the conduct and performance of the School and provide the School with assistance in the following areas:

- (a) On site principal training;
- (b) On site staff training;
- (c) Board governance training;
- (d) Technology training;
- (e) Curriculum and program development;
- (f) Classroom management critique and assessment;
- (g) Help attaining accreditation; and,
- (h) Other areas identified by the parties.

Licensor will make available to the School certain model books, curriculum modules, or other documents or compilations of data that are identified with Doral Academy, Inc. Licensor authorizes the School to use such materials and best practices, subject to the terms and limitations of this Agreement, for activities that further the goals of the School.

Section 5 **TERM AND TERMINATION**

5.1 Term. The term of this Agreement shall be for two (2) years from the Effective Date; provided, however, that either party may terminate this Agreement, with or without cause, by delivering written notice of termination to the other party, and, unless a later date is specified in such notice, termination shall be effective sixty (60) days after the date such notice is given.

5.2 Termination for Cause. Notwithstanding the provisions of Section 4.1 of this Agreement, this Agreement and all rights granted hereby, including but not limited to Licensee's right to use the Trademark, shall terminate upon written notice from Licensor if (i) Licensee attempts to assign, sub-license, transfer or otherwise convey, without first obtaining Licensor's written consent, any of the rights granted to Licensee by or in connection with this Agreement; (ii) Licensee fails to obtain Licensor's approval of Licensee's use of the Trademark in accordance with Section 2 of this Agreement; (iii) Licensee uses the Trademark in a manner in violation of, or otherwise inconsistent with, the restrictions imposed by or in connection with Section 3 of this Agreement; or (iv) Licensee uses the Trademark in a manner not expressly permitted by this Agreement.

5.3 Effect of Termination. All rights granted by this Agreement, including, without limitation, Licensee's right to use the Trademark, shall expire upon termination of this Agreement, and upon

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termination Licensee shall immediately cease and desist from all further use of the Trademark, unless otherwise granted permission by the Licensors.

Section 6 **MISCELLANEOUS**

6.1 Assignment. Licensee shall not assign, sublicense, transfer, or otherwise convey Licensee's rights or obligations under this Agreement without Licensors' prior written consent. Licensee shall indemnify and hold harmless Licensors against all liability, costs, and expenses, including but not limited to a reasonable attorneys' fee, arising out of or in connection with claims relating to an attempted assignment, sublicense, transfer, or other conveyance of Licensee's rights and obligations.

6.2 Applicable Law. This Agreement shall be interpreted, construed, and enforced pursuant to, and in accordance with, the laws of the State of Florida.

6.3 Entire Agreement. This Agreement supersedes all previous agreements, understandings, and arrangements between the parties, whether oral or written, and constitutes the entire agreement between the parties.

6.4 Amendments. This Agreement may not be modified, amended, altered, or supplemented except by an agreement in writing executed by the parties hereto.

6.5 Waivers. The waiver by either party of a breach or other violation of any provision of this Agreement shall not operate as, or be construed to be, a waiver of any subsequent breach of the same or other provision of this Agreement.

6.6 Notice. Unless otherwise provided herein, any notice, demand, or communication required, permitted, or desired to be given hereunder shall be in writing and shall be delivered by hand, or by registered or prepaid certified mail through the United States postal service, return receipt requested, addressed as stated below, or to such other address, and to the attention of such other persons or officers as either party may designate by written notice. Any notice so addressed and mailed shall be deemed duly given three (3) days after deposit in the United States mail, and if delivered by hand, shall be deemed given when delivered, and if sent by facsimile, shall be deemed given on the first business day immediately following transmittal.

If to Licensors: Doral Academy, Inc
c/o 6361 Sunset Drive
Miami, FL 33143
Attn: President/Chairperson, Angela Ramos

If to Licensee: Kamalani Academy
1378 Paseo Verde Parkway, Suite 200
Henderson, NV 89012
Attn: Committee Chairperson, Ku'uipo Laumatia

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6.7 Counterparts. This Agreement may be executed in several counterparts, each of which shall be an original, but all of which together shall constitute one and the same Agreement.

6.8 Articles and Other Headings. The articles and other headings contained in this Agreement are for reference purposes only, and shall not affect in any way the meaning or interpretation of the terms of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives as of the date first set forth above.

LICENSOR:

DORAL ACADEMY, INC.

By: Angela Ramos
Doral Academy, Inc, President

Date

LICENSEE:

KAMALANI ACADEMY

By: Ku'uipo Laumatia
Committee Chairperson

Date

JOB DESCRIPTION

POSITION TITLE: School Principal

CONTRACT YEAR: Twelve Months

QUALIFICATIONS

EDUCATION: An earned Master's Degree (or higher) from an Accredited College or University.

EXPERIENCE

REQUIRED: A total of five (5) years of school experience is required; which includes a minimum of three (3) years of required experience as a Principal/Assistant School Principal.

REPORTS TO: School Governing Board.

SUPERVISES: All Administrative, Instructional, and Non-Instructional staff at the school.

POSITION GOAL: To provide the leadership and management necessary to administer and implement all programs, activities and policies essential to ensure high quality educational experiences and services for all students in a safe, nurturing, and enriching environment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

LEADERSHIP

The School Principal Shall:

- Administer, control, and supervise the instructional program of the school operations and school personnel;
- Encourage teachers and pupils to perform to the best of their ability;
- Interpret the educational program of the school and school system to the community;
- Provide leadership and direction for all aspects of the school's operation;
- Facilitate frequent communication with parents of the school community;
- Coordinate and adapt school curricular programs and policies;

- Assume responsibility for the building, grounds, equipment and supplies of the school; supervise the work of the custodians and maintenance staff; report to the governing board the conditions and needs of the school;
- Develop, implement and evaluate the School Improvement Plan;
- Keep accurate account of all money paid to the school and record the purpose for which it was paid;
- Supervise and coordinate the budgetary process;
- Coordinate and conduct the interview process and make hiring and termination decisions for all staff;
- Develop and supervise New Teacher programs;
- Compile and prepare all student achievement outcomes;
- Report directly to the Governing Board for all purposes;
- Coordinate, supervise and conduct the evaluations of all staff;
- Oversee the School Advisory Council;
- Maintain a positive and productive relationship with the Parent-Teacher Association;
- Supervise all students and staff;
- Coordinate and supervise the testing and assessment program;
- Enforce the discipline plan and assist teachers with all concerns and issues related to student behavior;
- Serve as final arbitrator for serious discipline problems in accordance with Sponsor and Board's policy and state statutes;
- Establish, actively pursue and monitor a school mission, vision and goals in collaboration with staff, parents, students and other stakeholders that are aligned with the Board's mission and goals;
- Supervise and coordinate school-wide programs, curricula and course options;
- Supervise and coordinate student registration, scheduling and master scheduling construction;
- Oversee the grade reporting system;
- Monitor substitute teachers and the class coverage process;
- Supervise school activities and special events and initiate fundraising activities;
- Establish business partnerships and positive relationship with community leaders;
- Maintain a master schedule of all school activities and events, including extracurricular trips;
- Coordinate and schedule the use of facilities for all events;
- Implement and enforce attendance and tardy policies and procedures for all students;
- Exercise proactive leadership in promoting the vision and mission of the school;
- Model and maintain high standards of professional conduct;
- Set high standards and expectations for self, others and school;
- Maintain active involvement in the school improvement planning process with the School Advisory Council by providing resources for decision-making and priority setting;
- Use quality improvement principles and process in daily administration of school;
- Implement procedures and policies that ensure a safe and orderly learning environment;
- Anticipate difficult situations and develop plans to handle them;
- Manage and administer the development, implementation and assessment of the instruction program at the assigned school so as to ensure student growth and achievement is continuous and appropriate;
- Use collaborative leadership style and quality processes to involve stakeholders in establishing and achieving the school's mission and goals;
- Provide leadership and direction for all aspects of the school's operation;
- Build teams to accomplish plans, goals and priorities;
- \Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems;
- Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment;
- Act quickly to stop possible breaches of safety, ineffective procedures or interference with operations;

- Communicate effectively both orally and in writing with parents, students, teachers and community;
- Communicate school information, goals, student learning and behavior expectations to stakeholders;
- Develop and maintain a school atmosphere conducive to learning and student achievement;
- Maintain visibility and accessibility on the school campus and at school related activities and events;
- Establish procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents;
- Provide leadership to involve the school in quality initiatives;
- Establish procedures for an accreditation program and monitor standards to ensure they are met;
- Provide for the articulation of the school's instructional program among school personnel;
- Use effective communication techniques with students, teachers, parents and stake holders; and
- Communicate, through proper channels, to keep Board of Directors informed of impending problems or events of an unusual nature.

INFORMATION & ANALYSIS

- Address the diverse needs of the school population consistent with the Board's policies and Strategic Plan;
- Use current research, performance data, and feedback from students, teachers, parents and community to make decisions related to improvement of instruction;
- Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the school;
- Analyze and use data for decision-making to improve actions, plans, and processes;
- Access, analyze, interpret and use data in decision-making;
- Use key information such as benchmarks and comparison data in the analysis of results to effectively measure performance; and
- Make data accessible to all stakeholders

STRATEGIC PLANNING

- Develop long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the Board;
- Collaborate and provide resources to ensure the development of the School's Improvement Plan;
- Communicate overall School Improvement Plan requirements to all staff so each employee can understand how the goals and plans relate to his/her work;
- Allocate resources consistent with implementation of the School Improvement Plans;
- Utilize a systematic process for collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan;
- Establish procedures to monitor processes, activities and responsibilities and respond to feedback;
- Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum;
- Direct the development of the master schedule and assign teachers according to identified needs;
- Facilitate the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system;
- Oversee the selection and acquisition of instructional materials and equipment;
- Collect input and analyze data to develop goals;

- Set high goals and standards for self, others and the organization; and
- Provide recognition and celebration for student, staff and school accomplishments.

COMMUNITY ENGAGEMENT

- Facilitate a program of family and community involvement;
- Develop positive relationships with students, parents, teachers and community;
- Work with parents to resolve complaints or concerns;
- Develop and maintain positive school/community relations and act as liaison between the two;
- Promote/market the school and its priorities to the community;
- Establish processes and methods to respond to valid customer requirements;
- Facilitate, coordinate and monitor the implementation of Student Education programs and services;
- Implement procedures to ensure that rights of children with disabilities and parents of such children are protected;
- Interact with government and service agencies relative to student welfare;
- Establish processes to determine customer needs and levels of satisfaction;
- Establish guidelines for desirable student conduct and follow suspension and expulsion policies and procedures;
- Supervise the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas;
- Take appropriate reporting and/or referral action whenever abuse situations are recognized;
- Provide leadership support for community involvement programs and business partnerships at the school level;
- Direct and develop the recruitment of Business Partners to benefit the school and community; and
- Develop activities with business partners that promote student achievement.

HUMAN RESOURCES

- Manage appropriately and professionally personnel issues, including hiring, evaluations, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance;
- Interview and select qualified personnel;
- Establish job assignments, supervise all assigned personnel and conduct performance evaluation in accordance with current board policies and legislation;
- Delegate responsibilities to appropriate staff members;
- Make difficult personnel decisions according to policy when necessary, including dealing with ineffective teacher or other staff performance;
- Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement;
- Assign tasks and supervise personnel in task accomplishment, including special projects;
- Analyze data and information to plan staff development to accomplish school goals;
- Complete annual Needs Assessment to determine staff development needs;

- Lead and manage development of personnel through staff development, in-service and other developmental activities that are linked to student achievement gains and the school improvement plan;
- Facilitate the development and implementation of an effective staff development program;
- Participate, successfully, in staff development programs offered to increase the individual's skill and proficiency related to the assignment;
- Build a school community and environment, which supports learning and growth for everyone toward realization of the school's mission;
- Participate in Governing Board management meetings and other activities to enhance professional development;
- Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification;
- Review current developments, literature and technical sources of information related to job responsibility;
- Use team approaches in solving problems and improving processes and providing frequent feedback to those involved in improvement efforts;
- Consider data and results from action research when solving problems and improving processes;
- Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement; and
- Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.

OPERATIONS

- Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts;
- Establish and manage student accounting and attendance procedures at the school;
- Coordinate and manage the extracurricular student activities and funds at the school;
- Show positive trends in the achievement of improvement goal results in the areas of Operation, business practices (efficiency) and customer satisfaction;
- Demonstrate readiness and confidence in making and/or sharing decisions with those involved in a timely fashion;
- Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action;
- Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines;
- Coordinate school maintenance and facility needs and monitor progress toward meeting those needs;
- Identify quality requirements of materials/services and communicate this information to parents, community and suppliers;
- Access Sponsor and community resources to meet school need;
- Coordinate plant safety and facility inspections at the assigned school;
- Monitor the maintenance at the school to ensure a safe, clean and healthy learning environment;
- Coordinate the school food service program at the school, including the free and reduced food service requirements;
- Supervise transportation services at the school;

- Write and disseminate newsletters, memos, letters, press releases, agendas and other materials using proper grammar and punctuation; and
- Provide leadership in the effective use of technology in the classroom and in school administration.

JOB DESCRIPTION

POSITION TITLE: Student Support Coordinator

CONTRACT YEAR: Ten (10) Months

QUALIFICATIONS

EDUCATION: An earned bachelor's or master's degree from an accredited institution. Appropriate State of Hawaii Teaching Certifications in Special Education.

EXPERIENCE

REQUIRED: A minimum of three (3) years of combined successful work experience, which includes a minimum of two (2) years teaching experience in Special Education.

REPORTS TO: Principal.

POSITION GOAL: To develop, implement, coordinate and monitor Special Education curriculum for students assigned to the Special Education program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Student Support Coordinator shall:

- Assist in the management of Individual Education Plans (IEP) and ensure the implementation of all IEP's and Section 504 plans;
- Coordinate and attend IEP meetings and communicate with parents;
- Provide curriculum support for students and teachers;
- Coordinate and facilitate Response to Intervention for struggling students;
- Develop and monitor Behavior Intervention Plans;
- Coordinate the identification, assessment and placement of students in the School's ESE Program;
- Coordinate the ordering of materials and equipment needed to implement ESE Program Services;
- Coordinates with school-site, district and contracted personnel in the provision of ESE services to students;
- Develop and assist to implement the school's ESE program in alignment with District and federal guidelines;

- Coordinate testing for Students with Disabilities and monitor student IEP's;
- Coordinate the internal and external evaluation to maintain an effective feedback monitoring system in coordination with Program Evaluation;
- Coordinate activities with early intervention programs to provide services for ESE students;
- Serve as a consultant on matters pertinent to the ESE program;
- Assist with interviews of potential ESE teachers;
- Participate successfully in the training programs offered to increase the skill and proficiency related to the assignment;
- Review current developments, literature and technical sources of information related to job responsibility;
- Ensure adherence to good safety procedures; and
- Perform other duties as assigned by the Principal.

JOB DESCRIPTION

POSITION TITLE: Art Integration Coach

CONTRACT YEAR: Ten (10) Months

QUALIFICATIONS

EDUCATION: An earned bachelor's or master's degree from an accredited institution.

EXPERIENCE

REQUIRED: A minimum of five (5) years of combined successful work experience, with an emphasis on the arts.

REPORTS TO: Principal.

POSITION GOAL: To develop, implement, coordinate and monitor quality arts integration and other programs to all students.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Arts Integrated Coach shall:

- Models successful teaching practices at the classroom level, including differentiation in art integration;
- Assist teachers to align, interpret, implement and assess the Pre-K-8 arts, Reading, ELA, Math, Science, Physical Education and Social Studies;
- Works with core teachers in integrating content of their teaching with the content of fine arts where applicable;
- Has Knowledge on research-based best practices in art, Reading, ELA, Math, Science, Physical Education and Social Studies, identifies learning problems in those areas and provides coaching on best practices as well as provides modeling to assist teachers and students;
- Plans, coordinates and presents staff development programs in the arts, Reading, ELA, Math, Science, Physical Education and Social Studies content and methodology including facilitation of Professional Learning Communities and Lesson Study;
- Coordinates the development of instructional materials that are consistent with the total education philosophy of the school; and

- Performs other job-related duties as assigned by the leadership of the school.

IV. Initial Proposal Amendment

Created Saturday, January 17, 2015

Updated Friday, March 06, 2015

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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 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-BfoIvIZC5C/Attachment U- Kamalani Bylaws_Nn9mUMQ.pdf

Attachment V (required form)

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

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.

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

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 administrating 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-mT9u7l6H1y/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-N3QJITCp6O/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

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

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 20th.

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

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.

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

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)

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

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.

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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 August 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, 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 Zulueta's, 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

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 a 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

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

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

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.

Hawaii State Teachers Association, July 1, 2013, "Master Collective Bargaining Agreements (MCBA)", March 5, 2015, www.chartercommission.hawaii.gov.

State of Hawaii Department of Education, July 13, 2013, "Hawaii Educator Effectiveness System (EES) Manual", March 4, 2015, www.hawaiipublicschools.org.

State of Hawaii Department of Education, 2014/2015, "Comprehensive Evaluation System for School Administrators (CESSA) Manual, March 5, 2015, www.hawaiipublicschools.org.

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

August 14, 2014, "Smart Lists: 40 Top Charter Networks & School Managers", March 5, 2015, 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 with 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.

Statement of Assurances

Please print this form, and initial each item in the box provided. The form must be SIGNED by an authorized representative of the school.

The charter school governing board agrees to comply with all of the following provisions, specifically, if approved the school:

- ☒ will operate in compliance with all applicable state and federal laws, including, but not limited to, HRS Chapter 302D;
- ☒ will operate as a public, nonsectarian, non-religious public school with control of instruction vested in the governing board of the school under the general supervision of the Commission and in compliance with the Charter Contract and HRS Chapter 302D;
- ☒ will operate in accordance with and comply with all of the requirements of collective bargaining agreements, pursuant to HRS Chapter 89, and negotiate any supplemental agreements necessary;
- ☒ will, for the life of the Charter Contract, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the Hawaii Department of Education, including participation in any federal or state funded charter school evaluations or studies, final grant report documentation, and financial statements;
- ☒ will provide special education services for students as provided in Title 49, Chapter 10, and Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act;
- ☒ will ensure that a student's records and, if applicable, a student's individualized education program, as defined in Section 602(11) of the Individuals with Disabilities Act, will follow the student, in accordance with applicable law (P.L. 107-110, section 5208);
- ☒ will comply with all provisions of Elementary and Secondary Education Act, including, but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act, and assessments [P.L. 107-110];
- ☒ will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services, including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;
- ☒ will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
- ☒ will ensure equitable program participation, as required under Section 427 of the General Education Provision Act;
- ☒ will follow any federal and state court orders in place in the local school district;
- ☒ will comply with federal and state applicable health and safety standards;

- ☒ will permit the Commission to audit, review, and inspect the operator's activities, books, documents, papers, and other records;
- ☒ will comply with all federal and state audit requirements and ensure that arrangements have been made to finance those mandatory audits;
- ☒ will employ individuals to teach who hold a license to teach in a public school in Hawaii or meet the minimum requirements for licensure as defined by the State Board of Education;
- ☒ will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;
- ☒ will maintain its accounts and records in accordance with generally accepted accounting principles;
- ☒ will prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school; and
- ☒ will read, understand, and agree to comply with all parts of the Charter Contract, including, but not limited to, the performance standards and requirements established by the Charter Contract and attached performance framework.

Certification

Name of Proposed School:

Kamalani Academy

Name of Authorized Representative:

S. Kuipio Laumatia

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

S. Kuipio Laumatia

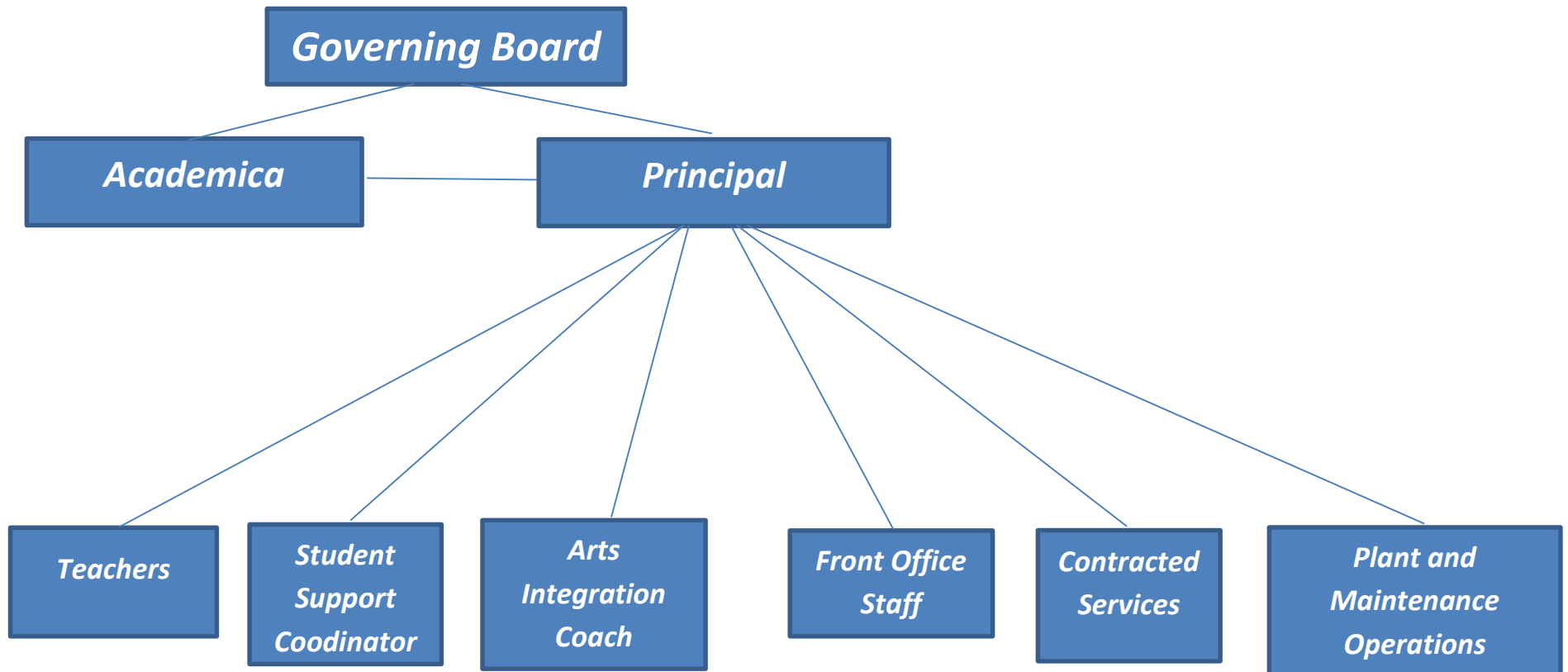
Signature of Authorized Representative

2/17/15

Date



Kamalani Academy Organizational Chart



*This organizational chart represents operational years 1-3.

Board Member Information

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

All forms must be signed by hand.

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

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

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

Background

1. Name of charter school on whose governing board you intend to serve: **Kamalani Academy**
2. Contact information:
Name: **Lei Cummings**
Phone: **808-391-9579**
E-mail: **leicummings@gmail.com**
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
☒ Resume and professional bio are attached to this form.
☐ Resume and professional bio are attached elsewhere in the application: _____
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization. ☐ Does not apply to me ☒ Yes
5. Why do you wish to serve on the governing board of the proposed charter school? **As a child of educators in the public schools system (mother a teacher and father a principal) for over 40-years and parent of 5 children that attended both public and private schools, I have seen the pros and cons for each. A charter school can provide a private school education with public school funding, the opportunities are endless. I hope to help provide an opportunity such as this for more children in Hawaii. This charter school will provide not only a performing arts program, but we hope to integrate Hawaiian studies, leadership, finance and entrepreneurship programs as well to give children a useful and more well-rounded education.**
6. What is your understanding of the appropriate role of a public charter school governing board member? **As a governing board member, I understand my responsibilities to be the following:**
 - a. **Provide expertise and support for Kamalanai Academy**
 - b. **Make recommendations to school management about curriculum and governance**
 - c. **Provide fiscal and academic support**

d. Report to the state charter school commission

7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. **I served for several years on the Ko'olaupia Education Alliance Corporation Board (KEAC) which provided support to the Kahuku District Schools. This non-profit, was comprised of school principals, staff, community businesses and organizations. KEAC also helped raised funds for the community and helped to establish Kahuku.org, a store located at Kahuku High School to help sell items for the school and community.**
8. Describe the specific knowledge and experience that you would bring to the governing board.
 - a. **Fundraising (8+ years) - Currently an Associate Director for LDS Philanthropies with the Church of Jesus Christ of Latter-Day Saints; Represent the approved priorities for the church which includes: scholarships, humanitarian aid, missionary work, temples, etc.**
 - b. **Information Technology (20+ years) - Former Director of IT at BYU-Hawaii overseeing campus network and support and staff of 50.**
 - c. **Employed with BYU-Hawaii, an educational institution for more than 20-years.**
 - d. **Founding board member of the Mana'olana Foundation, a non-profit Native Hawaiian Organization that is focused on education as the means to providing a better future for Hawaii's keiki.**
 - e. **Co-founder of the Ko'olaupia Track & Field Club that serviced over 100 youth every summer for 10-years and provided scholarships to Kahuku High Schools scholar-athletes.**

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs? **My understanding of the mission of Kamalani Academy is to provide an education that is integrated with arts education which will engage and challenges students and increase academic learning. Kamalani also embraces cultural diversity and celebrates the uniqueness of each child.**
2. What is your understanding of the school's proposed academic plan?
 - a. **Integrating an arts education program**
 - b. **Growing the student body from K-6 to K-8 over a 3-year period**
 - c. **School will be modeled after Doran Academy and assessed regularly for progress and growth**
3. What do you believe to be the characteristics of a successful school?
 - a. **Achieves its mission**
 - b. **Operates in compliance with state laws**
 - c. **Is fiscally sound and well managed**
 - d. **Children are learning and parents are satisfied**
 - e. **School grows as a result**
4. How will you know that the school is succeeding or is not succeeding in its mission?
 - a. **School is providing an arts integrated program**
 - b. **Children are challenged and learning**
 - c. **Children are learning to become leaders**
 - d. **Children are critical thinkers and problem solvers**
 - e. **Children gain a greater appreciation and understanding of their culture**

- f. Student body growth
- g. Parent satisfaction and recommendation to others

Governance

1. Describe the role that the governing board will play in the school's operation. **The governing board will oversee school management which includes the hiring of employees, financial management, school curriculum, etc.; Ensure the school is compliant with state laws and Report to the state charter school commission board.**
2. How will you know if the school is successful at the end of the first year of operation? **The board will be successful if it meets its goals for the first year with: enrollment, fiscal management, teacher retention, parent satisfaction and is compliant with the state charter school commission regulations.**
3. How will you know at the end of five years if the school is successful? **Goals have been met, academic achievement is high, enrollment is high, parent satisfaction is high, teacher retention is high, sound financial management and state charter school commission satisfaction.**
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
 - a. Hire excellent administrators and teachers
 - b. Ensure good management practices and procedures are in place
 - c. Provide community meetings to talk about Kamalani Academy
 - d. Gather feedback from parents and teachers
 - e. Track progress and review regularly with stakeholders
 - f. Monitor finances
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school? **I would first ensure that I had the facts then I would discuss this with our board chairperson, Ku'uipo Laumatia.**

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship. **I know Ku'uipo Laumatia who is a friend and business partner of mine; I also recently met Steve Davidson last year, who is a consultant with Mana'olana International of which I am a board member.**
☐ I/we do not know these individuals ☒ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. **There are no school employees presently.**
☒ I/we do not know any such employees ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I/we do not know any such persons ☐ Yes

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I/we do not anticipate conducting any such business ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization. **I have met employees/officers from Academica on a few occasions.**
☐ I/we do not know any such persons ☒ Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. ☒ I/we have no such interest ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ I/we or my family do not anticipate conducting any such business ☐ Yes
8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☐ Does not apply to me, my spouse or family ☒ Yes **I am the Executive Director of the Mana'olana Foundation who is submitting this application for the charter school. Our mission is focused on education for the native Hawaiian community.**
9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
☒ None ☐ Yes

Certification

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

Lei Cummings

Signature

2/23/15

Date

C. LEI CUMMINGS, MBA

55-525 Moana Street Laie, Hawai'i 96762

Ph. (808)391-9579 Email: leicummings@gmail.com

Executive Profile

An accomplished professional with excellent organizational, information technology and people skills. Successful in fundraising millions for charitable and nonprofit entities. Experienced in event and program planning, working with groups, large budgets and marketing. Over twenty years of experience in information technology project implementation and computer support including: fiber optic cabling, telephony (VOIP), network and email installation and support, Data Center construction, Call Center operations, Computer desktop rollout and support. Recognized in 2004 as one of the Top Technology Leaders in Hawaii by Lt Governor Duke Aiono. Also a 2002 nominee for Hawaii's iTEC 'Pono' Award, recognizing innovative solutions in Information Technology in Higher Education. In 1996, awarded the exceptional service award at BYU-Hawaii.

Career

President, The Mana'olana Foundation ***2011-Present***

- Native Hawaiian Organization to benefit Hawaiian families in their educational pursuits. Owner of Mana'olana International Inc.

Board of Director, Mana'olana International, Inc. ***2011-Present***

- Co-founder of company that provides services to the Federal government for contract work in the area of managerial services, project management, construction, IT and engineering.

Associate Director of Major Gifts, LDS Philanthropies Hawaii ***2007-Present***

- Recruited to work closely with Presidents, administrators and supporters of BYU-Hawaii, PCC and the LDS church on major fundraising priorities.
- Responsible for developing and maintaining good relationships with patrons and supporters.
- Facilitate donations to all Church charities including all educational institutions and Humanitarian Aid.
- Successful in generating millions of dollars annually toward the fundraising goals for BYU-Hawaii, Polynesian Cultural Center and the LDS church.

Highlights of Achievements

Director of Marketing & Executive Programs, BYU-Hawaii CITO ***2004 - 2006***
(Center for Instructional Technology & Outreach)

- Recruited to assist new division with marketing efforts and new professional programs in Asia and the Pacific.
- Help to develop new marketing materials for distribution to Asia and the Pacific.
- Developed several new programs to generate revenue including new executive programs, Six Sigma training, Aloha Summer and sports camps
- Create and maintain relationships with vendors and the community.
- Assist with technology solutions for distance education in Asia & the Pacific.

Director for Information Technology Services, BYU-Hawaii ***1999 - 2004***

- Selected as one of the 2004 "Top High Tech Leader" in Hawaii.

- Invited to speak at the 2004 Technology Conference hosted by Oceanic Cable. Presented "Wireless Waikiki" proposal for HPU MBA class.
- Managed of over 20 full-time and 30 student employees with responsibility over network, servers, desktop, call center operations, training and project management support for BYU-Hawaii campus.
- Planning and implementation of an extensive re-design of network cabling on campus. Project costs were close to \$500k and lasted over three years resulting in new fiber optic cabling and better management of cable using wire closets. Network reliability improved by 100%.
- Implemented a new VOIP technology system on campus.
- Planning and management of new desktop support and imaging system to provide quicker turnaround time for new computer setups and trouble tickets. Support time cut in half.
- Responsible for annually million dollar budget to manage IT operations and projects. Created a system for billing of services to keep vital operations running. Designed onsite support contracts offering technicians to departments for custom support.
- Planning and implementation of a new \$250k Storage Area Network System designed to provide file space to students, faculty and staff for their data in a protected and redundant environment.
- Planning and oversight of the construction of a new Data Center for critical IT production equipment. New building houses a generator and provides backup for power, air conditioning and protection against fire hazards. New facility has dramatically increased network uptime by 100%.
- Planning and implementation of a new enterprise management system providing 24 x 7 monitoring of all critical IT and non-IT equipment on campus.
- Planning and implemented the deployment of a new ticketing system that ties in directly to enterprise management creating event logs automatically for engineers to respond to and update. Productivity increased by 50%.

Career Progression	<i>Information Systems Adjunct Faculty, BYU-Hawaii</i>	<i>1993 - 1999</i>
	<ul style="list-style-type: none"> • Taught core Computer Competencies Class educating students on the use of Operating Systems, Word Processing, Spreadsheet and Database applications. • Taught Systems Analysis to college seniors. Created projects for students to assist with on campus and invited professionals in the industry to speak. • Taught Microcomputer Information Systems to college students educating them on management strategies, IT operations and support. 	
	<i>Microcomputer Support Manager, BYU-Hawaii</i>	<i>1994-1999</i>
	<ul style="list-style-type: none"> • Organized and designed the BYU-Hawaii Tech Fair showcasing technology for campus users and the community bringing in vendors from the mainland and Hawaii. This event became a highlight for students, faculty, staff and other educational institutions in the community for 8-years. • Organized an annual IT Boot Camp which provided a week-long training program for IT staff focusing on a different area of support each day. This program was in existence for 10-years. • Organized and designed the BYU-Hawaii IT Job Fair to help in finding jobs for college students both locally and in the mainland. Established 	

relationships and internships with vendors and assisted many students with the transition from college to work. This program was in existence for 7-years. Several students were offered jobs with big corporations like Microsoft, Apple, Oracle and Novell to name a few.

- Increased employee retention rate by 90% focusing on training, team building and recognition programs. Earned a reputation as one of the most sought after departments for student jobs on campus.
- Established and designed policies and procedures for a newly established Computer Support Department. Created a mission statement, vision and objectives for the department while organizing a new employee orientation-training program.
- Implemented single vendor support program for all desktop, server and network equipment acquisitions. This total cost of ownership (TCO) model resulted in lower acquisition costs, improved vendor support and reduced cycle times for hardware maintenance.
- Designed and implemented a customer service help desk system using an online web system developed in-house. This system was successfully used for close to 8-years providing a valuable way for technicians and customers to keep track of their requests.
- Began and organized the IT training at BYU-Hawaii offering formal workshops for faculty, staff and students in standard applications used on campus.

Programmer/Analyst, Polynesian Cultural Center

1986-1994

- Recruited to work in the center's first MIS department after graduation.
- Deployed the first microcomputers and provided support, and training.
- Established the first budgeting system for the Cultural Center. Created sophisticated macros to automate the budget process for employees.
- Setup and managed the first mainframe system used by the center for payroll, reservations, accounting and asset management. Project took over a year to complete.
- Implemented the first time clock system.
- Started a computer-training column for the center's monthly newsletter.
- Created special high-profile board presentations for the President and PCC management team.

Education and Training

Master of Business Administration, Information Technology, 2005
HAWAII PACIFIC UNIVERSITY

Bachelor of Science, Computer Information Systems, 1986
BRIGHAM YOUNG UNIVERSITY - HAWAII CAMPUS

Continuing Professional Development:

- ***Fundraising School***, LDS Philanthropies, 2007
- ***Big Ten Fundraisers Institute (BTfri)***, 2008
- ***Six Sigma***, Tony LaTurner, Pacific Rim Consulting, 2005
- ***Project Management***, Ernie Nelson Consulting, BYU Provo 2002
- ***Call Manager 3.3 (VOIP)***, Cisco 2002
- ***Four Roles of Leadership***, Steven Covey 2001
- ***A+ Certification***, CompTIA, 2001
- ***Call Center Management***, Help Desk Institute, 1996

- *Novell Netware Administration*, BYU-Hawaii, 1993
- *Computer Maintenance & Repair*, Kapi'olani Community College, 1992

Affiliations

<i>Council for Advancement & Support of Education (CASE)</i>	2010-2012
<i>BYU-Hawaii Enactus, Business Advisory Board</i>	2009-Present
<i>Ko'olaupia Educational Alliance, Secretary/Board of Directors</i>	2002-2009
<i>The Kamaooha Foundation, Vice President/Board of Directors</i>	2006-2008
<i>Ko'olaupia Track & Field Club, President/Board of Directors</i>	1999-2009
<i>Educause, National Organization for High Ed Institutions in IT</i>	2000-2003
<i>iTEC Hawaii, Board of Directors</i>	2001-2002
<i>BYU - Hawaii Alumni, Executive Board of Directors</i>	1999-2003
<i>Project Management Institute (PMI)</i>	1998-1999

Community

- Helped to donate computers to local schools on behalf of BYU-Hawaii that helped to establish new computer labs for students.
- Provided free computer support and network services to local schools and businesses.
- Provided free computer-training for teachers and professionals.
- Created computer mini Boot Camps for elementary students.
- Board Member and IT Consultant for 'Kahuku.org', a retail store and e-commerce website for Kahuku High School. The City and Council of Honolulu recognized Kahuku.Org for its success in April 2003.
- Co-founder of the Ko'olaupia Track & Field Club to provide activities for community children and adults. Wrote grants and secured funding for track equipment and uniforms. Awarded scholarships to high school seniors to honor of club founder, John Cummings.
- President of the Primary Organization for the Laie 8th Ward, LDS church. Oversee 120 children and 30 teachers each week and provide gospel teaching.

References

Alfred Grace, President/Polynesian Cultural Center
Ph. (808) 293-3351; Email: gracea@polynesia.com

Tim Critchlow, Former Director/LDS Philanthropies
Ph. (801) 360-5634; Email: tim_critchlow@byu.edu

Dr. Phillip McArthur, Dean/BYU-Hawaii
Ph. (808) 218-1584; Email: phillip_mcarthur@byuh.edu

Napua Baker, Former Vice President, BYU-Hawaii
Ph. (808) 429-8174; Email: bakernapua@yahoo.com

Shauna Ockey, President/Tanbridge Academy
Ph. (403) 254-5704; shaunachauffer@shaw.ca

Dr. Bret Ellis, Former Chief Information Officer, BYU-Hawaii & VP for Information Technology, Weber State University; Email: bret.r.ellis@gmail.com

Board Member Information

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

All forms must be signed by hand.

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

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

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

Background

1. Name of charter school on whose governing board you intend to serve:
Kamalani Academy
2. Contact information:
Name: Steven Davidson
Phone: 808-384-7476
E-mail: steved140.6@gmail.com
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
☒ Resume and professional bio are attached to this form.
☐ Resume and professional bio are attached elsewhere in the application: _____
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
☐ Does not apply to me ☒ Yes
5. Why do you wish to serve on the governing board of the proposed charter school?
I have long been concerned about the educational choices parents and students have in our state. Private school is unaffordable for many. I see growth of the charter school movement as providing affordable educational options for our students. In particular, I see Kamalani Academy filling a unique niche on Oahu; a school where children can integrate a broad range of creative expression with the learning of academic subjects.
6. What is your understanding of the appropriate role of a public charter school governing board member? The role of the governing board member includes:
 - a. Lending his/her expertise in governing the school
 - b. Being responsible for the financial, academic, and management performance of the school
 - c. Acting in compliance with the school's charter, state and local laws, and applicable collective bargaining agreements.

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

I have a very diverse educational and professional background. I have been an engineer, a practicing counseling/family systems psychologist, a college instructor, a Certified Financial Planner, a financial institution department manager, a Project Management Professional, and a leader of personal effectiveness courses. I will be able to apply all of these experiences as a member of the Kamalani Board.

I have been the Vice-President and Secretary of the 501(c)3 Hawaii Prostate Cancer Coalition for four years. I have, also, served as the president of the Hawaii Chapter of the International Association for Financial Planning and as a board member of the Hawaii Chapter of the Financial Planning Association.

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

Through the experiences listed above, I bring:

- a. Listening skills
- b. Organizational skills
- c. An understanding of family systems and dynamics
- d. Meeting management skills
- e. An understanding of group dynamics
- f. Leadership skills
- g. Goal setting and execution skills
- h. Objectivity
- i. Financial management skills
- j. Writing skills

School Mission and Plan

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

The primary mission of the school is to produce life-long learners and leaders through integration of the arts into the academic environment of the school. This will encourage and facilitate students in using all their creative talents in the learning of academic subjects. In addition, Kamalani will emphasize cultural diversity, critical thinking, problem solving, teamwork, and communication.

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

The academic plan includes

- a. blending the arts with academic subjects to enhance student involvement, motivation and persistence; to encourage creativity and risk taking; and to stimulate both sides of the brain.
- b. growing the student body from K-6 to K-8 over the course of three years.
- c. compliance with the new Common Core Standards for the Language Arts and for Mathematics
- d. frequent assessment, modeled after the Doral Academy, to provide data to identify needs for adjustment of the academic plan as well as those students requiring additional support
- e. the philosophy of Positive Behavioral Support to nurture the social and emotional growth of each student.

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

A successful charter school will

- a. operate in compliance with its charter and all state and local laws and applicable collective

- bargaining agreements.
 - b. operate in a fiscally sound manner.
 - c. achieve its academic and other goals
- 4. **How will you know that the school is succeeding or is not succeeding in its mission?**
In succeeding at its mission, a successful Kamalani Academy will produce students who
 - a. are prepared for high school and college
 - b. are leaders
 - c. are skillful communicators
 - d. continue to embrace the arts
 - e. are problem solvers
 - f. are critical thinkers
 - g. are collaborators and
 - h. are ready to contribute to their communities and the world

Governance

1. **Describe the role that the governing board will play in the school's operation.**
The governing board will be responsible for the financial, organizational and academic performance of the school and for adherence to the charter. The board will act with independence to determine the organization and management of the school and its curriculum. It will be the employer of school employees and negotiate supplemental collective bargaining agreements. The board will ensure compliance with all applicable laws.
2. **How will you know if the school is successful at the end of the first year of operation?**
Kamalani Academy will be successful at the end of its first year of operation if it has met or exceeded the metrics outlined in the first phase of the application in such areas as academic achievement, attendance, stakeholder satisfaction, enrollment numbers, fiscal soundness, board professional development, and teacher retention.
3. **How will you know at the end of five years if the school is successful?**
Kamalani will have met or exceeded its year five metrics in the areas outlined above.
4. **What specific steps do you think the governing board will need to take to ensure that the school is successful?**
The board will
 - a. act with independence in determining the organization and management of the school and curriculum
 - b. meet regularly
 - c. adhere to good meeting management practices
 - d. rigorously review the fiscal operation of the school
 - e. ensure adherence to the charter and all applicable laws
 - f. hire a school leader with a successful track record and experience with arts integrated education
 - g. involve the community, including parents, wherever possible
 - h. monitor achievement of all goals and objectives
5. **How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?**
I would, first, be confident that I understood the facts of the situation. This might involve speaking with the board member in question. I would, then, bring my concerns to the board chairperson. If I found that the

board was not able to resolve the situation, I would take my concerns to the Charter School Commission.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.

☐ I/we do not know these individuals ☒ Yes

I know Ku'uipo Laumatia well. We worked together when she was a consultant at HawaiiUSA Federal Credit Union and she later asked me to work with her at Manaolana International. I do not know the other members of the board well, having met them in the last year as the board has been getting organized. My spouse has met Ku'uipo once.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

☐ I/we do not know any such employees ☐ Yes There are no school employees.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I/we do not know any such persons ☐ Yes

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I/we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☐ I/we do not know any such persons ☒ Yes

I have met several employees/officers of Academica on two occasions during planning for this application process. My spouse has no relationship with these individuals.

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☒ I/we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A ☒ I/we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on

the school's governing board.

☒ None ☐ Yes

Certification

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

Signature

Date

Steven Davidson, Ed.D., PMP
(808) 384-7476

1387A Alewa Drive, Honolulu, HI 96817
steved140.6@gmail.com

Experience

Project Manager/Consultant/Instructor	09/12-present
■ Mana`olana International, Honolulu, HI	
Client Facilitator	05/08-present
■ FranklinCovey, HawaiiUSA Federal Credit Union, Honolulu, HI	
Senior Investment Program Manager	07/06-08/11
■ HawaiiUSA Federal Credit Union, Honolulu, HI	
Executive Investment Consultant, Vice President	09/94-07/05
■ Bankoh Investment Services, Bank of Hawaii, Honolulu, HI	
Financial Advisor	09/91-09/94
■ American Express Financial Advisors, Honolulu, HI	
Registered Representative-Investment Sales	05/87-09/91
■ First Investors Corporation, Hingham, MA	
Chief Psychologist	05/82-05/87
■ Farrokh Khajavi-Noori, M.D., Stoneham, MA	

Education

Project Management Professional Designation	2007
Project Management Institute, Newtown Square, PA	
Certified Financial Planner Professional Designation	1995
College for Financial Planning, Denver, CO	
Ed.D.-Counseling Psychology	1978
Boston University, Boston, MA	
M.A.-Counseling Psychology	1970
New York University, New York, NY	
B.S.-Aeronautical Engineering	1968
Rensselaer Polytechnic Institute, Troy, NY	

Board Member Information

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

All forms must be signed by hand.

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

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

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

Background

1. Name of charter school on whose governing board you intend to serve: Kamalani Academy
2. Contact information:
Name: Blaine Fergerstrom
Phone: (808) 497-9463
E-mail: zztype@gmail.com
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
☒ Resume and professional bio are attached to this form.
☐ Resume and professional bio are attached elsewhere in the application: _____
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
☐ Does not apply to me ☒ Yes
5. Why do you wish to serve on the governing board of the proposed charter school? It has always been an honor contributing to the future of our children. I have taken great pride in mentoring students at many points in my career. This is an opportunity to make an even wider contribution to the future of our children.
6. What is your understanding of the appropriate role of a public charter school governing board member? Board members set policy for the school and or district, building a foundation to ensure success of the school, the district, and the students.
7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. In the past I have served several years as a board member of the Hawai'i Youth Symphony Association. I also served on the board of the Kamehameha Schools Orchestra from 2009 to 2013, and continue to advise board members. From 2005 to 2012 I served on the board of The Slippah Foundation, a 501(c)(3) nonprofit which provides footwear and toiletries to homeless and underprivileged

children. I served for 10 years on the Scholarship Committee of the Hawaiian Civic Club of Honolulu, helping to administer their annual program which provides scholarships for Native Hawaiian students. Since 2008, I have served as secretary on the board of the Royal Order of Kamehameha I, Hawai'i Chapter 1, a fraternal organization founded in 1865 by King Kamehameha V, and its 501(c)(3), Pohai o Kamehameha.

8. Describe the specific knowledge and experience that you would bring to the governing board. I bring nearly 40 years of experience in publishing, advertising, print media and 20 years of online media. In addition, I have served for years on various boards and panels, including 10 years on the Scholarship Committee of the Hawaiian Civic Club of Honolulu.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs? The vision of Kamalani Academy is to develop life-long learners with leadership skills acquired from the arts integration approach to learning. Kamalani Academy is committed to engaging all learners by educating the whole person: mind, body, and heart. We believe high standards of achievement, in a culturally responsive school environment, can be realized through active learning by using an arts integrated approach, nurturing a strong sense of belonging to our school 'ohana and to our 'āina, our land that nurtures us.

The No Child Left Behind (NCLB) Act, identifies the arts as core academic subjects. Americans for the Arts (2005) revealed that the American people overwhelmingly believe that arts are vital to a well-rounded education. Yet, despite federal and state policies aimed at promoting the arts and despite the general public's opinion on arts, arts education is disappearing from our schools (Holcomb, 2007). The educational philosophy of Kamalani Academy focuses on bringing back the arts to the classroom through cross curricular integration.

2. What is your understanding of the school's proposed academic plan? Kamalani's arts integrated approach supports all learners of all levels; it "evens the playing field." Students, who struggle in traditional educational approaches that heavily rely on linear, paper and pencil methods of learning, thrive in arts integration. Active learning, using non-linguistic modalities challenges all students to think metaphorically and process ideas socially. The social and kinesthetic processing gives all students access into the learning. The most important tools that are required are the student's body, voice, and imagination/mind. The skills they develop to process all content areas are collaboration and concentration.
3. What do you believe to be the characteristics of a successful school? I would look for students who enjoy school, enjoy learning and exploring, and students who explore the endless possibilities presented by any challenge.
4. How will you know that the school is succeeding or is not succeeding in its mission? I would personally look for high attendance and attentiveness rates, high levels of student curiosity and thinking, high levels of student problem solving and approaching problem solving with an eager sense of the possibilities being presented.

Governance

1. Describe the role that the governing board will play in the school's operation. Any board should set direction and policy and leave the implementation of that policy to the school administration. It is not the purpose of a board to micromanage any organization; rather it is to build a foundation for the administration to implement and follow on the path to successful outcomes.

2. How will you know if the school is successful at the end of the first year of operation? I would look for continuously improving rather than declining school enrollment, high rates of attendance and high levels of creative output from excited, engaged learners.
3. How will you know at the end of five years if the school is successful? If the first campus is successful in the first two years, I would expect a second campus to be either in operation or in late planning stages, as the Kamalani Academy works to expand and duplicate its success in other communities, thereby serving an even wider range of students.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful? The governing board will need to communicate its directives and desires effectively to a collaborative and innovative school administration, then let those professionals do their part to craft success.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school? I would not hesitate to call attention to the situation to the board, and to call for resolution of the conflicting situation. If I received unsatisfactory response from the board to the situation, I would not hesitate to seek higher authority.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I/we do not know these individuals ☒ Yes I am a friend and Hawaiian Civic Club associate of Advisory Board member Dr. VerlieAnn Malina Wright; Advisory Board member Alapaki Nahale-a is the former Director of the State Dept. of Hawaiian Home Lands (my current employer) and a friend; I am a former Project Management Professional student and friend of Kamalani Academy Chair Ku'uipo Laumatia.
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☐ I/we do not know any such employees ☒ Yes My wife, Jean Fergerstrom, works as a budget analyst for the Early Childhood Education division of Kamehameha Schools in Honolulu.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I/we do not know any such persons ☐ Yes My involvement with the Kamalani Academy is strictly volunteer and I have no expectation of compensation or consideration in any form for my service.
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I/we do not anticipate conducting any such business ☐ Yes My involvement with the Kamalani Academy is strictly volunteer and I have no expectation of compensation or consideration in any form for my service.

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I/we do not know any such persons ☐ Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. ☒ I/we have no such interest ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ I/we or my family do not anticipate conducting any such business ☐ Yes
8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family ☐ Yes
9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
☒ None ☐ Yes

Certification

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



Signature

February 20, 2015
Date



Blaine Fergerstrom / ZZ-Type
1689 Piikea Street
Honolulu, Hawaii 96818-1846
808 497-9463
zztype@gmail.com - <http://zztype.com>

Résumé

About

I am an award-winning multiple-media journalist. I have been a web designer and producer since 1994, including eight years of daily online newspaper design and production and four years of education technology, digital media support. I am a graphic designer and print production specialist dating to 1976. I am a photographer, videographer, and video editor. I write and edit for multiple media. I have extensive experience in photo-typesetting systems, Macintosh pre-press production, Macintosh Internet applications and servers.

I am knowledgeable in design and production for the Internet and high-end print. I have extensive experience managing creative teams. My tools for print and Web include: Quark XPress, InDesign, Photoshop, FreeHand, Dreamweaver, FileMaker, FTP, mail server and mailing list software, MS Office, iMovie, GarageBand, and Final Cut Pro. I have experience with AfterEffects and the Avid Video Composer. I manage Apple file and Web servers, Apple system software and networking. I am familiar with Apache, PHP, MySQL, PERL and other Internet applications. I concurrently manage dozens of websites for myriad organizations, statewide.

Experience

Department of Hawaiian Home Lands

— May 2011 to present

*Community Development, Journalist, Webmaster
Acting Public Information Officer*

Information and Community Relations Office. Responsible for designing, producing and updating website. I also produce printed materials, newsletters, advertising, provide photography, video, audio and event production services. I designed and produced their 2012 annual report. Acting PIO 2013.

ZZ-Type – Since 1988

*Web designer, graphic artist, photographer, videographer,
Macintosh consultant*

My production and consulting company. I have worked freelance for graphic design firms, book publishers, public relations firms and advertising agencies as well as a private client base. Some of the more notable projects I have been involved with include: *Matra/Group One* Honolulu mass transit proposal team. Typographic production for “*Discovery, The Hawaiian Odyssey*,” a coffee table book on canoe voyaging. Liberty House November 1992 *Home Sale* color catalog. Mauna Lani Resort’s 20-page *View* magazine for Starr Seigle. ∞ I also host multiple web sites for clients on my own web servers and Internet feed (since 2003).

Office of Hawaiian Affairs

— Oct. 2007–Feb. 2010

*Acting Public Information Officer (2009)
Webmaster, Media Production Specialist*

I managed the OHA Public Information Office and a staff of 7 from Aug. through Nov. 2009. In addition to running all aspects of www.oha.org, I was a journalist and staff photographer for OHA’s *Ka Wai Ola* newspaper. I managed all display and classified advertising for KWO and worked in various capacities on OHA’s radio, television and PR productions.

University of Hawai’i at Manoa

— Spring 2009 semester

Instructor, Online Journalism

Assisted Profs. Ann Auman and Kevin Kawamoto in teaching the online journalism component to their J402 and J302 classes.

Honolulu Star-Bulletin

— Oct. 24, 2005–Oct. 2007

Webmaster, starbulletin.com

I was invited to return to my former management position at the Honolulu Star-Bulletin.

Kamehameha Schools

— Oct. 22, 2001–Oct. 19, 2005

Education Webmaster

As IT staff, I implemented web servers and services dedicated to education users for this private K-12 school. My responsibilities centered around system administration and account management for faculty and administration, programming, analysis, consulting and operations support. ∞ I mentored middle and high school students via the Kamehameha CyberWarriors club. ∞ I also provided education technology, photography and video support to staff, as requested.

University of Hawaii Outreach College, Pacific New Media

— Spring 1997–Dec. 2009

Instructor, Create Your First Web Page

I teach a four-hour adult education class several times a year on how to make and post your first web page. Class evaluation ratings are almost unanimously excellent.

Honolulu Star-Bulletin

— Mar. 4, 1996–Oct. 19, 2001

Webmaster, starbulletin.com

I joined this daily newspaper and rolled out a daily online newspaper two weeks later. It has been online since. I produced thousands of complete online editions. I also occasionally wrote and edited newspaper articles and headlines, took photographs and shot video to accompany newspaper articles. Managed all aspects of the web site and team.

Milici Valenti Ng Pack Advertising

— Sep. 1995–Mar. 1996

Multimedia production manager; system support

Produced multimedia slide shows, web sites, did occasional print production and consulting and managed the Macintosh network, including installing ethernet networking, router, file server and staff email.

Starr Seigle McCombs Advertising

— Jan. 1992–Sep. 1995

Manager of production art; system manager

I converted an existing production crew from traditional graphic production to electronic production including page layout, logo illustration, scanned halftones and color separations, inside of one year. I set up the Macintosh software, networking, electronic mail, document storage, backup and retrieval systems. ∞ I supervised the production crew in day-to-day operations and oversaw the production of all ads and collateral pieces for the production managers and art directors. I also did some video production on the

in-house Avid system. ∞ I was a principal in the startup of their Internet division, *Starrtech.com*. I designed and produced Web sites and servers for agency clients during this period including *princeville.com*, Hawaii’s second commercial Web site.

Honolulu Weekly

— Jul. – Dec. 1991

Freelance graphic artist, Macintosh consultant

I consulted this startup weekly tabloid newspaper on full electronic production; specified and installed the equipment and produced every weekly 12–16-page edition (single-handedly) for the first six months of its operation. This was the first all-digital, direct-to-negative newspaper in Hawaii. We took the paper from bare walls to regular publication in two weeks, flat.

Sellers Advertising, Inc. – 1990

Production manager, system manager

Oversaw art directors and production crew in print matters. Produced printing estimates, tracked jobs and coordinated complex print projects from concept through completion. Did press checks to insure quality. Managed the Macintosh network.

Castle Medical Center Print Shop

— 1988–1989

Consulted, installed and implemented a Macintosh production system for this major medical center. Produced hospital forms and hospital collateral materials for the print shop and for the Public Relations department.

Honblue — 1986–1988

Set up Honblue’s first typesetting department. Consulted, selected, installed and ran their original Compugraphic Integrator 9600 typesetting system. Set up pricing structures and operating procedures. Company now called Electric Pencil.

Fergerstrom & Co. – 1981–1986

Owned this graphic design, typesetting and production company. Provided typesetting, vertical camera, platemaker and photo-lithographic darkroom services.

Education

– Aiea High School, 1971, Hon. Mention

– US Navy Electronics 1972–73

– US Navy Submarine Sonar 1973

– Western Governors University,
BS/CIS, May 2006

– Project Management Institute (PMI) Training,
Q1 2015; expected PMP certification Q4 2015

Other

– Hawaiian Civic Club of Honolulu
Scholarship Committee, Webmaster (past)

– Kalihi-Palama Hawaiian Civic Club
Webmaster

– Royal Order of Kamehameha I
*Ali’i 6th Degree, Chapter 1, Kūaibau (Secretary)
Webmaster, Photographer, Historian*

– Leeward Kenpo Karate (Kajukenbo)
Third Degree Self-Defense Black Belt Instructor



Blaine Fergerstrom / ZZ-Type
1689 Piikea Street
Honolulu, Hawaii 96818-1846
808 497-9463
zztype@gmail.com - <http://zztype.com>

Résumé

Supervisory Contacts and References

Department of Hawaiian Home Lands

Crystal Kua, former Director, Information and Community Relations Office
(808) 230-4086
crystal_kua@yahoo.com

Honolulu Star-Bulletin

David Shapiro, former Managing Editor
(808) 261-1358
dave@volcanicash.net

Kamehameha Schools

Darrell Hamamura, former Manager, Developer Group
567 South King Street, Suite 200
Honolulu, Hawaii 96813
(808) 523-6375
dahamamu@ksbe.edu

Starr Seigle McCombs Advertising

Mary Fastenau, President, StarrTech.com
(808) 544-3009
mary.fastenau@anthologygroup.com

Additional References

University of Hawaii Outreach College, Pacific New Media

Susan Horowitz
(808) 956-7221
horowitz@hawaii.edu

Honolulu Board of Water Supply

Arthur Aiu, Community Outreach, Community Relations Department
(808) 221-2053
aaiu@hbws.org

Accomplishments and Awards

First color hot rod magazine in Hawai'i

Hawaiian Hot Rod
1980 - Publisher, Editor, Writer, Photographer, Producer,
Sales and Distribution

First 4-color concert poster printed in Hawai'i

Liza, Live in Hawaii
1983 - Liza Minelli, for John F. Leonard Productions

First all-digital periodical publication in Hawai'i

Honolulu Weekly
1990 - Production manager, production artist at launch of this weekly newspaper, all editions were all-digital, straight to film from V1, No. 1

First all-digital advertising agency in Hawai'i

Starr Seigle McCombs Advertising
1991 - Manager of production art, converted an entire creative team of art directors and production artists from traditional print production (typesetting/paste-up) to all-digital in under a year

First Hawai'i full-service advertising agency web site

Starrtech.com
1994 - Starr Seigle McCombs Advertising
Principal at startup of Starr-Seigle's Starrtech.com site, built web server, built site, updated and maintained

First QuickTime VR 360° Photo Panorama in Hawai'i

Milici.com
1996 - Milici Valenti Ng Pack Advertising
First QuickTime VR panorama shot in Hawai'i using Apple's then-new virtual reality technology

Second Hawai'i commercial web site

Princeville.com
1995 - Starr Seigle McCombs Advertising / Starrtech.com
Trailed first commercial site, Outrigger.com, by 1 week, built web server, built site, updated and maintained

First daily online newspaper in Hawai'i

Starbulletin.com
1996 - Honolulu Star-Bulletin
Launched site and produced every daily edition, solo, for 2-1/2 years, ranked 19th in the world in 1998

1996 Kilohana Award

Honolulu Star-Bulletin
Unsung Hero
starbulletin.com

1998 EPpy Award

Editor and Publisher Magazine
Best Overall U.S. Newspaper Online Service
Under 100,000 Circulation Finalist
starbulletin.com

2000 Best of the West Award

Arizona State University Cronkite School of Journalism
Online Enterprise Reporting
First Place, *Hana Road* story, photo,
video and Quicktime VR package,
Honolulu Star-Bulletin

2000 Pa'i Award

Hawaii Publishers Association
First Place, Publication Web Site
Honolulu Star-Bulletin

2009 Spirit of Community Award

Aloha United Way
Finalist, Public Sector Campaign of the Year
Finalist, Coordinator of the Year
Office of Hawaiian Affairs 2008 AUW Campaign

Board Member Information

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

All forms must be signed by hand.

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

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

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

Background

1. Name of charter school on whose governing board you intend to serve:
Kamalani Academy
2. Contact information:
Name: Mark J Kohler
Phone: 435-586-9366
E-mail: mark@markkohler.com
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
☒ Resume and professional bio are attached to this form.
☐ Resume and professional bio are attached elsewhere in the application: _____
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
☐ Does not apply to me ☒ Yes
5. Why do you wish to serve on the governing board of the proposed charter school?
To help children receive better education.
6. What is your understanding of the appropriate role of a public charter school governing board member?
Assist in decision making and acting in compliance with the school's charter, including state and local laws.
7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have the professional credentials of a CPA, Lawyer, Master's degree, Law degree, I taught college courses at Southern Utah University as an adjunct professor and I speak around the country as a national expert on business issues.

8. Describe the specific knowledge and experience that you would bring to the governing board.
See item 7 above.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
The primary mission of the school is to produce life-long learners and leaders through integration of the arts into the academic environment of the school.
2. What is your understanding of the school's proposed academic plan?
 - a. Blending the arts with the academics
 - b. Growing the student body
 - c. Compliance with the new Common Core Standards
 - d. Frequent assessment of progress
 - e. The philosophy of Positive Behavioral Support to nurture student growth.
3. What do you believe to be the characteristics of a successful school?
 - a. Operating in compliance with the charter
 - b. Operating in a fiscally sound manner
 - c. Help kids have a positive experience and better education.
4. How will you know that the school is succeeding or is not succeeding in its mission?
 - a. Regular testing of students
 - b. Feedback from parents
 - c. Feedback from instructors
 - d. Feedback from the community
 - e. Feedback from the staff
 - f. Feedback from the other board members.

Governance

1. Describe the role that the governing board will play in the school's operation.
The governing board will be responsible for the financial, organizational and academic performance of the school and for adherence to the charter.
2. How will you know if the school is successful at the end of the first year of operation?
Kamalani Academy will be successful at the end of its first year of operation if it has met or exceeded the metrics outlined in the first phase of the application.
3. How will you know at the end of five years if the school is successful?
Kamalani will have met or exceeded its year five metrics in the areas outlined above.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
 - a. Act with independence, due care, and with a fiduciary duty
 - b. Meet regularly and make careful decisions

- c. Reviewing the operations of the company on a regular basis
 - d. Involvement in the community
 - e. Monitoring achievement of all goals and objectives
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
Complete a thorough investigation gathering all of the facts and then meet as a Board making transparent and unbiased decisions in the best interest of the school.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I/we do not know these individuals ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I/we do not know any such employees ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I/we do not know any such persons ☐ Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I/we do not anticipate conducting any such business ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I/we do not know any such persons ☐ Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A ☒ I/we have no such interest ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ I/we or my family do not anticipate conducting any such business ☐ Yes
8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
☒ None ☐ Yes

Certification

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

Signature

Date

Curriculum Vitae

MARK J. KOHLER, M.Pr.A., C.P.A., J.D.

7700 Irvine Center Drive, Suite 800, Irvine, California 92618
ph. 888-801-0010 / mark@markjkohler.com / fx. 435-586-9491

EDUCATION

WILLAMETTE UNIVERSITY COLLEGE OF LAW, SALEM, OREGON
Juris Doctor, 2000

UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH
DAVID ECCLES SCHOOL OF BUSINESS
Masters of Professional Accountancy - Taxation, 1997

UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH
Bachelor of Sciences, Accounting, 1996

CREDENTIALS

LICENSED CERTIFIED PUBLIC ACCOUNTANT AND ATTORNEY

PARTNER – KYLER KOHLER OSTERMILLER & SORENSEN, LLP

PARTNER - KOHLER & EYRE CPAs, LLP

AUTHOR- “WHAT YOUR CPA ISN’T TELLING YOU- LIFE CHANGE TAX STRATEGIES”, 2011

AUTHOR- “LAWYERS ARE LIARS- THE TRUTH ABOUT PROTECTING OUR ASSETS”, 2007

HOST OF THE “MARK KOHLER SHOW”- BLOG TALK RADIO (5 YEARS AND RUNNING)

TAX AND LEGAL CONTRIBUTOR FOR ENTREPRENEUR.COM, UPS.COM AND MULTIPLE OTHER NEWS OUTLETS, INCLUDING HIS OWN BLOG AT WWW.MARKJKOHLER.COM.

ACCREDITED SPEAKER FOR UTAH DIVISION OF REAL ESTATE ON TAX AND LEGAL TOPICS

FAMILY & INTERESTS

MARRIED WITH FOUR CHILDREN

EAGLE SCOUT AND CURRENT SCOUT MASTER FOR TROOP 793, LADERA RANCH, CA

ENJOYS SURFING, GOLF, BIKING AND FLY FISHING

Board Member Information

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

All forms must be signed by hand.

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

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

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

Background

1. Name of charter school on whose governing board you intend to serve: Kamalani Academy
2. Contact information:
Name: S. Ku'uipo Laumatia
Phone: (808) 206-5946
E-mail: kuuipo.laumatia@gmail.com
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
☐ Resume and professional bio are attached to this form.
☒ Resume and professional bio are attached elsewhere in the application: _____
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
☐ Does not apply to me ☒ Yes
5. Why do you wish to serve on the governing board of the proposed charter school?
I wish to serve on the Kamalani Academy Board to serve the keiki of Hawai'i and their ohana in providing an enriching, inspiring, and motivational environment that our keiki can create, innovate, and thrive in.
6. What is your understanding of the appropriate role of a public charter school governing board member?
My role as a public charter school governing board member is to ensure that the public funds provided to the charter school are used in the most efficient and effective manner to service the keiki, the parents, the teachers and support and administrative staff to accomplish our academic plan and life learning objectives, as well as meet all state and federal compliance and regulatory statutes including all union and DOE requirements. Nurturing the whole child in order for them to be college, career, and life ready is our kuleana.

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

I served on the PMI Northern Utah Chapter Board of Trustees (1996-2000), The PMI Honolulu Chapter – Education Director, Programs Committee Director, Professional Development Director, President- Elect and President (2000-2005), The Society of Human Resource Management Board – Membership Director, Executive Membership Director, Fund Development Director (2008-2012), International Institute of Business Analysis Board – Corporate Relations Director (2010 – 2013).

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

I bring my business knowledge, governance expertise, project management experience, an academic perspective, and my life experience as a mother of 10 children to the governing board.

School Mission and Plan

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

The mission of Kamalani Academy is to provide an education which 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 which 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.

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

Kamalani's proposed academic plan is based on an innovative arts integrated education that will increase a children's academic achievement by actively engaging and challenging them to innovate and create meaningful, lasting, learning experiences for themselves and others which lead to increased literacy skills, sound leadership experience, and a collaborative and synergistic attitude resulting in increased self-esteem and a life-long love of learning and application that increases their quality of life.

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

I believe a school is successful when we are able to do what we say we will do, when the school is governed with thoughtfulness, consideration, and aloha, when children, parents, teachers and community are working together to make a difference in the lives of at least one child, and when the mana or spirit of the school is ever present and felt in the hearts of those who are part of the Kamalani ohana.

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

We will know we have succeeded in our mission when we have been able to develop life-long learners with leadership skills acquired from the arts integration approach to learning. We will know we have succeeded when our children have become thoughtful communicators, critical and analytical learners, confident decision makers, resilient problem solvers, collaborative workers, and imaginative and creative thinkers, who positively advocate for themselves and others. We will know we have met our mission when our keiki develop the essential skills and understanding for college, career, and life readiness. We will feel like we have succeeded in our kuleana when our children are able to operate as thriving, contributing members of our local and global community.

Governance

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

The governing board has an academic, operational, and fiduciary responsibility in making sound decisions that will positively impact the children, parents, teachers, staff, and successful operation of the school in

fulfilling its mission and vision.

2. How will you know if the school is successful at the end of the first year of operation?
The school is successful at the end of the first year of operation if we have met our goals of providing an enriching learning experience for our keiki, attained our student enrollment goals, have satisfied our key stakeholders – children, parents, teachers, staff, administrators, have a stable financial balance sheet and income statement, and have met all state, federal, and organizational compliance and reporting requirements.
3. How will you know at the end of five years if the school is successful?
We will know the school is successful if we are thriving operationally and we have more children and parents who want to attend Kamalani than we have room for.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
The governing board needs to communicate clearly, take the right information into account when making decisions, listen to the children, parents, administrators, teachers, and staff of Kamalani, and use their wisdom and judgment to ensure the school is always moving forward and fulfilling its mission and vision.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
I would speak to that board member directly to ensure that the assumption of unethical actions were in fact true before bringing it to the entire board to discuss and decision on what is in Kamalani's best interest.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I/we do not know these individuals ☒ Yes Lei Cummings served on another non profit board with me previously, Steve Davidson is a colleague of mine from a previous organization, Blaine Fergerstrom was a student of mine in a project management training class and we are now colleagues in another organization
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I/we do not know any such employees ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I/we do not know any such persons ☐ Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I/we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I/we do not know any such persons ☒ Yes a high school friend of mine, John Barlow, is an employee of the education management organization Academica Nevada
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. ☒ I/we have no such interest ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ I/we or my family do not anticipate conducting any such business ☐ Yes
8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☐ Does not apply to me, my spouse or family ☒ Yes I am a director of The Mana'olana Foundation, a non-profit organization that provides educational support and services to native Hawaiians
9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
☒ None ☐ Yes

Certification

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

Keiyo Launafua
 Signature

3/12/15
 Date

S. Ku'uipo Laumatia, PMP, CSM, MBA

246 Panepo'o Place, Wahiawa, HI 96786

(c) 808-206-5946

Kuuipo.laumatia@gmail.com

Profile Highlights:

- Owner, president, and lead visionary of Mana'olana International, LLC.
 - Over 25 years of extensive experience in business consulting; portfolio, program, and project management consulting; customized project management office (PMO) development; and business process reengineering.
- Vice President and Board Chair of The Mana'olana Foundation, INC, the non-profit Native Hawaiian Organization (NHO) majority owner of Mana'olana International.
- The architect of Mana'olana International's and The Mana'olana Foundation's aggressive business development model, with the ultimate responsibility for the success of both companies.
- Current and prior leadership roles include top position in large business environments including those as Owner, President, Board of Director, Founder and Trustee.
- A certified Project Management Professional (PMP) with the Project Management Institute (PMI) and an MBA graduate.
- Results-oriented leader highly experienced in business process reengineering, portfolio, program, and project management training/consulting and customized project management curriculum development. Extensive background in development and delivery of professional training courses, graduate and undergraduate academic programs, and executive workshops in portfolio, program, and project management. Established 10+ PMO's.
- Specialized courses include: Project Management Fundamentals, Advanced Project Management Competencies, Project Management Professional Exam Preparation, Logical Framework Approach, Work Breakdown Structure Basics, Exceeding Stakeholder Expectations, High-Performance Teams, Resources, Roles & Responsibilities, Professional Communication, Time Management, Coaching & Mentoring Leaders, Facilitation Basics, Effective Meeting Management, Effective E-Mail Management, Implementing Organizational Change, Effective Leadership Styles, and Risk Management Basics.
- Experienced Business Leader (20+ years) in the following industries: utility, education, training, telecommunications, information technology, pharmaceuticals, finance, health, insurance, military branches, state and city and county governments.
- Technology Implementor: Broadband over Powerline (BPL), Voice over IP (VoIP), e-business, software platforms, infrastructure/network systems, wireless attachments, software & web development, help desk operations, network engineering, business needs requirements, client & customer servicing operations

- Highly motivated, creative problem solver, thrives on implementing business change
- Able to make difficult program/project decisions in stressful situations
- Personable and Persuasive Communicator – professional presenter and facilitator
- Excellent at building interpersonal relationships at all levels; in multicultural settings
- Expert at developing/expanding stakeholder/team relationships
- Experienced resource manager: hiring, training, motivating, mentoring, coaching, managing, and evaluating both functional resources and project-loaned resources
- Able to remain flexible amidst changing work priorities
- Builder of high-performance teams
- Adaptable, energetic, and enthusiastic

Education/Certification:

M.B.A. – Concentration in Human Resources Management – Hawaii Pacific University, December 1994, (*With Distinction – Magna Cum Laude*)

B.S. – Information Systems Computer Science – Brigham Young University – Hawaii, June 1992, (*With Honors – Cum Laude*)

Project Management Professional (PMP) – *International certification for professional project managers by the Project Management Institute (PMI) – (4,500+ hours of project experience)*, March 2000

Certified Scrum Master (CSM) – Certification for Agile methodology by Scrum Alliance, January 2010.

Experience:

President, Mana’olana International, LLC, April 2011 – Present

- Federal Government Contracting, Management Consulting, Project/Program/Portfolio Management Services specializing in Construction Management, Engineering Services, Information Technology, Facilitation, Management & Consulting Services.

Vice President and Board Chair, The Mana’olana Foundation, Native Hawaiian Organization (NHO), May 2011 – Present

- The Mana’olana Foundation is a federally recognized non-profit Native Hawaiian Organization (NHO) controlled by Native Hawaiians and primarily serving the Native Hawaiian community. Founded on the core principles of faith, hope, and charity, the organization strives to inspire a sense of self-reliance to all local people and Hawaiians through a set of educational programs designed to enable individuals and families to reach their goals and achieve their dreams.

Vice President and Manager, Project Management Office – Bank of Hawaii, March 2009 – April 2014

- Manager of Project Management Office (PMO) in Information Management Services Group reporting to Senior Vice President and CIO. Establishing project and portfolio management processes within IT and across the enterprise. Responsible for mentoring & training program and project managers responsible for all technology-related programs and projects. Responsible for department and project budgets, strategic planning, company-wide portfolio prioritization,

alignment of projects and programs to corporate strategies, establishing PMO guidelines, methodology, policies/procedures. Responsible for business process management program.

Business Owner – Project Professionals, LLC, Active from December 2000 – present

- Business Process Re-engineering (Process Improvement), Portfolio Management, Program Management, and Project Management - Trainer and Consultant for over 50 companies resulting in 1000+ individuals being trained in project management fundamentals, and 200+ PMPs trained and certified in PMI's project management methodology. Established 10+ PMO's.
- Develops training and consulting programs and curriculum, defines course objectives, outlines participant expectations, trains and certifies attendees, consults business owners and sponsors.

Adjunct Professor – Hawaii Pacific University, Active from August 2000 – December 2011

- Professor for the College of Finance and Business teaching graduate courses in project management to students earning degrees in business, information systems, organizational change, and human resources management. Mentored individuals from 57 different countries who provided project management services to local businesses and non-profit organizations, secured internships and employment for over 50 students. Helped 30+ students become PMP certified.

Director, Project Management Office – Hawaiian Electric Company, December 2001 – October 2004

- Established Project Management Office (PMO) in Information Technology & Services Department reporting to CIO. Mentored & trained 10 program and project managers responsible for all technology-related programs and projects (Broadband over Powerline (BPL) e-business, financial budgeting, phone system, network/infrastructure, software development, business applications, enterprise resource planning systems, and facilities attachments (joint use) program. Responsible for multi-million dollar budget, strategic planning, company-wide portfolio prioritization, alignment of projects and programs to corporate strategies, established PMO guidelines, methodology, policies/procedures. Reported to Chief Information Officer.
- Telecommunications Business Manager - Hawaiian Electric Company February 2000– December 2001

Responsible for all telecommunications programs, projects, and department project managers. Established company joint use program for 5 islands. Organized and led a cross-functional project team consisting of transmission/distribution engineering, land and rights-of-way, legal, finance, permitting/zoning, construction and maintenance, telecom engineering, metering, customer installations, government relations, community relations, marketing, regulatory, purchasing, information technology, customer services, system operations, and human resources. Reported to Telecommunications Director.

Developed relationships and negotiated contracts with external stakeholders including 8 wireless carriers and communication companies, 4 BPL vendors, Honolulu City & County Permitting Department, State of Hawaii Division of Land and Natural Resources, community neighborhood boards, condo and building associations, Internet Service Providers and telephone carriers.

Project Manager, Training Director – NuSkin/Pharmanex, August 1998 – January 2000

- Project Manager for all technical projects in pharmaceutical headquarters in San Francisco. Implemented new network, phone system, multimedia displays, for all headquarter offices. Reported to Chief Architect & CIO.
- IT Training Director responsible for developing and implementing all training programs for 1500 company employees. Developed PMP certification training program with University of Phoenix to certify 20 IT professionals in project management. Reported to Chief Information Officer.

Academic Dean – Provo College, July 1996-July 1998

Education Director – Stevens Henager College, December 1994-July 1996

Program/Project Manager - Dept of Education, Windward District, August 1992 – November 1994

Network Training Director – Brigham Young University-Hawaii, May 1989 – June 1992

Division II Projects Supervisor – SoftCopy Inc., January 1987 – April 1989

Professional Organizations/Community Service:

- Board Chair – Kamalani Academy – proposed Charter School (K-8) on O‘ahu, Hawaii specializing in Arts Integration, Leadership, Culture, and Financial Literacy
- Board Member - Corporate Relations, and member International Institute of Business Analysis (IIBA) 2010-present
- Board Member - Membership and Fund Development, and member Society of Human Resources Management (SHRM) 2008-2012
- Member, Project Management Institute (PMI) Honolulu Chapter 2000-present
- President, Project Management Institute (PMI) Honolulu Chapter 2004-2005
- PMI President-Elect (2003-2004), Education Director (2001-2003), Programs Committee (2000-2001)
- Trustee – PMI Northern Utah Chapter (2000)

Professional References:

Dr. James B. Young (former boss)

Former Director of Telecommunications Division

Hawaiian Electric Company

(808) 232-9649

jby@hawaii.rr.com

Carolyn Yoshihara, PMP, MBA (current partner)

Partner/Project Management Consultant & Trainer

Project Professionals, LLC

(808) 538-4918

yoshiharac@aol.com

Gwen Kojima (former client for business process reengineering)

Manager

Oceanic Time Warner Cable

(808) 625-4100

Gwen.Kojima@twcable.com

kuiipo.laumatia@gmail.com, (808) 206-5946

Board Member Information

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

All forms must be signed by hand.

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

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

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

Background

1. Name of charter school on whose governing board you intend to serve:
KAMALANI ACADEMY
2. Contact information:
Name: **JARRETT MACANAS**
Phone: **(808) 377-0180**
E-mail: **jarrett@macanaslaw.com**
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
☒ Resume and professional bio are attached to this form.
☐ Resume and professional bio are attached elsewhere in the application: _____
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
☐ Does not apply to me ☒ Yes
5. Why do you wish to serve on the governing board of the proposed charter school?
As a Native Hawaiian, local practicing attorney and a father of three small children, I can truly appreciate and understand the need for equal access to a quality education. I feel that with background in law, education, and Hawaiian cultural studies,
6. What is your understanding of the appropriate role of a public charter school governing board member?
A board member serves in a fiduciary capacity, owing obligations to both the charter school and the community. A productive board member will support the charter school in fulfilling its main functions while serving and reaching out to the community in an ambassador role. Another role is as a consultant, offering specific skills, expertise and resources for the overall benefit of the board, school and community.

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

I have experience as a board member for a Hawaii non-profit organization called Women in Need. I have assisted this organization with marketing, fundraising, and

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

I will provide expertise and training received in:

- 1) law (I am bar licensed in two states Utah and Hawaii),**
- 2) education (I received an undergraduate degree from BYU, a law degree from University of Utah, and I am currently enrolled as a student in the Master's in Taxation/graduate tax program at Boston University)**
- 3) teaching (I'm an adjunct professor at Kapiolani Community College)**
- 4) business/entrepreneurship (I am self-made, first generation business owner in Hawaii, running my own law firm since 2010)**
- 5) community involvement (I attended schools in the mainland and public schools in Hawaii, scouting and youth sports)**

School Mission and Plan

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

I understand the school's mission is to fuse quality education and Hawaiian cultural conservation. The mission is to create a life-long learners by providing children with a safe learning environment where each child's strengths, gifts and talents can be discovered and enriched. The mission is to achieve secular knowledge and skills while pursuing culturally-based artistic creativity.

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

- **blending arts with academics**
- **expanding the student body from K-6 to K-8 in 3 years**
- **complying with core standards for the language arts and math**
- **positive behavioral support to nurture social and emotional growth**

3. What do you believe to be the characteristics of a successful school? **Successful schools have the following characteristics:**

- **clear mission and shared focus**
- **high standards and student expectations**
- **leadership**
- **collaboration and communication**
- **curriculum. instruction and assessments in standards**
- **quality management**
- **professional development**
- **high levels of parent and community involvement**
- **supportive learning environments**

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

Kamalani Academy will be successful in fulfilling its mission if students:

- **are prepared for high school and college**
- **show signs of leadership**
- **display effective communication**
- **embrace cultural arts**
- **are problem solvers and critical thinkers**

Governance

1. Describe the role that the governing board will play in the school's operation.
 - **determine the school's mission and purpose**
 - **oversee the school's administrator and their job description and performance**
 - **ensure effective organizational planning**
 - **provide adequate resources so the school can achieve its mission, adhere to its charter and have the highest level of financial, organizational and academic performances**
2. How will you know if the school is successful at the end of the first year of operation?
The school has met or exceed its first year metrics as outlined in the application and has met its goals for performance, attendance, enrollment numbers, professional development and student retention.
3. How will you know at the end of five years if the school is successful?
The school has met or exceed its metrics as outlined in the application and has met its goals for performance, attendance, enrollment numbers, professional development and student retention.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful? **First, the governing board must confirm each board member is absolutely committed to the school and its mission. Only committed members who are consistent and dedicated should be chosen to serve on the board. Second, the board should promote active communication so everyone understands the school's mission. Last, the mission statement needs to be consistently shared to the board, staff and parents to ensure that everyone is working toward the mission of the school.**
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school? **I would speak to that board member first to verify my beliefs and then I would speak to the director or board chairman to have the concerns heard before the board. If the board refused to take disciplinary action, then I would resign as a board member.**

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I/we do not know these individuals ☒ Yes
I know the following people: MARK KOHLER AND KUIIPO LAUMATIA. I met Mark Kohler as a tax planning colleague. I know Kuuipio Laumatia as she has invited me to be a part of Kamalani Academy.
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I/we do not know any such employees ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I/we do not know any such persons ☐ Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I/we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I/we do not know any such persons ☐ Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. ☒ I/we have no such interest ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ I/we or my family do not anticipate conducting any such business ☐ Yes
8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family ☐ Yes
9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
☒ None ☐ Yes

Certification

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

Signature

2-22-2015

LEGAL EXPERIENCE

Attorney at Law, Jarrett P. Macanas, AAL, LLC, Honolulu, Hawaii (October 2010-Present)

- Manage private law practice specializing in trusts & estates, probate, and elder law
- Supervise staff in the preparation of estate planning and probate documents
- Service over 150 clients in matters pertaining to estate planning

Lecturer, University of Hawaii's Kapiolani Community College, Honolulu, Hawaii (July 2011-Present)

- Teach Law 151 "Estate Planning & Probate", a college-level course on Hawaii estate planning
- Instruct students in KCC's business, legal and technology department's accredited paralegal program

Managing Attorney, Okura & Associates, Honolulu, Hawaii (March 2009-October 2010)

- Manage a Hawaii law firm's Honolulu office specializing in trusts & estates and Medicaid
- Held responsible for all new consultations, client relations and file management, and final work product
- Supervise paralegals, legal assistants and staff in estate planning and administrative work

Associate Attorney, Long Okura, P.C., Salt Lake City, Utah (June 2008-February 2009)

- Manage entire law firm's estate planning and probate department
- Perform all aspects of litigation caseload: manage initial consultations, draft pleadings, conduct discovery, prepare motions, make court appearances, handle mediation and settlement negotiations

Associate Attorney/Law Clerk, Jackman Arredondo, LLP, Orem, Utah (September 2005-June 2008)

- Draft estate planning documents, probate pleadings, business documents, and mortgage documents
- Assist clients in the maintenance of small business entities

EDUCATION

Masters of Law in Taxation (LLM), Boston University (Expected 2014-15)

Juris Doctor (JD), University of Utah S. J. Quinney College of Law (2007)

- Articles and Notes Editor, *Extra Muros International Law Journal*
- Eccles Foundation Academic Scholarship

Bachelor of Science (BS), Brigham Young University, Provo, Utah (2004)

- Sociology (3.7 GPA) & Academic Merit Scholarship
- Spirit of BYU Award; Multicultural Student Leadership and Service Award

OTHER

State Bar Admissions: Hawaii and Utah

Affiliations/Memberships: HSBA's Tax Section, Estate Planning & Probate Section, and Elder Law Section

Presentations: "Alternatives to Achieving Medicaid Eligibility" HSBA Elder Law Section



THE MACANAS LAW FIRM

JARRETT P. MACANAS, AAL, LLLC

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Office: (808) 377-0180 | Cell: (808) 722-6524 | Fax (866) 355-0930

Estate Planning | Probate & Trust Settlement | Elder Law & Medicaid | Business & Corporate Law

Jarrett is originally from San Diego, Calif., but has deep local ties. His parents and their families have lived on the North Shore (Laie/Kahuku) for generations. He is an established attorney, with his own private law practice, serving Hawaii and Utah clients, specializing in Estate Planning, Elder Law and Probate. Before establishing the Macanas Law Firm in 2010, Mr. Macanas served as the *managing attorney* of a Hawaii estate planning and elder law firm's Honolulu office. In this capacity, he supervised and coordinated the efforts of all Medicaid cases and estate planning cases and presented in several seminars at the Ala Moana Hotel. Prior to that, he was an associate of a law firm in Salt Lake City, Utah, practicing in the area of estate planning. He holds a Bachelor of Sciences (BS) degree from Brigham Young University and a Juris Doctor (JD) law degree from the University of Utah's S.J. Quinney College of Law. In his spare time, he enjoys participating in community politics, improving his grilling skills, and playing golf with his son. He and his wife have two children and reside in Kailua, Hawaii.

Career Highlights:

- Adjunct Professor at University of Hawaii's Kapiolani Community College, teaching a course called Law 151: Estate Planning & Probate
- Presented "*Alternatives to Achieving Medicaid Eligibility*" for the Hawaii State Bar Association's Elder Law Section and Estate Planning & Probate Section (June 2012)
- Recognized by the Hawaii State Legislature in 2009 for career achievements
- Serves as community organizer and campaign manager for a House republican candidate in District 51 (Kailua/Enchanted Lakes)
- Invited to host and serve as a special tour guide to a private group of select Chinese government officials and dignitaries in September 2012. Jarrett will be one of three attorneys escorting this group throughout Honolulu's points of influence (e.g., the Supreme Court, Governor's Office, etc.)
- Personally served more than 200 clients with their estate and trust planning needs

Memberships:

- Admitted to Practice Law in Hawaii, Hawaii State Bar Association (HSBA)
- Admitted to Practice Law in Utah, Utah Bar Association
- Member, HSBA Elder Law Section
- Member, HSBA Estate Planning & Probate Section
- Member, HSBA Tax Section
- Member, Native Hawaiian Section

JARRETT P. MACANAS

1088 Bishop Street, Suite 4100
Executive Centre Penthouse, Honolulu, Hawaii 96813
Tel: (808) 377-0180 | Fax (866) 355-0930
Email: jarrett@macanaslaw.com

LEGAL EXPERIENCE

Attorney at Law, Jarrett P. Macanas, AAL, LLC, Honolulu, Hawaii (October 2010-Present)

- Manage private law practice specializing in trusts & estates, probate, and elder law
- Supervise staff in the preparation of estate planning and probate documents
- Service over 150 clients in matters pertaining to estate planning

Lecturer, University of Hawaii's Kapiolani Community College, Honolulu, Hawaii (July 2011-Present)

- Teach Law 151 "Estate Planning & Probate", a college-level course on Hawaii estate planning
- Instruct students in KCC's business, legal and technology department's accredited paralegal program

Managing Attorney, Okura & Associates, Honolulu, Hawaii (March 2009-October 2010)

- Manage a Hawaii law firm's Honolulu office specializing in trusts & estates and Medicaid
- Held responsible for all new consultations, client relations and file management, and final work product
- Supervise paralegals, legal assistants and staff in estate planning and administrative work

Associate Attorney, Long Okura, P.C., Salt Lake City, Utah (June 2008-February 2009)

- Manage entire law firm's estate planning and probate department
- Perform all aspects of litigation caseload: manage initial consultations, draft pleadings, conduct discovery, prepare motions, make court appearances, handle mediation and settlement negotiations

Associate Attorney/Law Clerk, Jackman Arredondo, LLP, Orem, Utah (September 2005-June 2008)

- Draft estate planning documents, probate pleadings, business documents, and mortgage documents
- Assist clients in the maintenance of small business entities

EDUCATION

Masters of Law in Taxation (LLM), Boston University (Expected 2014-15)

Juris Doctor (JD), University of Utah S. J. Quinney College of Law (2007)

- Articles and Notes Editor, *Extra Muros International Law Journal*
- Eccles Foundation Academic Scholarship

Bachelor of Science (BS), Brigham Young University, Provo, Utah (2004)

- Sociology (3.7 GPA) & Academic Merit Scholarship
- Spirit of BYU Award; Multicultural Student Leadership and Service Award

OTHER

State Bar Admissions: Hawaii and Utah

Affiliations/Memberships: HSBA's Tax Section, Estate Planning & Probate Section, and Elder Law Section

Presentations: "Alternatives to Achieving Medicaid Eligibility" HSBA Elder Law Section



THE MACANAS LAW FIRM

JARRETT P. MACANAS, AAL, LLLC

Executive Centre | 1088 Bishop Street - Penthouse | Honolulu, Hawaii 96813

Office: (808) 377-0180 | Cell: (808) 722-6524 | Fax (866) 355-0930

Estate Planning | Probate & Trust Settlement | Elder Law & Medicaid | Business & Corporate Law

Jarrett is originally from San Diego, Calif., but has deep local ties. His parents and their families have lived on the North Shore (Laie/Kahuku) for generations. He is an established attorney, with his own private law practice, serving Hawaii and Utah clients, specializing in Estate Planning, Elder Law and Probate. Before establishing the Macanas Law Firm in 2010, Mr. Macanas served as the *managing attorney* of a Hawaii estate planning and elder law firm's Honolulu office. In this capacity, he supervised and coordinated the efforts of all Medicaid cases and estate planning cases and presented in several seminars at the Ala Moana Hotel. Prior to that, he was an associate of a law firm in Salt Lake City, Utah, practicing in the area of estate planning. He holds a Bachelor of Sciences (BS) degree from Brigham Young University and a Juris Doctor (JD) law degree from the University of Utah's S.J. Quinney College of Law. In his spare time, he enjoys participating in community politics, improving his grilling skills, and playing golf with his son. He and his wife have two children and reside in Kailua, Hawaii.

Career Highlights:

- Adjunct Professor at University of Hawaii's Kapiolani Community College, teaching a course called Law 151: Estate Planning & Probate
- Presented "*Alternatives to Achieving Medicaid Eligibility*" for the Hawaii State Bar Association's Elder Law Section and Estate Planning & Probate Section (June 2012)
- Recognized by the Hawaii State Legislature in 2009 for career achievements
- Serves as community organizer and campaign manager for a House republican candidate in District 51 (Kailua/Enchanted Lakes)
- Invited to host and serve as a special tour guide to a private group of select Chinese government officials and dignitaries in September 2012. Jarrett will be one of three attorneys escorting this group throughout Honolulu's points of influence (e.g., the Supreme Court, Governor's Office, etc.)
- Personally served more than 200 clients with their estate and trust planning needs

Memberships:

- Admitted to Practice Law in Hawaii, Hawaii State Bar Association (HSBA)
- Admitted to Practice Law in Utah, Utah Bar Association
- Member, HSBA Elder Law Section
- Member, HSBA Estate Planning & Probate Section
- Member, HSBA Tax Section
- Member, Native Hawaiian Section

Board Member Information

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

All forms must be signed by hand.

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

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

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

Background

1. Name of charter school on whose governing board you intend to serve:
Kamalani Academy
2. Contact information:
Name: Patrick Macy
Phone: 293-1796
E-mail: macy71@byuh.edu
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
XX Resume and professional bio are attached to this form.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization. *XX Yes*
5. Why do you wish to serve on the governing board of the proposed charter school? *An opportunity to share new ideas and also to learn current trends in Education. An opportunity to give back.*
6. What is your understanding of the appropriate role of a public charter school governing board member? *Hear questions, review data, and draw conclusions based on the data and give honest opinion/counsel concerning the path to be taken by Kamalani Academy administration/teachers. Make sure we align with rules/regulations (fiscal and academic) per State of Hawaii directives/guidelines (management and performance of the school).*
7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. *I have served as a Public school teacher, Principal, and Superintendent and worked with District Board Members. I also served on the Koolauloa Neighborhood Board for 7 years. Served various organizations such as ASA, BSA, BigBoys Football, NASSP, and NAFSA.*

8. Describe the specific knowledge and experience that you would bring to the governing board. *Past experiences from the perspective of a teacher, principal, and/or superintendent (from 4 different states). I am a Father of 9 wonderful children and desire the best education for all children. I love culture/music and believe it aids in the teaching of all curriculum. Through music and culture we know our self better and can learn/appreciate others better.*

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
Kamalani Academy approaches a learning style which uses the arts. The arts develop students who have a strong self-awareness and cultural understanding of their inner self. One cannot learn much of others until they know of themselves. As the students integrate the arts it will allow holistic learning of all academic subjects.
2. What is your understanding of the school's proposed academic plan?
Kamalani Academy meshes the arts into the academic subjects. Holistic learning can then be achieved. Kamalani Academy plan also includes growth from within the school as it grows from K- 6 to K-8. Curriculum utilizes current Core Standards and assessment measurements of those standards.
3. What do you believe to be the characteristics of a successful school?
Assessment will demonstrate academic success, budget expenses are sound, and State mandate/guidelines are met... and the students demonstrate happiness.
4. How will you know that the school is succeeding or is not succeeding in its mission?
Through evaluation based on established assessment prior to opening the school. Assessments can be used which measure attendance, academic rigor, performance, and satisfaction (parent, student, teacher), etc. While some data will demonstrate statistical results, other data will be subjective. The use of both data will produce the measure of success.

Governance


1. Describe the role that the governing board will play in the school's operation.
Checks and balances on funds; the implementation of current educational standards as established by DOE/HTSB.
2. How will you know if the school is successful at the end of the first year of operation?
If we meet established assessments as identified within our goals.
3. How will you know at the end of five years if the school is successful?
Based on established data gathered and used to assess the schools goals, teacher retention is maintained, and enrollment increases.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
Active involvement in reviewing goals and the assessment data of those goals.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
Communicate any concerns with Board Chair and if necessary request an Executive Session to discuss as a board. We as a Board(collectively) are there to support, guide, and assist the Administration...not to be the administrator or to add problems to administration.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
Yes, I know Ku'uipo Laumatia and Lei Cummings since we are from the same community. I was a Teacher at Kahuku High and Intermediate during their Senior year. My wife knows them as well.
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
Yes, we know DOE school employees because we are active in our community. No employees yet at Kamalani.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. *NO, we do not know any such person(s).*
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
NO, I/we do not anticipate conducting any such business.
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship. *NO, I/we do not know any such persons.*
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. *NO, I/we have no such interest.*
7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
I/we or my family do not anticipate conducting any such business
8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
Does not apply to me, my spouse or family
9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board. *None*

Certification

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



Signature

02/18/2015
Date

PATRICK MACY

55-621 Moana Street
Laie, HI 96762
808-293-1796 (H)
808-728-6229 (c)
macy71@byuh.edu

EDUCATION

Doctorate of Education	Northern Arizona University	Flagstaff, AZ
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May 1996	Major: Educational Leadership	Minor: Education Administration
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*Dissertation: The Development of High School Education Among Utah Navajo:
Case Study at Monument Valley, Utah*

Master of Education	Brigham Young University	Provo, UT
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August 1983	Major: Education Administration	Minor: Community Education
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Thesis: Right Brain/Left Brain Theory and the Navajo Student.

- Emphasis on Community Education
- Certification programs for Superintendent and Principals

Bachelor of Science	BYU-Hawaii	Laie, HI
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1971-1978	Major: Physical Education	Minor: Education/Teaching
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Honors: ASBYUH Vice-President 1976, 1977, 1978

BYUH Rugby Team 1975, 1976, 1977, 1978

Pan Pacific Rugby Team 1977, Hawaii All-Star Rugby Team 1977, 1978

South Pacific Tour Team 1978

Showcase Hawaii 1975

CERTIFICATIONS

ALASKA: Type A: PE Teacher; Type B-Superintendent/Principal K-12 Expired: Nov 2008

ARIZONA: Superintendent and Principal, Standard Secondary PE Expiration: May 2015

HAWAII: HTSB Physical Education 7-12; Administrative Credentials Expiration: May 2016

UTAH: Level 3 Standard Administrative K-12, Secondary (6-12) PE Expiration: Jun 2014

PROFESSIONAL AND COMMUNITY ORGANIZATIONS

Past Coach:	Laie Park Big Boys Football Club, Laie, Hawaii
Board Examiner:	National Council for Accreditation of Teacher Education (NCATE)
Member:	Association of International Educators (NAFSA)
Board Member:	Mana'olana Foundation (Native Hawaiian Organization)
Past Member:	Association for Supervision and Curriculum (ASCD)
Past Member:	National School Boards Association (NSBA)
Past Member:	Indian Education Committee, Navajo Nation
Past Member:	Arizona School Boards Association (ASBA)
Past Member:	Ko'olauloa Neighborhood Board #27, City and County of Honolulu (2000-2007)
Scout Committee	Eagle Scout Committee, Aloha Council, Boy Scouts of America

PATRICK MACY

EXPERIENCE

International Student Advisor, PDSO/RO	Laie, HI
Mar 2007- present	808-675-3558
PDSO and RO BYU-Hawaii International Students (approximately 1500). Duties include Exchange Visitor (J)Program Redesignation, DOS Annual Reports, ISS Assessments, SEVIS – Alerts, AT/OPT/CPT/Internships, DSO/ARO training, Reduced Course Loads, Transfers, Discontinuance, Student Investigations, Overhours Employment issues, Data Tracking, Presentations, R Visa issues, I-17 Redesignation, ISS Policies, 24/7 On Call.	
Hawaii Teacher Standards Board	Honolulu, HI
2005-2007	808-586-2619
Oversee the State Approval of Teacher Education (S.A.T.E.) programs in conjunction with NCATE standards for all Institutions of Higher Learning (IHE). Responsible for the Initial licensing for all teachers in the State of Hawaii.	
Hawaii Department of Education	Windward O'ahu
2000–2005	808-233-5700
<ul style="list-style-type: none"> • Counselor at Laie Elementary School (2000-2001) • Vice-Principal at King Intermediate (Jul 2001-Feb 2003). • Acting Principal of Benjamin Parker Elementary School (Feb 2003-Jul 2003). • Acting Principal of Ka'a'awa Elementary School (Jul 2003-Sep 2003); • Vice-Principal of Kahuku Elementary School (Sep 2003-April 2005). 	
Superintendent of Red Mesa Unified Schools	Teec Nos Pos, AZ
1998–2000	520-656-3511
<ul style="list-style-type: none"> • Responsible for entire operation of Public Schools in the Red Mesa area (3 elementary, 1 intermediate, 1 high school). Directly responsible for curriculum, instruction, budget, personnel, negotiations, physical plant, community relations, transportation, recruitment/retention, federal programs, state programs, etc.). These public Schools are located within the Navajo Nation and as such I worked with 6 Chapters and the Navajo Nation Education Committee. • Developed a Ten Year Plan for major renovations and additions to the facilities of the district. These renovations included the construction of two new Elementary schools, a teacher-housing complex, an athletic complex, and renovation to existing buildings (infrastructure). • Reported directly to the Governing Board (Johnny Descheny, School Board President). 	
Assistant Superintendent of Page Unified Schools	Page, AZ
1997–1998	800-238-2891
<ul style="list-style-type: none"> • Areas of responsibility included: Curriculum and Instruction, Indian Education, Federal Programs, JOM, Personnel, Negotiations, Public Relations, and Evaluations. • Introduced and developed a Navajo Language Curriculum and facilitated the recognition of Navajo language as a second language (for college entrance) with the State of Arizona. • Worked directly with Arizona Teacher Certification as it pertained to licensure for new hires. • A member of accreditation committee for District accreditation team. 	

PATRICK MACY

Elementary School Principal	Barrow, AK
1996-1997	907-852-5311
<ul style="list-style-type: none"> • Ipalook Elementary School (K-5) located in the North Slope Borough and part of the North Slope Borough School District. It is the largest Elementary school in Alaska. • Administered a regular English curriculum and an Inupiat Immersion curriculum in the largest elementary school in Alaska. Promoted the use of culture within our educational goals. • Ipalook is an Alaska Public school with strong community support, a 13 Million Dollar budget for approximately 850 students. 	
Assistant Professor-Education	Cedar City, UT
1994-1996	435-586-7800
<ul style="list-style-type: none"> • Taught Undergraduate and Graduate classes at <i>Southern Utah University</i>. Also Supervisor for various Student Teachers. • Worked under the direction of Dr. Kevin Robinson, Education Department Chair and Dr. Quentin Bowler, Dean-College of Education. • Advisor for Polynesian and American Indian Clubs. • <i>Nominated for Professor of the Year 1993</i> • <i>Runner-up for Professor of the Year 1994</i> 	
Project Director/HS Dean	Tuba City, AZ
1993-1994	520-283-6291
<ul style="list-style-type: none"> • Wrote and received funding for a JPTA School to Work Grant. The program was funded at 1.3 million for 3 years. Administered the grant and represented the District when audited by the State of Arizona. Program was reviewed and received commendations in 1994. • Monitored all High School discipline for Tuba City High School. • High School Varsity Volleyball Assistant Coach. • Reported directly to the Superintendent (Dr. Hector Tahu) 	
Principal: Monument Valley High School	Monument Valley, UT
1988-1993	435-727-3204
<ul style="list-style-type: none"> • Developed a curriculum that focused on school academies (schools within a school). These academies included technology, fine arts, tourism, vocational/agricultural sciences, and health sciences. These academies were all inter-related through a core curriculum of classes (Communication/Language, Culture/History, and Business/Math). • MVHS is an innovative Public High School on the Navajo Reservation. Enrollment of 300. Majority of students (98%) are Navajo. • President of Navajo Football League; Region XIII Board of Managers and a Part-time Instructor for Navajo Community College. • Reported directly to Superintendent Hal Jensen (retired). 	

PATRICK MACY

Principal: Chinle Jr. High School	Chinle, AZ
1986-1988	520-674-3481
<ul style="list-style-type: none"> • Developed a curriculum aligning Elementary standards with High School Graduation standards. Worked under the direction of Dr. Ray Aquilera, former Superintendent. • Chinle Jr. High is an Arizona Public school on the Navajo Reservation. Enrollment of 585. • Coached Football/Wrestling at High School. • Part-time Instructor for Navajo Community College. 	
College Counselor – Northern Arizona University	Flagstaff, AZ
1985-1986	520-523-3011
<ul style="list-style-type: none"> • Counseled students to resolve academic problems, personal problems; focused on retention, career planning and placement. • Worked specifically with International and Minority students • NAU Assistant Wrestling Coach (NCAA). • Men's Dorm Director (Tinsley: 500 male residents). 	
Community School Director : Uintah School District	Vernal, UT
1984-1985	800-238-2891
<ul style="list-style-type: none"> • Responsible for all Community Education classes and curriculum, coordinated GED, USU, and After-school programs. Also taught Student Council during the normal school curriculum. • Coached Wrestling, also served as Indian Club Advisor. • Worked under the direction of Bill Caldwell, former Principal (Uintah HS). 	
Teacher: Whitehorse High School	Montezuma Creek, UT
1981-1984	435-651-3427
<ul style="list-style-type: none"> • Worked under the direction of Mitch Kalauli, former Principal • Taught: PE, Health, Math, Science, and Student Council. Coordinated the Community Education Programs of WHS. This included vocational classes, college classes, community interest classes, and cultural programs. • Coached Football, Volleyball, and Wrestling. Also served as Athletic Director. • <i>Teacher of the Year 1983</i> 	

Kamalani Academy

Code of Ethics and Conflict of Interest Policy

For Directors, Officers, and Members of a Committee with Board Delegated Powers

Article I – Purpose

1. The purpose of this Board Code of Ethics and Conflict of Interest Policy is to protect Kamalani Academy (“KAMALANI”) and its interests when it is contemplating entering into a transaction or arrangement that may benefit the private interests of an Officer or Director of KAMALANI or might result in a possible excess benefit transaction.
2. This policy is intended to supplement, but not replace, any applicable State and Federal laws (Hawaii Revised Statutes 84 and 302D) governing conflicts of interest applicable to nonprofit and charitable organizations and charter schools.
3. This policy is also intended to identify “Independent” Directors.

Article II – Definitions

1. Interested Person – Any Director, Principal Officer, or Member of a committee with Governing Board delegated powers, who has a direct or indirect financial interest, as defined below, is an Interested Person.
2. Financial Interest – A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which KAMALANI has a transaction or arrangement;
 - b. A compensation arrangement with KAMALANI or with any entity or individual with which KAMALANI has a transaction or arrangement; or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which KAMALANI is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Governing Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

3. Independent Director – A Director shall be considered “Independent” for the purposes of this policy if he or she is “Independent” as defined in the instructions for the IRS 990 form or, until such definition is available, the Director:
 - a. Is not, and has not been for a period of at least three years, an employee of KAMALANI or any entity in which KAMALANI has a financial interest;

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- b. Does not directly or indirectly have a significant business relationship with KAMALANI or which might affect independence in decision-making;
- c. Is not employed as an executive of another corporation where any of KAMALANI's executive officers or employees serve on that corporation's compensation committee; and,
- d. Does not have an immediate family member who is an executive officer or employee of KAMALANI or who holds a position that has a significant financial relationship with KAMALANI.

Article III – Procedures

1. Duty to Disclose – In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Governing Board or Executive Committee.
2. Recusal of Self – Any Director may recuse himself or herself at any time from involvement in any decision or discussion in which the Director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.
3. Determining Whether a Conflict of Interest Exists – After disclosure of the financial interest and all material facts, and after any discussion with the Interested Person, he/she shall leave the Governing Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Governing Board or Executive Committee Members shall decide if a conflict of interest exists.
4. Procedures for Addressing the Conflict of Interest
 - a. An Interested Person may make a presentation at the Governing Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b. The Chairperson of the Governing Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the Governing Board or Executive Committee shall determine whether KAMALANI can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Governing Board or Executive Committee shall determine, by a majority vote of the disinterested Directors, whether the transaction or arrangement is in KAMALANI's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

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5. Violations of the Conflicts of Interest Policy

- a. If the Governing Board or Executive Committee has reasonable cause to believe a Member has failed to disclose actual or possible conflicts of interest, it shall inform the Member of the basis for such belief and afford the Member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the Member's response and after making further investigation as warranted by the circumstances, the Governing Board or Executive Committee determines the Member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV – Records of Proceedings

The minutes of the Governing Board and all committees with board delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Governing Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.
2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, and a record of any votes taken in connection with proceedings.

Article V – Compensation

1. A voting member of the Governing Board who receives compensation, directly or indirectly, from KAMALANI for services is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from KAMALANI for services is precluded from voting on matters pertaining to that member's compensation.
3. A voting member of the Governing Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from KAMALANI, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI – Annual Statements

1. Each Director, Principal Officer, and Member of a Committee with Governing Board delegated powers shall annually sign a statement which affirms such person:
 1. Has received a copy of the conflict of interest policy,
 2. Has read and understands the policy,
 3. Has agreed to comply with the policy, and

ATTACHMENT Y

4. Understands KAMALANI is a government entity and in order to maintain its tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.
2. Each voting Member of the Governing Board shall annually sign a statement that declares whether such person is an Independent Director.
3. If at any time during the year, the information in the annual statement changes materially, the Director shall disclose such changes and revise the annual disclosure form.
4. The Executive Committee, if formed, shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight. However, if the Executive Committee has not been formed, each member of the Governing Board shall review all Directors' annual statements independently in order to ensure no conflicts are present.

Article VII – Periodic Reviews

To ensure KAMALANI operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
2. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to KAMALANI's written policies, are properly recorded, reflect reasonable investment or payments for good and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

Article VIII – Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, KAMALANI may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Governing Board of its responsibility for ensuring periodic reviews are conducted.

Education Director
HAWAI`I ARTS ALLIANCE

Ms. Ahsing has developed, implemented, and provided oversight for the Alliance's community and education programs since 1995. This includes:

- Program support for Hawai`i State Foundation on Culture and the Arts' (HSFCA) Art Bento Program @ HiSAM for the past four years. Ms. Ahsing has worked closely with HSFCA's Museum Educator to design program content that supports Common Core State standards and HCPS III fine arts standards. Responsibilities have included communication with schools; coordination of residency and museum scheduling; development and preparation of orientation, PD, and program materials/supplies; contracting and paying artists and guides; documentation; application process and panel; monitoring; deliverables; and evaluation.
- Development and coordination of annual ARTS FIRST Institutes on Oahu since 2001. Ms. Ahsing and her ARTS FIRST Partners (HSFCA and Hawai`i Department of Education) work closely with a team of master teaching artists to develop the Institute's standards based theme and content. These Institutes serve 60-80 elementary classroom teachers. Ms. Ahsing coordinates the registration, travel, scheduling, contracting and logistics for the Institutes.
- Working closely with the ARTS FIRST Partners and Affiliate Members - Hawai'i Department of Education, HSFCA, Maui Arts & Cultural Center, and Honolulu Theatre for Youth - to implement and refine ARTS FIRST programs statewide. These programs include professional development for teaching artists, planning for the Teaching Artists Institute and the Artists in the Schools Program.

Ms. Ahsing's past projects have included supervision of two U.S. Department of Education Arts in Education Model Development and Dissemination grants (2003-06 and 2006-10) that studied the effects of standards based arts education on student achievement in reading and teacher pedagogy, attitudes, and practice; coordination and member of the curriculum framework committee that wrote the ARTS FIRST Essential Arts Toolkit: Hawai`i Fine Arts Grade Level Guide for the K-5 Classroom Teacher, 1st (2003) and 2nd editions (2006); and oversight of the development of twenty standards based arts exhibits for the Hawaii Learning Interchange, an affiliate of the Apple Learning Interchange.

Ms. Ahsing has served as a panelist for HSFCA's Artists in the Schools Program and Artistic Teaching Partners Roster. She is a member of the ARTS FIRST Partners' Steering Committee.

Evan Anderson

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Objective:

Transform teaching and learning in Hawai'i.

Education:

University of California at Berkeley
M.A. in Educational Leadership—2002

Princeton University
B.A. in Politics,
Certificate in Political Theory—1996

Professional Degrees:

Hawaii State Teaching License
K-6, Multiple Subject—2008, renewed 2013

Tier I Administrative Services Credential
State of California—2002

Experience:

July 2007-Present	<p>Voyager Public Charter School—Honolulu, HI Kindergarten, K-1 Classroom Teacher, Arts Integration Coach (2015-) Administrative Coordinator (2012-2013), Training and Methodology Coordinator (2011-2012). Teaching a diverse range of learners in a multi-age setting, implementing Feuerstein's Instrumental Enrichment, Quantum Learning, and Malcolm Baldrige's Total Quality Management (TQM) for continuous academic and organizational improvement. Regularly incorporating arts-based learning strategies in support of core curriculum objectives, and recruiting guest teaching artists through the Collaborative Residency, Artists in the Schools, and Art Bento programs. Member of Leadership Team, Negotiating Team, and Local School Board for 4 years. As Training and Methodology Coordinator, and Arts Integration Coach, supporting 15 classroom teachers and SPED staff in implementation of Voyager's three core methodologies, arts integration, and other administrative duties as needed. Facilitating weekly Professional Learning Community meetings with grade-level teams around student assessment data.</p>
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- November 2011-Present **Leadership Team Member, A'o Hawai'i Curriculum Grant**
Facilitating curriculum development in conjunction with the World Wide Voyage of sailing canoes Hokule'a and Hikianalia.
Collaborating with educators statewide, University of Hawai'i, and Nainoa Thompson of the Polynesian Voyaging Society to create professional development opportunities for teacher/crew members.
- August 2011-Present Kennedy Center for the Arts—Partners in Education
Arts Integration Partnership Team Member, Hawai'i 2007
Partner with Honolulu Theatre for Youth and Hanahau'oli School
Planning and supporting professional development in arts integration, leading statewide effort toward *collective impact*.
- August 2006-June 2007 Punahou School—Honolulu, HI
Assistant Teacher, Grade 1
Teaching a self-contained classroom of 25 students in collaboration with lead teacher, sharing instructional, assessment, and supervisory responsibilities. Also coaching JV Boys' Volleyball.
- August 2005-May 2006 SUNY Potsdam School of Education—Potsdam, NY
Instructor and Student Teaching Supervisor
Developing syllabus for and teaching two sections of a graduate-level course in classroom management, as well as supervising 18 student teacher placements over the school year.
- January 2005-June 2005 Canton Central School—Canton, NY
Hermon-DeKalb Central School—DeKalb Junction, NY
Substitute Teacher, all subjects, K-12
- August 1998-June 2002 Cragmont Elementary School—Berkeley, CA
August 2003-June 2004 **Classroom Teacher—Grades K, 1, and 4**
Teaching a self-contained, regular elementary education classroom of 25-30 students, including approximately five students per year with IEPs requiring special needs. Member of School Leadership Team, 2000-2004.
- October 2002-May 2003 Hokulani Elementary School—Honolulu, HI
Part-Time Teacher
Teaching math and literature study to 6th grade students, and assisting full-time substitute with all daily activities.
- June 2002-July 2002 Lowell Middle School SummerPrep Academy—Oakland, CA
Administrative Intern
Assisting Principal and Vice Principal in daily duties of school administration, including teacher observation and evaluation, certified personnel evaluation, parent contact and student discipline.
- June 1998-August 1998 Hawthorne Elementary School—Oakland, CA
Technology Support Provider
Developing a schoolwide assessment database.

August 1996-June 1998 Partners in School Innovation—San Francisco, CA
School Change Agent
 Coordinating and expanding research-based reading comprehension program, Reciprocal Teaching, at Hawthorne Elementary School.

March 1997-August 2004 “I Have a Dream” Foundation—Oakland, CA
Board Trustee and consultant on issues of student learning
 Providing college scholarships and other educational resources to support the academic success of at-risk youth in West Oakland.

Activities:

1985 to Present	Music: Vocal Performance and Piano—Member, Hawai’i Vocal Arts Ensemble A cappella, barbershop, choral, and community theater
1994 to Present	Volleyball—NCAA Division I Varsity and beach volleyball

Jamie Simpson Steele

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(808) 255-2545 simpsonsteele@gmail.com

EDUCATION

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| University of Hawai'i at Mānoa, College of Education | 2008 |
| <ul style="list-style-type: none">• Ph.D. in Education: Curriculum and Instruction• Cognate Field: Performance and Society• Emphasis Area: Performing Arts of the Pacific | Honolulu, HI |
| New York University, Steinhardt School of Education | 2000 |
| <ul style="list-style-type: none">• M.A. in Educational Theatre• Emphasis Area: Youth Theatre• Study Abroad: Ireland | New York, NY |
| Duke University, Trinity College of Arts and Sciences | 1994 |
| <ul style="list-style-type: none">• B.A. in English• Concentration Area: Drama• Secondary Teaching Certification in Language Arts | Durham, NC |

PROFESSIONAL EXPERIENCE

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| University of Hawai'i at Mānoa, College of Education
<i>Assistant Professor, Performing Arts Education</i> | 2012 – present |
| <ul style="list-style-type: none">• Institute for Teacher Education, Elementary and Early Childhood and Secondary Programs. Teach undergraduate level coursework in Performing Arts for the Elementary Teachers, Introduction to Inclusive Teaching, and Foundations of Assessment• Coordinate, mentor and supervise K-6 teacher candidates in cohorts placed in DOE school settings across O'ahu complexes• Collaborate in curriculum development and instruction for new, grant funded program that merging Special Education with general teacher preparation• Research in the areas of performing arts curriculum, in-service professional development, performances of culture, and art research methodology | Honolulu, HI |
| Hawai'i Pacific University, School of Education
<i>Assistant Professor, Elementary Field Services Coordinator</i> | 2009 – 2012 |
| <ul style="list-style-type: none">• Taught graduate and undergraduate level coursework: The Fine Arts for the Elementary Teacher, Integrated Curriculum for the Elementary Teacher, Service Learning in Education, The Reflective Practitioner, Culturally Responsive Teaching in Hawai'i, and The Scholarly Teacher• Established, maintained, and nurtured partnerships with public and private schools to ensure field opportunities for candidates in the B.A. and M.Ed. in Elementary programs• Coordinated faculty to develop, implement, and analyze national accreditation assessment instruments for the Elementary Education Program. | Honolulu, HI |

University of Hawai'i at Mānoa, College of Education***Instructor***2003-2009
Honolulu, HI

- Taught for the Institute for Teacher Education, Elementary and Early Childhood Program: undergraduate level coursework in Performing Arts for the Elementary Teacher, Introduction to Teaching, and Field Experience and graduate coursework in Qualitative Research
- Coordinated, mentored and supervised K-6 teacher candidates in cohorts over a two-year span and in field settings across O'ahu districts
- Served as the principal investigator for Teacher Training Assistance Project, an annual, million dollar grant aimed to help teachers in American Samoa become certified and highly qualified

Honolulu Theatre for Youth***Drama Education Associate***2001 – 2006
Honolulu, HI

- Devised, implemented, and assessed school residencies utilizing DIE/TIE strategies, aligned with state standards and integrated with core curriculum
- Conducted professional development in educational drama and theatre for in-service and pre-service teachers
- Directed plays written, devised and performed by youth
- Administered and taught after-school and summer youth programs

New York University, Creative Arts Team***Teaching Artist***1998-2001
New York, NY

- Coordinated school partnerships supported by the Annenberg grant, an initiative to reform education in New York City schools through arts
- Devised, implemented, and assessed school residencies utilizing DIE/TIE strategies, aligned with state standards and integrated with core curriculum
- Devised original theatre through playbuilding as assistant director with the CAT Youth Theatre

Duke University, Summer Youth Programs***Instructor***1996-2000
(summers)
Durham, NC

- Teacher for Duke Young Writers, Duke Drama, and Duke Expressions programs
- Developed and taught courses in playwriting, performance writing, and acting
- Directed theatrical productions

Pirate Playhouse, Island Theatre Wing (SPT7)***Education and Outreach Coordinator***1996-1994
Sanibel, FL

- Directed community theatre, youth theatre, and theatre for youth
- Coordinated educational programs with main stage productions
- Taught acting for children
- Provided in-school workshops
- Wrote educational guides to main stage productions
- Conducted educational forums
- Performed in main stage and dark-night productions

Independence High School***Theatre Teacher***1994-1996
Charlotte, NC

- Taught grade s9-12 theatre classes
- Facilitated Drama Club
- Directed school productions
- Developed acting, creative writing, and film criticism curricula

PENDING PUBLICATIONS

PUBLICATIONS

Simpson Steele, J. (2014). The vagabond's dilemma; Representing host culture as a teaching artist. In Kelin, D. and Dawson K., Eds. *The reflective teaching artist: Collected wisdom from the drama/theatre field*. Chicago: University of Chicago Press.

Simpson Steele, J. (2013). Approaching evaluation of professional development in arts integration. *Teaching Artist Journal*. 11(3), 147-155.

Simpson Steele, J. & Kelin, D. (2013). Dramatic differences: The power of playbuilding for young English language learners. *The Tapestry Journal*. 4(2), 19-31.

Simpson Steele, J. (2013). Geopathology on May Day: Expressions of culture on Hawai'i's Elementary School Stages. *Equity and Excellence in Education*. 46(2), 169-183.

Simpson Steele, J. (2012). Talk-story: A quest for new research methodology in neocolonial Hawai'i. *Youth Theatre Journal*. 26, 38-49.

Simpson Steele, J., Gohier, G, Lipscomb, A.L., Simpson Steele A. (2012). May Day is Lei Day in Hawai'i. *Cultural Studies ⇄ Critical Methodologies*, 12(1), 43-50.

Simpson Steele, J. (2008). The May Day show: Performances of culture on Hawai'i's elementary school stages. (Doctoral dissertation, University of Hawai'i at Mānoa, 2008.)

Simpson, J. (2005). Performance and social inversion: The Sāmoan White Sunday. *Youth Theatre Journal*, V. 19, pp. 132-147.

Tabata, L. & Simpson, J. (2005). The College of Education Doctoral Student Association: Providing peer support and community to doctoral students. *Educational Perspectives*, V.38, n.1, pp. 46-48.

Simpson J., Herring J., & Kelin D. (2002). Developing Creative Curriculum: A model for preservice teacher training in drama education, *Stage of the Arts*, V.14 n.3, pp.12-16.

RESEARCH ACTIVITY

Honolulu Theatre for Youth <i>More Than Words</i> Provided evaluation of a professional development program for in-service teachers to develop strategy and facilitation of fluency and expression of oral language for K-6 students.	2014 Honolulu, HI
Hawai'i Arts Alliance <i>Arts First Institute</i> Consulted in the development in evaluation instruments and data analysis for professional development program for in-service teachers to develop knowledge, skills, and values for integrating Arts and Science content (STEAM)	2013-2015 Honolulu, HI
El Sistema Hawai'i <i>Kalikolehua</i> Provided formative evaluation for a new music program, based at Ka'a'awa Elementary School during extended school day.	2012-2013 Honolulu, HI
Honolulu Theatre for Youth <i>Before Pencil Touches Paper</i> Provided evaluation of a professional development program for in-service teachers to strengthen pre-writing classroom activities through the arts.	2013 Honolulu, HI
Maui Arts and Culture Center <i>Pomaika'i Elementary School</i> How does school-wide arts integration in an elementary setting impact student success as they transition to middle school?	2013 Kahului, HI
Hawai'i Arts Alliance <i>Arts and Literacy for All</i> Served as school liaison in quasi-experimental research on the effect of arts strategies on reading comprehension. Mentored participating teachers and facilitated community events and professional development activities. Evaluated and scored teacher performance in arts integration	2007-2010 Honolulu, HI
Honolulu Theatre for Youth <i>In Our Own Words</i> Evaluated a two-year program investigating the influence of drama strategies on English language learners at a school on the Big Island of Hawai'i	2006-2008 Kona, HI
UH Mānoa, Curriculum Research & Development Group <i>Arts in Education Windward Research Project</i> Consulted in the development of scoring instruments. Evaluated and scored teacher performance in arts integration	2006 Honolulu, HI

PROFESSIONAL DEVELOPMENT SERVICE FOR TEACHING ARTISTS

Hawai'i Teaching Artist Institute Planning Committee Member and Invited Speaker	2014 Honolulu, HI
Maui Arts and Cultural Center <i>Shifting with the Common Core</i>	2014 Kahului, Maui
Art Bento <i>Responding to Art with the Common Core</i>	2013 Honolulu, HI
Hawai'i Teaching Artist Institute <i>Shifting with the Common Core</i>	2013 Honolulu, HI
Kalikolehua <i>Becoming Reflective Practitioners</i>	2012-13 Honolulu, HI
Hawai'i Arts Alliance & Hawai'i State Foundation for Culture and the Arts <i>Pedagogy Primer: Core Principals of Teaching and Learning</i>	2010-2011 Honolulu, HI
Hawai'i Teaching Artist Institute <i>Artistic Perspectives: Developing Reflective Skills in Students</i>	2010 Honolulu, HI
Honolulu Theatre for Youth <i>Questions, Questioning, and Reflective Practice</i>	2010 Honolulu, HI
Hawai'i Arts Alliance & Hawai'i State Foundation for Culture and the Arts <i>The Art of Lesson Planning by Backward Design</i>	2008, 2010 Honolulu, HI

PROFESSIONAL DEVELOPMENT FOR CLASSROOM TEACHERS

Hawai'i ArtsFIRST Summer Institute <i>STEAM: Igniting Curiosity & Creativity, Connecting Science & Arts</i>	2014 Honolulu, HI
Hawai'i Department of Education <i>Common Core and the Power of Arts Integration</i>	2014 Honolulu, HI
Honolulu Theatre for Youth <i>Malama Ko Aloha: Storytelling with Hula Ki'i to Develop Compassion in the Classroom, PK-2</i>	2014 Honolulu, HI
Pomaika'i Elementary School <i>STEAM: Integrating Science, Engineering & Art</i>	2013-2014 Kahului, Maui
Maui Arts and Cultural Center <i>Malama Ko Aloha: Storytelling with Hula Ki'i to Develop Compassion in the Classroom, PK-2</i>	2013 Kahului, HI
Pomaika'i Elementary School <i>The First Days of School: Contracting Community, Committing to Excellence, Connecting to Vision Through the Arts</i>	2013 Kahului, HI

Hawai‘i ArtsFIRST Summer Institute <i>STEAM: The Arts are Science at Work</i>	2013 Honolulu, HI
Pomaika‘i Elementary School <i>ELA Common Core: Developing Reasoning Skills Through Drama Strategies</i>	2013 Kahului, HI
Maui Arts and Cultural Center <i>ELA Common Core: Developing Reasoning Skills Through Drama Strategies</i>	2013 Kahului, HI
Honolulu Theatre for Youth <i>Reading Comprehension for Struggling Learners</i>	2012 Honolulu, HI
Maui Arts and Cultural Center <i>Essential Questions & Enduring Understandings</i> <i>Critical Thinking Through the Arts, Part I & II</i>	2011 Maui, HI
Pomaika‘i Elementary School <i>Essential Questions & Enduring Understandings</i> <i>Critical Thinking Through the Arts, Part I & II</i>	2011 Maui, HI
Hawai‘i ArtsFIRST Summer Institute <i>Arts Integration Strategies for Reading Comprehension and Literacy</i>	2008 - 2011 Honolulu, HI
Honolulu Theatre for Youth <i>Strategies for Engaging and Motivating Students: An Arts Toolbox</i>	2011 Honolulu, HI
Ho‘okulaiwi Center for Native Hawaiian and Indigenous Education <i>Performing Arts Integration Across the Curriculum (Ni‘ihau Teachers)</i>	2010 Kauai, HI
Hawai‘i Arts Alliance Arts and Literacy for All (ALA) <i>Drama and Dance Strategies in the Language Arts Curriculum</i>	2007-2010 Honolulu, HI
Pomaika‘i Elementary School <i>Questioning: The Fine Art of Provoking Reflective Thought</i>	2010 Maui, HI
Honolulu Theatre for Youth <i>Reading Beyond the Page: Using Drama to Bring Literature to Life</i>	2008 Honolulu, HI Hilo, HI

CONFERENCE PRESENTATIONS

American Alliance for Theatre Education (AATE) <i>Shifting with the Core: Adapting and Adopting in the 21st Century</i>	2014 Denver, CO
Council for Exceptional Children (CEC) <i>The Use of Hawaiian Puppetry to Promote Compassion in the Classroom</i>	2014 Braga, Portugal
American Education Research Association (AERA) <i>Noncognitive Factors in Arts Integrated Learning</i>	2014 Philadelphia, PA
American Education Research Association (AERA) <i>Becoming Creative Practitioners</i>	2014 Philadelphia, PA

American Alliance for Theatre Education (AATE) <i>The Practitioner and the Researcher: Blurring the Roles to Strengthen Drama Education.</i> Co-Presented with Daniel A. Kelin, II	2013 Washington D.C.
Pacific Consortium Conference (PCC) <i>Scientists are Artists: A Framework for Merging Processes in the Sciences and the Arts.</i> Co Presented with Dr. Lori Fulton	2013 Honolulu, HI
Contemporary Ethnography Across Disciplines (CEAD) <i>The Power of Playbuilding for Young English Language Learners</i>	2012 New Zealand
Schools of the Future Conference <i>Learning in the 21st Century: The Arts as Tools</i>	2012 Honolulu, HI
First International Teaching Artist Conference <i>Approaching Evaluation in Professional Development: Problems and Possibilities for the Teaching Artist</i>	2012 Oslo, Norway
American Education Research Association (AERA) <i>Strengthening Arts Education Through Professional Development</i>	2011 New Orleans, LA
Contemporary Ethnography Across Disciplines (CEAD) <i>The May Day Show: Performances of Culture on Hawai‘i’s Elementary School Stages</i>	2010 New Zealand
Hawai‘i International Conference in Education <i>The May Day Show: Performances of Culture on Hawai‘i’s Elementary School Stages</i>	2010 Honolulu, HI
Children’s Literature Hawai‘i Conference <i>Reading Between the Lines: Using Drama in the Art of Inference</i>	2006 Honolulu, HI
American Alliance for Theatre & Education (AATE) <i>Performing Arts Integration by the Elementary Teacher; Novice to Expert</i>	2005 Chicago, IL
Ka ‘Aha Hula ‘O Halauaola International Hula Conference <i>Hula Moves: Learning to Dance Through “How To” Hula Texts</i>	2005 Maui, HI
The Keys to Science Education <i>Drama as an Alternative</i>	2005 American Sāmoa
Hawai‘i Council of Teachers of English <i>Integrating Drama throughout the Curriculum</i>	2004 Honolulu, HI
Hawai‘i State Teachers Association <i>Colors Inside of Me: Multiculturalism through Drama</i>	2001 Maui, HI
Hawai‘i State Teachers Association <i>The World of Literature: Opening Doors with Drama</i>	2000 Honolulu, HI Maui, HI

Teachers as Professionals Conference <i>Integration through Drama: Verbs and Viruses</i>	2004 Honolulu, HI
Governor's Conference on Arts Education <i>Metaphor, Myth, and Motivation</i>	2004 Honolulu, HI
Children's Literature Hawai'i Conference <i>Literature to Life</i>	2001 Honolulu, HI

SELECTED CREATIVE EXPERIENCE

<i>Tasi's Gift</i> , Honolulu Theatre for Youth	Co-Playwright	2011
<i>Aloha Shorts</i> , Hawai'i Public Radio	Actor	
<i>Waiting for Henry</i>		2012
<i>First</i>		2011
<i>Fear Over the Ala Wai</i>		2011
<i>Sister from Another Planet</i>		2008
<i>The Smell of Rotting Mangoes</i>		2008
<i>Selected poems by Kathy Phillips</i>		2007
<i>Salvation</i>		2006
<i>Snowbird</i>		2004
<i>Grossology</i> , Honolulu Theatre for Youth	Director	2006
<i>Life is a Dream</i> , Lizard Loft (The Arts at Mark's Garage)	Actor	2006
<i>A Friendly Game of Death</i> , Murder Mystery Players	Director	2004
<i>A Midsummer Night's Dream</i> , Honolulu Theatre for Youth	Director	2003
<i>The Rubies of Nepal</i> , Murder Mystery Players	Actor	2003
<i>Duck, Duck, Scrooge</i> , Loose Screws (The Arts at Mark's Garage)	Actor	2002
<i>Theatrefest</i> , Honolulu Theatre for Youth	Director	2002
<i>La Traviata</i> , Hawai'i Opera Theatre	Assistant Stage Manager	2002
<i>Carmen</i> , Hawai'i Opera Theatre	Assistant Stage Manager	2002
<i>UnCommon Sense</i> , Honolulu Theatre for Youth	Director	2002

COMMUNITY ACTIVITY AND SERVICE

Improv-Ed Hawai'i Board Member for a non-profit organization with a mission to provide educational experiences using improvisation to develop life and learning skills	20012-current
Hawai'i State Foundation on Culture and the Arts Artistic Teaching Partners (ATP) roster selection panel & consultant Artists in the Schools (AITS) grant selection panel & consultant	2007 - current
Hawai'i Arts Alliance Member and consultant	2001-current
Teacher Education Council: Hawai'i Pacific University Member	2009 - 2012
School of Education Program Assessment Committee: HPU Chair	2009 - 2012
Faculty Promotion and Reappointment Committee: HPU Member	2010 – 2012
Graduate Curriculum Committee: HPU Member	2010 – 2012
Women Leaders in Higher Education Member	2010 - 2012
Hālau Mōhala 'Ilima Participant in hālau life; hula and Hawaiian cultural learning, curriculum consultant for Naoneala'a, outreach in education	2004-2011
Honolulu District Elementary Speech Festival Judge	2010
'Ohi'a Productions Project Director for Boys and Girls Club Programs	2006
College of Education Doctoral Student Association: University of Hawai'i Chair	2004-2005
College Advisory Council: COE, University of Hawai'i Member	2004-2005
College of Education Senate: COE, University of Hawai'i Member	2004-2005
Educational Perspectives Editorial Board: COE, University of Hawai'i Member	2004-2005

AWARDS AND HONORS

Hawai'i Community Foundation Grant (supporting <i>The May Day Show</i> research)	2007
University of Hawai'i College of Education: McInerny Scholarship	2005-2006
University of Hawai'i College of Education: Lin Scholarship	2004-2005
University of Hawai'i College of Education: Award of Excellence in Arts Education	2004
USA Funds Hawai'i Silver Anniversary Scholarship	2004-2006
Hawai'i Community Foundation: Alma White Delta Kappa Gamma Scholarship	2003-2005
Hawai'i Community Foundation: Dr. Hans & Clara Zimmerman Foundation Grant	2003
American Alliance of Theatre & Education: Lin Wright Special Recognition	2002
Creative Arts Team: Outstanding Contribution	2000
Independence High School: Honorary Member of Order of the Patriot	1996
Cooke Scholarship: Full scholarship for undergraduate studies	1990-1994

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)

International Congress of Qualitative Inquiry (ICQI)

American Alliance of Theatre Educators (AATE)

Hawai'i Arts Alliance (HAE)

Hawai'i State Foundation for Culture and the Arts (HSFCA)

SKILLS AND INTERESTS

Playwriting

Ballet, modern, jazz, hula, Sāmoan dance, and creative movement

Proficient in Word, Excel, PowerPoint, Elluminate, WebCT, and Lulima

Web-based educational technology integration

Some Spanish, Japanese, Hawaiian, and Sāmoan languages

Rae Takemoto



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Teaching Experience

1986-present

- Pomaika'i Elementary School, 2007-present; Arts Integration Literacy Curriculum Coordinator/Coach/Vision Leadership
- Kula Elementary School, 1991-2007; taught 2nd, 3rd, and 4th grades, heterogeneously grouped self-contained classrooms
- Haiku Elementary School, 1987-1991; taught 2nd and 6th grades, heterogeneously grouped self-contained classrooms
- Mother Rice Preschool, 1985-1986; taught 3-5 year olds

Relevant Experiences at Pomaika'i School

- Coach and coordinator of teacher leadership groups
- Academic Review Team school lead
- Common Core, Teacher Induction, STEAM Lead
- EES Co-Lead
- Develop sustainable whole school arts integration model
- Coach all teaching staff in arts integration
- Coordinate all arts related and Common Core professional development
- Coordinate all arts residencies and related arts programs for students
- Support all arts related programs involving the school's neighborhood community
- Coordinate and present interactive community meetings about arts integration
- Ongoing workshop presenter in drama and visual arts integration for Pomaika'i School and other professionally related organizations
- Program developer for STEAM (Science, Technology, Engineering, Arts, Math)
- Co-Coordinator and facilitator of Action Research projects
- Coordinator of professional learning communities
- Lead coordinator of new teacher mentoring
- Co-chair of PTSA's Reflections Program (arts program)
- Coach for Pomaika'i School's student public relations team (purpose is to teach students to educate community on the powerful learning in and through the arts)
- Anne Davies Summer Institute on Formative Assessment; 2008
- Multisensory Math and Thinking Maps trainer
- Grant writer for arts related programs
- Coordinator of school-wide program-Waihe'e Shoreline; service learning projects to restore the Waihe'e Wetlands and Shoreline, as well as advocate for our environment



Relevant Experiences at Kula School

- Co-Coordinator and teacher leader of Action Research projects, 2002-2005
- Facilitated Kula School's 3 Arts Excellence Awards
 - Wrote the applications and coordinated school-wide professional development projects and artist residencies-visual arts, literary arts, and digital arts (incorporating all art forms)
- Arts Lead teacher with the Maui Arts and Cultural Center 1999-2007
- Ebb and Flow Teacher Facilitator 2003-2005
 - Assisted musician/composer, Robert Pollock, as he developed the "Scaling Haleakala" music curriculum
- Technology workshop presenter for staff-2002
- Goals 2000 grant-Integrating the Arts professional development school representative
- Taught Multiple Intelligences workshops for teachers and community members 1999

Related Professional Experiences

- Kennedy Center Partners In Education: Department of Education partner w/ Hawaii '95 Team-2009 till present
- Kennedy Center Annual Partners in Education Conferences
 1. Advisory Committee Member representing the West (AZ, CA, HI, NM, NV) 2011-2014
 2. Workshop Co-Presenter w/Deb Brzoska, "Design Thinking in Secondary Schools; - Feb. 2015
 3. Workshop Co-presenter w/ Susana Browne, "Bringing Research to life" - Feb. 2014
 4. Plenary Presenter: "Whole School Professional Development for Sustainability" - Feb. 2013
 5. Workshop Co-presenter w/TA Dan Kelin at Kennedy Center Annual Meeting, "Classroom Teacher + Teaching Artist = Moving Beyond Mentorships"; Feb. 2009
 6. Workshop Co-presenter w/Deb Brzoska on action research. Demonstrated an arts integrated lesson to show how to collect data in the arts
- Maui Arts and Cultural Center:
 - Arts Education Advisory Board 2007-present
 - 1000+ hours of professional development
 - Speaker for various MACC donor functions regarding the importance of supporting arts education
 - Teacher Mentor for Arts Integration Research Project 2005-2007 at Kihei Elementary School
 - Workshop presenter
 1. Co-presenter for lead teachers: Storytelling/writing integration lesson
 2. Neighborhood Bridges (Storytelling/writing)
 3. China Alive (Multidisciplinary Instructional Unit w/strong emphasis on the arts)
 4. Multiple Intelligences (An Introduction to MI Theory)
- HI Dept. of Education; Presenter: Whole School Model Using Arts Integration - Dec. 2013
- Right Brain Initiative Summer Institute Workshop Presenter; Portland, Oregon; 2012
- The Hawaii Association for Independent Schools: Schools of the Future Conference; Co-presenter: Pomaikai School Whole School Model; 2010



- The Hawaii Association for Independent Schools: Schools of the Future Conference; presented drama integration experience for 800+ conference attendees; 2010
- Education Leadership Institute (ELI) in Chicago, National Endowment of the Arts initiative; DOE representative on State Team; March 2009
- Co-presenter w/TA Dan Kelin at HI teaching artist workshop w/Deb Brzoska; Sept 2009
- Hawaii Apple Learning Interchange, 2003-2005
 - Authored and implemented three arts integrated units of study (3 lessons in each) for the Apple Learning Interchange, an online professional development resource by Apple Computers
- United States Department of Education Research to Practice Summit in Washington DC, July 2004
 - Represented State of Hawaii at the annual summit of best practices in research development. Invited by Doug Herbert, Special Assistant on Teacher Quality and Arts Education to the Secretary of Education
- Partners in Education Arts Education Institute in Silver City, New Mexico, Aug. 2004
 - Workshop presenter “Action Research in the Arts”
- Hawaii Governor’s Conference on Arts Education, 2003
 - Workshop presenter-“China Alive” (Interdisciplinary Arts Unit)
- Harvard University-Project Zero Summer Institute, 1999
- International Peace Poem Organization
 - Authored poetry lessons for their website

Professional Affiliations and Awards

- Maui Arts and Cultural Center-Master of Arts Integration Mentor
- Maui Dance Council Board-Vice President, 2000-present
- Hawaii Writing Project Advisory Board, 2010
- Association for Supervision and Curriculum Development 2008-present
- Hawaii Association for Independent Schools Visiting Committee 2010-2011
- Hui No’eau Art Center-Program Advisory Board 2006-2007
- International Peace Poem Teacher of the Year 2006
- Hawaii Council of Teachers of Mathematics, 2005-2007
- Both Sides Now-Teacher Award 2005
- State of Hawaii Global Teacher of the Year 2003
- Maui Literacy Council
 - President Elect 2000-2002 / Vice President 1999-2000
- Recognized as a “Hawaii Top Teacher” by Star Bulletin Newspaper, 1997

Education

University of Hawai’i-Manoa; Bed / PD

Dec. 1985

- B.Ed and Professional Diploma (Masters in Ed equivalent) in Elementary Education

Beth P. Uale, Ed.D.
Title: Instructor / Professor
May 27, 2014

Academic Degrees:

D.M.A. Boston University (expected graduation May 2016)
Ed.D. University of Southern California (May 2010)
MA, University of Hawai'i, August 1999 - Music Education
PD (Professional Diploma), University of Hawai'i, December 1996 (Second. Music Ed.)
BA, Brigham Young University-Hawai'i Campus, June 1985 - General Music

Professional Experience:

Jun. 2013–present, Argosy University, Hawai'i – Adjunct Professor (Education)
Jul. 2012-present, Hawai'i Pacific University, (MCP) – Adjunct Professor (Music Ed.)
Jul. 2006-present, Ka Waihona o ka Na'auao PCS – FT music teacher
Nov. 1985-present, Beth Uale's Music Studio, Honolulu, HI - Owner/Instructor
Jan.– May 2008 Professor, University of Hawai'i – Music Department
Jan. 1997-June 2007, Hawai'i Youth Opera Chorus, Assistant Director
Aug. 1999-June 2006, Jefferson Elementary, Honolulu, HI- FT music teacher
Jun.-July 2002, Professor, University of Hawai'i Cohort Program – American Samoa
Aug. 1998-June 1999, Kalakaua Middle School, Honolulu, HI - HT music teacher
Oct. 1997-June 1999, Waldorf High School, Honolulu, HI - Choral Director
Sep. 1997-June 1998, DOE Kapalama Elementary, Honolulu, HI - PT music teacher
Apr. 1997-May 1997, Saint Louis School, Honolulu, HI - Music Dir. (senior graduation)
Jan. 1997-May 2000, Chaminade University, Honolulu, HI - Choral Director
Aug. 1995-May 1998, University Lab School, Honolulu, HI - Accomp./Asst. Dir.
Jun. 1996-Aug. 1996, Kamehameha Schools/BPB, Honolulu, HI - Elementary Piano
Aug. 1992-Jun. 1995, La Pietra, HSG, Honolulu, HI - Choral & General Music

Honors and Awards:

2006-2007 Recipient of the Genuine Gold Honoree Award for BYU-Hawai'i
2006 One of three recipients awarded the "VH1 Save the Music" grant for Hawai'i
2005 Children's Choir Director for the World War II Commemoration, U.S.S. Missouri
2004 "Mother of the Year" for the State of Hawai'i
1998 Inducted into Pi Kappa Lambda - National Music Honor Society
1998 Recipient of the Gregory Goetz Music Scholarship

Current Faculty and Administrative Load:

Argosy University – Adjunct Professor (Education)
Various Masters and Doctoral Education classes 2-3 terms per year

Hawai'i Pacific University, (MCP) – Adjunct Professor (Music Ed.)
Music 1000 – 2 terms per year at various military campus sites

Ka Waihona o ka Na'auao Public Charter School – Music Teacher:

Grade 5: Three classes (40 minute classes 1x/week)
Grade 6: Three classes (40 minute classes 2x/ week)
Middle School Keyboard, Ukulele, Music Tech M W gr. 7&8 (70 minute periods 2/week)
Middle School Keyboard, Ukulele, Music Tech T Th gr. 7&8 (70 minute periods 2/week)
Glee Club & Chorus – grade 5 (35 minute periods 2x/week)
Glee Club – Middle School grades 7 & 8 (35 minute periods 3x/week)
Director – Annual Spring Musical Production (40 minute rehearsals 2x/week, March-May)
Ho'ike Chorus Director (Special performance group 30 minute rehearsals 2x/week March-May)
Coordinator / Director – Winter Music Festival (annual production)

Resource Committee Member (monthly meetings)
Special Activities Committee (3-4 activities per school year)

Beth Uale's Music Studio:

22 Students – 1/2 hr./week (private piano/ voice)
4 students – 45 min./week (group piano)
Organize studio events and keep payment and advancement records
Annually prepare students for National Guild auditions (NGPT)
Prepare and present semi-annual recitals
File excise tax (semi-annually) and state and federal taxes (annually)
Mentor Kaiser High School students as needed (job training/community service)

Other Collegiate Assignments:

Public Speaker on Education and Bullying Prevention

Current Professional and Academic Association Memberships:

The Delta Kappa Gamma Society International – Beta Chapter 2010
Music Educators National Conference since 1996
National Guild of Piano Teachers 1988-present
Pi Kappa Lambda - National Music Honor Society, 1998

Past Professional Assignments and Activities:

Music Educators National Conference* Executive Board 1998-2008
Hawai'i Music Educators Association – President July 2004-2006
American Choral Directors Association – President July 2001-2003
American Choral Directors Association Western Division Conf., Assist Coordinator – 2002
All State High School Honor Choir, Co-Chair – 1998-2001

Publications:

Uale, B. (2010). *Teachers as bystanders: The effect of teachers' perceptions on reporting bullying behavior*. Doctoral Dissertation for the Educational Doctorate Degree from the University of Southern California.

Payne, B. (Ed.), Bridges, C., Kaneshiro, E., Miller, B. Miyamoto, K., Pacheco, J. Tsuha, D. & Uale, B. (1997) *Contemporary Trends for Music Educators*. University of Hawai'i Music Department.

Papers Presented:

2011. Hawai'i Educational Research Association Conference, January 8, University of Hawai'i. Doctoral dissertation presentation, "Teachers as bystanders: The effect of teachers' perceptions on reporting bullying behavior" (completed study).

2010. Hawai'i Educational Research Association Conference, January 30, University of Hawai'i. Doctoral dissertation presentation, "Teachers as bystanders: The effect of teachers' perceptions on reporting bullying behavior" (research study in progress).

Research:

2010. *Teachers as bystanders: The effect of teachers' perceptions on reporting bullying behavior*. Dissertation for the Educational Doctorate Degree from the University of Southern California.

1999. *An analysis of the secondary choral music rehearsal*. A Plan B project in partial fulfillment of the requirements for the Master's Degree in Music Education at the University of Hawai'i (on file at the University of Hawai'i).

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Education

University of Hawaii at Mānoa

- College of Education, Education Administration Program, 2000-2004
- College of Education, Curriculum and Instruction, MEd., 1969
- College of Business Administration, Finance, BBA, 1966

University of California, Los Angeles (UCLA)

- College of Education, Business and Economics Education/Administration, Ed.D. With Honors, 1978
- Education Professions Development Act Fellowship (EPDA)

Employment

- 2014 -- RIM Architects, Strategic Vision Kupuna, Sub-contractor with The Pacific American Foundation, UH-WO campus, Creative Digital Media Bldg., Cultural Consultant
- 2014 -- RIM Architects, Strategic Vision Kupuna, Sub-contractor with The Pacific American Foundation, HART Pearl City Transit Station Complex Design Team with the Hawaiian Dredging Construction Company, Cultural Consultant
- 2011-2014, HI FushionED dba isisHawaii, Ipu Waiwai Kula 'AE – Aquaponics in Education (2011-14), Education Adm. Mentor and Cultural Consultant. This project (sponsored by the U.S. Department of Education Native Hawaiian Education Program), targeted public intermediate schools in the Leeward District (Nanakuli/Waianae). Its primary goal is to increase NH student capacity by honoring and recognizing indigenous science as it aligns to 21st century learning and skill development. Also conducted Stanford Design Thinking training for students and teachers -- Castle, Honolulu, Nanakuli School Complexes grade K-12.
- 2010-present, Indigenous Education Institute, Cultural Science Consultant, National Science Foundation partnerships, Imiloa Astronomy Center and U.C. Berkeley, Astrophysics, Indigenous Informal Sciences -- Mayan Cosmic Serpent and Native Skies and Mars Atmosphere and Volatile Evolution (MAVEN) Project, Aquaponics in space. Youth leadership NSF grant in Indigenous Scientific Collaboration.
- 2012-2014, Roots of Wisdom: Native Knowledge. Shared Science. Cultural Science Education Consultant. Exhibit and Research examples of successful projects that incorporate both traditional ecological knowledge and western science using traditional knowledge in conjunction with cutting-edge science practices with tools of traditional land management and resource use reviving cultural practices.
- 2008 to 2013, President, The Wright Consultants, Inc., Retired. Culture-based Education Programs, Technologies and Indigenous Evaluation. Education cultural consultant -- state, national and international accreditation, P-21. Clients include Waianae Health Academy, cultural competencies, 21st Century Workforce Alu Like, Inc. Native Hawaiian Career and Technical Education, Hawaii Technologies Institute – CTE Certifications; WARE Learning Hale web-based software, basic skills mastery; The Pacific American Foundation – Aloha Aina, KUDER College Career Planning, Financial Literacy Academy – Bloomberg Lab International; Chaminade U., Lililehua Inquiry Ahupua'a Science – Elementary School Project including Hawaiian language immersion—culture-based K-12 curriculum, submersible robotics, aquaponics and hydroponics), Hi'ilei Aloha, 501-C3 Office of Hawaiian Affairs, Waimea-Kauai District – West Kauai Business and Professional Association—Promising Neighborhoods Grant; World Indigenous Nations – P-21 accreditation, and King Kalakaua Science and Technology Center (preliminary design. Other technical assistance mentoring and capacity building – Administration of Native American Programs, Native Hawaiian Education Act, Innovation in Improvement I3, NCLB Training and Office of Hawaiian Affairs.

- 2000 – 2008: Hawaii State Department of Education, Kula Kaiapuni ‘O Ānuenue, Hawaiian Language Immersion School, K-12, Hope Po’okumu, Vice Principal, Retired, Institutional Planning, Data, Evaluation and Assessments, Professional Development Planning and Fund Development, Budgeting, NCLB Compliance Assessments, Hawaii State Assessment, Hawaii Aligned Portfolio Assessments, Academic and Career Software and Technology Systems, Cultural Indicators Rubrics, Academic and Financial Action Plans, Teacher and Staff Evaluations, Parent NLK Group

2000-2006: Summer School, Ānuenue, Grades 6-12, King Intermediate, Grades 7-8 and Kalaheo H. S., 9-12

1996 - 2000, Hawaii State Department of Education, Vice Principal

- Kailua High School, 9-12
- Kailua Intermediate School, 7-8
- Kahalu’u Elementary School, K-6

1978 – 1995, The Kamehameha Schools, Retired - Director of Continuing Education Programs

- Kamehameha Adult Community School, Western Association of Schools and Colleges Accreditation
- GED High School Diploma Program, Career/Vocational Education, Health and Wellness and Hawaiian Studies Curriculum and Instruction Program
- Ohana (families) Education Program
- Statewide Hawaiian Culture Lecture Series

1977 – The Kamehameha Schools

- Director of the Office of Career Services

1976 – The Kamehameha Schools

- Director of the Office of Employment Training and Research

Teaching Experience:

1966 – 2000

- Elementary Education, Kahalu’u Elementary and Keolu Elementary School
- Secondary Education, Kailua High School, Castle High School, Sacred Hearts Academy
- Adult Education, Kalaheo Community School for Adults, Moanalua Community School for Adults, Farrington Community School for Adults, Kaimuki Community School for Adults
- Higher Education, University of Hawaii at Manoa, College of Education, Curriculum and Instruction/Teacher Education and Curriculum Studies, Adjunct Faculty, Vocational Education
- *Major Teaching and Learning Interests:* Hawaiian traditional practices, arts and crafts, indigenous knowledge and epistemologies, mentoring, tribal college initiatives, culture-based education and curriculum perpetuating native languages and cultural traditions, indigenous assessments/research, and culture-based education assessments. Emerging interest in digital media, animation and gaming.

Community Education:

- Native Hawaiian Performance Indicators and Indigenous Assessment Hui, NH Education Council.
- Native Hawaiian Evaluation and Program Assessments, Teacher Induction Pre-BEd. Program Evaluation and Assessment: elementary, middle and high school charter, immersion, public schools, higher education
- Native Hawaiian Education Council, Chairperson, 2010-2011
- University of Hawaii, at Manoa, Laboratory School, PCS, Local School Board Member
- Board Member, Hawaii Technologies Institute, Hawaii Maoli, Pacific American Foundation
- Facilitator, WARE Group, reading and math software, My Reading Coach, Lexia, Reading Plus, Symphony Math; Lexile Group

- Hawaii Maoli, in partnerships with workforce programs, Hawaii Technology Institute, and substance abuse treatment mental health Hoomau ke Ola, culture and aina-based, cultural and the arts healing.
- Accreditation Visiting Committee Member – Waialae Elementary, PCS; Kanu ‘o Ka Aina PCS
- President – National Indian Education Association (NIEA) 2006-07, raised \$1 million endowment.
- Chairman, World Indigenous Higher Education International Consortium, New Zealand
- Established Introduction to Data Processing and Computer Programming, Castle High School
- Hawaii State Technology Grant Funding Computer Equipment for Classroom Use, Castle High School
- Established Office of Employment Research and Training, The Kamehameha Schools, Assist Kamehameha Alumni and other Hawaiian High School or College Graduates in Professional Career and College Placement Services
- Established Office of Career Services to provide school to work career pathways including post-high school and apprenticeship training programs for gainful employment and higher education
- Established from an idea to an accredited school, The Kamehameha Schools Adult and Community Education School featuring courses in Hawaiian language, music, dance, arts and crafts; intergenerational learning, ‘Ohana Education. Expanded vocational education programs utilizing state of the art facilities in metals fabrication, automotive, wood technology, electronics and AutoCAD design. Introduced General Education Develop (GED) program.
- Established a statewide Hawaiian Culture Lecture series for traditional cultural practitioners and scholars to teach Hawaiian culture, tradition, language, music, dance, and philosophy to the general public, serving annual 12,000 participants.
- Conducted a major doctoral dissertation study on the Hawaii Hotel Industry and the educational programs required for employees entering and leaving the field of tourism and hospitality industry. Established and copyrighted the MODELS Curriculum – Modern Office and Distribute Education Learning Systems, a national training model for the hotel industry.
- World Indigenous Nations Higher Education Consortium, International, New Zealand. Board Member that helped to establish the Indigenous Higher Education School Accreditation process. Accrediting higher education school programs worldwide that base their founding principles on the values and education needs of the indigenous communities that there schools service. The criteria are designed around traditional knowledge and the transfer of native ways of knowing, doing, being and becoming through cultural lenses with global results. Te Wananga ‘o Aotearoa, U. of Montana, Bozeman, Seventh Generation College, Ontario, Canada, Sami University International, Kautokeno, Norway and Fort Peck CC, Montana.
- National Indian Education Association. U.S. Senate Committee on Indian Affairs, U.S House Committee on Health, Education and Labor Pensions. Public hearings on No Child Left Behind and the U.S. President’s Budget Appropriations for Alaskan Natives, American Indians and Native Hawaiians.
- Hawaii State Accreditation of Teacher Education (SATE)/National Commission Accreditation of Teacher Education (NCATE), Chairman, University of Hawaii at Hilo, Kahakalau Ke‘elikolani Hawaiian Language and Indigenous Studies College, Kahuawaiola Indigenous Teacher Education Program
- Leo Reano Human Civil Rights National Award, National Education Association, Washington, DC
- Native Hawaiian Education Association, Outstanding Hawaiian Educator
- Board member, Hawaii Technologies Institute, The Pacific American Foundation, Hawaii Maoli, UH Elementary Lab PCS, Halau Wanana (MEd. NH College, Waimea, Hawaii), Prince Kuhio Hawaiian Civic Club, Hawaii Maoli

References available upon request.

KAMALANI COMPLAINT 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. Please note that, prior to involving the Hawaii State Public Charter School Commission, you must demonstrate that you have attempted to resolve the issue with the Principal and the Governing Board.

Kamalani Academy shall establish and adhere to a process for resolving public complaints which shall include an opportunity for complainants to be heard. The final administrative appeal shall be heard by the School's Governing Board, except where the complaint pertains to a possible violation of any law or term under the Charter School Contract.

When facing an issue you wish to be addressed, please follow the procedures listed below:

1. Attempt to resolve the issue through a meeting with administration, teachers, or other staff members involved.
2. If meeting with the involved parties does not resolve the issue, schedule a meeting with the Principal.
3. If the avenues stated above have occurred without resolution, complete a Formal Complaint Form (included below) and return it to the Principal.
4. Once the Principal has the complaint, they will formally investigate the issue and respond in writing.
5. If the Principal is not able to resolve the issue, a complaint can be made to the Kamalani Governing Board which will investigate the issue and respond in writing.
6. If, after completing all of the steps above, the issue is not resolved, a complaint can be filed with the Hawaii State Public Charter School Commission.

* Please note that if the issue/complaint is regarding the Principal follow Steps 1, 5, and 6.

If you have any questions regarding this policy, please contact the School.

**KAMALANI ACADEMY
FORMAL COMPLAINT FORM**

If Steps 1-2 of the Kamalani Complaint Procedures have been exhausted and the issue or concern has not been resolved, please complete this form and return it to the Principal. If the complaint involves the Principal, this form should be submitted to the Governing Board.

Please include any relevant documentation necessary to complete the investigation.

Full Name: _____ Student's Name (if applicable): _____

Phone Number: _____ Address: _____

Email Address: _____

Preferred Method of Communication: ☐ Telephone ☐ Email ☐ Mail

Please explain your issue or concern (attach additional pages if necessary):

Have you contacted anyone regarding this issue? ☐ Yes ☐ No

If yes, whom? _____

What steps have been taken in order to resolve this issue informally? _____

What was the outcome of these attempts? _____

I hereby certify that I have not knowingly withheld any information that may adversely affect the investigation or outcome of this complaint and that the information given by me is true and correct to the best of my knowledge. I further certify that I, the undersigned, have personally completed this form. I understand that any omission or misstatement of material fact on this form may result in my complaint being dismissed and possible legal action being taken.

Signature: _____

Date: _____

Domains of Leadership

The Principal and Governing Board may choose other measures that more accurately reflect how a descriptor is assessed.

Domains	Descriptors	Examples of Measurement
Domain 1: Student Educational Outcomes	<ul style="list-style-type: none"> Promotes and supports students' progress and performance Provides relevant resources to support and increase student learning Develops strong school-community leadership teams Builds instructional leadership in teachers Identifies and implements positive changes and practices that influences student achievement Aligns management style to change initiatives Implements and supports rigorous curriculum and instruction that is meaningful and relevant Supports and models research-based assessment and accountability practices 	<ul style="list-style-type: none"> ACT Suite (8th through 11th grade) AP scores Chronic Absenteeism College-Going Rates Discipline Gap Rate Graduation HSA Math Proficiency HSA Reading Proficiency HSA Science Proficiency Median Student Growth Percentile Other
Domain 2: Professional Growth and Learning	<ul style="list-style-type: none"> Initiates professional development to improve leadership practice Reflects on leadership practices Identifies strengths and areas for improvement Considers feedback from faculty, staff, parents, students and community/university partners in identifying strengths and needs Demonstrates commitment to continuous learning Promotes partnerships and alliances to strengthen leadership skills and practices 	<ul style="list-style-type: none"> Attendance rate Benchmark assessment Conducts and leads staff professional development Formative and summative teacher test data Incorporates new learning in school programs Multiple measures of student learning Personal journal Professional Development Plan Professional portfolio or artifacts Scholarships Seeks and incorporates new learning in current practices Special recognition and accomplishments Use of scoring/grading rubrics Work Samples and scores Other
Domain 3:	<ul style="list-style-type: none"> Develops an effective school improvement plan that is based on: 	<ul style="list-style-type: none"> Academic/Financial Plan Attendance rate

Domains	Descriptors	Examples of Measurement
School Planning and Progress	<ul style="list-style-type: none"> – A well-crafted needs assessment; – A clearly defined and inclusive process for creating the plan; – A defined implementation process; and – An identified monitoring and evaluation system. • Identifies a networking system to actively engage all audiences of the school community and stakeholders in the school improvement process 	<ul style="list-style-type: none"> • Benchmark assessment • Formative and summative teacher test data • Interviews/questionnaires • Multiple measures of student learning • Principal’s reflection • Professional portfolio or artifacts • Scholarships • School improvement Plan data and outcomes (such as student attendance, behavior, student outcomes) • Special recognition and accomplishments • Use of scoring/grading rubrics • Work samples and scores • Other
Domain 4: School Culture	<ul style="list-style-type: none"> • Develops and maintains a positive school culture • Sets high expectations for all the school community • Enables teachers and students to work collaboratively and cooperatively • Positively influences teachers and staff working conditions • Sets a tone that supports continuous professional learning 	<ul style="list-style-type: none"> • Attendance rate • Benchmark assessment • Exit interviews of employees and students • Formative and summative teacher test data • Multiple measures of student learning • News clippings, media and school publications • Observations • Participation in school activities • Professional portfolio or artifacts • Recruitment and retention of faculty and teachers • Scholarships • School climate surveys of faculty and staff • Special recognition and accomplishments • Student, parent, teachers, staff and community interviews • Use of scoring/grading rubrics • Work Samples and scores • Other
Domain 5: Professional Qualities and Instructional Leadership	<ul style="list-style-type: none"> • Demonstrates a shared responsibility and shared vision and mission • Monitors and continuously improves teaching and learning 	<ul style="list-style-type: none"> • Attendance rate • Benchmark assessment • Degree to which a principal achieves benchmark goals in the previous year’s professional development plan • Formative and summative teacher test data

Domains	Descriptors	Examples of Measurement
	<ul style="list-style-type: none"> • Manages the organization and system effectively and provides resources for a safe and high performing learning environment • Models integrity, fairness and high ethical standards on a consistent basis • Advocates for teachers and students • Promotes civic responsibilities 	<ul style="list-style-type: none"> • Multiple measures of student learning • Observations of Principal's practice • Professional Portfolio and artifacts aligned to State and District or national professional standards • Self-reflection/analysis • Scholarships • School Community Council Evaluation of Principal • Special recognition and accomplishments • Use of scoring/grading rubrics • Work Samples and scores • Other
Domain 6: Stakeholder Support and Engagement	<ul style="list-style-type: none"> • Initiates and facilitates parent and community participation in school-wide activities and initiatives • Engages openly in shared problem-solving and decision making, maintaining a school culture of transparency and trust within the school community • Promotes open, effective and collaborative modes of communication with staff, families and the surrounding community • Builds positive relationships that are culturally responsive to diverse stakeholders 	<ul style="list-style-type: none"> • Leadership, Team structures • Leadership Team minutes • Letters of continuing support, thank you letters and letters of appreciation from stakeholders • News releases • Newsletters • Professional portfolio or artifacts • School Accreditation report • School Assessments • School Community Council Principal evaluation • School Status and Improvement Report data • Special recognition and accomplishments • Student, parent, community surveys • Tripod Survey • Other

* 2014/2015 CESSA Manual, pages 10-12.

Professional Development Plan

All Principals must develop a Professional Development (PD) Plan and submit to the Governing Board after the initial Pre-Evaluation Conference. The PD plan should be a basis for open dialogue throughout to identify and discuss best practices and supports. The PD plan may be used to measure (evaluate) progress on specific goals for Domain 2-6.

DURATION _____

I. List one or more Professional Development Goal(s):

Target Date(s)

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II. List one or more Strategies / Activities that you will implement to achieve goal(s):

Target Date(s)

1.	
2.	
3.	
4.	
5.	
6.	

III. Reflection: Write two or more paragraphs sharing insights about your learning and leadership experiences.

Examples: Summarize impressions, recall supporting information, analyze learning and construct new learning(s).

How does this compare to what you already knew about school improvement?

What made the difference in the outcomes?

What are your thoughts about your next steps?

Sample Parent and Teacher Survey

(Taken from Doral Academy of Nevada's yearly survey)

Parent Survey Each question is rated on a Likert 5 point scale system from Extremely Agree to Extremely Disagree?
Does the School Provide a Welcoming Environment?
Does the School Provide a Safe and Secure Environment?
Does My Child Receive Quality Instruction in Reading/Language Arts at this School?
Do I feel the Reading Curriculum is Preparing My Child for Success in the Next Grade Level?
Does My Child Receive Quality Instruction in Math at this School?
Do I feel the Math Curriculum is Preparing My Child for Success in the Next Grade?
Is the Principal Available and Easy to Talk to?
Does the Principal Resolve Matters in a Timely Manner?
Does the School Allow Input and Welcome Parent Contributions?
Is the Office Staff Courteous and Helpful?
Does My Child's Teacher Communicate His / Her Progress Regularly?
Is My Child's Teacher Available to Me?
Do the Teachers at the School Provide Meaningful Homework?
Does My Child(ren) Feel Comfortable in the Classroom?
Does My Child(ren) Feel Comfortable in the Lunchroom and Playground?
Do the Teachers Effectively Handle Classroom Disruptions?
Does My Child's Teacher Take an Interest in His / Her Education?
Does the Classroom Support Staff Meet the Needs of My Child?
I Would Recommend this School to Other Parents?
Overall, What Grade Do You Give this School (this is graded on an A-D Scale)?
Teacher Survey Each question is rated on a Likert 5 point scale system from Extremely Agree to Extremely Disagree
School Leaders Invite Teachers to Play a Meaningful Role in Setting Goals and Making Decisions for the School?
The Communication I Receive from by Administrator is Efficient and Helpful?
My Administrator is Readily Available When I need Them?
I feel Support from the Following People:
Principal
Assistant Principal / Lead Teacher
School Counselor
Curriculum Coaches
Office Staff
The Evaluation Process is Fair and Objective?

Teacher Survey

Each question is rated on a Likert 5 point scale system from Extremely Agree to Extremely Disagree

The Current Teacher Evaluation Helps Teachers Improve Their Instructional Performance by Providing Specific and Useful Feedback?

The Expectations for Student Achievement are Reasonable?

Teachers in My School Respect Colleagues and Work Together in Teams to Improve Their Instructional Practices?

I Feel Our School Promotes a Safe and Orderly Environment?

Teachers and School Leaders in My School Use Information From Parents to Improve Instructional Practices and Meet Student Learning Needs?

At My School the Line of Communication With Parents is Open and Parents are Actively Involved in the School?

Overall, Are you Satisfied with the Teaching Experience at this School?

As a Teacher, I get the Support I Need at My School to Address Student Behavioral Issues?

Overall, my Professional Development Experiences this School Year Provided Me with Teaching Strategies to Better Meet the Needs of My Students?

My Professional Development Experiences this School Year Included Enough Time to Think Carefully, Try and Evaluate New Ideas?

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy**
 - Content knowledge • Prerequisite relationships • Content pedagogy
- 1b Demonstrating Knowledge of Students**
 - Child development • Learning process • Special needs
 - Student skills, knowledge, and proficiency
 - Interests and cultural heritage
- 1c Setting Instructional Outcomes**
 - Value, sequence, and alignment • Clarity • Balance
 - Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources**
 - For classroom • To extend content knowledge • For students
- 1e Designing Coherent Instruction**
 - Learning activities • Instructional materials and resources
 - Instructional groups • Lesson and unit structure
- 1f Designing Student Assessments**
 - Congruence with outcomes • Criteria and standards
 - Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport**
 - Teacher interaction with students • Student interaction with students
- 2b Establishing a Culture for Learning**
 - Importance of content • Expectations for learning and behavior
 - Student pride in work
- 2c Managing Classroom Procedures**
 - Instructional groups • Transitions
 - Materials and supplies • Non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior**
 - Expectations • Monitoring behavior • Response to misbehavior
- 2e Organizing Physical Space**
 - Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

- 4a Reflecting on Teaching**
 - Accuracy • Use in future teaching
- 4b Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning • Non-instructional records
- 4c Communicating with Families**
 - About instructional program • About individual students
 - Engagement of families in instructional program
- 4d Participating in a Professional Community**
 - Relationships with colleagues • Participation in school projects
 - Involvement in culture of professional inquiry • Service to school
- 4e Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Service to the profession
- 4f Showing Professionalism**
 - Integrity/ethical conduct • Service to students • Advocacy
 - Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

- 3a Communicating With Students**
 - Expectations for learning • Directions and procedures
 - Explanations of content • Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
 - Quality of questions • Discussion techniques • Student participation
- 3c Engaging Students in Learning**
 - Activities and assignments • Student groups
 - Instructional materials and resources • Structure and pacing
- 3d Using Assessment in Instruction**
 - Assessment criteria • Monitoring of student learning
 - Feedback to students • Student self-assessment and monitoring
- 3e Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment • Response to students • Persistence

www.danielsongroup.org

OBSERVATION TOOL

(This document is based on the current form being used at
Doral Academy of Nevada in alliance with the Charlotte Danielson model.)

Name

Date:

Grade Level/Content:

School Year:

DOMAIN 2: THE CLASSROOM ENVIRONMENT

	Unsatisfactory	Basic	Proficient	Highly Proficient	Distinguished
2a) Creating an Environment of Respect and Rapport •Teacher interaction with students •Student interaction with students					
2b) Establishing a Culture for Learning •Importance of content •Expectations for learning and achievement •Student pride in work					
2c) Managing Classroom Procedures •Instructional Groups •Transitions •Materials and supplies •Non-instructional duties •Supervision of volunteers and paraprofessionals					
2d) Managing Student Behavior •Expectations •Monitoring behavior •Responses to misbehavior					
2e) Organizing Physical Space •Safety and accessibility •Arrangement of furniture and resources					
Evidence:					

DOMAIN 3: INSTRUCTION

	Unsatisfactory	Basic	Proficient	Highly Proficient	Distinguished
3a) Communicating With Students •Expectations for learning •Directions and procedures •Explanations of content •Use of oral and written language					
3b) Using Questioning and Discussion Techniques •Quality of questions •Discussion techniques •Student participation					
3c) Engaging Students in Learning •Activities and assignments •Student groups •Instructional materials and resources •Structure and pacing					
3d) Using Assessment in Instruction •Assessment criteria •Monitoring of student learning •Feedback to students •Student self-assessment and monitoring					
3e) Demonstrating Flexibility and Responsiveness •Lesson adjustment •Response to students •Persistence					
Evidence:					

Observation Tool

NAME

School Year:

PERFORMANCE SUMMARY:

TEACHER INITIATED IMPROVEMENT GOALS/DIRECTIONS:

Charlotte Danielson Framework for Teaching Rubric

Domain 2: The Classroom Environment

	Unsatisfactory	Basic	Proficient	Excellent
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
2b: Establishing a culture for learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions, and students indicate that they are interested in completion of a task, rather than quality." The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
2c Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

	Unsatisfactory	Basic	Proficient	Excellent
2d Managing Student Behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, respects students' dignity.
2e: Organizing physical space	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Domain 3: Instruction

	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
3b: Using Questioning / Prompts and Discussion	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

	Unsatisfactory	Basic	Proficient	Distinguished
3c: Engaging Students in Learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria; few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

STUDENT LEARNING OBJECTIVE TEACHER TEMPLATE

Teacher Name:	School:	Complex:
Grade:	Content Area:	Course Name:
		Period:

Student Population:
Total Number of Students _____ Males _____ Females _____ SPED Inclusion _____ SPED Pullout _____ ELL _____ GT _____ Any Other _____ Additional Information:

SLO Components	For a complete description of SLO components and guiding questions, use the “Student Learning Objective Planning Document” attachment.
Learning Goal	Learning Goal: Big idea: Standards/Benchmarks: Rationale: Interval of instruction necessary to address goal: ____ yearlong ____ semester
Assessments, Scoring and Criteria	Planned assessments and criteria used to determine levels of performance:
Expected Targets	Starting point for student performance groups: Expected target for each student performance group: Rationale for expected targets:
Instructional Strategies	Instructional strategies for each level of performance:
To assess the Student Learning Objective, use the “Rubric for Rating the Quality of Student Learning Objectives” attachment	

Results	
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SLO Rating Scale

Teacher should attach the class record for students assessed. Teacher should also have available accompanying student assessments and scored rubrics.

Rating rubric for teachers with a class of 5 or more students.			
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective
At least 90-100% of students met or exceeded expected target.	At least 75-89% of students met or exceeded expected target.	At least 60-74% of students met or exceeded expected target.	Fewer than 60% of students met or exceeded expected target.
Rating rubric for teachers with a class of 4 or fewer students.			
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective
Based on individual growth outcomes, all students met expected targets and some exceeded the targets.	Based on individual growth outcomes, all students met expected targets.	Based on individual growth outcomes, some students met or exceeded expected targets.	Based on individual growth outcomes, no students met expected targets.

*Hawaii Department of Education Student Learning Objective Form.

Student Learning Objective Guiding Questions and Quality Check

SLO Components	Guiding Questions	Quality Indicators
Learning Goal	<ul style="list-style-type: none"> Is my learning goal aligned with Common Core, international, national, state, local or industry recognized standards? Have I addressed critical content, skills or knowledge necessary for advancement to future coursework? Is my learning goal aligned with grade level/ content/ team and/or school priorities? Is my learning goal based on student data? 	<ul style="list-style-type: none"> Identifies prioritized Common Core, international, national, state, local or industry recognized standard(s) as it aligns to the big idea Addresses critical content, skills or knowledge necessary for advancement to future coursework Aligns with the grade level/content/ team and/or school priorities Based on analysis of student data
Student Population	<ul style="list-style-type: none"> Which group of students have I identified? Is my learning target relevant for all my students or just a targeted group? How does my objective address all of my students? 	<ul style="list-style-type: none"> Clearly identifies total number of students and sub groups of the selected course period (SPED, ELL, gender, GT, disadvantaged, etc.) Addresses all of students in the chosen class
Rationale	<ul style="list-style-type: none"> What is my rationale for setting this objective for student growth? Is my rationale related to my overall classroom curriculum, my team's goals, and/or my school's Academic and Financial plan? How are my targets demonstrating deep understanding of the knowledge and skills of the standards measured as it aligns to a big idea? What information/ baseline data did I use to inform the targets? 	<ul style="list-style-type: none"> Demonstrates knowledge of content and student needs based on baseline data Explains how targets align to classroom curriculum, team goals, and/or school's Academic and Financial plan. Explains how the target demonstrates deep understanding of the knowledge and skills of the standards being measured Explains the evidence used to establish starting points and actual performance levels
Expected Targets	<ul style="list-style-type: none"> How does the baseline data justify the rigor of this target? How will this target address different student needs? How will I know I was effective? Is my goal within the realm of my influence or control, and doable given current resources? How does my target reflect school and complex priorities? 	<ul style="list-style-type: none"> Objective is anchored in baseline data, including historical data (i.e., district, school, and student-level data) and multiple measures Differentiates targets for groups of students based on baseline data so that all targets are rigorous yet attainable Reflects the documented high need area Uses SMART criteria (Specific, measurable, attainable, results-based & rigorous, time-bound)
Interval of Instruction	<ul style="list-style-type: none"> Is the length of the interval of instruction defined (i.e. semester, yearlong)? If the interval of instruction is less than the length of the course is it justified and agreed upon between teacher and administrator? How will I justify that the time span is appropriate for this goal? 	<ul style="list-style-type: none"> The term of the interval of instruction is clearly defined (i.e. semester, yearlong) If the interval of instruction is less than a year-long, the term of the SLO will be agreed upon by administrator and teacher Explains how the time span is appropriate for teaching and learning
Instructional Strategies	<ul style="list-style-type: none"> How will I instruct and support students in reaching their expected targets? How will I address the various learner needs? What specific strategies will I employ? What's the effectiveness of my instructional approach? Do I need additional time, materials to implement these approaches/strategies? 	<ul style="list-style-type: none"> Specific strategies described Addressed various learning needs Strategies are evidence- based
Assessments	<ul style="list-style-type: none"> What assessment tools or performance tasks will I use to measure student progress or achievement? Do my assessment tools measure growth on the learning goal? Do my assessments include the task and criteria to measure success? Can multiple teachers administer my selected assessment tool? 	<ul style="list-style-type: none"> Methods are aligned to identified standards and provides evidence relative to the expected targets (Target/Method/ Match) •Assessment(s) include task and criteria to measure success •Include rubric (where available) Makes use of multiple measures/ assessments •Includes a sufficient range of knowledge and skills from basic to challenging
Scoring of Student Evidence Process	<ul style="list-style-type: none"> How will the evidence be collected and scored (i.e. scored by classroom teacher individually or by a team of teachers applying an inter-rater reliability process)? What evidence of student learning is available to demonstrate student outcomes? 	<ul style="list-style-type: none"> Description articulates how the evidence will be collected and scored (i.e. scored by classroom teacher individually or by a team of teachers applying an inter-rater reliability process) Compilation of student achievement evidence is collected in relation to the learning goal

*Hawaii Department of Education Student Learning Objective Form Guiding Questions.

School-Specific Measures

School-Specific Performance Goal #1	<p><i>What is the proposed school's school-specific performance goal #1?</i></p> <p>Eighty (80) 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 third through eighth grade.</p>
Measure	<p><i>How will the proposed school assess and demonstrate performance toward this goal?</i></p> <p>This goal will be measured by the State's chosen standardized assessment (SBAC), and the Hawai'i State Assessment (HSA) in Science</p>
Metric	<p><i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i></p> <p>This data will be quantified by enrollment records for students that have been enrolled for 3 consecutive years and test results.</p>
Targets	<p><i>What targets will the proposed school achieve?</i></p> <p>Eighty (80) 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 third through eighth grade.</p>
Rationale for Goal	<p><i>Why is this goal important to the proposed school's mission?</i></p> <p>The mission is to increase academic achievement through arts integration. This goal would show that students who have been enrolled in the school for 3 consecutive years are achieving.</p>
Assessment Reliability and Scoring Consistency	<p><i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i></p> <p>This is based on the SBAC and HSA Science standardized tests that should be reliable and consistent in its scoring.</p>
Baseline Data	<p><i>What is the proposed school's beginning data point?</i></p> <p>The baseline of the data will be collected in the School's first year.</p>
Attachments	<p><i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i></p>

School-Specific Performance Goal #2	<p><i>What is the proposed school's school-specific performance goal #2?</i></p> <p>Seventy (70) percent of students will improve at least 1 year growth in reading and mathematics skills annually.</p>
Measure	<p><i>How will the proposed school assess and demonstrate performance toward this goal?</i></p> <p>This goal will be assessed with the use of the chosen commercially available standardized assessment (AIMS Web or STAR).</p> <p>Strive HI growth score after 2 consecutive years of enrollment.</p>
Metric	<p><i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i></p> <p>The school keeps track of baseline and quarterly reports from the tool.</p> <p>This data will be quantified using enrollment records for students that have been enrolled for 2 consecutive years and test results.</p>
Targets	<p><i>What targets will the proposed school achieve?</i></p> <p>Incremental growth will be determined after baseline data has been collected, with at least 10% gains each year.</p>
Rationale for Goal	<p><i>Why is this goal important to the proposed school's mission?</i></p> <p>This goal is important to show that students are growing academically, as we strive to ensure for achievement for all students.</p>
Assessment Reliability and Scoring Consistency	<p><i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i></p> <p>Both STAR and AIMSweb are commercially available standardized tests that have validity and reliability.</p> <p>This is based on the Strive HI formula that should be reliable and consistent in its scoring.</p>
Baseline Data	<p><i>What is the proposed school's beginning data point?</i></p> <p>The baseline data will be collected at the beginning of each school year or when a student newly enrolls during the school year.</p>
Attachments	<p><i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i></p>

School-Specific Performance Goal #3	<p><i>What is the proposed school's school-specific performance goal #3?</i></p>
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	The School will demonstrate a ninety (90) percent satisfaction rating in an annual survey administered to parents or designated legal guardians of students attending the School.
Measure	<i>How will the proposed school assess and demonstrate performance toward this goal?</i> The School will use a survey with a likert scale for measurement of this goal, such as the Hawai'i D.O.E. School Quality Survey and/or a school committee developed surveys based on similar survey.
Metric	<i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i> Percentage of responses per response type of likert scale.
Targets	<i>What targets will the proposed school achieve?</i> 90% satisfaction by parents, teachers, and students.
Rationale for Goal	<i>Why is this goal important to the proposed school's mission?</i> Our mission is to provide whole child learning through collaborative creative problem solving. Higher school satisfaction would indicate success in academic, social, and emotional involvement.
Assessment Reliability and Scoring Consistency	<i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i> Reliability will be based on using research-based surveys existing (like Hawai'i DOE SQS).
Baseline Data	<i>What is the proposed school's beginning data point?</i> Mid year of year 1.
Attachments	<i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i> http://arch.k12.hi.us/PDFs/sqs/SQS2014Surveys.pdf

School-Specific Performance Goal #4	<i>What is the proposed school's school-specific performance goal #4??</i> The School will work to decrease chronic absenteeism and increase school readiness.
Measure	<i>How will the proposed school assess and demonstrate performance toward this goal?</i>

	This goal will be measured by attendance records and the average daily attendance rate.
Metric	<p><i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i></p> <p>By calculating the number of students with 15+ absences in a school year.</p>
Targets	<p><i>What targets will the proposed school achieve?</i></p> <p>Since chronic absenteeism rates fall into one of five quintiles — very low absenteeism, low absenteeism, average absenteeism, high absenteeism, very absenteeism — each of which has been assigned its own respective point value, target will be set after baseline data is taken at the end of year 1, not to exceed the score for average absenteeism.</p>
Rationale for Goal	<p><i>Why is this goal important to the proposed school's mission?</i></p> <p>Our mission is for whole child learning and high student achievement. Students need to be in school to fully participate in our collaborative arts integrated approach.</p>
Assessment Reliability and Scoring Consistency	<p><i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i></p> <p>This is based on the Strive HI formula that should be reliable and consistent in its scoring.</p>
Baseline Data	<p><i>What is the proposed school's beginning data point?</i></p> <p>Monthly monitoring, with beginning data point at the end of year 1.</p>
Attachments	<p><i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i></p>

School-Specific Performance Goal #5	<p><i>What is the proposed school's school-specific performance goal #5?</i></p> <p>The goal of the School is to maintain 5% contingency funds each school year.</p>
Measure	<p><i>How will the proposed school assess and demonstrate performance toward this goal?</i></p> <p>The School will have an annual audit at the end of each school year. The School will demonstrate performance toward this goal by reviewing the audit results.</p>

	The School's Board will also review financial statements at their regularly scheduled Board Meetings to ensure that the school is maintaining/progressing towards a 5% contingency fund.
Metric	<p><i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i></p> <p>The School will calculate their 5% contingency by multiplying the per-pupil funding from the state by 95%. The remaining 5% of per pupil funding will be used as a contingency fund for the school.</p> <p>This School is not a conversion charter school.</p>
Targets	<p><i>What targets will the proposed school achieve?</i></p> <p>At the end of each school year the School will have a 5% contingency fund balance.</p>
Rationale for Goal	<p><i>Why is this goal important to the proposed school's mission?</i></p> <p>The goal of the School to maintain a 5% contingency fund at end of each school year helps secure the future of the School's operation and can serve the purpose as emergency funding.</p>
Assessment Reliability and Scoring Consistency	<p><i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i></p> <p>N/A</p>
Baseline Data	<p><i>What is the proposed school's beginning data point?</i></p> <p>Since Kamalani Academy will be as first year school the proposed beginning data point will be figured after the School's first funding allocation from the state.</p>
Attachments	<p><i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i></p>

School-Specific Performance Goal #6	<p><i>What is the proposed school's school-specific performance goal #6?</i></p> <p>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, conflicts of interest, ethics, and financial responsibilities.</p>
Measure	<p><i>How will the proposed school assess and demonstrate performance toward this goal?</i></p> <p>This goal will be measured by Professional Development records.</p>

Metric	<p><i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i></p> <p>Board Members will keep a history/record of professional development training they received.</p>
Targets	<p><i>What targets will the proposed school achieve?</i></p> <p>Each Governing Board member will participate in a minimum of four (4) hours of professional development every two years.</p>
Rationale for Goal	<p><i>Why is this goal important to the proposed school's mission?</i></p> <p>This goal is important to the proposed school because it focuses on the Board/Governing Body of the school putting in time and effort to become more effective and efficient leaders of the school.</p>
Assessment Reliability and Scoring Consistency	<p><i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i></p> <p>N/A</p>
Baseline Data	<p><i>What is the proposed school's beginning data point?</i></p> <p>The beginning data point will be the Board Member's acquired hourly professional development after the first two years of the school's operation.</p>
Attachments	<p><i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i></p>

School-Specific Performance Goal #7	<p><i>What is the proposed school's school-specific performance goal #7?</i></p> <p>The licensed teacher retention rate will be at least eighty (80) percent each year, not including separations for health or family reasons.</p>
Measure	<p><i>How will the proposed school assess and demonstrate performance toward this goal?</i></p> <p>This goal will be measured through personnel records.</p>
Metric	<p><i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i></p> <p>Calculated in percentage of teachers retained annually.</p>
Targets	<p><i>What targets will the proposed school achieve?</i></p> <p>80% of teachers will be retained</p>
Rationale for Goal	<p><i>Why is this goal important to the proposed school's mission?</i></p>

	Developing proficiency in arts integration strategies and understanding, evolves with experience and coaching. Our collaborative approach of shared leadership requires relationships to mature over time.
Assessment Reliability and Scoring Consistency	<p><i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i></p> <p>The school will strive to foster a school environment that leads to a teacher retention rate of 80%. As the school retains a greater number of teacher the School expects student scoring consistency and reliability to increase.</p>
Baseline Data	<p><i>What is the proposed school's beginning data point?</i></p> <p>At the end of year 1.</p>
Attachments	<i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i>

Attachment GG Start-Up Plan

a. Financing for Facility

After receiving a charter contract, the Kamalani Academy's Governing Board will immediately begin the process of identifying facility financing. The School will need to secure financing before any contracts or acquisitions can take place regarding the construction or purchase of a school site. The School will not be able to attain a conventional loan due to the School having no credit history and being unable to incur debt.

Kamalani Academy intends to follow a model similar to Doral Academy Inc. For all three Doral Academy of Nevada facilities, the Nevada Board has entered into long term leases with Turner Agassi Charter School Facility Fund (TACSFF). TACSFF financed the entire project from land acquisition, design and construction. Doral Academy of Nevada pays a specified lease rate to TACSFF with the option to purchase their facilities from year 3-5 of the lease. Please see the attached letter of interest from TACSFF (Attachment OO).

Academica has relationship with a variety of lenders that could satisfy the Schools financing needs and will work with the School to identify the best possible financing solutions available.

b. Financing the Start-Up Period

The Founding Board intend to seek out grants and donations to supplement the cost of pre-opening events and requirements. Board Member Cummings will spearhead this pursuit. In addition, Academica will contribute \$25,000 to Kamalani Academy to be used for start-up funds. These funds are intended to provide resources for marketing, recruitment, parent interest meetings, etc.

c. Marketing

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.

d. Hiring School Personnel

Immediately upon approval of the Charter Application, Kamalani Academy shall begin the search for exceptional educators and staff. During the pre-opening period, Kamalani Academy will focus on recruiting and hiring qualified personnel, including teachers and staff. The Founding Board intends to identify a Principal as soon as possible and hopes they will participate in the recruitment of teachers and staff prior to funding being obtained. This recruitment will be done by the Governing Board, the Principal (if identified and available), and the management company if requested through local and national job fairs, marketing, websites, etc.

Prior to funding being allocated, teachers and staff will be given offer letters which state the position for which they will be hired and other employment-related details. The potential employee and a School representative shall sign the offer in order to create employment security. It is the goal of Kamalani Academy to have all positions filled with the intended start date of August 2016. There will be opportunities for voluntary participation in professional development and planning meetings prior to the official start date.

e. Transition from Founding to Governing Board

The Founding Board will transition into the Governing Board as outlined in the Bylaws (Attachment U). Once the Founding Board has successfully transitioned, they will hold their first meeting where they will determine the staggering of terms, the members acting in each of the Officer positions, and discuss the number of open seats (if any). The Governing Board will endeavor to fill any vacant positions with individuals in accordance with HRS 302D-12, such as educators, parents, community leaders, and licensed professionals who possess the knowledge and experience to effectuate the implementation of Kamalani Academy's Academic Plan.

As stated in VI.A.7 , 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.

Kamalani Academy's current 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 Founding Board will transition to the Governing Board meeting all desired areas of expertise. 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.

f. Individuals Implementing Start- Up Plan

The Founding Board/Governing Board will lead the charge in developing and implementing the plan to open Kamalani Academy with the help of Academica the Educational Management Company (EMO), and the Principal (if available and willing to volunteer). The Board does not receive compensation. The Principal may participate by volunteering their services prior to funding availability. Academica is available to assist Kamalani Academy in any way possible during all stages of the application, pre-opening, and post-opening stages and does not receive payment for their services until the School receives funding and charges a flat, per pupil rate.

KAMALANI ACADEMY ADMISSION AND ENROLLMENT POLICY

Kamalani Academy is a public charter school who follows a strict non-discriminatory policy. The Office for Civil Rights (OCR) enforces Federal statutes which prohibit discrimination in programs and activities that receive Federal financial assistance from the Department of Education. Kamalani Academy is committed to providing an equal opportunity education to all applicants regardless of 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.

ENROLLMENT POLICY

- A. Only in the case the school will be enrolled to capacity as determined by the appropriate fire, health, and/or building authorities, the Governing Board and campus Principal will determine the maximum number of students to be enrolled in each grade, based upon considerations such as staffing, demand, budget requirements and facilities capacity for the present and future years. The determinations shall be made annually prior to count day, and shall be transmitted annually prior to count day to the Commission.
- B. Students already enrolled in the School will have a fixed time period, to be determined by the Governing Board, to inform the School of their intent to return.
- C. Any spaces which remain available will be filled in the following manner:
 - 1. Priority will be given to children of a member of the Founding Board the charter school.
 - 2. Priority will be given to children of members of the Governing Board of the charter school.
 - 3. Priority will be given to the child of a teacher employed by the charter school.
 - 4. Priority will be given to the siblings of previously enrolled students. Should the number of siblings exceed the numbers of available spaces in any grade level; the students will be placed in a lottery to determine priority.
 - 5. Priority will be given to students currently attending a Kamalani Academy school who wish to transfer to another Kamalani Academy campus.
 - 6. All remaining students will be placed in a lottery to determine priority.

ENROLLMENT TIMELINE

- 1. In December of each year, Kamalani Academy will request every enrolled student declare their intent to return to Kamalani Academy for the following school year and/or enter a request to transfer to a different campus. (See Parts C, Enrollment Policy.)
- 2. After determining the maximum number of students allowed to be enrolled in each grade for the next school year (See Part A, Enrollment Policy), Kamalani Academy will designate a two week

open enrollment period in January of each year. Applications will be available on each campus website. Applicants must apply at each campus they wish to attend.

3. Enrollment into any open seats will then be completed as follows:
 - a. If the number of applications received during the open enrollment window do not exceed the number of spaces available, all pupils who applied shall be enrolled.
 - b. If the number of applications received during the window exceeds the number of spaces available (in any grade level), all enrollment applications (for that grade level) received during the window will be subject to a lottery. The lottery will be conducted immediately after the close of the enrollment window.
 - c. Pupils whose applications are not selected by the lottery, if they wish, will be placed on an enrollment waiting list in the order determined by the lottery.
 - d. Pupils who seek enrollment after the lottery is conducted (after the enrollment window closes), described in Sections 2 and 3 above, will be added to the enrollment waiting list; however, they will not immediately be assigned an enrollment order number. Instead, another lottery will be conducted only when all the pupils assigned enrollment order numbers by the first lottery have been enrolled in the school.
 - e. [If] additional spaces become available, pupils from the waiting list will be enrolled in the school (in the order determined by the lottery).
 - f. A pupil seeking enrollment in a grade that is not full shall be enrolled immediately. The pupil's enrollment will not be delayed until some future time, including until a semester break or the next school year.
 - g. Enrollment is always "open" in that our school will always accept enrollment applications. Applications received after an enrollment window closes are dealt with pursuant to Section 3, Part d above.
 - h. When higher grades are added, the pupils in the formerly highest grade will automatically be enrolled in the school's added grade.
4. In order to ensure a current and accurate waitlist, applications do not carry over from year to year. Each January, the School completes a new open enrollment process. As such, an applicant's waitlist number assignment will only be valid until the next open enrollment period. At that time, Kamalani Academy notifies all parents and students who have not been accepted or enrolled into the school that a new application must be submitted to be considered for future enrollment.

ENROLLMENT AND LOTTERY FAQ

A lottery will be held after Open Enrollment period. Families will be notified via email or phone of their child's acceptance into the school through the computerized lottery program. Families selected will be notified of the next steps in the registration process and what timeline they will need to follow.

Completion and submission of an enrollment application does not guarantee admission to, or constitute acceptance in, Kamalani Academy.

What is a lottery?

Since the number of applicants exceeds the established ceiling, students are selected by lottery. All students are selected in a random lottery. There is no sibling priority at this time. When a student is chosen, siblings of the accepted applicant (within the same household) will remain on the waitlist and be eligible for future lottery selections.

Kamalani Academy will not discriminate in its admission policies or practices on the same basis as other public schools may not discriminate in their admission policies and practices.

How do I enroll my student?

To be considered for any current or future enrollment opportunities, place your student's name in the applicant pool by going to Enrollment. All students in a family should apply on one application.

What are the chances of my student being selected to attend Kamalani Academy?

Enrollment opportunities vary by grade. There is no way to predict when, or if, your student will be selected to attend Kamalani Academy. We encourage all interested families to apply for enrollment. You will be contacted using the contact information on your application if your student has been selected. It is very important to keep this information current.

Do I need to re-enroll for the applicant pool each year?

Yes, if your child has not been accepted and already given a seat. Each year during Open Enrollment, you need to re-enroll to keep your student's name in the applicant pool. Open Enrollment dates are posted to the school website two weeks prior to the Lottery Selection. To be considered for the initial lottery, you must enroll in the lottery no later than the posted lottery date (which will change yearly; however, will always be in January or February of each year). After a lottery has run, students may continue to apply for future lottery selection.

What is the Lottery Selection Format?

Open Enrollment closes at 11:59 pm on the date posted on the website. Lottery takes place the day after the close of Open Enrollment. Parents are notified of their student's acceptance by email or phone.

Those students who have applied during the Open Enrollment period but did not receive acceptance will be lotterized and given an assigned waiting list number. You will be notified by email of your student's placement on this waiting list.

All future grade openings will be selected from this numbered waiting list. Should openings occur after the initial waiting list has been exhausted, then students applying after the Open Enrollment period will be placed in a new lottery to fill those additional grade openings.

It is very important that you keep all information on your application current as most of our communication will be sent by email.

Once a Student is accepted, what is the timeline for completing required documents for registration?

Upon completion of the initial lottery, all applicants will be notified if they have been accepted or not by email, phone, or both. Parents/guardians have 72 hours to complete all required registration documents. If all documents are not submitted by the deadline stated in the acceptance email, the students spot will be returned to the lottery at the end of the 72 hour deadline.

I missed the open enrollment deadline. Can I still apply?

Yes. After the first lottery round selection you can apply and be placed on a list for any future lottery selections which are held for the next school year.

How do I check the status of my application?

You can check the status of your application using the following link:

“Check Application Status”

How do I change information on my application?

You can change the information on an application using the following link:

“Modify Application”

Enter your confirmation number to access your application. Your confirmation number was given to you at the end of the online application process. Make the necessary changes, and then click the “Submit Application” button. A message will appear stating that your application has been updated.

How do I add a student to my application?

Use the same link as above. Click the “Add Student” on your application. There should be only one application submitted per family.

I applied online, but do not have my confirmation number. How can I get it?

Click on “Resend Confirmation No.”

What do the follow terms mean when I check my students status?

Definitions of status are as follows:

Applied - Not yet accepted into the school through the random lottery process.

Accepted - Accepted into the school, but registration paperwork is not complete.

Confirmed - Accepted into the school, notified school of desire to attend, but registration paperwork is not complete. A transfer or returning student

Registered - Accepted and completed registration paperwork.

Declined - Either accepted into the school and you did not complete registration paperwork before the deadline or changed your mind about wanting to be considered for the school.

I applied last year, but have not updated my application. What do I do?

You must re-apply online. Applicants were responsible to update their application during open enrollment. It is not possible to update an existing application after the deadline.

How old must my child be to attend school?

State law requires that all students who are 5 years old by July 31st begin Kindergarten - HRS 302A.4

Is there an age waiver for students from other states?

A child who becomes a resident of this state after completing kindergarten or beginning first-grade in another state in accordance with the laws of that state may be admitted to the grade he/she was attending or would be attending had he/she remained a resident of the other state regardless of his/her age, unless it is determined by the Governing Board that the requirements of this section are being deliberately circumvented.

Why does the application ask for my child's current school?

This information is to assist our office staff in transferring records, should your child be drawn. The school will not be contacted without your permission.

My student is currently attending Kamalani Academy. Do I have to go through the lottery selection again?

No. If your student is currently attending Kamalani Academy they do not need to reapply to for the next school year. Students will be sent a letter of recommitment in December of the current school year. Parents will have one week to respond and submit online registration for the next school year. Should you not complete the online recommitment paperwork, your student's spot will be returned to the lottery for the next Open Enrollment period.

Failure to comply with the recommitment process will result in your student losing their spot and being forced to re-apply through the lottery system.

My student has an IEP. Will this affect my acceptance at Kamalani Academy?

No. Kamalani Academy will provide a Free and Appropriate Education (FAPE) for all students.

My student has been expelled from his previous school. What must take place prior to my student attending Kamalani Academy?

If your child has been expelled from school the Parent and student must meet with the Principal prior to completing Registration. Please bring your student records for suspension or expulsion to this meeting. After such meeting it will be determined if your student is eligible for attendance at Kamalani Academy.

Documents that you need to return to the school Registrar before your registration is complete:

1. Your ID. Personal identification of parent/guardian (driver's license, picture identification) bearing your name.
2. Child's ID - Proof of the child's identity – a copy of original birth certificate.
3. Immunization record up-to-date medical records indicating that your child has had, or at least started, the required immunizations.
4. Proof of address:
 - One item proving your address, such as a recent utility bill, rent receipt, residential lease or sales contract. Unacceptable forms to document proof of address: driver's license, telephone bill or cable bill. Note: If you are living with a friend or relative due to economic hardship, you must bring:
 - A notarized statement signed by you and the owner/renter of the property indicating that it is your place of residence.
 - If you do not have the above documentation, please contact you're a local agency for the homeless for help.
5. Copy of Transcript from previous school. Please provide the following:
 - Previous records regarding placement in special programs, a copy of your child's IEP or 504 Plan.
 - A recent report card or transfer document showing the name and address of your child's last school.
 - Information about any disabilities or special health problems, such as seizures, asthma, heart problems, health care procedures or medications.

Once accepted, how do I transfer my child from their previous attended school to Kamalani Academy?

The Registrar may request records by completing the Transfer Form in the registration packet or you may go to your previous school and withdraw your child. Take the transfer papers and proper identification to the Kamalani Academy Registrar.

How do I withdraw my child from Kamalani Academy?

If you no longer wish for your child to attend Kamalani Academy, please contact the Registrar, in writing, and indicate the withdrawal date. Providing this information in a timely manner will allow the Registrar to fill the vacancy your student will leave.



February 19, 2015

To Whom It May Concern:

We are pleased and excited to learn about the Kamalani Academy and its vision to launch an arts integrated charter school. I am writing to you in hopes of developing a community partnership that would support Kamalani Academy's mission and objectives.

Founded in 2002, HI FusionED is a 501(c)(3) not-for-profit organization that connects K-12 educators with local professionals from industry and academia to co-develop science and technology enrichment activities for students. We leverage integrated technology and our network of community partners to develop project-based, culturally responsive approaches and professional development and training. We also provide consultation services based on Design Thinking methodologies to help schools transition towards student-centered learning environments. HI FusionED programs target underserved communities, prioritizing diversity in all our initiatives.

Through our extended network, we have been able to offer schools the following multidisciplinary learning activities:

- Robotics
- 3-dimensional computer aided design
- Maker movement consultation and support
- Hydroponic and aquaponic food production
- Design Thinking based consultation and training for administrators, staff, faculty and students
- Jr. Engineering activities for PreK and Kindergarten (introduction to electronics, coding and renewable energy technologies)

We look forward to learning more about Kamalani Academy and to explore the opportunity to join you on this incredible journey.

Please contact me if you have questions or need additional information.

Mahalo,

A handwritten signature in black ink, appearing to read "Lynn N. Fujioka", written over the printed name.

Lynn N. Fujioka, President

Honolulu Museum of Art

24 February 2015

Hawaii State Public Charter School Commission
Regarding the proposed Kamalani Academy

Dear Commission,

The Honolulu Museum of Art believes in arts integrated education. A charter school with arts integration as a core value, the proposed Kamalani Academy, would be an asset to our community. The Museum's Outreach Programs, already focused on arts integration, can help support this endeavor in numerous ways.

We currently offer professional development workshops for DOE teachers that focus on integrating Art with: Math, Science, Literacy and Social Studies. Our Social Studies curriculum focuses on Micronesian cultures and includes strategies for teachers working with recent emigrants.

Our Outreach Programs work with teachers to develop art integrated lessons offered during school hours. We begin by meeting with teachers to learn what subject they would like us to model teach and which standards should be met. We currently do this for every student at Queen Ka'ahumanu Elementary and at other elementary schools. Working with DOE's English Language specialists, we provide afterschool classes and art camps integrating art and literacy for recent immigrants.

A current program with Queen Ka'ahumanu, Prince Kuhio and Ala Wai Elementary schools is integrating art and science. Partnering with Honolulu's Environmental Services, they provide a scientist and scientific equipment, students sample Manoa stream at a variety of locations. While learning to analyze data they also record their observations by making art. This project will be showcased at the Waikiki Aquarium on Earth day.

The exhibition program at Spalding House, a satellite museum campus on Makiki drive is devoted to academic themes in art. The current exhibition, Less = More is about art and

Honolulu Museum of Art
900 S Beretania Street
Honolulu, HI 96814
808-532-8700

www.honoluluseum.org

Honolulu Museum of Art
Spalding House
2411 Makiki Heights Drive

Honolulu Museum of Art
First Hawaiian Center
999 Bishop Street

Honolulu Museum of Art
School
1111 Victoria Street

Honolulu Museum of Art
Doris Duke Theatre
Entrance on Kinau Street

Kamalani Academy

II-2

Honolulu Museum of Art

Math, the previous exhibition HI Society was about Art and Social studies. These ongoing series of exhibitions are excellent venues for field trips. The visit usually include docent lead tours often followed by hands on art projects where our trained instructors model art integration. In addition there are academic themed tours, Math, S.T.E.A.M., Early America, etc. that are available at the Museum's main campus.

The Museum maintains a Lending Collection with six thousand culturally significant objects free to loan to any educator. The objects are used in all our arts education efforts.

The Museum's is dedicated to providing programs that promote an art integrating approach to education. We will be a resource for Kamalani Academy's instructors as they embark on an arts integration initiative. Please support their proposal.

Sincerely,

Vince Hazen
Director, Honolulu Museum of Art School

Honolulu Museum of Art
900 S Beretania Street
Honolulu, HI 96814
808-532-8700

www.honolulumuseum.org

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2411 Makiki Heights Drive

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First Hawaiian Center
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Founder

Rebecca Dunning
Managing Director

Eric Johnson
Artistic Director

Daniel A. Kelin, II
Director of Drama Education

19 February 2015

Hawaii State Public Charter School Commission
Regarding the proposed Kamalani Academy

Dear Commission:

The goal of opening an arts integrated charter school on Oahu is an exciting one, and one that I truly hope Kamalani Academy is able to bring to full bloom. Honolulu Theatre for Youth (HTY) certainly supports the endeavor, dedicated as we are to engaging young people in, through and about theatre and education. Field trips to the theatre are most certainly an experience we could offer the schools, providing Kamalani Academy students the opportunity for regular interaction with professional theatre performances. More than simply visits, however, we would embrace a more collaborative partnership in which the staff of HTY could provide arts-based and arts-integrated learning experiences for the students, collaborative teaching experience with Kamalani teachers, professional development workshops and training for teachers and even projects that we have yet to consider.

HTY has a long history of collaborating with fellow arts organizations, schools and other organizations that recognize the power of arts learning experiences for children. And we know that having additional institutions dedicated to such a mission will only better our community and HTY as well.

We look forward to engaging in further conversation with the proposed school and their planners and advocates about future possibilities. Please feel free to contact me for further information about HTY and our support, if desired.

Aloha,



Daniel A. Kelin, II
Director of Drama Education



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Pacific American Foundation
C/O Bay View Golf Park
45-285 Kaneohe Bay Drive, #102
Kāneʻohe, HI 96744

Phone: (808) 664-3027

www.thepaf.org

Place-based education

*When we understand our
connection to land,*

*When we accept responsibility for
our actions to the land and sea,*

*When we are accountable for our
own learning,*

*When we strive to become
stewards.*

*When we appreciate history and
the importance of language and
culture,*

*We kindle the light of hope within
ourselves to spark enlightened
pathways for future generations
whose journey towards global
sustainability is forever more.*

H. Lee, Jr.

March 4, 2015

Hawaii State Charter School Commission
1111 Bishop St., Suite 516
Honolulu, HI 96813

Aloha,

Established in 1993, the Pacific American Foundation (PAF) is a national 501c (3) nonprofit, tax-exempt organization with the mission to “*improve the lives of Pacific Americans through service with dignity, courage, humility, and competence.*” PAF’s goal is to influence systemic change in the educational system that preserve and perpetuate traditional indigenous ways of knowing for emerging Pacific Century leaders, college career readiness, culturally responsive research, evaluation and assessment, economic and community partnership development.

PAF is submitting this *Letter of Support on behalf of Kamalani Academy, an Integrated Arts Pubic Charter School*. Kamalani Academy will enhance our public education system and communities served by providing added benefits of excellence, rigor and multidisciplinary integration through important approaches honoring the role of Hawaii’s diverse cultures.

Historically, King David Kalakaua preserved our Hawaiian language, and hula through the integrated arts. Today, we experience a global impact of this cultural legacy of Aloha. Problem-based learning aligns to performance-based competencies exemplified across our traditional culture and the arts. Indigenous ways of knowing and doing shall bring to the heart and soul of Kamalani Academy students the humanities and their contribution to our place called mother earth -- Honua. Nestled in the ahupua’a and moku of East Oahu, students will be able to integrate the arts with sciences in preparation for the 21st Pacific Century.

In addition, Dr. VerlieAnn Malina-Wight, PAF Board Chairman has personally committed to Kamalani Academy her in-kind professional services as a Strategic Visioning Elder to contribute her 50 years of international, national, state education experiences. We look forward to working with Kamalani Academy by leveraging resources to collectively impact our communities towards sustainable prosperity, wellness, education and culture-based values and practices through all of the integrated arts. *Maika’i loa!*

Me ke aloha pumehana,

Herb Lee, Executive Director



The Mana'olana Foundation, Inc.
P.O. Box 893384
Mililani, HI. 96789
808-206-5946

February 3, 2015

TO WHOM IT MAY CONCERN,

On behalf of The Mana'olana Foundation, we are pleased to offer our support and community partnership with The Kamalani Academy and its work in the arts integration public charter school program.

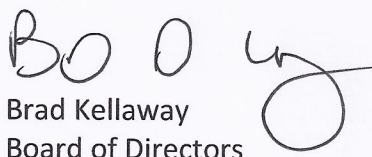
Founded on the core principles of Hope, Faith, Charity, The Mana'olana Foundation strives to inspire a sense of self-reliance to all Native Hawaiians through a set of programs designed to enable individuals to reach their personal goals and dreams. Our belief is that through education, partnerships, community involvement and financial assistance, every Native Hawaiian can reach his or her full potential and become productive members within their community and society.

It is our vision to make it possible for every Native Hawaiian across the globe to achieve his/her dreams. Our Philosophy is 'IMI 'IKE – To seek knowledge; and to inspire action. Other goals include helping Native Hawaiians develop self-confidence while learning strategies and skills that will lead them to a future of promise and possibilities. Our priorities include a tailored approach which offers specific solutions to specific problems through a combination of education assistance, vocational and life skills training, employment skills, and counseling and mentoring. The Foundation programs are tailored to the individual and challenges each person to take action to achieve his/her dreams.

We look forward to a long and lasting partnership with Kamalani Academy and strive for mutual cooperation for the benefit of others.

Please contact me if you have any questions.

Sincerely,


Brad Kellaway
Board of Directors

February 19, 2015

To Whom It May Concern,

I am writing with enthusiastic support for the developing partnership between the University of Hawaii's College of Education, Institute for Teacher Education, and Kamalani Academy. There are many fruitful ways a collaboration between the two could be mutually supportive. For example:

- 1) Faculty member who are arts educators, actively involved in the professional development for both pre-service and in-service teachers, may support the professional development of Kamalani faculty through workshops, classroom demonstrations, and/or coaching.
- 2) Teacher candidates at the College of Education study under the mentorship experienced teachers. As the Kamalani classroom teachers become proficient as arts integrators, they will become excellent mentors for emerging teachers who are just beginning to study ways to actively engage children through culturally responsive pedagogy. In return, teacher candidates support classroom learning by providing tutoring, co-teaching, lowering the student-teacher ratio, and creating an environment where reflective practice spurs ongoing development. What's more, Kamalani can begin influencing the practices of new teachers who will become prospective faculty at Kamalani.
- 3) UH faculty committed to understanding the influence of the arts in a child's learning will invite Kamalani administration, teachers, families, and students to participate in research. This will contribute to the body of evidence supporting arts education and arts integration partnerships. By participating in such research, the Kamalani community will learn more about itself.

Kamalani Academy has the potential to become a great community resource beyond the boundaries of its own walls. Before that, its administration and faculty will be learning and growing as it defines its identity and develops its pedagogy. It is my personal hope to be a part of that journey.

Please contact me if you have further questions,



Jamie Simpson Steele
Assistant Professor of Performing Arts Education
jamiesim@hawaii.edu



Hawaii State Charter School Commission
1111 Bishop St., Suite 516
Honolulu, HI 96813

Aloha,

The Waikīkī Hawaiian Civic Club (WHCC) is a chartered member of the Association of Hawaiian Civic Clubs since 1964. WHCC is dedicated to the promotion and perpetuation of traditional native Hawaiian values and practices and has a long history of involvement in diverse areas including native health, education, and the environment. It has also been involved with several Hawaiian language immersion projects relating to native language and cultural practices.

We are writing to express our support for the Kamalani Academy charter school application, of which cultural diversity is an important component. The Civic Club has worked with the Hawaiian Studies Faculty at the University of Hawaii-Manoa and foster families in conducting workshops in imu, fish, and salt preparation, taro cultivation, and uses of the coconut and kukui plants. Our community service has included events at the Royal Mausoleum, Mauna Ala, providing toiletries to various groups, and awarding educational scholarships. The Club will continue with these kinds of activities, educating the public in Hawaiian practices and culture and contributing to the community. We look forward to partnering with this new school in providing its students with cultural experiences like these.

If there is anything else you would like to know regarding our interest in supporting and working with Kamalani Academy, please feel free to contact me.

Sincerely,

Lisa Letoto-Ohata
President
Waikiki Hawaiian Civic Club
c/o 1711 East-West Rd. #650
Honolulu, HI 96848-1711

For more info visit- <http://waikikihcc.org>

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT
BETWEEN
THE BOARD OF DIRECTORS FOR
KAMALANI ACADEMY, A HAWAII PUBLIC CHARTER SCHOOL
AND
ACADEMICA, LLC

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CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT

This is an Agreement to provide services and support to a Charter School by and between the **KAMALANI ACADEMY BOARD OF DIRECTORS** (“Board”) and **ACADEMICA, LLC** (“Service Provider”);

WHEREAS, KAMALANI ACADEMY BOARD OF DIRECTORS may have a contract (“the Charter”) with the **HAWAII STATE PUBLIC CHARTER SCHOOL COMMISSION** (the “State”) to operate a charter school, known as **KAMALANI ACADEMY** (the “School”);

WHEREAS, the School is governed by the **KAMALANI ACADEMY BOARD OF DIRECTORS**;

WHEREAS, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

WHEREAS, KAMALANI ACADEMY desires to ensure that its School is professionally operated in accordance with the requirements of the Charter and the requirements of all State and Federal laws as well as the requirements of local municipal and or county ordinances which may be applicable to the operation of the School or its facilities;

WHEREAS, Service Provider has been established to provide professional services and support to public charter schools;

WHEREAS, it is Service Provider’s mission to ensure that the vision of the School’s Board of Directors is faithfully and effectively implemented;

WHEREAS, Service Provider’s officials are familiar with the governmental agencies and requirements needed to establish and operate a public charter school as well as the requirements of the Charter, all State and Federal authorities, and the local municipal and or county government which may be applicable to the operation of the School or its facilities;

WHEREAS, Service Provider’s officials are familiar with the various local, state, and federal funding sources for charter school programs and have successfully obtained grants, other forms of revenue, and financing for other charter school programs;

WHEREAS, Service Provider’s officials have attended and will continue to attend local, state, and federal meetings and conferences for charter school operators and consultants;

WHEREAS, Service Provider provides services and support to a network of charter schools and believes that there are benefits to having combined purchasing power, a wide variety of employment opportunities, and options available to the employees of public charter schools serviced by Service Provider;

WHEREAS, it is Service Provider's duty to implement the vision of the Board of Directors, ensuring the autonomy and governing authority of the Board of Directors of **KAMALANI ACADEMY**, and the Board of Director's duty to make all decisions and direct Service Provider to act accordingly on the Board's behalf.

WHEREAS, **KAMALANI ACADEMY** and Service Provider desire to enter into this agreement for the purpose of having Service Provider provide services and support to the School at the direction and to the extent instructed by the Board of Directors;

NOW, THEREFORE, the parties to this Agreement agree as follows:

DUTIES OF SERVICE PROVIDER

1. Recitals

The forgoing recitals are true, correct, and incorporated herein.

2. Engagement

KAMALANI ACADEMY engages Service Provider to provide administrative services and support to the School as more fully set forth herein. Service Provider accepts such engagement pursuant to the terms of this Agreement.

3. Duties

At the direction of the Board, Service Provider will coordinate the services required to support the School. In connection with this, Service Provider 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 budget. In providing services, Service Provider 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, Service Provider'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 provider 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 Service Provider and act upon them in the manner the Board determines to be best for the School.

4. Board of Directors Meetings

Service Provider will attend the meetings of the Board. Unless otherwise instructed by the Board, Service Provider shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of the

Hawaii State Charter School Commission and relevant sections of Hawaii's Sunshine Law (HRS 92), regarding such meetings and record keeping.

5. Record Keeping

Service Provider will maintain the records of the School at the location designated by the Board. The Service Provider will ensure compliance with any Charter, State, and Federal requirements for record keeping. In addition, Service Provider will ensure that designated on-site staff receives proper training by the State's appropriate departments for student school record keeping through its designated programs.

6. Bookkeeping

Service Provider will coordinate with the accounting firms selected by the Board and serve as liaison with them to ensure the accuracy and timeliness of financial reporting and record keeping as may be required by the Charter, State, and Federal law.

7. Staff Administration

If instructed by the Board, Service Provider may identify and propose for employment by or on behalf of **KAMALANI ACADEMY** qualified principals, teachers, paraprofessionals, administrators, and other staff members and education professionals for positions in the School. The teachers employed for the School will be certified as required by HRS 302A-802. **KAMALANI ACADEMY** may employ or contract with skilled, selected non-certified personnel to assist instructional staff members as teachers' aides in the same manner. If the Board so chooses, Service Provider may coordinate with the Board or the Hiring Committee established by the Board to identify, recruit, and select individuals for school-based positions. The Board will make all hiring decisions in its discretion and in accordance with law. All employees selected by the Board shall be **KAMALANI ACADEMY** employees or employees leased to **KAMALANI ACADEMY**, and will not be employees of Service Provider. At the Board's direction, Service Provider may prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees. At the request of the Board, Service Provider may propose a professional employee management company to the Board which can perform the human resource services for the School. Once the Board approves a human resource provider, Service Provider will coordinate such services. The Board will have complete discretion to decide which professional employee management company and its method of human resource management to use, if any. Service Provider agrees to act as the liaison for the School vis-à-vis the human resource services provider. All school-based employees will be assigned to the School and may only be removed, dismissed, or transferred by Board approval.

8. Financial Projections and Financial Statements

Service Provider will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The School will utilize accounting procedures at the direction of the Board, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by the accounting firm, will adopt accounting policies and procedures. Service Provider will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the State which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principles. These statements will be provided in advance of the deadline for submission of such reports to the State. **KAMALANI ACADEMY** will provide the State with annual audited financial reports as required by the Charter. These reports will be prepared by a qualified independent, certified public accounting firm. Service Provider will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principles for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, no later than September 15th of each year.

9. Designated Contact Person

The designated contact person of Service Provider shall be the CEO of Academica Nevada, Robert B. Howell.

10. Grant Solicitation

At the request of the Board, Service Provider may solicit grants available for the funding of the School from the various government and private and institutional sources that may be available. Such grants will include, but are not limited to federal grants programs and various continuation grants for charter schools.

11. Financing Solicitation and Coordination

If directed by the Board, Service Provider may coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources

At the request of the Board, Service Provider may coordinate the solicitation of School Improvement Grant funds, if available, from the appropriate state or local agencies. Similarly, Service Provider will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

13. Annual Reporting

Service Provider will coordinate the preparation of the Annual Report for the School.

The Report will be submitted to the Board for approval, and Service Provider will coordinate the delivery and review process established by the-State and Charter School legislation for the Annual Report.

14. Student Assessment

If instructed by the Board, Service Provider may coordinate a student assessment methodology and retain on behalf of **KAMALANI ACADEMY**, professionals to administer and evaluate results. Service Provider will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for the Board either to approve or reject.

15. School Board Representation

The Board President will serve as primary liaison with the State Board of Education and its officials on behalf of the School. If instructed by the Board, Service Provider may also serve as a liaison of the Board to the State and its officials. In connection therewith, Service Provider's representatives will attend required meetings and public hearings.

16. Governmental Compliance

If requested by the Board, Service Provider will advise the Board on compliance with state regulations and reporting requirements of the Charter School. Service Provider may also advise the Board on compliance with the School's Charter with the State. The School's Charter with the State is incorporated herein by reference.

17. Charter Renewal Coordination

At the direction of the Board, Service Provider may assist the Board with renewal of the School's Charter on a timely basis. If instructed by the Board, Service Provider may negotiate the terms of the renewal Charter with the State on behalf of the Board and provide the Board with notice and seek Board approval of any renewal provisions which modify or alter the terms of the original Charter between the School and the State.

18. Curriculum Development

If requested by the Board, Service Provider may identify and or develop curricula in connection with the operations of the School and the vision of the Board in a manner that complies with applicable federal, state, and local laws and regulations. All proposed curricula shall be approved by the Board prior to use.

19. Facilities Identification Expansion, Design and Development

At the direction of the Board, Service Provider may coordinate with the Board for the purpose of identifying the facilities needs of the School from year to year. In connection therewith, Service Provider shall advise the Board and assist the

Charter Services and Support Agreement

School in identifying, procuring and planning the design of new facilities or in the expansion of existing ones. Service Provider may identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Service Provider or its principles, that relationship will be disclosed to the Board. Further, Service Provider shall recommend and retain on behalf of the School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

20. Systems Development

If requested by the Board, Service Provider may identify and develop a Hawaii based and state compliant school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

TERM OF AGREEMENT

21. Initial Term

The Initial term of the Agreement shall commence on August 1, 2015 and continue initial term of two (2) years, through July 31, 2017.

22. Renewal

Absent notice of termination pursuant to Section 23(a), this Agreement shall automatically renew for the full term of the initial Charter Agreement (which is expected to be for an additional four (4) years). Thereafter, this Agreement shall automatically renew for the term of each successive renewal of the Charter Agreement by the School's sponsor unless and until either party delivers to the other, no more than 180 days nor less than 30-days prior to the expiration of any Charter Agreement, written notice that this Agreement shall be cancelled at the expiration of the term of the then-current Charter Agreement.

23. Termination

(a) During the Initial Term of the Agreement, either party may terminate this Agreement at any time, with or without cause, by giving thirty (30) days written notice to the other party.

(b) Following the Initial Term of the Agreement, either party may terminate this Agreement immediately for cause. Termination for cause shall be defined, for purposes of this Agreement, as the breach of any material term of this Agreement, when such breach continues for a period of thirty (30) days after written notice, or is cured and recurs within thirty (30) days following the cure, and following written notice to the other party describing the breach. Notwithstanding the above,

in the event of a significant event, **KAMALANI ACADEMY** may terminate this Agreement immediately without providing Service Provider with thirty (30) days to cure the defect. For the purposes of this Agreement, a “significant event” shall be defined as an act or omission by the Service Provider which results in a breach of the School’s Charter such that the Charter is subject to immediate termination without chance for cure, interrupts the School’s operations and/or results in a threat to the School’s viability. Upon notice of termination under this Section, **KAMALANI ACADEMY** shall only be required to pay Service Provider for services rendered through the date of the notice of termination for cause.

(c) Duties upon termination. In the event this Agreement is terminated, the parties shall work cooperatively to ensure that the School’s operations continue without interruption. Service Provider shall immediately and peaceably deliver to **KAMALANI ACADEMY** any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School. This Section shall survive the termination of this Agreement.

COMPENSATION

24. Base Compensation

KAMALANI ACADEMY shall pay Service Provider a services and support fee of \$450 per student Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided that **KAMALANI ACADEMY** receives such funds. The fee shall be payable in equal monthly installments, provided that **KAMALANI ACADEMY** shall have no obligation to pay such fee before receiving its FTE funding from the State of Hawaii, such funding does not include funds for special services or federal dollars, in which event the monthly installments shall accrue until funding is received. The fee shall be adjusted annually at each anniversary of this Agreement based on the change in the prior year’s Consumer Price Index or on the basis of the year-to-year percentage change in the per student Full Time Equivalent (FTE) funding provided to the school under the law, whichever is less. In the event that funding is decreased in future years to an amount less than the 2015-2016 state funding, either party may request review of the base compensation amount. Based upon this review, the Service provider will consider lowering the fee should the school experience severe financial distress.

25. Additional Services

Service Provider will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to Board and subject to Board approval. This may include services that are not within the regular course of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of **KAMALANI ACADEMY**, of other professionals or consultants who may be independent from Service Provider or part of Service Provider’s network of consulting professionals.

26. Reimbursement of Costs

Service Provider shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost.

27. Incurred Expenses

Pursuant to the agreement of the Board and Service Provider, Service Provider may defer some or all of the services and support fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the schools financial records.

OTHER MATTERS:

28. Conflicts of Interest

No officer, shareholder, employee or director of Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors, employees, principals or agents and any other person or entity providing goods or services to the School, Service Provider agrees to disclose the relationship to the Board.

29. Insurance and Indemnification

Service Provider shall carry liability insurance and indemnify the School for acts or omissions of Service Provider. Service Provider agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board. Service Provider hereby agrees to indemnify, hold harmless and protect **KAMALANI ACADEMY** the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Service Provider, its employees or agents.

30. Miscellaneous

(1) Neither party shall be considered in default of this Agreement if the performance of any part or all of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

(2) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

(3) Neither party shall assign this Agreement without the written consent of the other party;

(4) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.

(5) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.

(6) This Agreement is not intended to create any rights of a third party beneficiary.

(7) This Agreement is made and entered into in the State of Hawaii and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement, shall be brought in a court in Honolulu County, Hawaii.

(8) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs.

(9) Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or at such other address as either party may designate by notice from time to time in accordance herewith:

If to Service Provider: **Academica Nevada, LLC**
1378 Paseo Verde Pkwy
Henderson, NV 89012
Attention: Robert Howell

If to Board: **Kamalani Academy**
[address to be determined]
Attention: Board Chair

(10) The headings in the Agreement are for convenience and reference only and in no way define, limit or describe

the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

(11) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.

(12) Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of **KAMALANI ACADEMY** held on the _____ day of _____ 20____. At that meeting, the undersigned Chair of **KAMALANI ACADEMY** was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

KAMALANI ACADEMY

By: _____ Date: _____
_____, Board President

ACADEMICA

By: _____ Date: _____
Robert Howell, CEO

Attachment NN: Budget Narrative

a. Functional Category: Grants/State Per Pupil (Line 1)

Kamalani's Financial Workbook (Attachment MM-Exhibit 6) illustrates that the school expects to receive \$6,200 per pupil from the State for enrolled students. Kamalani expects to receive \$2,170,000 in per pupil revenue in its' first year with 350 students. Kamalani expects revenues in year two and three to grow by the incremental student population growth.

Functional Category: Contributions, Cash (Line 9)

Kamalani will receive \$25,000 in contribution from Academica Inc. to help with start-up and marketing costs before its' first year of operation.

Functional Category: Rental/Lease of Buildings & Grounds (Line 440)

The school assumes that with enrollment of 350 students in its' first year they will identify a facility with approximately 18,000 square feet. The school assumes that it will be able to identify a facility with an annual lease rate of approximately \$434,000. Kamalani's affiliated school system Doral Academy Inc. has used the Turner-Agassi Charter School Facility Fund (TACSFF) to fund three of their facilities. Respectively TACSFF has invested approximately \$30 million to build Doral Academy of Nevada's three campuses. Please see the letter of interest from TACSFF regarding the acquisition of a facility for Kamalani Academy (Attachment OO).

Functional Categories: Textbooks, Instructional Supplies, Instructional Technology, Instructional Software and Furniture and Equipment (Line 261, 266, 264, 268 & 450)

Kamalani Academy assumes it will cost approximately \$900 per student to outfit the campus with Furniture, Fixtures, Technology and Curriculum (FFTC). The school assumes that they will be able to secure a 5.5% interest lease rate over 4 years with a purchase option at the end of the fourth year. Kamalani's lease structure will be similar to the Doral Academy of Nevada's. Kamalani's contracted service provider, Academica, has relationships with Zion's National Bank, GE Capital, among many other lending institutions. It is assumed that the lease will increase by approximately 14% in the second year and approximately 12.5% in the third year of operation.

The School budgeted \$25,000 for instructional supplies to pay for paper, pencils and other necessary general supplies. The School also budgeted \$5,000 for instructional software to pay for software rights and licenses. The School's budget for these expenses increased by the student population in year two (14%) and year three (12.5%).

Functional Categories: Clerical, Principal, Classroom Teachers, Specialist Teachers, Prof. Development Staff and Counselor (Line 181, 211, 221, 222, 241, 251, 310)

In year one of operation, Kamalani Academy budgeted:

- \$95,000 for a Principal;
- \$55,000 for a Student Support Coordinator;
- \$55,000 for an Arts Integration Coach;
- \$679,000 for 14 Classroom teachers (an average salary of \$48,500);
- \$97,000 for two Specialist Teachers (an average salary of \$48,500);
- \$45,000 for an Office Manager;
- \$40,000 for a Registrar; and
- \$20,000 for a Receptionist.

In budget years two and three, employee salaries increase by 3.2% to comply with collective bargaining agreements.

Functional Category: Contracted Services (Line 132)

Academica's (ESP) service fee is \$450 per pupil per year. Academica's contract with Kamalani Academy will allow for a reduction in the fee if financially necessary. In the school's first year of operation, Academica's reduced fee is \$275 per student totaling \$96,250 assuming enrollment of 350 students. In the schools second year of operation, if per pupil funding does not increase from \$6,200, Academica's reduced fee will be \$350 per student. The schools second year budget assumes a management fee of \$350 per pupil with 400 students totaling \$140,000. In the schools third year of operation, if per pupil funding does not increase from \$6,200, Academica's reduced fee will be maintained at \$350 per student. The schools third year budget assumes a management fee of \$350 per pupil with 450 students totaling \$157,500.

Functional Category: Contracted Services (Line 242)

The affiliation fee to Doral Academy Inc. is 1% of Kamalani Academy's annual revenue. Kamalani Academy will use the 1% fee to receive professional development and best practices training from Doral Academy Inc. principals and faculty, travel to out of state trainings and meetings, etc. The affiliation agreement will provide accreditation, and Kamalani Academy will participate in Doral Academy Inc.'s accreditation renewal process.

Functional Category: Contracted Services (Line 132, 142, 152 & 162)

Kamalani assumes it will be able to acquire the services of an accounting firm for an annual audit for \$7,000. The School budgeted \$20,000 to acquire the services of a payroll company to process the School's employee payroll and provide human resource support. The School also budgeted \$7,000 to retain the services of an attorney or law firm for specific legal services (legal fees will increase if additional services are requested). The School will budget \$15,000 for contracted Technology (IT) Services. The IT services will include: server, firewall and network setup/maintenance.

In years two and three, the School assumes the cost of accounting/auditing and legal services will not increase significantly. The School assumes that the cost of Payroll and IT Services will increase incrementally by the student population in year two (14%) and year three (12.5%).

Functional Categories: Travel & Food Service Program (Line 244 & 350)

Kamalani assumes it will need to budget \$10,000 for travel, professional development, and other expenses. The School assumes it will need to budget \$9,000 for their food services program. The School may use the budgeted food service program funds to provide lunch for students who are unable to bring or purchase a lunch. The School assumes that the cost of travel and the food service program will increase incrementally by the student population in year two (14%) and year three (12.5%).

Functional Category: Substitute Teachers (Line 370)

Kamalani will budget \$24,000 for substitute teachers. This line item assumes that fourteen classroom teachers and two specialist teachers will take 10 sick leave days with a \$150 daily substitute teacher cost. The School assumes that the cost of substitute teachers will increase incrementally by the student population growth in year two (14%) and year three (12.5%).

Functional Category: Utilities, Maintenance of Building and Custodial Supplies (Line 415, 420 & 455)

The School will budget \$90,000 for electricity, sewer and waste based upon schools of similar size. The School assumes it will cost approximately \$100,000 to maintain the building and grounds. This includes \$55,000 for contracted janitorial services including a day porter to clean the school through the day, \$10,000 for lawn service, and \$35,000 for regular maintenance (AC repair, facility repairs, etc.). The School will also budget \$10,000 for custodial supplies. The School assumes that the cost of utilities, maintenance and supplies will increase incrementally by the student population in year two (14%) and year three (12.5%).

Functional Category: Networking/Telecommunications and Rental/Lease of Equipment (Line 430 and 445)

The School will budget \$8,000 for phone and internet networks. The will also budget \$20,000 for a copier lease. The School assumes that phone and internet networks costs will not significantly increase over a three year period. The School assumes that the copier lease will increase incrementally by the student population growth in year two (14%) and year three (12.5%).

Functional Category: Insurance (Line 570)

The School will budget \$15,000 for directors and officers insurance for the Governing Board and \$15,000 for facility insurance. The School assumes that directors and offices insurance will not significantly increase over a three year period. The School assumes that the copier lease will increase incrementally by the student population in year two (14%) and year three (12.5%).

- b. The Board will work with Academica to develop conservative budgets year after year. The Board has set a goal to maintain a 5% contingency fund in the event that anticipated revenues are not received or are lower than estimated. The Board has also budgeted conservatively in the attached Financial Workbook by not increasing their annual revenue but increasing their budgeted expenses year after year.

In the event that anticipated revenues are not received, or are lower than estimated, the Board will receive counsel from Academica and the School's administrator to derive a financial plan.

- c. The School's Financial Workbook includes a contingency fund in year one of \$62,185. In the event that revenue projections are not met in advance of opening in year one, the Board will devise a plan with counsel from Academica and the School's administrator. The Board may consider payment extensions or downsizing of contracted services providers, and/or contract negotiation for services. The Board may consider negotiating a temporary lease rate adjustment with the landlord.
- d. Not applicable.



February 19, 2015

The Hawaii State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI 96813

To Whom It May Concern:

On behalf of the Turner-Agassi Charter School Facilities Fund, I am pleased to submit this letter of interest to develop an educational facility for Kamalani Academy upon its obtainment of a charter contract.

Turner-Agassi Charter School Facilities Fund builds state-of-the-art public charter schools for best-in-class charter school operators in some of the most highly impoverished areas in the nation. Turner-Agassi is in a position to invest over \$500 million to develop 40,000 affordable quality school seats on 75-80 campuses by 2016. As of the beginning of the 2014-2015 school year, we have developed 39 schools on 21 campuses serving 17,500 students.

Since 2012, Turner-Agassi has partnered with Academica Nevada to develop eight campuses in Las Vegas – four which are already open and four which are currently under construction. Among those, we have built or are building three campuses for Doral Academy (two campuses open and one under construction and targeted to open in September 2015) in Las Vegas, NV. In aggregate, the three Doral campuses will serve over 2,700 students at full capacity. Both Academica Nevada and Doral Academy will be working with Kamalani Academy.

Our construction capabilities, coupled with a keen understanding of charter school operations and management, position us well to meet the needs of our charter school clients. Our deep understanding of the real estate and construction markets positions us well to serve high-performing operators across the country. We look forward to continuing our work with Academica Nevada and Kamalani Academy in meeting the organization's facility needs.

Upon Turner-Agassi's thorough underwriting of the market and Kamalani Academy's charter, we are excited by the opportunity to invest in Hawaii and are in support of bringing quality educational options to more children and families. If you have any questions, please contact our office at 310-752-9600.

Sincerely,

A handwritten signature in black ink, appearing to read "K. Robert Turner". The signature is stylized with a large, sweeping "K" and a long, horizontal stroke extending to the right.

K. Robert Turner
President

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310.752.9631