

II. School Overview

Created Thursday, November 06, 2014

Updated 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.

iLEAD Kaua'i prepares learners to thrive as creative, conscientious leaders who achieve individual potential while contributing to their world. Our project-based constructivist method, offered in a safe and nurturing environment, cultivates deeper understanding and innovative thinking. With roots in the islands and wings for the world, our learners are free to think and inspired to lead.

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.

iLEAD Kaua'i students will thrive as creative, confident global citizens demonstrating respect and social justice practices, while impacting the greater good of society. They will ask questions, collaborate and communicate effectively to learn from and reflect on the past while contributing to the present. It would not surprise us if the next world leader, significant artist, or technologically-minded designer with the mission to end world hunger, will have attended one of our iLEAD Schools. Rooted in the cultural perspective of Hawai'i, with deep respect for all people, the care of our 'aina, and collaborative problem-solving skills, the world will be their platform for making a difference. Individually they will be empowered; collectively they will shape and mold the endless possibilities for the future.

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

iLEAD Kaua'i intends to locate on the eastside of Kaua'i. This region houses three elementary schools, one middle school, and one high school and is also home to one charter school, Kanuikapono Public Charter School K-12. Although we have not yet finalized a location, we are in conversation with two different organizations who have available locations. One location is the vacant schoolrooms

of Kapa'a United Church of Christ, located at 1315 Uli Street in Kapa'a, which previously housed a private school. Pastor Jeannie has been receptive and is scheduling a presentation by iLEAD Kaua'i to the Board of Trustees and key congregation members. Pastor Jeannie spoke of her special concerns for meeting the needs of families in the area, especially the Marshallese families. The second opportunity for a location has actually been offered to iLEAD Kaua'i, All Saints' Episcopal Church at 4-1065 Kuhio Highway in Kapa'a. They have a large facility that we understand, housed Kanuikaponu Charter School when they first started 12 years ago. We will continue to actively investigate other options in the area with regards to appropriate green space, parking, zoning, and cost-benefit features, and we are thrilled to have two entities as possibilities for facilities.

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.

All students throughout Kaua'i will be welcomed to attend our school, but we anticipate the majority of the population will be from the Kapa'a/Wailua area. Kapa'a, the most residential part of the island, has hard-working families with many holding down multiple jobs. The town is comprised of several small businesses. Families in the area range from low to medium socio-economic bracket. The educational needs of all students will be met, just like other public education schools, but iLEAD Kaua'i will give families a choice. We will service the needs of special education, multi-lingual, gifted students, and those students who fall between the cracks. We will meet the needs of students more effectively than traditional DOE schools, because of smaller class sizes, differentiated instruction, project-based learning, performance assessment and personalized Individualized Learning Plans (ILP) for every student. Learners are not constrained by grade level, but are encouraged to reach beyond the grade-appropriate state standards. iLEAD's self-directed approach allows for students to approach learning according to their individual skills, abilities and talents. Teachers will monitor and modify students' ILPs for improvement and growth. Staff training in Project-Based Design will prepare teachers to meet the needs of all students and to guide each student in fulfilling their own potential. One of the non-academic challenges the school will have is that we propose to be in the busiest part of the island, which has a dense working population, tourists, and a highway that goes through town. Congestion and traffic problems will need to be taken into consideration. Another non-academic challenge, but also of academic concern is the diverse families we will serve. With the influx of Marshallese and other diverse families into the area, connecting with parents who may not speak English will be a concern we will want to address.

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.

In January 2014, we held an informational meeting for 15 interested parents who affirmed they would like to enroll their children in our school. These parents have partnered with us to make iLEAD happen. The next public meeting was held March 2014 and had over 100 people in attendance. Written support was composed by over 70 community members, urging the Commission to grant a charter to iLEAD Kaua'i. DOE principal Paul Zina, and former Kaua'i County Attorney, Hartwell Blake agreed to serve on the Board. The greatest transformation occurred July 2014, when we received constructive criticism from the Commission to be more Kaua'i-oriented. A hui (group) was formed of Kaua'i teachers/administrators to work on the application. We greatly appreciate the assistance from iLEAD.org, for their resources, experience and expertise to share. Dr. Kani Blackwell, a UHM professor/leader in the Kaua'i community became a partner. Teacher/leaders, Maegan Sakai, Caroline Freudig, and Ann Keeler, worked actively to revise the application. Mrs. Freudig comes with years of teaching experience and possesses valuable knowledge about the Teachers' Union, HTA, and DOE policies. She is currently a resource teacher for the District Office and serves as treasurer for Kauai District HSTA. County/State leaders have expressed support for iLEAD Kaua'i: Representative Derek Kawakami, Mayor Bernard Carvalho Jr., Councilwoman JoAnn Yukimura, Superintendent Bill Arakaki, Senator Ronald D. Kouchi, and Representative James Tokioka. Regina Carvalho, wife of the Mayor, has agreed to serve on the Governing Board. She is looking to enroll her two grandchildren in the school, when they become of age. We are working with Kanuikaponu and Kawaihini Charter Schools to build positive relationships. We also partner with Kamealoha Smith of Kaiāulu Anahola Project, Melinda Murray of Kauai Therapy and Wellness, Tiana Kamen of Farm to Keiki and with Executive Director Stacy Sproat-Beck with Waipa Foundation.

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 National Alliance for Public Education Charter Schools states, “a key way to make our schools globally competitive is by allowing schools to adopt innovative practices that lead to higher achievement”.[1] By becoming a Public Charter School for the 21st Century, iLEAD Kauaʻi plans on having a global focus, small class sizes, data-driven individualized learning plans, collaborative professional development, student empowerment, curricular innovations and equity, and integration of technology. iLEAD Kauaʻi will be able to offer an educational option that is the very blueprint of Public Charter Schools. By providing an educational option for families, in the most populated area of Kauaʻi, we will be able to provide immediate capacity assistance. In terms of a more geographical contribution, iLEAD Kauaʻi will especially provide relief for Kauaʻi’s largest elementary school, Kapaʻa Elementary School, which is struggling in size and performance. At present, Kapaʻa Elementary School has a total of 895 students currently enrolled in K- 5th Grades. The enrollment situation at Kapaʻa Elementary School may be a contributing factor to their “focus” status as referenced in the 2013-2014 Strive HI System School Report. By offering iLEAD Kauaʻi as an alternative option to this community, we will alleviate the strain of high enrollment and provide alternative educational opportunities for families in the community. In addition, traditional schools provide a one-size-fits all model for its entire population. The challenge is that one size does not always fit and we must be able to serve ALL children. Pastor Jeanine of Kapaʻa United Church emphasized another concern and that was so many Micronesian families have immigrated to Kauaʻi and schools are not meeting their specific needs. Children have differing needs, language, culture, family values and the present education choices, although an excellent fit for some students, does not meet the needs of all children. There is a need for more choice, project-based instruction, and performance assessment. A body of research suggests that performance assessments provide evidence of competence in oral and written communication, critical thinking, and technology, which are 21st Century desired skills. Linda Darling-Hammond, a Professor of Teacher Education at Stanford University, states in her article, “Beyond Bubble Test: Why we need performance assessments”,(Darling-Hamilton,2014) that performance assessment can be beneficial in the learning process, as they improve the quality of information about learning. In an interview with Lazslo Bock, Senior Vice-President for Google hiring, he stated, “test scores are worthless... We found they don’t predict anything” (Bock, 2014). He continued that in today’s age when innovation is increasingly a group endeavor, leadership, collaboration, adaptability and loving to learn and re-learn are more desired skills than standardized tests. Finally, Common Core Standards are effectively delivered through Project-based Learning (PBL). As more public schools move in the direction of Common Core Standards, we would love to share our discoveries and successes regarding the use of PBL with other schools. We also look forward to participating in Kauaʻi Economic Development’s annual “Aloha ‘Ike”, a technology showcase for public education schools to share their accomplishments and innovative projects.

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

No

B. Enrollment Summary

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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/34563/1899167-gsH7pQre0Q/Attachment A- Enrollment Summary_1.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.

Although our enrollment will ultimately depend on community demand and we will adjust accordingly, it is our wish to start our school with Kindergarten – Fifth Grade. Most of the enrollment is concentrated in grades K-1 in order to enroll students as early as possible, particularly low-income students who enter school, often with the least preparation. Given our students' limited experience with Project-Based Learning (PBL), starting with the primary grades, gives us the best opportunity to develop a strong 21st century academic foundation. Our school will provide early intervention services, and foster social-emotional skills that will prepare them for high school, college and/or technical skills for careers.

We intend to start with one class of Kindergarten, one class of First Grade, one multi-aged class of 2nd/3rd Grade and one multi-aged class of 4th/5th Grade. In our experiences, starting small has distinct advantages and we want to be prepared to meet the needs of all students. Student recruitment is more difficult in the planning year when the school has no physical presence or reputation yet, as opposed to once it is open and families in the community know students who are already enrolled, and see the positive impact of the school. It also provides us with a smaller school community in which to establish our culture and norms, which then makes it far easier to enlist new students who can follow the lead of founding students. iLEAD Kaua'i expects to begin classes as multi-aged groups, providing an opportunity for team-teaching and grade level collaboration, which is essential to a successful project-based learning environment. Having multi-aged groups also leaves flexibility with staffing and enrollment.

In our second year of operation, we will add 6th grade and two kindergarten classes of 20 students per class while maintaining the original cohorts of 25 students in First Grade through 6th Grade. Thereafter our kindergarten intake will be two classes of 20 students so that eventually every grade will have two classes of approximately 20 in K/1 and two classes of 25 students in the remaining grades. During the term of the charter petition, iLEAD Kaua'i's planned capacity at full enrollment is 430 students in grades K-8. iLEAD Kaua'i intends not to exceed 25 students per class and will maintain 20 per class for kindergarten.

The enrollment projection chart is an estimate based on past charter school enrollment patterns at other iLEAD Schools that have been adjusted for the population of Kaua'i. This estimate depends on recruiting outcomes (including the number and grade range of interested students) and the number of classrooms available in the facility the school obtains. Should it become feasible to increase enrollment sooner than projected, the school's enrollment will increase accordingly. In order to serve as many students as possible, we do not intend to limit the total enrollment of students, while maintaining our appropriate class sizes. Student attrition is a fact in start-up charter schools, so we anticipate some students leaving the school, but will fill their places from our waitlist.

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).

According to the Hawai'i DOE website, enrollment in Hawai'i's public schools grew by 2,000 students with an enrollment of 185,273 in the 2013-14 school year. The enrollment gains can be partly attributed to the large number of births in 2008 and more students

enrolled in the state's public schools. According to Kauai Transportation Data Book, the prediction is that in the next 20 years, Kaua'i's population is expected to see an overall growth rate of 27%. Of this number, the population of school-aged children (5-18 years old) is expected to represent 15% of the growth. Also, the greatest projected population growth is projected in the east side of the island with 51% growth rate expected to occur in the Līhue/Kapa'a areas. Due to this information, our preliminary market research and the families' desire for more relevant instruction offered at our school, iLEAD Kaua'i is convinced that we will be able to reach our projected enrollment plan.

According to the 2013 Kauai County United States Census bureau, an estimated 69,512 people live on the island of Kaua'i, with 22.3% estimated to be under 18 years old. The enrollment numbers for the surrounding schools in the Kapa'a/Wailua and Līhue areas are as follows:

- Kapa'a Elementary School (public) – Grades K-5, 895 students
- Elsie H Wilcox Elementary School (public) Grades K-5, 918 students
- Chiefess Kamakahelei Middle School (public) Grades 6-8, 913 students
- Kapa'a Middle School (public) – Grades 6-8, 652 students
- King Kaumuali'i Elementary School (public) Grades K-5, 557 students
- Kawaikini Charter School – K-12, 117 students
- Kanuikapono Charter School- K-12, 150 students
- Island School (private)- 367 students
- St. Catherine's School (private)- 162 students
- Olelo Christian Academy (private)- 28 students

Attachment B (20 page limit).

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Figure 2: Virtual and Blended Learning Continuum

III. Academic Plan Design & Capacity

Created Sunday, November 30, 2014

Updated 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.

iLEAD Kaua'i will follow the instructional theories and methods which form the acronym for the name iLEAD (International learning, Leadership, Entrepreneurial Development, Arts, Design Thinking):

International learning: Students in the 21st century are faced with the challenge of learning in an increasingly interdependent world where knowledge is constantly developing and evolving. Beginning with the Hawaiian culture, our learners will be grounded with a sense of belonging in the world. Our learners will extend this understanding to an exploration and appreciation for diverse cultures, in Hawai'i, the mainland and abroad. Whenever possible, projects include connections to global awareness. Students in all grades will participate in a world language proficiency-oriented program.

Leadership: Learning occurs best when the school culture and environment have a significant impact on learning. iLEAD schools follow The Leader in Me model by Stephen Covey as a guide to create a school culture with a positive learning environment aligned with shared values. The model emphasizes collaboration, character-building, and student achievement.

Entrepreneurial Development: Entrepreneurship is an essential skill in the 21st-century job market. According to Forbes Magazine, entrepreneurial skills are identified as resiliency, focus, long-term vision and planning, ability to network, communication skills, and self-reliant proactivity (Forbes, 2013) These skills are required not only for future entrepreneurs; but also for higher education and the job market.

Art: Years of research show that the arts are closely linked to academic achievement, social and emotional development, civic engagement, and equitable opportunity. At iLEAD Kaua'i, the arts will be the cornerstone for learning. iLEAD students will experience a curriculum in which the process of art-making will be woven into all subject areas and aligned with National Standards for the Arts. Students will innovate, create and explore the world through the artistic experience of visual arts, dance, drama, and music. A student's individual artistic talent will be celebrated and developed.

Design: At iLEAD Kaua'i, students will learn by participating in project-based learning (PBL) where they design projects/products to convey their learning. Students take charge of their own learning by actively designing, researching and developing in-depth study on a topic of interest. PBL equips students to solve complex problems using fundamental skills (reading, writing, and math) and workplace skills (teamwork, problem solving, research gathering, time management, information synthesizing, utilizing high-tech tools). By using real world problems as a basis for teaching and learning, students are engaged because they are working on relevant matters. Success in PBL requires a strong foundation in social emotional learning and is explicitly and implicitly developed during project work.

Assessment strategies will include graphic organizers, cooperative learning activities, self-reflection, oral and written reports with Presentations of Learning (POL). Student mastery of Core Standards which list performance descriptors and expectations, will be used in problem-solving activities, which requires both the thinking process and the product.

Student learning has been evidenced by the enthusiasm for learning and success of students who have attended the iLEAD models. Attendance and graduation rates are much higher when students are engaged and eager to learn.

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.

iLEAD Kauaʻi’s Core Belief Statement

iLEAD Kauaʻi believes in empowering students to become conscientious, compassionate, and responsible citizens of their community and world. In this process, we inspire them to become creative thinkers and leaders with a lifelong love of learning and service. We accomplish this through individualized instruction, active learning methods, and opportunities for self-directed learning. We celebrate and foster each child’s individuality and support our learners in discovering their highest potential. We believe each child will be equipped with the skills and knowledge to achieve his or her fullest potential in preparation for college and/or the demands of the 21st-Century workplace. We believe students should have the opportunity to self-regulate, plan, and follow-through. We also believe that students need to develop resilience, empathy, and social compromise. We also know that each individual has the responsibility to do what is pono (righteous) and should contribute to society with social justice practices.

iLEAD Kauaʻi values statement:

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

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

Our project-based learning method reinforces these beliefs by offering students the opportunity to step out of their comfort zone, develop their individuality and take on roles of leadership, while exercising choice and having fun. The social emotional aspect of our curriculum is emphasized in our implementation of the GLOs, The Leader in Me -Seven Habits, and our Love and Logic discipline philosophy.

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.

Kauaʻi County Demographics

iLEAD will expect to serve a student population similar to that of other schools in Kauaʻi, where the ethnic breakdown is as follows:

Characteristic Percentage

Asian 36%

Black or African American .3%

Hispanic or Latino 8.2%

Pacific Islander 9.1%

Native American .4%

White 29.5%

Other Races .9%

Two or more races 23.8%

English Language Learners 11%

Eligible Free/Reduced Lunch 65%

Special Education 13%

Students who live in the Kapaʻa Elementary School district have the following characteristics:

Enrolled: 895, 66% Free/Reduced lunch, 8.1% ELL, 11.5% Special Education.

In comparison with the whole of Kauaʻi, the Kapaʻa area has more Free and Reduced eligible students and more Special Education students. We will most likely draw from this student population for we will be close in proximity, offer smaller class sizes, and have more individualized instruction. Parents have told us that they have enrolled their children in St. Catherine’s Church school in Kapaʻa for these exact reasons. Parents have expressed that they did not want to send their children to a religious private school, but there were few or no other options.

We also have received overwhelming feedback from this community, via our Facebook page and the written public testimony on our website expressing a desire for an educational option such as iLEAD Kauaʻi. Parents in this region have expressed a desire to have a

less traditional educational choice for their children so their children will not be “lost in the massive numbers”. These families have expressed that they would like a more rigorous curriculum that prepares their children for the future and where 21st Century skills are at the forefront to success. Parents from this community have also expressed a desire for a higher degree of joy, play, the arts, and involvement in their children’s education. Some of these community members have even expressed their intentions to relocate to the mainland due to the current lack of educational choices available to their families on Kaua’i.

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.

The iLEAD Kauaʻi Curriculum is developed and based on the Common Core State Standards for English Language Arts and Mathematics as well as the Hawaii Content and Performance Standards for all other subject areas (ie. Social Studies, Science, Art, etc.). We will also use the Hawaii State Department of Education General Learner Outcomes (GLOs) as one of the over-arching goals of standards-based learning for all students in all grade levels. They are embedded into Problem-based Learning projects and Place-based Learning. They are assessed using the state provided indicators, performances, and expectations for these areas.

Framework for Instructional Design

In the process of designing a unique instructional framework that would entail the core values of the iLEAD schools, educational specialists begin with the premise of what matters the most is explained in our motto, “Free to think and inspired to lead”. The embodiment of this premise begins with the specification of the crucial milestones in the creation of the instructional design framework. All elements include but are not limited to:

The Core: Common Core Standards, Hawaiʻi Content and Performance Standards, with Hawaiʻi State Department of Education General Learner Outcomes.

Supporting Elements:

- a) Relevant Academic Preparation and College/Career Readiness: All students will participate in course work that prepares them for and sets them on a path towards completing a college education and/or being prepared for a dynamic, ever- changing career path.
- b) Self-Determination and Community Leadership: All students will develop the ability to lead themselves and their communities. Students will practice self- determination by making effective decisions that integrate a deep sense of values and ethics into the decision making process. These values will be based on Hawaiian principles and values of community living.
- c) 21st Century Technological Literacy: Students need to be successful in the information rich, global society that has emerged. Our aim is empowerment of all children to function effectively in this future of information growth and evolving technologies. We use technology in the classroom so children quickly become familiar and at ease with these technologies while utilizing them to learn and communicate. Measured by: technology use in rubrics and projects, classroom observations, student surveys, budget.
- d) Entrepreneurship and Economic Literacy: All students will begin to develop early habits of respectful behavior, hard work, discipline and basic economic literacy that will prepare them fully for college and the workplace.
- e) Environmental Consciousness: all students will develop environmental consciousness through regular contact with their natural island surroundings and connecting with others across the globe to find solutions for environmental challenges. Sustainability is a strong focus on Kauaʻi that we will want to encourage with all our students.
- f) Personalized Learning: Individualized learning plans (ILPs) for all students: Each year, students and teachers will create ILPs to guide instruction. Each student, along with his family and his teacher, will work together to monitor the ILP and make adjustments as needed. The primary goal of the ILP is to ensure that each child will be treated as an individual, and therefore will be working toward attainable goals appropriate to his or her individual development.

The Process

I. The Final Form: Beginning with the end in mind, curriculum specialists use the main organizational elements to scaffold an instructional framework that takes the form of Project Based Learning, which will be later described in depth. The Backward Design of working from the results or product assists students in understanding the details involved and establishing a pathway to follow.

II. Main Organizational Elements

During the initial stage of curriculum mapping, the curriculum specialists collect all documentation related to the main organizational elements. Next, the process is followed with careful examination of all documents for the purpose of identifying commonalities between all organizational elements for better horizontal and vertical curriculum alignment.

1. Common Core;

The first step in the process is the understanding and comprehensive scrutiny of the common core standard. For better alignment between all main organizational elements, the curriculum and data team refer to the Common Core Standards Implementation Process Model, developed by the Hawaii State Department of Education. The framework is only used as reference point. It helps educators follow a well-developed process for rigor and accountability.

Common Core Implementation (Modified for consistency)

- a. Identify and ensure shared understanding of relevant standards

- b. Determine acceptable evidence and criteria
- c. Decide what evidence-based learning experiences will address student needs, interests and learning styles
- d. Teach and collect evidence of student learning
- e. Analyze student work to inform instruction or provide feedback; focus for data teams
- f. Evaluate student work, make judgement, and communicate findings
- e. Re-plan, re-teach or repeat the process

2. Hawai'i Content and Performance Standards;

Next, the curriculum specialists and the data team use the Hawai'i Content and Performance Standards III (HCPS III) document to consider all aspects of what students should know and what teachers must teach, while creating the instructional and assessment framework:

- Essential content and skills in nine content areas: Career and Technical Education, Fine Arts, Health, Language Arts, Math, Physical Education, Science, Social Studies, and World Languages;
- Standards that describe the educational expectations for ALL students in grades K-5;
- Essential standards for all required courses in the four core areas: Language Arts, Math, Science, and Social Studies; and
- Essential standards that can be met through elective courses chosen by secondary students to fulfill graduation requirements in the five extended core areas: Career and Technical Education, Fine Arts, Health, Physical Education, and World Languages. (Hawai'i State Department of Education, 2005)

3. Hawai'i State Department of Education General Learner Outcomes

Next, the general learner outcomes are attached to the nature of the standards that are aligned with meaningful assessment and outcome.

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

4. Expected School-wide Learning Result (ESLRs)

Next steps involve alignment of the standards with the ESLRs:

- a) Critical thinkers;
- b) Problem solvers;
- c) Effective communicators;
- d) Collaborative workers;
- e) Self directed learners;
- f) Global citizens (IBO, 2007, IB Learner Profile)

5. ISTE (International Society for Technology Education);

ISTE Standards for Learners

Creativity and Innovation

Communication and Collaboration

Research and Information Fluency

Critical Thinking, Problem Solving and Decision Making

Technology Operations and Concepts

Digital Citizenship

Technology Operations

Identifying relevant concepts that relate to the ISTE standards for learners and teachers brings real-life closer to all levels of learners. Teachers get engaged and model life-long learning. Education becomes an “active” versus “passive” process (International Society for Technology in Education, 2007, Standards).

6. International Technology and Engineering Educators Association (ITEEA);

All aspects support the modern trends in education, workplace, and social-emotional needs of today's learners. These standards are reflected in the instructional framework through: Learning by Doing; STEM; PBL; Inquiry; and Deeper Learning.

The instructional framework ITEEA aspects are based on promoting technological literacy for all by supporting the teaching of technology and promoting the professionalism of those engaged in this pursuit. ITEEA strengthens the profession through state and national legislative efforts, professional development, membership services, publications, and classroom activities.

7. UNESCO Pedagogical Framework

The governments worldwide are striving to improve student outcomes and meet the challenges of preparing a 21st Century workforce for a global, knowledge-based economy. The UNESCO Competency Framework for Teachers is a response to these challenges. In 2008, in partnership with Microsoft, Intel, Cisco, and ISTE, UNESCO formalized the UNESCO ICT Competency Framework for Teachers (ICT-CFT) with an aim to measure the ICT proficiency of teachers against a common international standard and to aid in their professional development. These standards were updated in 2011.

Assessment Elements:

- a) Deconstructing Standards (concepts, knowledge, reasoning, skills, outcomes);
- b) Learning Targets;
- c) Hawaii General Learner Outcomes: Progress and Status Report
- d) Authentic Rubrics (performance level);
- e) Formative Assessment aligned with project benchmarks, standards, and Instructional core elements (assessment for learning through inquiry);
- f) Summative Assessment (assessment of learning);
- g) Types of Assessment;

iLEAD unique assessment format:

1. Individual Assessment of Knowledge and Thinking;
2. 21st Century Knowledge and Technology Literacy

IV. Project Design- Project-Based Learning (This concept will be further explored later in the application.)

iLEAD Kaua'i believes that this framework will ensure continued student achievement as measured by Strive HI and the Academic Performance Framework by attending to new goals and target rates for Reading, Math and Science Proficiency Rates. We also believe that our framework will attain Strive HI Indexes for Achievement, Growth, College and Career Readiness, in addition to helping to close the Achievement Gap between student subgroups by providing personalized instruction in the context of a rigorous, constructivist educational environment.

* iLEAD Kaua'i has implemented several diagrams to better explain our curriculum framework. We are not able to upload these images into the Fluid Review Program but would be honored to share more details with the commission in an additional format.

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.

In keeping with the "end in mind" or Backward Design, iLEAD Kaua'i establishes these goals to maintain continual school-wide improvement and growth:

Academic Goals:

- All iLEAD Kaua'i students will go beyond just academic achievement by demonstrating engagement, 21st century skills and lifelong learning.
- iLEAD Kaua'i students will engage in critical thinking and master age appropriate Common Core and Hawaii Content Performance Standards in ELA, Mathematics, Social Studies and Science
- iLEAD Kaua'i students will engage in inquiry and investigation as part of the process of learning and creating something new.
- iLEAD Kaua'i students will demonstrate independence and cooperation when making sense of problems and persevering to solve them.
- iLEAD Kaua'i students will read with comprehension, write effectively, and communicate in a variety of ways and settings and with a variety of audiences.
- iLEAD Kaua'i students will revise and reflect to make "beautiful work."
- iLEAD Kaua'i students will use technology effectively and ethically
- iLEAD Kaua'i students will be able to make personal, practical and global connections with their learning.

Non-Academic:

- iLEAD Kaua'i will nourish and maintain an ambiance of aloha with an emphasis on the development of social and emotional skills in

our learners and a positive, growth mindset within our entire community.

- iLEAD Kauaʻi students will have an Average Daily Attendance Rate higher than statewide averages.
- iLEAD Kauaʻi will assure parent satisfaction with families as evidenced on our yearly survey.
- iLEAD Kauaʻi will maintain economic sustainability by keeping down costs and procuring additional funding sources.
- iLEAD Kauaʻi will maintain environmental sustainability

Mission Specific Goals:

- All iLEAD Kauaʻi students will understand and appreciate their own culture and apply this understanding globally.
- All iLEAD Kauaʻi students will possess the skills that they need to assume leadership. These skills are collaboration, communication, problem solving, creativity, and the ability to inspire others.
- All iLEAD Kauaʻi students will acquire strong communication skills, confidence, time-management, and other valuable skills to be community members.
- iLEAD Kauaʻi School will be a warm, welcoming place where learners will feel physically and emotionally safe to take risks and grow.
- iLEAD Kauaʻi students will be constantly challenged toward innovation through the invention of new ideas, through the implementation of technology, and the arts.

The applicant's design team determined these goals as they emulate our school mission, vision and philosophy. They are also oriented around improving student learning, higher level thinking skills as aligned with Common Core curriculum. These goals are also oriented around the school culture that we cultivate in order to create the best possible environment for student learning. They are appropriate for the proposed school's intended population because with the implementation of the place-based Hawaiian culture component, the content of learning will be meaningful and relevant.

Attachment D (8 page limit)

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

assets/survey-uploads/34569/2086935-6lQGbacL3T/Attachment D- Quantifiable goals (Section III.B.2)_2.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).

School-wide Assessments:

- iLEAD Kauaʻi will conduct yearly surveys and focus groups of students, staff and families that address the goals that we have established.
- iLEAD will also conduct monthly budget reviews to maintain economic sustainability. iLEAD Kauaʻi will ensure that every student, teacher and staff member engage in a yearly Individualized Learning Plan (ILP) which will include personal goal setting, reflection and check-in meetings specifically directed to school-wide goals.

Student Learning Assessment:

iLEAD Kauaʻi will use multiple assessment measures and strategies to gain essential information about each student including student academic progress, social/emotional growth, student learning styles and preferred instructional methods. In addition, assessment will be used to guide the development of individual students, monitor progress, and continuously improve the quality of the educational program. iLEAD Kauaʻi's multiple measures will align with student outcomes and instructional methods. The data will not be a stand-alone summation of achievement but part of a feedback loop that informs teaching and learning.

iLEAD Kauaʻi will use multiple assessment measures to get an accurate picture of student learning and evaluate student progress (as a whole, in cohorts and individually) a student information system will be chosen to collect this information. The following "Benchmark Assessments" will be given:

1. Performance Tasks: iLEAD Kauaʻi will utilize performance tasks which are aligned to the Smarter Balanced Assessments and Common Core and designed to evaluate student understanding or skills mastery through a demonstration by the student in a situation that closely resembles how that understanding would be applied in the real world.

2. NWEA MAP: a national norm-referenced assessment is used to evaluate student learning progress.
3. Writing Pathways: Writing Pathways is designed to help provide students with continuous assessment, feedback, and goal setting. It includes performance assessments, student checklists, rubrics, and leveled writing exemplars that help evaluate students' work and establish where students are in their writing development.
4. Teacher Observation and Anecdotal Records: Teachers will conduct structured observations using protocols in which they look for evidence that relates to planned learning outcomes.
5. K - 5 Literacy Levels: Assessment of student reading levels using the Fountas and Pinnell assessment and spelling levels using Words Their Way .

Other Assessments:

- Rubrics: iLEAD Kaua'i will use a rubric designed for each grade level to assess student projects. Each rubric will implement a 21st Century skills component.
- Checklists of Progress: These are simple checklist style records of the student's level of mastery of skills including social and emotional components.
- Presentations of Learning (POL): At the end of each project, students will present what they have learned to the school community. These POLs allow students to use a variety of media to demonstrate their learning using a project-specific rubric. Oral and written reflections of what they learned are indicators and component of the POLs.
- Data Notebooks/Portfolios: A portfolio is a collection of student work that captures growth based on both student and teacher input. A Data Notebook is used by students to collect assessment data, reflect and set goals.
- Student Showcases: A unique feature of iLEAD schools is the student showcase at the end of the school year, which provides an opportunity to present their growth during the year and to focus on areas for growth.

In addition to the above assessment measures and strategies, individualized learning plans (ILPs) will be implemented for all students. An ILP is a comprehensive planning and assessment tool that involves personalization, innovation, and learning on behalf of the student. Each year, students, teachers and parents will create ILPs to establish social/emotional and academic goals that guide instruction by influencing class content, activities, and materials based on each students' interests, needs, and personal learning goals. Each student, along with his/her family and teacher, work together to monitor the ILP by periodically reviewing plans to identify accomplishments, growth and make adjustments as needed. The primary goal of the ILP is to ensure that each student will be treated as an individual and therefore will be working toward attainable goals appropriate to his/her individual development. The ILP meetings include recognition of each student's strengths and challenges as well as goal setting to increase educational success in academic performance in addition to social/emotional personal reflection and social responsibility.

When students' ILPs are created at the beginning of the school year, students review learning outcomes and set individual goals. They learn to evaluate their progress toward those outcomes, starting at a basic level when they are younger and improving their ability to self-assess over time.

Student Led Conferences - During the second semester, each student meets with his/her teacher and parents to look critically at what he/she has accomplished, examining a portfolio and data notebook that showcases what he/she has learned throughout the school year. The student helps lead a discussion of his/her strengths and areas of growth (teachers may coach students through this process and practice with students while they learn how to help lead and ultimately to direct these discussions). The team, which includes the student, his/her parents, and teachers work together to develop goals and strategies to overcome challenges and celebrate successes.

Our team has selected this collection of measurements as we believe that success can only be achieved when multiple and interdisciplinary tools are in place. Each individual tool provides a piece of the puzzle and together they form a big picture of a child's progress.

Attachment E (no page limit)

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

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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.

In order for data to drive academic programs and instruction at iLEAD Kaua'i, our school will be guided by the following recommendations outlined in the U.S Department of Education National Center for Education Evaluation and Regional assistance, September 2009 Guide.

1. Make data part of an ongoing cycle of instructional improvement
2. Teach students to examine their own data and set learning goals
3. Establish a clear vision for school-wide data use
4. Provide supports that foster a data-driven culture within the school
5. Develop and maintain a district-wide data system

The formalized process and supports that will enable teachers to reflect on student progress and adjust their instruction accordingly will be to implement a training of all assessment tools at the professional development at the beginning of the year and throughout the year. Upon completion of data testing, facilitators will receive training in reference to interpretation and implementation of the data. Facilitators will share the data with students, families at the ILP meetings and be asked to refer to their scores when setting academic goals for the year. Furthermore, iLEAD Kaua'i will adopt a school information system (SIS) that has the capacity to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade level, and classroom. ILEAD Kaua'i will also have the guidance from the Curriculum, Assessment and Instruction Director and curriculum specialists of iLEAD Schools Development to help guide the administration, collection, and analysis 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. Also, as described in our Academic Framework section, a Professional Learning Community will also be formed to analyze the data specific to our learners and decide what evidence-based learning experiences will address student needs, interests and learning styles, collect evidence of student learning, analyze student work to inform instruction or provide feedback, and evaluate student work, make judgement, and communicate findings

In grade level meetings, the School Director will support each facilitator to reflect on student data and also oversee teachers' progress toward helping students meet their identified goals and provide necessary support to enable teachers to reflect on student progress and adjust their instruction accordingly. The School director may also include The Curriculum, Assessment and Instruction Director and curriculum specialists of iLEAD Schools Development in an e-conference format to ensure an effective formalized process in data-driven instructional practices.

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/34569/2086935-IURhApqC1t/ATTACHMENT F – STEM Course Scope and Sequence and Curriculum Maps_2.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 ?

Yes

a. If the curriculum is fully developed, provide the rationale for each curriculum development or selection decision, and briefly describe the support materials for each subject and grade level. Provide evidence that the proposed curricula are research based and will be appropriate, effective, and improve academic achievement for the proposed school's anticipated student population. Also, include a brief description of how these curricula will keep students on track for college and career readiness, highlighting any backwards-planning efforts, if relevant. If the proposed curricula include a virtual or blended learning program, include a brief description of the online learning curriculum and the rationale for the selection of the curriculum.

iLEAD schools Kaua‘i will use instructional materials curricula based on alignment with the school’s standards-based learning outcomes and educational philosophy.

English Language Arts:

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

build strong content knowledge.

respond to the varying demands of audience, task, purpose.

comprehend as well as critique.

value evidence.

use technology and digital media strategically and capably.

come to understand other perspectives and cultures.

demonstrate independence.

With these objectives in mind, our ELA curriculum will emphasize these skills and also differentiate for students by serving them at their “just-right” level of challenge.

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

English Language Arts Materials

• Zoo-phonics (K-1 grade)

The Zoo-phonics Multisensory Language Arts Program is a research-based kinesthetic, multi-modal approach to learning used to teach the alphabet and phonemic awareness. Field-tested programs such as Zoo-phonics were found to be highly effective with students of all abilities, especially ELL or learning challenged students.

• Units of Study for Primary Writing (K- 2nd grade)

Developed by Lucy Calkins this program builds on the practices and frameworks of the Reading and Writing Project, that help students meet and exceed the Common Core State Standards. This series arose out of over a decade of in-school research and practice in the New York City Schools.

• Units of Study in Opinion, Information and Narrative Writing (K - 5th grade) & Argument, Information and Narrative Writing (6th - 8th)

Developed by Lucy Calkins, these units of study contain a sequence of Common Core State Standards-aligned units in opinion/argument, information, and narrative writing. These units combine the best strategies and practices of Common Core and thirty-five years of research and development.

• Daily 5 / CAFÉ (K-5th grade):

The Daily 5 is a structure that helps students develop the daily habits of reading, writing, and working independently. The Literacy CAFÉ strategies (Comprehension, Accuracy, Fluency and Expanding Vocabulary) will be taught to students within the Daily 5 structure.

The Daily 5 is grounded in research by Lienhardt, et al. (1981)

CAFE is supported by research by Pressley (2006) who found that more effective classrooms have a distribution of whole class, small group, and side by side instruction. This closely resembles the Daily 5 & CAFE structures.

• Words Their Way (K-5th grade)

This program teaches students phonics, spelling, and vocabulary. It encourages students to look closely at words to discover the regularities and conventions of written English needed to read and spell.

Third-party research on Words Their Way conducted at the University of Memphis, forms the foundation of spelling inventories in the program.

• Reading Workshop (2nd – 8th grade)

This model is based on the work and research performed at Columbia University by Lucy Calkins, and Dr. Allington. Reading workshop incorporates the five National Reading Panel research based elements of reading instruction: phonemic awareness, phonics, fluency, comprehension, and vocabulary. This balanced literacy approach in reading is designed around the following major components:

1. Read Aloud

2. Shared Reading
3. Guided Reading
4. Mini-lesson
5. Independent Reading*
6. Sharing

*A structure of Literature Circles will be used to support students in independent reading and sharing.

Mathematics:

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

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

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

In grades 6-8, Inquiry Maths will be used with learners. Inquiry Maths is a model of teaching that encourages students to regulate their own activity while exploring a mathematical statement (called a prompt). Inquiry Maths, which uses Inquiry Based Learning (IBL) has demonstrated that: students who engage in the rigor of mathematical inquiry develop lasting understanding of the big ideas. iLEAD Schools believe that IBL best fits our philosophy and will best prepare our students for achieving the Common Core Mathematics Standard. Although iLEAD may use textbooks as a resource, most of the curriculum is gleaned through websites that support the research-based Inquiry Maths model.

Math Materials:

- Math in Focus: The Singapore Model (K-5th grade)

Students are given the opportunity to experience multiple models of the same concept through the concrete-to-pictorial-to-abstract approach, applied throughout Math in Focus: The Singapore Approach. According to the National Research Council (2000), "When material is taught in multiple contexts, people are more likely to extract the relevant features of the concepts and develop a more flexible representation of knowledge that can be used more generally"

- Number Corner (K-5th grade)

Number Corner is designed to implement the principles for school mathematics from the National Council of Teachers of Mathematics. Problem-based math helps students develop flexible knowledge, effective problem-solving skills, self-directed learning, collaboration skills, grit and intrinsic motivation. A K-12 instructional materials evaluation service, recently released an independent editorial review of Number Corner. Grades K-5 were found to address on average 95% of the Common Core State Standards.

Problem-Based Learning (6th - 8th grade) is a student-centered method of teaching, which students learn about a subject through the experience of problem solving. Students learn both thinking strategies and domain knowledge.

Science & Social Studies Curriculum:

Science and social studies will be incorporated into the curriculum through an emphasis on project-based learning. Teachers will develop interdisciplinary projects, based on the Common Core Learning Standards with both subjects presented to learners in integrated, thematic units of instruction with global applications. This framework allows teachers to design curriculum, assessment, and instruction focused on developing understanding of important ideas. Students will then demonstrate their deeper learning through exhibitions known as Presentations of Learning (POLs). These projects will be shared with parents and the wider community and be assessed through teacher created school-wide rubrics that measure understanding, presentation, content proficiency and GLOs.

Our STEM curriculum develops student empowerment through strengthening intellectual curiosity, creativity, community, and independence. Our focus is on what Kaua'i offers as a land and as a home to communities, and the global connections that we can draw from these discoveries.

The STEM curriculum adheres to research-based standards from Common Core and Next Generation Science Standards, as well as Hawaiian Content & Performance Standards. The Common Core and NGSS lend themselves easily to project-based learning where learner and teacher engage in deeper reflection, design, and broader skills that will apply to the learners' lives beyond school. All of this is made possible by taking advantage of real-world, project-based contexts that often transcend the classroom walls.

The curriculum is designed in a way where students are pushed to generate their own relevant questions. These questions pertain mostly to their lives, their ohana, communities, and the 'aina of Kaua'i. The curriculum is largely demonstrated through projects which may be broken up into smaller projects - some with ad hoc skill work. The results are real skills of scientific analysis; criticism, design and scientific thinking, communication and argumentation skills, and quantitative reasoning.

Fine Arts:

Years of research show that the arts are closely linked to what we want for our children: academic achievement, social and emotional development, civic engagement, in addition to gains in math, reading, cognitive ability, critical thinking, and verbal skills. In addition "Arts education enables those children from a financially challenged background to have a more level playing field with children who have had those enrichment experiences," (Cooper, 2000). At iLEAD we believe that the arts are a cornerstone for learning.

Health and Physical Education:

iLEAD Kauai will focus on health and wellness as a life-long practice and will include health, nutrition, sportsmanship, games, dance, exercise, etc.

Entrepreneurship:

All students will develop economic literacy/marketable workplace skills. Our goal is to establish the foundation for students to participate in ongoing entrepreneurship projects where students design and implement small businesses and enhance their ability to manage their own finances independently to secure their financial futures.

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.

The iLEAD instructional design, which includes both academic learning and best-practice educator training, is firmly rooted in innovation and evidence-based practices. Our instructional design inspires voice and choice as a means for students to manage their own learning. This dynamic begins with the relationship between the teacher and student. Our student-centered approach emphasizes teachers as guides empowering students in the learning process. Through this model, iLEAD Kaua'i will nurture a healthy and responsive student-teacher relationship to maximize learning. For this purpose, iLEAD Kaua'i uses the terms learner (traditionally denoted as student) and facilitator (conventionally known as teacher). Students are defined as citizens with a vested interest in learning and are curious collaborators with adults in their learning process. In essence, the learning is more effective because the student plays a proactive role in his/her learning process. The teacher is not the holder of wisdom, but guides students in acquiring learning competencies and dispositions that are essential for academic success and for learning later in life. The learning process is empowered by the learners and is personal as well as active. There is a sense of intrinsic motivation for the student where the onus for learning is in the hands of the student and with support from his/her teacher. The student in collaboration with his/her teachers and parents become a capable, confident, and enthusiastic student. Throughout this process, the teacher's role is to guide and advise, rather than to direct and manage, student work. The facilitator does regular check-ins and sets benchmarks along the way. As students move through the grades, projects will gradually involve more autonomy and complexity of products and process. The teacher acts as a guide to support the students through setting joint expectations, facilitating questions, and encouraging students to use their multiple intelligences. iLEAD Kaua'i Charter School trusts that its educational program and design will benefit all students and produce life-long learners. iLEAD instructional strategies are research-based and built on constructivist pedagogy and how people learn. Research shows that each individual constructs knowledge rather than receiving it from others (Brooks and Brooks, 1993). Constructive teaching is based on the belief that students learn best when they gain knowledge through exploration and active learning. Therefore, hands-on materials will supplement or replace textbooks, and students will be encouraged to think and explain their reasoning instead of memorizing and reciting facts. Education is centered on themes and concepts and the connections between them, rather than isolated information. According to brain-based research, authentic learning situations increase the brain's ability to make connections and retain new information. Teaching strategies that enhance brain-based learning include manipulatives, active learning, field trips, guest speakers, and real-life projects that allow students to use many learning styles and multiple intelligences.

PROJECT-BASED LEARNING

A key instructional approach to meeting a variety of student needs is standards-based Project Based Learning (PBL). Common Core focused PBL is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks. It accesses a number of learning modalities, which will effectively aid kinesthetic and visual learners. It externalizes the learning process so as to help the learner tangibly construct knowledge as well as provides a concrete way of tracking the learning process of scaffolding. All project based units will reflect the principles of backward design – the project content and processes will be framed by a driving question that is aligned to Common Core Learning Standards and State Content Standards in Social Studies and Science. The driving questions will generally require high levels of critical thinking - analysis, synthesis and evaluation and also require a performance task to adequately assess student mastery of standards. Therefore, project-based learning provides a successful vehicle through which students can demonstrate their mastery of big ideas that reside at the heart of the standards. Along with the enduring understanding standard that is the foundation of each project, teachers will identify standards that represent discrete skills or isolated pieces of knowledge that support the enduring understanding or big idea. Students will address these standards in relation to the big idea, which will enable students to see the connections between isolated facts or discrete skills. This approach to curricular design and delivery is solidly grounded within the backward design approach to curricular planning and provides for a meaningful, comprehensive way in which to promote mastery of content standards.

Research shows that students engaged in PBL “construct solutions, thus shifting the emphasis [from the product] toward the process of learning” iLEAD Kauaʻi teachers will engage students in multiple Common Core standards with aligned projects that build on the content of science and social studies while integrating skills from other subjects, especially literacy and mathematics. Projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products and presentations.

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

- Significant content. Goals for student learning are explicitly derived from content standards and key concepts at the heart of academic disciplines;
- Critical thinking, problem solving, collaboration, and various forms of communication. To answer an Essential Question and create high-quality work, students need to do much more than remember information. They need to use higher-order thinking skills and learn to work as a team. They must listen to others and make their own ideas clear when speaking, be able to read a variety of material, write or otherwise express themselves in various modes, and make effective presentations. These skills, competencies and habits of mind are often known as “21st Century skills,” because they are prerequisite for success in the 21st Century workplace;
- Inquiry as part of the process of learning and creating something new. Students ask questions, search for answers, and arrive at conclusions, leading them to construct something new: an idea, an interpretation, or a product; organized around an open-ended driving question. This focuses students’ work and deepens their learning by framing important issues, debates, challenges or problems;
- Essential content and skills. Project Based Learning reverses the order in which information and concepts are traditionally presented. A typical unit with a “project” add-on begins by presenting students with knowledge and concepts and then, once gained, giving students the opportunity to apply them. Project-Based Learning begins with the vision of an end product or presentation. This creates a context and reason to learn and understand the information and concepts;
- Student voice and choice. Students learn to work independently and take responsibility when they are asked to make choices. The opportunity to make choices, and to express their learning in their own voice, also helps to increase students’ educational engagement;
- Revision and reflection. Students learn to give and receive feedback in order to improve the quality of the products they create, and are asked to think about what and how they are learning; and
- Public audience. Students present their work to other people, beyond their classmates and teacher – in person or online. This “ups the stakes,” increasing students’ motivation to do high-quality work, and adds to the authenticity of the project. Students will do presentations throughout the year and participate in showcases of their work at the end of each year.

The freedom in our project based constructivist environment necessitates clear procedures to be in place in each classroom. For this reason, facilitators will spend the first several weeks developing and reinforcing these classroom structures and classroom management expectations. They will continue to revisit these procedures, expectations, and natural consequences throughout the year. These expectations and logical consequences will be created collaboratively and democratically to maintain fair and structured classroom management. Our proposed instructional strategies support the mission, vision, and academic philosophy of the proposed school as they create an environment that defines a new paradigm for education. Our Instructional strategies give students room for creativity, freedom to think and a joy for learning. Global applications of projects give students a larger perspective, an opportunity to create empathy and innovate solutions. iLEAD Kauaʻi strategies are well-suited to the anticipated student population as they are personalized and individual-centered. Through the use of practices, the ILP instructional methods are directed to meet the needs of all learners.

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.

As Hawai'i BOE Policy 4540 refers to High School Graduation Requirements and Commencement, it is our understanding that as a K-8 School this question is not applicable to our proposal.

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.

iLEAD Kaua'i proposes to begin operation with a school year that will encompass 182 days of instruction that includes 890 instructional hours for students in 1st - 5th grades. School will start for students in August and end in June. It is proposed that teachers begin with two weeks of professional development and planning in mid-July. The first of these weeks will be considered 'optional' or 'voluntary' and teachers will be compensated with daily stipends, should they attend. The second week would be 'mandatory' and it would include two days of administrator-initiated activities and two days of teacher-initiated activities. The school intends to follow the typical holidays and recesses of the Kaua'i Public Schools. Please see Attachment H for a proposed calendar.

This proposed calendar supports the academic plan as it provides the time for our facilitators to receive the training and collaboration time that will be needed to acquire the skills to implement project-based learning. iLEAD Kaua'i's mission and vision involve sophisticated educational practices that will take time to develop. Individual teachers will acquire and refine those needed skills through professional development. They will need time to process the training in order to realize the vision fully and the calendar allows sufficient time for this process to be accomplished.

Attachment H

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

assets/survey-uploads/34569/2086935-KvWNILnfWi/Attachment H.pdf

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.

- e. An explanation of why the proposed school's daily and weekly schedule will be optimal for student learning.
- f. The number of hours or minutes in a day for teacher planning time.

2a. Four of five days in the week 1st-8th graders will be in school from 8:25-2:40. On the other day 1st-8th graders will be dismissed at 12. We have currently arranged for the ½ day to take place on Friday however once approved we will poll our community to determine which day works best for them. Monday through Friday Kindergarteners will be in school from 8:25 to 12:00 each day. Before- and after-school extended day program (childcare) may be available for a nominal fee. We are looking at Club Kid or A+ programs to provide after school services for keiki.

2b. Kindergarten - Each school day will begin at 8:25 am and end at 12 pm The schedule for the day will include: Morning Meeting/Number Corner. Daily 5/Cafe Language Arts, Recess, Mathematics, Project Based Learning, Specials such as Music, Art, PE, and Languages.

1st – 5th Grade - Each school day, Monday-Thursday will begin at 8:25 am and end at 2:40 pm. The schedule for the day will include: Morning Meeting and Daily 5 Language Arts, Recess, Mathematics, Social/Emotional Skills, Lunch, Project-Based Learning: Science/Social Studies, Recess, Specials such as Music, Art, PE, Language and Closing Circles. On Fridays the day will begin at 8:25 am and end at 12 pm. This schedule will include all of the above activities up until and not including lunch.

6th-8th Grade – The calendar for 6-8th Grade will be exactly the same as the 1st-5th Grade Calendar except that Morning Meeting and Daily 5 will be replaced by 30 minutes of Advisory time.

2c. Kindergarten- a minimum of 3 hours dedicated to academic instruction (15 hours/ week.)

1st - 8th graders- (M-Th) a minimum of 6 hours dedicated to academic instruction. Fridays- a minimum of 3 hours and 45 minutes will be dedicated to academic instruction. (27 hours and 45 minutes weekly total)

2d. Kindergarten - no less than 3 hours per day.

1st - 8th Grade - (M-Th) no less than 3 ½ hours per day will be instructional hours for core subjects. Fridays- no less than 2 ½ hours.

2e. The proposed school's daily and weekly schedule provide students K-8 with the necessary time that they need as well as appropriate for their readiness level for engaging in core curriculum instruction. The amount of time provided within the framework of iLead Kaua'i, with project based learning, building community and engaging in social learning will provide students with a personalized, developmentally appropriate learning environment that attends to their academic, social and emotional needs.

2f. In accordance with the teachers' HSTA contract, classroom teachers will be provided with no less than 225 aggregate minutes of preparation periods per work week. Each preparation period shall consist of a continuous block of time not less than 45 minutes.

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/34569/2086935-eqQIFXKkdW/Attachment I- Daily and weekly schedule.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.

4a. The teacher-student ratio is an average of 1:24 as indicated in the School Overview Section. Additionally as the school staff increases the ratio between students and adults, we will reduce to approximately 1 adult for every 17-20 students. The ratio of total adults to students at the proposed school would be 1 adult to every 10.6 students. This would include facilitators, CARE team members, Office Manager, School director and other positions as the school continues to grow. With the number of volunteers that we expect to have at our campus, we anticipate that this ratio will go down even more.

4b.Attachment

4c.The School Director is supported by iLEAD Schools Development to work in cooperation with teachers and staff to ensure that the school is working at its optimum capacity. School leadership will support and guide the staff to establish and achieve their goals. The local governing board will support and guide the school director to establish and achieve his/her goals. This cooperative accountability system with a spirit of Ho'olaulima through Aloha will ensure continual school improvement.

4d.iLEAD Kaua'i will be a collaborative environment. We will begin each semester with a staff team building activity that asks individuals to get out of their comfort zone, open their thinking and seek connections with their colleagues. Throughout the school year, protocols will be used to encourage to dialogue amongst staff and the school leadership team. To ensure open lines of communication between facilitators, we will hold monthly leadership hui (PLCs) in which facilitators break into groups, organized around themes such as curriculum, culture, assessment, etc. and share back their plans/actions with the larger group. To ensure communication between facilitators and the leadership team, one teacher representative will sit on our local governing board. Also, facilitators will engage in monthly meetings with the School Director. To ensure communication with additional staff the school director will also hold a weekly meeting with the office manager, and the management team.

The School Director will be the instructional leader of the school and responsible for supervising all instructional staff, including teachers and teacher assistants, education specialists and administrative support. iLEAD schools are unique in the way they value teachers and staff. Every teacher will be expected to reflect on their learning in personal yet systematic ways. Our reflective supervision approach to staff evaluation is driven primarily by the self-assessments and reflections of the staff themselves. The School Director will work with staff to set Individual Learning Plan (ILP) goals and will meet with them monthly to review progress toward goals. Staff will participate in an end of the year showcase of learning. The showcase of learning is a presentation in which the staff individually reflects on successes as well as areas of growth. Final evaluation forms will be completed and meetings will take place by the end of June.

The local Board of Trustees will be responsible for evaluating the School Director. Each year the Board will work with the School Director to set annual goals that will include student performance, financial soundness, parent satisfaction and student/teacher retention. The Board will appoint an ad hoc committee to review the School Director's performance against these goals at the end of each school year included in this committee may be representation from iLEAD Schools Development who will be present simply to assist and support the board in the evaluation process as needed. This committee will report to the full board and recommend the School Director's employment status and compensation for the next year. Should the School Director fail to meet established goals, the Board may enact an improvement plan, though this does not preclude the Board's ability to terminate the School Director at any time. In order to perpetuate success, iLEAD Schools Development will provide Leadership Coaching on a regular basis and work with school leadership to achieve their goals. Dr. Kani Blackwell, a local Kaua'i educator has been added to the iLEAD Schools Development Team as Outreach and Development Coordinator and will be serving on the Governing Board.

As with all relationships at our school we expect that the relationship between the proposed school's leadership team or management team and the rest of the staff, will be governed by the concepts of aloha, pono, and ho'ihl.

Attachment J

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

assets/survey-uploads/34569/2086935-GXV3ehIUhs/Attachment J-Exhibit_2-Staffing_Chart.pdf

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.

The iLEAD values statement describes our iLEAD Kaua'i school culture:

We are a people of purpose, establishing a new paradigm for education. We are a caring culture that values community, which contributes to a better society. Our focus on developing empathy allows for respect and invites an engaging, positive, rich environment. We believe people are natural-born learners. We provide opportunities for discovery and wonder to nurture a lifelong love of learning.

Success is demonstrated through leadership, self-direction, problem-solving skills, creativity, collaboration, innovation, and service. We embrace stepping out of our comfort zone. And . . . We value joy, fun, choice, and voice, and we celebrate that our differences contribute to our common humanity.

At iLEAD Kaua'i we also embrace the grounding force of Hawaiian values. In our Hawaiian culture, all people contribute to the overall well-being of the community. This cultural philosophy is inherent in iLEAD Kaua'i. Here, we show how Hawaiian cultural based education coincides with the seven habits. We do so by combining the statewide Hawaiian GLOs (General Learner Outcomes) with our Leader in Me implementation of Covey's Seven Habits. Due to the limitation of space here we will give one example to illustrate:

GLO #1 Kuleana Ihola: Self-Directed Learner

Habit: 1 "Be proactive"

Habit: 2 "Think with the end in mind."

iLEAD Kaua'i "I can" statements for students:

-I motivate myself.

-I start my work on my own.

-I set short and long-term goals.

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.

We believe a school-wide approach to creating, implementing and maintaining culture that also leaves room for individual personalities to shape some of the routines and procedures is important as it builds a sense of community while reinforcing consistency for students, families and teachers alike. The iLEAD design elements that support and build strong community will fuse with culture based/place based education to allow the students to express who they are and where they come from. Training for students, teachers, parents or guardians, and administrators in the design elements as well as ongoing coaching helps to calibrate our culture. Furthermore, cultural components of our school will be articulated through family and staff handbooks, respectively, and included as important components of summer training for staff and student/family orientations.

iLEAD Kaua'i will draw from a number of concrete programs to cultivate a compassionate, caring, and structured learning environment that supports mission achievement. The leadership skills component will be built around The Leader in Me. Behavior management techniques will be drawn from Love and Logic. Social emotional skill development will draw on resources from programs such as; Second Step, and Conflict Resolution Training. In addition, all stakeholders will participate Core Influencers Training to reinforce the core values of the organization and implement and maintain our culture. Finally, we will incorporate members from the Hawaiian community to guide our students and teachers in a deeper understanding of Hawaiian values through place-based Education that centers on the traditions, ecology and culture of the surrounding Kaua'i community.

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

Students who enter the school mid-year will be paired with a grade-level student ambassador who will act as a "buddy" and will explain expectations and how the school works. The students will also get a copy of the teacher's Leka Aloha letter where a teacher introduces herself/himself to their students. This welcome letter also has attached instructions for students to write their own letter to introduce him/herself to the teacher and the class. In this way the new students will be given the opportunity to share themselves, their culture, and meaningful places with their classmates.

Regular tours/orientations will be offered for parents who are new to the school.

These orientations will be held to explain and define the program and culture to students and families new to the school. We will also pair older families with new families to welcome them to our community. Finally, we will strongly encourage all members of our families to volunteer their time contributing their talents and energies to making our school special and unique. With the addition of each member, culture will always be evolving.

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.

iLEAD Kaua'i's highly adaptive and differentiated program is perfect for meeting the needs of all learners. Learning is personalized and curriculum is adapted to fit the needs of the learner, rather than forcing the learner to adapt to the curriculum. Student strengths are

built upon and student challenges are supported and addressed. iLEAD Kaua'i will be an inclusion program, allowing learners of all ability levels to thrive, including special education and bilingual students. In order to identify, assess, and monitor the social, emotional, behavioral, and physical health needs of all students on an ongoing basis, facilitators will adopt classroom practices that use a forum for children to articulate their concerns. In the lower grades, this may take place in the context of class meetings, during which learners will be encouraged to share their concerns with their class community and problem-solve solutions. In the older grades, students will engage in an advisory session in which they will be able to work personally with their teacher or in focus groups to discuss their concerns. Such practices as secret stories may be used in which students can confidentially write about their challenges and the teacher will read through the stories and share them with the class (if given permission to do so) to problem-solve as a community. All students in our school will engage in conflict resolution training. The specific program that we will use was developed by our school director and presented at the AASAA Conference held in Quito, Ecuador in 2012.

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.

Research in the areas of personal intelligences, emotional intelligence, and mindset all reference the importance of attitudes over skill development, particularly for students that are "at-risk". iLEAD's curriculum will foster social-emotional competence including the constructs of resilience, deep motivation and extraordinary grit, as well as key determiners in college and career readiness and lifelong foundations for personal development. In addition, learners will have regular contact with community members who are engaged in a profession that is relevant to their particular project that they are working on at that time. Interactions will occur through school visits and virtual communication that will occur with key professionals to engage in research and deeper learning practices. To illustrate, I will give the example of a recent project that 5th grade Science learners engaged in at our school in California. This project was called the "Harriett Project". The proposal for the Harriett Project was that children were introduced to Harriett, who came to the class to tell them that she was sick and gave a description of her symptoms. Learners then needed to research and engage with community members to figure out how to diagnose Harriett's sickness. One person who was brought into the classroom during this period was a nurse to whom the learners could pose questions and get feedback. Interestingly, this project was so relevant that when one of the students siblings went for a hike and later began to experience symptoms of discomfort, the learner in the project suggested that his sibling may be experiencing Lyme's disease, which had been "Harriet's" correct diagnosis. The parents took their child to the doctor and discovered that his diagnosis was correct. This is an example of how projects lead to application.

On Kaua'i, iLEAD Kaua'i will have a close relationship with Kaua'i Community College (KCC) which has excellent culinary, nursing, Hawaiian Studies and teacher education programs. KCC is interested in developing a stronger hotel and tourist component to their educational programs. Also, the Hawaiian Studies program at KCC has outdoor Kalo fields and other hands on learning opportunities related to sustainability. They are looking to work with school ages learners. iLEAD Kaua'i may be able to help "advise" and do projects that would benefit the island of Kauai and the families that live there. Students will be excited to devise project-based learning around these these real-life concerns.

At iLEAD Kaua'i facilitators will be responsible for ensuring that the social emotional learning and relevant interactions with local professionals remain key elements in all projects in order to prepare learners for successful college and/or career readiness.

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.

6a. Philosophy: Our philosophy on discipline emphasizes a positive approach, in which the student is gradually led towards self discipline. Students are expected to behave in a respectful way towards their teachers, adults, their classmates, and towards the property of others. Students will be approached in a respectful manner and asked to comply with the standards of behavior. It is our goal that all students possess a clear understanding of how their actions affect others. When a child acts in thoughtless or harmful ways, the entire community suffers. iLEAD Kaua'i will work diligently to create a school culture that encourages students to take charge of their lives and manage their own learning. Everyone in the learning community will be equipped with conflict resolution

techniques and problem-solving skills to help facilitate successful interactions with others. Students will be empowered to establish clear behavioral expectations and appropriate consequences within the community.

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

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

When the student solves the problem, they have to think.

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

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

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

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

I will do nothing to harm myself or others

I am responsible for my behavior

We are each other's keepers

I take pride in myself and in my work

I will leave it better than I found it

These expectations will be explicitly taught, posted and referenced throughout the school year. They will be included in our family handbook and explained to parents at orientation. At the beginning and throughout the school year, these principles will be discussed with students for ongoing understanding and expected behaviors.

Classroom Management: Each teacher is fully responsible for the discipline in the classroom. The teacher will collaborate with students to develop classroom norms and a supportive community. The classroom norms will be discussed explicitly with students as teachers are creating a community in their classroom. Teachers are responsible for making their classroom norms known to all staff, their students, volunteers and parents of their students. This is intended to promote partnership and to ensure uniformity in understanding, interpretation, and implementation.

6b. iLEAD Kaua'i will annually publish a Family Guidebook that describes in detail the steps that will be taken to discipline students as well as students' and parents' rights in this process. The Family Guidebook will be reviewed on an annual basis by a committee to make any necessary modifications. School staff will always explain to students the reasons for disciplinary actions and ask for their side of the story. School officials will consider this explanation prior to taking any disciplinary action. For some minor infractions, parents may be merely notified and/or a conference requested to assist in resolving the situation, e.g., disruptive behavior. For more serious issues that involve removal of the student from participation in the school, e.g., fighting or serious property damage, parents will always be notified and have opportunities to discuss and appeal the disciplinary action. In cases where the student has committed a crime or violation of local, state or federal law, law enforcement officials will be notified.

- Short Term Suspension: The school may suspend any student for up to ten school days for serious cause. The school staff involved shall make reasonable efforts to verify facts and statements prior to recommending suspension. The School Director will present the student and parents/guardians with the reasons and evidence for suspension and provide an informal opportunity to respond to charges prior to the suspension. The School Director may then, at her discretion, decide to impose lesser consequences than suspension.

- Long Term Suspension: The school may suspend a student for over ten days for serious cause after the student has been found guilty at a formal hearing. The School Director or a delegate will preside over the hearing and all members of the staff who were involved in witnessing the alleged discipline violation are required to participate. The student shall have the right to be represented by counsel, question witnesses, and present evidence. A decision by the School Director will stand as the final decision regarding the student's long-term suspension status, though the student's family has the right to appeal to the Board of Trustees.

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

- Crisis Removal: iLEAD Kaua'i will follow the Crisis Removal Procedures as outlined in the Hawai'i Administrative Rules-Chapter 19 policies

Students with Disabilities: The disciplinary policy for students with disabilities is in accordance with the Individuals with Disabilities Education Act (IDEA) and school staff will work closely with the Student Support Team (Special Education) to ensure that all students are treated justly. Any time the behavior of a student with a disability requires a disciplinary action, an assessment will be made to ensure the discipline does not constitute a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student's disability. If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability. That said, a student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If

the BIP does not appear to be effective or if there is a concern for the health and safety of the student or others, the matter will be immediately referred to the Student Support Team for consideration of a modification of the plan. Parents may request a hearing to challenge the manifestation determination and the child will remain in his or her current educational placement pending the determination of the hearing. While students with disabilities are suspended, the school will provide alternative instruction, so that the student is given full opportunity to complete assignments and master the curriculum.

6c. Chapter 19 (Hawai'i Administrative Rules Title 8, Department of Education)

Because we value the principles articulated in Chapter 19, the school has created policies and procedures that are in alignment. When a student's behavior violates established rules of the department, state or local criminal laws, or the student willfully disobeys legitimate directives of school personnel, the school may take appropriate disciplinary action in accordance with Chapter 19.

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

Class A offenses:

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

Class B offenses:

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

Class C offenses:

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

Class D offenses:

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

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.

iLEAD Kaua'i will cultivate a professional culture that thrives on the same principles of Ho'ihi through Aloha. This culture will be collaborative in nature, encourage ongoing professional dialogue, and provide a positive, fun environment. The iLEAD Kaua'i culture will begin with our initial professional development and maintained throughout the year in Professional Learning Communities. The agreements established in these contexts will be implemented by each responsible member and supported by the School Director. iLEAD Kaua'i will utilize Kim Farris-Berg's work on Teacher-Powered Schools that encourages teachers "to [help] make decisions influencing the success of a school, project, or professional endeavor." In this way teachers will have an active role in policy, hiring, dismissal and other aspects of school leadership. As a result of this positive professional culture, we believe that teachers will be motivated to stay at our school. Our culture will be more positive, especially in reference to the teacher evaluation program called the Educator Effectiveness System, that has received concerns from local professional educators. One local teacher from Kilauea School was quoted: "The amount of work is overwhelming. The teachers are exhausted. I've never seen morale lower than it is now." (Capozzi, 2014)

Success of building a more positive professional culture will be assessed through community surveys and focus groups designed specifically for different school stakeholders. Groups will include students, facilitators, parents, and other community members. In the development of these surveys. We will use surveys as referenced in the Teacher Performance Evaluation Tools for International Schools.

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.

iLEAD Kaua'i's highly adaptive and differentiated program is uniquely responsive to meeting the needs of students with identified disabilities, ELLs and students at risk. All children are mainstreamed into the general population. Learning is personalized and curriculum is adapted to fit the needs of each student, rather than forcing the student to adapt to the curriculum. Student strengths are built on and student challenges are supported and addressed. iLEAD Kaua'i will be an inclusion program, allowing students of all ability levels to have full access to the general education curriculum, thrive within a developmentally appropriate, multi-aged environment. The culture at our school will uphold a value and respect for all individual differences including learning, cultural, and economic differences. This will be reinforced by the attitudes, words and practices of respect required from every member of our community.

iLEAD Kaua'i will draw from a number of specific programs to train staff and community members to implement practices that will result in a warm, caring, but structured learning environment that supports the achievement of our mission. As mentioned previously, the leadership skills component will be built around "The Leader in Me", which values each individual. Behavior management techniques will be drawn from Second Step, and Love and Logic. In addition, staff, parents and students will participate in Core Influencers Training to identify and reinforce the core cultural values of the organization.

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.

According to the KAUAI Youth Report 2012, 16% of the island's children live in poverty. As mentioned previously for Kapa'a Elementary School, 66% students qualify for Free or Reduced lunch, which is a strong indicator that our school will have a high population of economically disadvantaged students. With this in mind, LEAD Kaua'i expects to serve an increasing population of economically disadvantaged students, and in response will employ some of the Effective Programs and Practices for Improving Early and Elementary Education for Disadvantaged Students detailed in the recent work conducted at Johns Hopkins University. This work details that the most important factor for success with economically disadvantaged students is to develop a sense of resilience in learners. Some practices that may be included are to create opportunities for success, keep schoolwork relevant to students' current interests and future goals, provide support of students by teachers and administrators, and assist with personal problems. iLEAD

Kaua'i will work diligently to ensure that these features are implemented into our school- wide plans.

Although other families may not qualify as being economically disadvantaged, they are working in multiple jobs to make ends meet where costs of living on Kaua'i are exorbitant, especially in relation to housing costs. According to the KEO report, Thirty-five percent (35%) of those surveyed expressed the need for employment or supplementary employment to complement current family incomes. With this in mind, iLEAD Kaua'i will work to provide before and after care programs to our community. (KEO, 2015)

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.

assets/survey-uploads/34569/2086935-FMoWwFTKsv/Attachment K.pdf

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.

assets/survey-uploads/34569/2086935-QE9pQLqvXa/Attachment L.pdf

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.

iLEAD Kaua'i is not expecting to offer summer school. However, we are flexible to adapt this policy if our community expresses a high demand for this service, and we procure appropriate funding.

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.

It is our intention to offer several extra-curricular or co-curricular activities in our iLEAD Kaua'i Charter School. As we are preparing learners to grow "roots in the islands and wings for the world" one non-negotiable will be Hawaiian culture/language class and an additional language option of Spanish, Japanese, or Mandarin. Hawaiian culture class will be offered to all classes once a week and additional language training will be offered twice a week. In lower grades, students will receive language exposure to multiple languages and cultures and in upper grades, students will concentrate on one single language to become more proficient. It is also our intention to include other extra-curricular or co-curricular activities such as; creative dance expression, film, chess, coding, hula, visual arts, drama, yoga, music (voice/instruments), and/or organic gardening (after all, the "A" is for the arts in iLEAD). Classes will be determined by student choice and availability of expertise and time of community stakeholders, who would like to offer these activities to our school community. These stakeholders may be iLEAD Kaua'i teachers or iLEAD Kaua'i family members. The family members who give their time to teach these extra-curricular activities will receive double hours for requested volunteer hours. In addition, iLEAD Kaua'i will be actively pursuing funding from grants and/or donations to cover additional expenditures.

One of the grants we will definitely apply for in our first year will be the Aloha 'Ike (To Love Learning) program, which the Kauai Economic Development Board (KEBD) offers annually. KEBD has established a partnership between Kauai schools and the community for the purpose of enhancing educational opportunities for all of Kauai's keiki, grades K-12. They especially encourage innovative project learning which incorporate the arts and technology. The School Director will be doing a presentation to their Board in January 2015 to share the news of a possible new Charter School for Kauai that has innovative project-based learning at its core foundation.

We do plan to offer the arts and language activities during the first year and build from there each additional year. Because students learn in multiple ways, it will be important for our school to offer a full program of the visual and performing arts, as well as technology opportunities in order to meet the needs of all students. Offering the language and culture classes for Hawaiian and other

cultures, will enhance and honor the exceptionality of self and will enable our students to be able to articulate their uniqueness. In Hawaii, mixed ethnicities are the norm and encompass the majority of the population. Learning more about one's own culture, their heritage, and other cultures will make learning even more relevant for our students and their families.

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.

IIIF-1a. According to the DOE 2012-2013 School Enrollment status report, the surrounding Elementary schools and middle schools in the area around Kapa'a have an average of 10.4% of its population as qualifying for SPED services. However, on more careful analysis of Kapa'a, our proposed area of location, if we further disaggregate the data of the surrounding Middle schools, we find that the SPED students compose 15% of the Kapa'a Middle School and Chiefess Kamakahalei total student body population. In addition, our program as offered in other iLEAD Schools, tends to attract students who do not "fit in the box". This often includes students with special needs. This experience, combined with the fact that we will eventually be offering Middle School services, we anticipate that our SPED population will be 13%, ELL will be 11% and 65% will be composed of students who qualify for free and reduced lunch.

1b. iLEAD Kaua'i's educational program is highly personalized, adaptive and is designed to meet a wide-range of student abilities. The curriculum, daily schedule, staffing plans, and instructional strategies are all designed to support individual student needs making the school an optimum learning space for all students. iLEAD will serve students with 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. All students will be served in an inclusion program. Services will be "push-in" the majority of the time, but in limited cases students may receive services in a "pull-out" manner. The programs in each classroom will be differentiated based on needs determined through internal and external assessments, observation, ILP goals, and parent communication.

1c. iLEAD Kaua'i will do the following to identify potential students with special needs, avoid misidentification, and fund the following groups:

Students with IEPs or Section 504 plans

- Efforts will be made to develop relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion;
- Post-matriculation intake practices will identify students with exceptional needs to help ensure that the school is aware of all students who have existing and documented special needs;
- Coordination of meetings with and provision of records and data to the Committee on Special Education to facilitate evaluation, development of individualized education programs (IEPs) and regular review and revision of IEPs.
- Funding will come through the state

ELL:

- Once a student begins at iLEAD Kaua'i, we will administer the home language survey to determine whether English is the student's native language. All students whose home language is other than English, will be given an assessment, using the WIDA or a similar assessment. We will also make every effort to contact the student's previous school to assist in determining if the student has already been identified as an ELL student, and if so to find out their proficiency level.

- Funding included in general fund budget

Students performing below grade level, At risk of academic failure, Gifted:

- Students will be identified using multiple assessments such as the Fountas and Pinnel literacy assessments, MAPs, math assessments, portfolios, and state tests scores.
- Funding included in general fund budget

Homeless:

- Intake surveys
- Personal communication between families and school
- Funding includes Social Service agencies on island such as KEO and Kaua'i Food Bank

1d. Students with IEPs or Section 504 plans:

- For students with IEPs or Section 504 plans, iLEAD Kaua'i will provide special education services within an inclusion model. We

believe that students with special needs benefit educationally, socially and emotionally from the opportunity to receive services in this model. The school's education specialists will work in collaboration with all teachers and assistants to ensure that appropriate accommodations are in place and that the learning environment and curriculum are modified and consistent with each student's IEP.

- At the time of progress reports in the school, the education specialist will also create a separate progress report to show the student is benefiting from the goals and adequately progressing. Students with disabilities will participate in age appropriate assessments as allowed and provided for in their IEPs. This includes state testing.
- The school will also make arrangements for students whose IEP dictates to take an Alternative Assessment. School leaders will ensure that all teachers make the appropriate accommodations and modifications for students with disabilities to fairly participate in assessments.

ELL:

To help students understand content being taught, teachers will procure reading material at or near students' reading levels in their native language, will explicitly teach key vocabulary, and will use appropriate instructional strategies such as anticipatory pre-reading of text and other SDAIE (Specially Designed Academic Instruction in English) methods. We have selected this approach based on the history of and research into programs for ELL students, who have often achieved proficiency in neither English nor subject area content and skills using other models.

The desirable school characteristics for implementing SDAIE, aligns closely with the iLEAD academic model, particularly because our emphasis is on thematic and project-based curriculum and ongoing, multi-faceted assessment. An effective SDAIE method includes features as:

- Cooperative and thematic learning environments;
- Facilitating a connection to students' experiences, knowledge, and needs to know;
- Selection of scaffolds to assist students' engagement and performance (social-affective, linguistic, cognitive-academic, metacognitive-metalinguistic);
- Continuous observation, monitoring, and assessment leading to teachers' modifications of instructional procedures and to students' increasing autonomy;
- Cultural humility, multicultural development and awareness, and the validation of diversity.

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

Students performing below grade level, At risk of academic failure: The iLEAD Response to Instruction and Learning Intervention (RtI2) model is designed to be an intentional, thoughtful, and effective tiered intervention framework to address academic, social, emotional, and behavioral concerns for all students. This model may also be used to establish a pattern of strengths and weaknesses and to document pre-referral interventions for students who are ultimately evaluated for Special Education. For those students who do not achieve at expected levels on the state tests or internal assessments through the mainstream educational program, iLEAD Kaua'i will utilize its RtI2 to provide a series of tiered interventions to determine if school-based strategies can address the identified learning deficits.

- Student Study Team (SST) Meeting - Any student who is below grade level or at risk of failure will have an SST meeting. This meeting includes parents, teachers and, when age appropriate, the student. The team will develop a success plan for the student, which will provide additional time and support for student learning, interventions, parent participation, and/or plan for the next steps which may include formal psycho-educational assessments for the child depending on the child's current educational progress and tutoring.

Homeless:

- As mentioned earlier, the most important feature to caring for economically disadvantaged children, including homeless children, is to cultivate a sense of resilience in each individual.
- iLEAD Kaua'i will also provide access to local agencies, and bring the community together to help take care of our keiki.

Gifted:

- Instructional Software – Students and families will have access to online enrichment programs for use at school and home. These self-paced programs allow students to target their specific needs and provide real time feedback to help them identify what they learn and what they still need to work on.
- Since iLEAD Kaua'i will be a multi-aged environment, students may participate in projects or particular subject areas with an older grade level that may be working on more sophisticated concepts. These arrangements are decided on in collaboration with the family and the student.
- Classroom instructional activities are differentiated to accommodate advance academic needs and learning styles.
- Utilizing a small, personalized environment, teachers will be able to move students in and out of groups, allowing high achievers opportunities to mentor and to be mentored by various peers of various ages.
- Pairing with low-performing students as peer tutors for a small portion of their day to develop leadership and social skills, deepen their own understanding, and narrow the achievement gap. This is supported by research that shows that people intensify understanding through the process of teaching others.

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

All Students- Including Special Needs

- Tutoring Program - Parents play a vital role in intervention. All parents are asked to sign an agreement in which they are encouraged to fulfill their responsibility as a parent volunteer. Tutoring students is among the ways to satisfy this expectation. Volunteer parents will be provided training to become a member of the Parent Intervention Tutor (PIT) Crew to tutor students for half an hour before or after school in core academic subjects. A staff member will supervise the tutoring. The school will also welcome other members of the community to become tutors and support our students.
- Parent University – The school will conduct classes for parents in how to help their struggling students at home. These courses may be offered in such languages as Tagalog or Marshallese in response to community needs. Training will also focus on Love and Logic, and 7 Habits of Highly Effective People.
- Resource Information – The school will provide parents with lists of resources, individuals and organizations in the community that provide tutoring, mentoring, physical and mental health services, and other programs that can add to their child development.

1e. Students with IEPs or Section 504 plans:

- Families enrolling with students who have IEPs will participate in further discussion with qualified, certified staff and work together to monitor, assess and evaluate progress and success of students with special needs to address the requirements of the student's IEP.
- Education specialists will participate in grade level team meetings to ensure coordination of services in the general education classroom. The school understands that student progress toward the goals specified in the IEP will be monitored regularly and reviewed by the child's educational specialist, teacher(s), parent(s), and administrator.

ELL

Several features will be used to exit students from our ELL program once they have displayed Hawaii State ELD and State Content Standards. However, based on our “pull-in” method, students exiting from ELL status will experience little change in their academic routine once exited.

1f. Not applicable

1g.SPED:

iLEAD will ensure teachers understand that it is not only a moral obligation to raise the academic performance of students with special needs, but that it is also a factor in achieving the school's mission/goals in the school's Accountability Plan. We will involve the district designated SPED coordinator in training and weekly department meetings and we will remain current to developments in Special Education training. Appropriate designated instructional services will be provided and consistent with the student's IEP. These contracted services will likely include speech, physical and occupational therapy, and expertise of a school psychologist.

ELL:

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

Gifted:

Teachers will modify ILPs and differentiate instruction to engage and challenge each student at his or her own level. Staff training in Project Based Learning and use of the GATE strategies will prepare teachers to meet the needs of all students. Rubrics are created that encourage students to create beautiful work at a high caliber of performance.

1h. Not Applicable

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.

Based on current public school data for the eastside of Kauai iLEAD Kauaʻi anticipates 66% of our student population will be Free and Reduced Lunch. Identification, Instructional Strategies, monitoring and assessing of this population will be similar to the strategies employed for our homeless population. However, our entire school strategy is designed to meet the needs of "at-risk" students.

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.

iLEAD’s curriculum and academic plan, by it’s very nature, is student-centered and individualized. Project-Based Learning allows students to build on their strengths and overcome their challenges by collaborating with others. Multi-aged instruction allows students to work at their “just right” level by eliminating grade level constraints. Technology allows for differentiation and access to the curriculum to be offered at the level that students are performing. Teachers utilize student ILPs to monitor progress so that they can support underperforming students in meeting and exceeding standards over time.

In addition, students performing below grade level will be considered “at-risk” and will also have access to additional time and support to meet their academic needs, which may include:

- Tutoring Program - Parents play a vital role in intervention. All parents are asked to sign a school agreement in which they are encouraged to fulfill their responsibility as a parent volunteer. Tutoring students is among the ways to satisfy this expectation. Volunteer parents will have formalized training to become a member of the Parent Intervention Tutor (PIT) Crew to tutor students for half an hour before or after school in core academic subjects. A staff member will supervise the tutoring. The school will also welcome other members of the community who wish to become tutors and support our students.
- After School Success Center -An after-school technology center will be open for students who need help to complete their homework. The center will provide extra tutoring in Language Arts and Math using technology. For example, programs such as Touch Math and Read Naturally may serve as support.
- Parent University – The school will conduct classes for parents in how to help their struggling students at home. These courses may be offered in such languages as Tagalog or Marshallese in response to community needs. Training will also focus on Love and Logic, and 7 Habits of Highly Effective People and connecting Hawaiian values and General Learning Outcomes with those behaviors.

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.

Students will be identified using multiple assessments such as MAPs, literacy assessments, math assessments, portfolios, and state tests scores. Teachers will modify students’ individualized learning plans (ILPs) and differentiate instruction to engage and challenge each student at his or her own level. Staff development training in Project Based Learning and the use of GATE instructional strategies will prepare teachers to meet the needs of all students. Rubrics are created that encourage students to create beautiful work at a high caliber of performance. Since iLEAD Kauaʻi will be a multi-aged environment, students may participate in projects or particular subject areas with an older grade level that may be working on more sophisticated concepts. These arrangements are decided in collaboration with the family and the student. Kauaʻi is also fortunate to have a large population of professional people in government, businesses, careers, tourist industries, and companies that encourage programs connected with the schools. In addition, Kauaʻi Community College offers accelerated classes for high school students and some of our seventh and eighth graders may aspire to that learning level. Our mission will be to identify each child’s academic, social, and emotional potential and assist them in fulfilling their capabilities.

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. iLEAD Kaua'i Hui (Steering Committee):

Although our school design began on the mainland, it has taken root and wings on Kaua'i. The development of iLEAD Kaua'i Hui has made the difference. The Hui was formed in response to the Commission's recommendations and consists of the School Director, three Kaua'i DOE teacher leaders Caroline Freudig, Ann Keeler, Maegan Sakai and university consultant, Dr. Kani Blackwell. These professional educators bring a wealth of experience in the areas of curriculum, instruction, and assessment. This team is enhanced by the contributions of Daniel Imazumi, Grades 6-12 math/physics teacher, and STEM curriculum developer.

Local Board Members: Advisory/Founding:

Our Governing Founding Board is composed entirely of Kaua'i residents with shared capacities to direct the success of iLEAD Kaua'i. We are honored to have the support of important political leaders, in addition to representatives from the areas of Law, Education, and

Business.

Dr. Kani Blackwell, Educator of 48 years

Mr. Derek Kawakami, House District 14 Representative

Mrs. Regina Carvalho, Nurse/Community Leader, spouse of Mayor Carvalho

Paul Zina, Principal Ele'ele School

Hartwell Blake, former Kauai County Attorney

Elizabeth Reeves, Parent Representative, Business Owner

Caroline Freudig, Kauai HSTA Representative, DOE Teacher Leader

Deena Moraes, proposed School Director

*iLEAD's Schools Support Team will serve on the Advisory Board and assist with resources, budgeting, facilities, and fund-raising activities for support.

2a. With a collective sum of over 100 years of school leadership and administration, our Management Team demonstrates full capacity in these areas. In terms of governance, iLEAD Schools has presented a clearly articulated structure that will be implemented by the Governing Board members with extensive experience on differing governing boards.

2b. Curriculum, instruction, and assessment are outlined by iLEAD's foundations of learning and combined with our Hui's extensive experience in the K-8 classroom. We create a blend of theory and best practices for competence and success in these areas. Our Hui adapted our proposal to be in alignment with all Union and Department of Education policies. Our curriculum, instruction and assessment are further enriched with the input of our STEM developer and Hawaiian Ecology expert. Finally, UHM professor and outreach coordinator, Dr. Blackwell has not only had experience implementing curriculum, instruction, and assessment practices, but also has taught a generation of Kaua'i teachers to do the same.

2c. The founders of iLEAD organization have developed a performance management system that combines cognitive coaching and reflective supervision practices to promote autonomy, mastery and purpose among staff members. Our school director has participated in this system, assisting teachers in professional goal setting, while cultivating a positive environment with each member feeling empowered, valued and supported for their contributions and talents.

2d. Observation of 450 "likes" on our Facebook page and 70 letters of support on our webpage is testimony to our group's ability to engage parent and community members. Last year at this time, no one had ever heard of iLEAD Kaua'i and now we have parents and community who are 100% supportive for iLEAD Kaua'i to become a reality. Our followers have been extremely proactive in all areas of support.

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.

Our proposed school director was born, raised and educated on the island of Kaua'i. Her family continues to reside there and she looks forward to returning home to develop this school for her community. Our Hui currently works in the Hawai'i DOE system on the island, and profoundly understands Kaua'i educational realities. The consultant of our Hui started a program on Kaua'i so that teachers would not need to leave the island to pursue their teaching degree on O'ahu, and our founder has a sister, mother, nieces and nephews who live on the island and need a school like iLEAD Kaua'i. Our academic team has no reason to work so hard to start a school in this geographic location other than a deep knowledge, and love for this place, and its people.

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.

Dr. Kani Blackwell- Outreach & Development Coordinator/Consultant

Dr. Kani Blackwell's partnership with iLEAD Kaua'i formalized after observing our two schools in California. Highly motivated to bring this educational model, where children were engaged and joyous in their learning, Dr. Blackwell returned to Kaua'i with a passionate commitment to make iLEAD a reality for our Kaua'i's keiki. Dr. Blackwell is responsible for several contributions to our efforts and represents iLEAD Kaua'i while the School Director is in administrative internship. She attends community events, meets with perspective parents and has been responsible for cultivating support from teachers, businesses, and Hawaiian communities on the

island. Dr. Blackwell has also been involved in helping procure a location. Once our school is approved Dr. Blackwell will continue to partner with iLEAD to cultivate community support, act as consultant and mentor to the School Director, and sit on our Founding Board to continue to provide her wisdom and expertise on an institutional level.

Kaiāulu Anahola: Traditional Knowledge Marine Education Program;

Kaiāulu Anahola: will Partner with iLEAD Kauaʻi to offer their community-based marine education program focused on reconstructing the natural and cultural history of wahi pana/kapu (sacred sites/native habitat) based on traditional language use and cultural practices. Kaiulu Anahola has been an integral part of planning the iLEAD Kauaʻi curriculum to include their holistic ʻAhupuaʻa project-based work. Once our school is approved, the Kaiāulu Anahola institution will continue to share and cultivate their with our learners.

Firegarden Software Designs:

Robert and Nicola Sherill of Firegarden Software Solutions were some of the first people on Kauaʻi to learn about iLEAD during our initial meeting held last December. At this meeting the couple expressed their concern about the educational choices on Kauai for their two children and pledged their energies and efforts to help in any way that they could to make iLEAD Kauaʻi a reality. Since then they have offered their web design expertise of partnership with iLEAD Kauaʻi. They have designed and maintained our webpage and been instrumental to giving iLEAD Kauaʻi a robust and vibrant internet presence. Once our school is approved, they will continue to offer their services.

The iLEAD Kauaʻi Board:

The board has provided support and direction to our school throughout the application process. They will continue to do so as we move through start-up and open our doors to the public. Four of our esteemed board members have provided written testimony in support of iLEAD Kauaʻi.

Attachment M (no page limit)

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

assets/survey-uploads/34569/2086935-fiAhdaIysN/Attachment M.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.

There have been several people and organizations who have stepped forward to contribute to the successful implementation of the Academic Plan. The following is a brief introduction, and description of their current and planned roles.

iLEAD Schools:

The iLEAD Schools is a nonprofit entity that assists in start up and support of new charter schools. By centralizing and sharing certain functions and resources, iLEAD Schools aims to enhance school performance and student outcomes, achieve greater efficiency, and expand and sustain schools. iLEAD Schools' primary intent is to leave the day to-day management to each individual school while supporting them with any number of executive functions and services. iLEAD Schools aspires to be a hub of progressive innovation, in the areas of education, teaching and learning, and as a model of thoughtful, integrated, and transformative support and services that have a direct impact on learners and facilitators: to bridge the worlds of theory and practice, of scholarship and real world readiness.

iLEAD Schools has three strategic priorities:

Strategic priority number one: iLEAD Schools aims to model and promote thoughtful and forward-thinking leadership and learning both within and beyond its schools.

Strategic priority number two: iLEAD Schools Development aims to assist and support teachers, administrators and policy makers in their efforts to transform teaching and learning locally, nationally and globally.

Strategic priority number three: iLEAD Schools Development aims to secure the financial sustainability of our schools, and ensure their futures.

The iLEAD Schools expert team is made up of growth minded individuals always working with our mission and values in mind.

Farm to Keiki

Kaua'i Farm to Keiki will partner with iLEAD Kaua'i to provide our school with the tools needed to integrate gardening and nutrition education into their curriculum throughout the entire school year. The program influences life-long healthy habits and increases the availability of local fresh fruits and vegetables in school meals and snacks

Kauai Therapy and Wellness:

Kauai Therapy and Wellness will Partner with iLEAD Kaua'i to consult and offer their fully licensed & credentialed Pediatric Physical, Occupational, & Speech Therapy services to the students of iLEAD Kaua'i.

Waipa Foundation:

The Waipa Foundation has worked with the community to manage the 1,600 acre ahupua'a of Waipa, located on the north shore of Kaua'i. Waipa will partner with iLEAD Kaua'i as a place where our school can connect with the 'aina (that which feeds us- the land and resources), and learn about our local values and lifestyle through laulima (many hands working together).

Mr. John Bettencourt:

With a wealth of experience in problem solving technical solutions and explaining these solutions to faculty, John Bettencourt will be a huge resource to iLEAD Kaua'i as a part-time technology coordinator and assistant.

Attachment N (no page limit)

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

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6. School Director.

Is the proposed school director known at this point ?

Yes

a. If known, identify the school director. Provide, as Attachment O (no page limit), the resume for this individual. Summarize the school director's academic and organizational leadership record, and briefly discuss how this individual's experience qualifies him or her to lead the proposed school in achieving its mission. Describe evidence of the school director's ability to effectively serve the anticipated population and implement the Academic Plan. Describe the recruiting and selection process used in selecting the school director and provide the criteria used.

Ms. Moraes was born and raised on the island of Kaua'i. She graduated from Kaua'i High School and received a BA degree in Psychology from Sarah Lawrence University. Ms. Moraes received her Post Baccalaureate degree in teaching from University of Hawai'i, Manoa and then went on to obtain a master degree from University of Alabama. Presently, she is working on an additional masters degree in Educational Administration. She is now serving as an administrator with the iLEAD School in Lancaster, CA. Ms. Moraes has had seven years of experience in the classroom, teaching grades K-12 in private and public settings, both in Hawai'i and in Brazil. Ms. Moraes was founder and director of Academy Kids, an international interdisciplinary education program in Brazil. In addition to her experiences in education, she gained extensive experience in marketing, sales and business development while working in real estate and in an entrepreneurial company with her family on Kaua'i. In her current administrative position at iLEAD Lancaster, she is actively involved in all aspects of school leadership within the context of the iLEAD School design. Ms. Moraes considers the founding and direction of iLEAD Kaua'i a large part of her life's mission, and will work tirelessly to provide a school that shows successful learning achievement. She has a passion for bringing her education, and international experience back home to Kaua'i to share with her community and the children of Kaua'i, which are our future.

The recruiting and selection process used in identifying the school director came about as a natural partnership between Ms. Moraes and iLEAD schools. Ms. Moraes was seeking to create an innovative, alternative school for her home island and iLEAD was actively investigating a way to bring their educational design to Kaua'i. One of the two founders of iLEAD schools, Dawn Evenson, has family ties on Kaua'i with her mother, sister, and other o'hana being Kaua'i residents. It was a natural objective for Ms. Evenson to want to

include her own families' access to the iLEAD Schools' innovative design. When the iLEAD team met with Ms. Moraes, it was a synergistic exchange of energy and ideas. However, the decision to select Ms. Moraes as a school director only occurred after the iLEAD team observed her capacity for team and community building with the iLEAD Kaua'i project. Consequentially, iLEAD has invested in preparing her for the job of school director by offering her a year-long administrative residence at the iLEAD Lancaster school. In this position, Ms. Moraes receives hands-on experience and training in all areas of school leadership and administration including coordination of scheduling, assessment, student discipline, facilitator goals setting and coaching, community organization, operations, budgeting, professional development, and hiring. With the culmination of the soft skills that Ms. Moraes possesses, and the technical skills that she is continually refining Ms. Moraes will provide a clear vision for iLEAD Kaua'i, our keiki and families who will benefit greatly from this education.

Attachment O (no page limit)

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

assets/survey-uploads/34569/2086935-zTDSxqwDLJ/Attachment O-Director's Resume.pdf

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 ?

Yes

a. If known, identify the individuals who will fill these positions and provide, as Attachment Q (no page limit), the resumes for these individuals.

As Outreach & Development Coordinator, Dr. Blackwell will continue in her role on the management team and will also be serving as mentor for the School Director. Dr. Blackwell will bring 48 years of teaching and administrative expertise, to the Management Team. Her most recent position as a full time professor working in the Institute of Teacher Education for University of Hawaii, Manoa (2003-2010) will be most helpful in the seeking of the most highly qualified candidates to teach in the school. Dr. Blackwell also worked as a supervisor of student teachers serving in each of Kaua'i's schools, so she knows teachers and worked closely with DOE administrators. Her commitment to the development and managing of the school will be an invaluable support to the School Director. In addition, a Teacher Leader such as the teacher working in the hui, Caroline Freudig (HSTA Representative), will be added to the management team and given release time from teaching duties to compensate for collaboration with management, strategic decision making and administrative actions. The teacher leader will be able to make extremely useful contributions in the way of coordinating Hawai'i Department of Education and Hawai'i State Teachers Association policies. On matters requiring economics, budgeting, or finance the management team will partner with our Budgeting and Finance advisor. One person who we are considering for this position is Stuart Rosenthal who was the Business Manager for Kawaikini Charter School on the island of Kaua'i.

Attachment Q (no page limit)

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

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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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Attachment A: Enrollment Plan (Section II.B.1)

iLEAD Kauai Enrollment Plan

Grade Level	Number of Students											
	Year 1		Year 2		Year 3		Year 4		Year 5		Capacity	
	2016		2017		2018		2019		2020		2025	
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	23		46		40		40		40		40	
1	23		23		46		40		40		40	
2	13		25		25		50		50		50	
3	12		13		25		25		50		50	
4	13		12		13		25		25		50	
5	12		13		12		13		25		50	
6			12		13		12		13		50	
7					12		13		12		50	
8							12		13		50	
9												
10												
11												
12												
Subtotals	96		144		186		230		268		430	
Totals	96		144		186		230		268		430	

Attachment B- Description, citations, or copies of data sources justifying Enrollment Plan (Section II.B.3)

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2. "Hawaii DOE School Enrollment Data 2014-2015," <http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/SchoolReports/Pages/home.aspx>
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6. Conversations with administrators from surrounding Elementary schools; Wilcox Elementary School, and Kapaa Elementary School.

Attachment C- Listing of DOE complex areas and public and private schools (Section III.B.3)

Students of our school will come from the surrounding Kapa'a and Kauai complex areas.

The following schools are located in the Kapa'a complex area

Public

- Kapa'a Elementary School (public)- 835 (K-5)
- Kapa'a Middle School (public) – 652 (6-8)
- Kanuikapono Charter School-64 (K-12)

Private

- St. Catherine's School (private)- 162 (K-8)

The following schools are located in the Kauai complex area

Public

- Elsie H Wilcox Elementary School – 918 (K-5)
- Chiefess Kamakahelei Middle School (public)- 913 (6-8)
- King Kaumuali'i Elementary School (public)- 557 (K-5)
- Kawaikini Charter School-92 (K-12)

Private

- Island School (private)- 367 (K-12)
- Olelo Christian Academy (private)- 28 (K-12)

Attachment D: Quantifiable goals (Section III.B.2)

Academic Goals	Tools	Metric
All iLEAD Kauai students will go beyond just academic achievement by demonstrating engagement, 21 st century skills and lifelong learning.	Student and Facilitator ILPs GLO Rubrics, self-evaluations, peer evaluations Teacher Observation and Student Showcases Student Led Conferences	By the end of the school year, 85% of the students will achieve “usually demonstrates” (3) or “consistently demonstrates” (4) the GLO rubrics given each quarter.
All iLEAD Kauai students will engage in critical thinking and master age appropriate Common Core and Hawaii Content Performance Standards in ELA, Mathematics, Social Studies and Science	Smarter Balanced Assessments K - 5 Literacy Levels ILPs POLs Student Led Conferences	All iLEAD Kauai Students (unless outlined in a personal IEP) will perform at basic and proficient levels as determined by the achievement level descriptors (ALDs) for the Smarter Balanced Assessment Consortium in grades 3–8 and 11 in English language arts/literacy (ELA/literacy) and mathematics. (These are currently being developed by the Smarter Balanced Assessment Consortium.)
All iLEAD Kauai students will engage in inquiry as a part of the process of learning and creating something new.	Facilitator ILPs Teacher prescribed Rubrics, self-evaluations, peer evaluations Teacher Observation and Anecdotal Records Student Showcases Student Led Conferences	Each student will effectively implement an invention component into at least 1 Project

All iLEAD Kauai students will demonstrate independence and cooperation when making sense of problems and persevering to solve them.	Teacher prescribed Rubrics, self-evaluations, peer evaluations, Teacher Observation and Anecdotal Records POLs Portfolios Student Led Conferences	As evidenced in Teacher prescribed Rubrics, self-evaluations, peer evaluations, Teacher Observation and Anecdotal Records All Students will demonstrate the ability to independently problem solve and work cooperatively 85% of the time.
All iLEAD Kauai students will read with comprehension, write effectively, and communicate in a variety of ways and settings and with a variety of audiences	Writing Pathways, MAP testing, rubrics Writing prompts K - 5 Literacy Levels POLs Student Led Conferences	90% of all students will demonstrate age appropriate growth in each area of Calkins' progression guide
All iLEAD Kauai students will revise and reflect to make "beautiful work."	Teacher prescribed Rubrics, self-evaluations, peer evaluations, Teacher Observation and Anecdotal Records POLs	All students will produce a portfolio of work and each portfolio will contain one piece of writing with several drafts that demonstrate progress and improvement.

	Portfolios Student Showcases	
All iLEAD Kauai students will use technology effectively and ethically	Teacher prescribed Rubrics, Performance Tasks Student Showcases Teacher Observation and Anecdotal Records POLs Portfolios	At least 50% of all projects will contain a technology component
All iLEAD Kauai students will be able to make personal, practical and global connections with their learning.	Teacher prescribed Rubrics, Performance Tasks POLs	All projects will contain a personal, practical and/or global connections element.

Non-Academic Goals	Tools	Metrics
iLEAD Kauai will nourish and maintain an ambiance of aloha	Community survey	As measured by our community survey, 95% of our parent, staff and faculty will report to agree or strongly agree that iLEAD Kauai is an environment of aloha.
iLEAD Kauai will	ILPs, Leadership	All students will establish a Social Emotional Learning goal for the year during their ILPs,

emphasize the development of social and emotional skills in our learners	Notebooks, Report Cards, Student Showcases	and all students will be able to demonstrate evidence of growth towards these goals as demonstrated in their year-end student Showcase
iLEAD Kauai will maintain a positive, growth mindset within our entire community.	Community Survey	Every student, teacher and staff member engage in a yearly Individualized Learning Plan (ILP) which will include personal goal setting, reflection and check-in meetings specifically directed to school wide goals
iLEAD Kauai students will have an Average Daily Attendance Rate higher than statewide averages	ADA	According to the NEA 2012 report for Statewide ranking Ranking and Estimates, Hawaii average ADA was 91.5% of Fall enrollment. With this in mind iLEAD Kauai will reach or surpass the national average of 96.3%
iLEAD Kauai will ensure parent satisfaction with families.	Community Survey, focus groups, enrollment	95% of our parent community will agree or strongly agree that they are satisfied with our institution. iLEAD Kauai will also have lower attrition rates than the surrounding public schools.
iLEAD Kauai will ensure teacher	Teacher attrition rates	iLEAD Kauai will hold a lower attrition rate than the Hawaii State average where more than half of Hawaii's public school teachers leave within five years of being hired.

satisfaction		http://www.staradvertiser.com/news/20100907_teacher_dropouts.html?id=102324689
iLEAD Kauai will ensure students satisfaction with their school	Student entry and exit	Student will enter school each day at the same or faster rate that they leave school
iLEAD Kauai will build a positive reputation on the island and continue to attract new families as evidenced by enrollment and healthy wait lists.	Enrollment/Wait lists	iLEAD Kauai will operate at capacity and have waitlists in place for each available class.
iLEAD Kauai will maintain economic sustainability by keeping down costs and procuring additional funding sources.	Audits, Monthly budget reviews	iLEAD Kauai will engage in monthly budget reviews with the support of iLEAD Schools Director of Business Service.
iLEAD Kauai will maintain environmental sustainability	US Department of Education Green Ribbon Award	iLEAD Kauai will be at least 80% compliant with ED-Green Ribbon Schools Pillars and Elements.

Mission Specific Goals:	Tools	Metrics
All iLEAD Kauai students will understand and appreciate their own culture and apply this understanding globally.	Ahupua'a project rubric, GLO rubrics	All students will engage in an international curriculum component in which they study a different culture each year. During the course of this project all students will compare and contrast their own culture with the culture that they are studying.
All iLEAD students will possess the skills that they need to assume leadership. These skills are collaboration, communication, problem solving, creativity, and the ability to inspire others, honesty, strong communication skills, confidence, time-management, the ability to inspire others	Teacher Rubrics, GLOs, ILPs, Leadership Notebooks	As referenced in the Leadership Notebooks, all students will describe an instance throughout the year during which they demonstrated 8 of the following 10 leadership skills; collaboration, communication, problem solving, creativity, and the ability to inspire others, honesty, strong communication skills, confidence, time-management, the ability to inspire others
iLEAD Kauai School will be a warm, welcoming place where learners will feel physically and emotionally safe to take risks and grow.	Student Surveys Community Survey	As evidenced in student surveys 95% of our learners will agree or highly agree that they feel safe at school.

iLEAD Kauai students will be constantly challenged toward innovation through the invention of new ideas, through the implementation of technology, and the arts.	Facilities	iLEAD Kauai will cultivate additional funding sources to bring one new innovative technological element to the school each year.

Attachment E - Assessment plan (Section III.B.3)

Assessment	Time of Administration	Grades
Diagnostic Assessment		
Fountas and Pinnell	3x/year- 1 st Semester (Beginning/end), 2 nd Semester (end)	K-8
Words Their Way	1x/year- beginning of the year	The Primary Spelling Inventory, or PSI, can be used in kindergarten through third grade. The Upper-Level Spelling Inventory, or USI, can be used in upper elementary & middle school
i-Ready	3x/year – 1 st Semester (Beginning / end), 2 nd semester (beginning)	K-8
NWEA (MGP)	3x/year – 1 st Semester (Beginning / end), 2 nd semester (beginning)	K-2
NWEA MAP	2x/year- beginning and end of the year	3-8
Formative Assessments		
Teacher Observation and Anecdotal Records	Ongoing	K-8
Performance Tasks	During unit of study	2-8
Common Grade-Level Assessments	During unit of study / during the semester	K-8
Benchmark Assessments		
Writing Pathways	Ongoing	K-5
Presentations of Learning	At the end of each project	K-8
Rubrics	At the conclusion of each project	K-8
Common Grade Level Checklists that assess mastery of skills	Quarterly	K-8
Portfolios	Collected throughout the year/organized 1x/year	K-8

Summative Assessments		
Smarter Balanced Assessments	1x/year-Second Semester	3-8
Student Showcase	1x/year-end of the year	K-8

ATTACHMENT F – STEM Course Scope and Sequence and Curriculum Maps

Core Guiding Statements for the Courses

- The curriculum within each course is designed with the goal that the students learn to become empowered stewards of themselves, of the Kaua'i community, and of their surrounding environment - locally to globally.
- Curiosity, creativity, and innovation can be strongly developed in any learner.
- Each course is organized under project-based learning units with meaningful, relevant, and real-world contexts.
- Each course is designed to foster students' sense of confidence in the students' mind, body, and spirit, and an ever-growing sense of confidence to continue to learn.

Course Sequencing offered

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

course 6.A* - (ELA/SS): Boundaries, Resources, and a Changing World

course 6.B* - (ELA/STEM): **Ikehu**: Energy and Interactions around us

course 6.C - Math 6

course 6.D* - Capstone: Theme: Artifacts of Kaua'i and Artistic Expression

Grade 7

course 7.A* - (ELA/SS/STEM/Health): **Pu'uwai, Ohana, 'Aina**: Becoming stewards of our selves, our ohana, our community, and our environment

course 7.B* - (ELA/SS): The Hawaiian Kingdom and the Pacific Islands

course 7.C - Math 7

course 7.D* - Capstone: Theme: Community Garden, Kaua'i Structures and

Design

Grade 8

course 8.A* - (ELA/SS): The United States: Thinking Globally, Acting Locally

course 8.B* - (ELA/STEM): **Loli 'Ana**: An Evolving Planet, an Evolving Universe

course 8.C - Math 8

course 8.D* - Capstone: Theme: Sustainability on Kaua'i

Key:

*Interdisciplinary courses
ELA: English, Language Arts
SS: Social Studies
STEM: Science, Technology, Engineering, and Math

K-8

Course Scope and Sequence and Curriculum Mapping

K-8 STEM

GRADES k-5

Cross-Grade Hawaii STEM Content & Performance Spanning Standards

SC.1 Discover, invent and investigate using the skills necessary to engage in the scientific process

SC.2 Understand that science, technology, and society are interrelated

SC.3 Understand the unity, diversity, and interrelationships of organisms, including their relationship to cycles of matter and energy in the environment

SC.4 Understand the structures and functions of living organisms and how organisms can be compared scientifically

SC.5 Understand genetics and biological evolution and their impact on the unity and diversity of organisms

SC.6 Understand the nature of matter and energy, forms of energy (including waves) and energy transformations, and their significance in understanding the structure of the universe

SC.7 Understand the relationship between force, mass, and motion of objects; and know the major natural forces: gravitational, electric, and magnetic

SC.8 Understand the Earth and its processes, the solar system, and the universe

KINDERGARTEN

Sample guiding questions:

“On Kaua’i, where do animals live and why do they live there? What is the weather like today and how is it different from yesterday? What happens if you push or pull an object harder? ”

NGSS Core Disciplinary Standards

Motion and Stability: Forces and interactions

Energy

From Molecules to Organisms: Structures and Processes

Earth’s Systems

Earth and Human Activity

Kindergarten STEM Outcomes:

Students are expected to:

- Develop understanding of what plants and animals (including humans) need to survive and the relationship between their needs and where they live.
- Develop questions, develop and use models.
- Plan and carry out investigations to answer questions or test solutions.

GRADE 1

Sample guiding questions:

“On Kaua’i, what are some ways plants and animals meet their needs so that they can survive and grow? How are parents and their children similar and different? What objects are in the sky and how do they seem to move? What happens when materials vibrate? What happens when there is no light?”

NGSS Core Disciplinary Standards

Waves and their Applications in Technologies for Information Transfer

From Molecules to Organisms: Structures and Processes

Heredity: Inheritance and Variation of Traits

Earth’s Place in the Universe

Grade 1 STEM Outcomes:

Students are expected to:

- Develop understanding of the relationship between sound and vibrating materials as well as between the availability of light and the ability to see objects.
- Observe, describe, and predict some patterns of the movements of objects in the sky
- Demonstrate proficiency in planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, obtaining, evaluating, and communicating information.
- Apply the above proficiencies to the Core Disciplinary and Content Performance Standards.

GRADE 2

Sample guiding questions:

“How does the land of Kaua’i change and what are some things that cause it to change? What are the different kinds of land and bodies of water? How are materials similar and different from one another, and how do the properties of the materials relate to their use? What do our plants need to grow? How many types of living things are in our community?”

NGSS Core Disciplinary Standards

Matter and Its Interactions

Ecosystems: Interactions, Energy, and Dynamics

Biological Evolution: Unity and Diversity

Earth’s Place in the Universe

Earth’s Systems

Grade 2 STEM Outcomes:

Students are expected to:

- Develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination; to develop an understanding of observable properties of materials
- Apply their understanding of the idea that wind and water can change the shape of the land
- Identify and represent the shapes and kinds of land and bodies of water in an area where water is found
- Demonstrate proficiency in planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, obtaining, evaluating, and communicating information.
- Apply the above proficiencies to the Core Disciplinary and Content Performance Standards.

GRADE 3

Sample guiding questions:

“How is Kaua’i’s weather compare to that of the rest of the world? How can the impact of weather-related hazards be reduced? How do Kaua’i organisms vary in their traits? How are the plants, animals, and environments of the past similar or different from current plants, animals, and environments? What happens to the organisms when their environments change? How do equal and unequal forces on an object affect the object? How can magnets be used?”

NGSS Core Disciplinary Standards

Motion and Stability: Forces and Interactions

From Molecules to Organisms: Structures and Processes

Ecosystems: Interactions, Energy, and Dynamics

Heredity: Inheritance and Variation of Traits

Biological Evolution: Unity and Diversity

Grade 3 STEM Outcomes:

Students are expected to:

- Organize and use data to describe weather conditions during a particular season on Hawai’i
- Make claims about the merit of a design solution to reduce the impact of weather-related hazards
- Develop an understanding of the similarities and differences of organisms’ life cycles
- Construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving.
- Demonstrate proficiency in planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, obtaining, evaluating, and communicating information.

- Apply the above proficiencies to the Core Disciplinary and Content Performance Standards.

GRADE 4

Sample guiding questions:

“There are waves along the beaches of Kaua’i but what are they? What can waves do? How can water, wind, and vegetation change our land? What patterns of earth’s features can be determined with the use of maps? How do internal and external structures support the survival, growth, behavior, and reproduction of plants and animals? What is energy and how is it related to motion? How can energy be used to solve a problem?”

NGSS Core Disciplinary Standards

Energy

Waves and their Applications in Technologies for Information Transfer

From Molecules to Organisms: Structures and Processes

Earth’s Place in the Universe

Earth’s Systems

Earth and Human Activity

Grade 4 STEM Outcomes:

Students are expected to:

- Use a model of waves to describe patterns of waves
- Apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans
- Analyze and interpret data from maps
- Develop models of internal and external structures that function to support growth and survival
- Design, test, and refine a device that converts energy from one form to another
- Demonstrate proficiency in planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, obtaining, evaluating, and communicating information.
- Apply the above proficiencies to the Core Disciplinary and Content Performance Standards.

GRADE 5

Sample guiding questions:

“How does matter cycle through Kaua’i’s ecosystems? Where does the energy in food come from and what is it used for? How does the appearance of some stars change in different seasons? How much water can be found in different places on Kauai and on our planet? Can new substances be created by combining other substances?”

NGSS Core Disciplinary Standards

Matter and Its Interactions

Motion and Stability: Forces and Interactions
Energy
From Molecules to Organisms: Structures and Processes
Ecosystems: Interactions, Energy, and Dynamics
Earth's Place in the Universe
Earth's Systems
Earth and Human Activity

Grade 5 STEM Outcomes:

Students are expected to:

- Describe that matter is made of particles too small to be seen through the development of a model
- Determine whether the mixing of two or more substances results in new substances
- Describe ways in which the geosphere, biosphere, hydrosphere, and atmosphere interact
- Develop the understanding of the idea that plants get the materials they need for growth chiefly from air and water.
- Describe the movement of matter among plants, animals, decomposers, and the environment and that energy in animals' food was once energy from the sun.
- Demonstrate proficiency in planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, obtaining, evaluating, and communicating information.
- Apply the above proficiencies to the Core Disciplinary and Content Performance Standards.

GRADES 6-8

CROSS-GRADE SPANNING LITERACY STANDARDS

For: (STEM/ELA) Course 6.B, Course 7.A, and Course 8.A

RST.6-8.1 Close reading to determine the text explicitly, making logical inferences from it; citing specific textual evidence and support analysis of science and technical texts

RST.6-8.7 Integrate and evaluate content presented in diverse formats and media

RST.6-8.3 Design and follow precisely multi-step procedure when carrying out experiments or performing technical task

RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually

RST.6-8.9 Compare and contrast the information gained from simulations, experiments, or multimedia sources with that gained from reading

WHST.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection

WHST.6-8.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source

WHST.6-8.7 Conduct short research projects to answer a self-generated question, drawing on several sources, generating related focused questions that allow for multiple avenues of exploration

CROSS-GRADE SPANNING MATHEMATICS STANDARDS

For: (STEM/ELA) Course 6.B, Course 7.A, and Course 8.A

MP.2 Reason abstractly and quantitatively

MP.4 Model with mathematics

6.RP.A.3 Use ratio and rate reasoning to solve real-world problems

6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (eg temperature, elevation, credit/debit, electric charge)

8.EE.A.3 Use numbers expressed in scientific notation

6.SP.B.4 Display numerical data in plots on a number line

6.SP.B.5: Summarize numerical data sets in relation to their context

CROSS-GRADE SPANNING ENGINEERING AND DESIGN STANDARDS

For: (STEM/ELA) Course 6.B, Course 7.A, and Course 8.A

ETS1.A Defining and Delimiting Engineering Problems

ETS1.B Developing Possible Solutions to Problems

ETS1.C Optimizing the Design Solution

Grade 6

Course 6.B (ELA/STEM)

Ikehu: Energy and Interactions around us

<p><u>Project 1 Scope: The Stuff Kaua'i is made of</u></p> <p>Core Disciplinary Standards Matter and Its Interactions</p> <ul style="list-style-type: none"> A. Structure and Properties of Matter B. Chemical Reactions C. Definitions of Energy <p>Hawaiian Content & Performance Standards SC6.1: Discover, invent, and investigate using the skills necessary to engage in the scientific process SC6.2: Understand that science, technology, and society are interrelated</p>	<p><u>Project 2 Scope: Why do things move the way they do?</u></p> <p>Core Disciplinary Standards Motion and Stability: Forces and Interactions</p> <ul style="list-style-type: none"> A. Forces and Motion B. Types of Interactions <p>Hawaiian Content & Performance Standards SC6.7: Understand the relationship between force, mass, and motion of objects; and know the major natural forces: gravitational, electric, and magnetic</p>
<p><u>Project 3 Scope: Ikehu of Kaua'i and Beyond</u></p>	<p><u>Project 4 Scope: Our Planet</u></p>

<p>Core Disciplinary Standards Energy</p> <p>Hawaiian Content & Performance Standards SC6.5: Understand the unity, diversity, and interrelationships of organisms, including their relationship to cycles of matter and energy in the environment SC6.6: Understand the nature of matter and energy, forms of energy (including waves) and energy transformations, and their significance in understanding the structure of the universe</p>	<p>Core Disciplinary Standards Earth's Place in the Universe</p> <p>Hawaiian Content & Performance Standards SC6.8: Understand the Earth and its processes, the solar system, and the universe and its contents</p>
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Grade 6 STEM Outcomes

Students will be expected to:

- Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes
- Develop models to describe the atomic composition of simple molecules and extended structures
- Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed
- Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact
- Plan an investigation to determine the relationships among the energy transferred of a sample
- Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals

Grade 7

Course 7.A (ELA/STEM/SS/STEM/Health)

Pu'uwai, Ohana, 'Aina: Becoming stewards of our selves, our ohana, our community, and our environment

<p><u>Project 1 Scope: Kaua'i's Creatures From Molecules to Organisms</u></p> <p>Core Disciplinary Standards Growth and development of organisms Organization for matter and energy flow in organisms</p> <p>Hawaiian Content & Performance Standards</p>	<p><u>Project 2 Scope: How do our Ohana come to inherit their biological traits?</u></p> <p>Core Disciplinary Standards Variation and Inheritance of traits Structure and Function</p> <p>Hawaiian Content & Performance Standards SC.7.4.4 Classify organisms according to their degree of relatedness</p>
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<p>SC.7.3.2 Explain the interaction and dependence of organisms on one another</p> <p>SC.7.4.1 Describe the cell theory</p> <p>SC.7.4.3 Describe the levels of organization in organisms</p>	<p>SC.7.5.1 Differentiate between sexual and asexual reproduction</p> <p>SC.7.5.2 Describe how an inherited trait can be determined by one or more genes which are found on chromosomes</p> <p>SC.7.5.3 Explain that small differences between parents and offspring could produce descendants that look very different from their ancestors</p>
<p><u>Project 3 Scope: Dynamic Ecosystems of Hawai'i</u></p> <p>Core Disciplinary Standards</p> <p>Cycles of Matter and Energy transfer in ecosystems</p> <p>Energy processes and everyday life</p> <p>Relationship between energy and forces</p> <p>Natural hazards</p> <p>Hawaiian Content & Performance Standards</p> <p>SC.7.3.1 Explain how energy moves through food webs, including the roles of photosynthesis and cellular respiration</p> <p>SC.7.3.3 Explain how biotic and abiotic factors affect the carrying capacity and sustainability of an ecosystem</p>	<p><u>Project 4 Scope: How Species Evolve</u></p> <p>Core Disciplinary Standards</p> <p>Evidence of Common Ancestry and Diversity</p> <p>Natural Selection</p> <p>Adaptation</p> <p>Hawaiian Content & Performance Standards</p> <p>SC.7.5.6 Explain why variation(s) in a species' gene pool contributes to its survival in a constantly changing environment</p> <p>SC.7.5.5 Explain how fossils provide evidence that life and environmental conditions have changed over time</p>

Grade 7 STEM Outcomes

Students will be expected to:

- Communicate understanding of cell theory
- Construct explanations for how environmental and genetic factors affect the growth of organisms
- Conduct an investigation to provide evidence that living things are made of cells
- Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth
- Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem
- Evaluate competing design solutions for maintaining biodiversity and ecosystem services
- Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth

- Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time

Grade 8

Course 8.B (ELA/STEM)

Loli 'Ana: An Evolving Planet, an Evolving Universe

<p><u>Project 1 Scope: Kaua'i's Biological Evolution and Diversity</u></p> <p>Core Disciplinary Standards Evidence of Common Ancestry and Diversity Natural Selection Adaptation</p> <p>Hawaiian Content & Performance Standards SC.8.5.1 Describe how changes in the physical environment affect the survival of organisms</p>	<p><u>Project 2 Scope: Earth Systems found on Kauai and Beyond</u></p> <p>Core Disciplinary Standards The History of Earth Earth's Materials and Systems Plate Tectonics and Large-Scale Systems Roles of Water in Earth's Surface Processes</p> <p>Hawaiian Content & Performance Standards SC.8.8.1 Compare the characteristics of the three main types of rocks SC.8.8.2 Illustrate the rock cycle and explain how igneous, metamorphic, and sedimentary rocks are formed SC.8.8.5 Explain the concepts of continental drift and plate tectonics SC.8.8.6 Explain the relationship between density and convection currents in the ocean and atmosphere SC.8.8.7 Describe the physical characteristics of oceans</p>
<p><u>Project 3 Scope: Kaua'i's Land, Our Planet and Human Activity</u></p> <p>Core Disciplinary Standards Natural Resources Natural Hazards Human Impacts on Earth Systems Global Climate Change</p> <p>Hawaiian Content & Performance Standards SC.8.8.3 Describe how the Earth's motions and tilt on its axis affect the seasons and weather patterns</p>	<p><u>Project 4 Scope: Waves and Their Applications in Technology for Information Transfer</u></p> <p>Core Disciplinary Standards Wave Properties Electromagnetic Radiation Information Technologies and Instrumentation</p> <p>Hawaiian Content & Performance Standards SC.8.2.1 Describe significant relationships among society, science, and technology and how one impacts the other SC.8.6.1 Explain the relationship between the color of light and wavelength within the</p>

SC.8.8.4 Explain how the sun is the major source of energy influencing climate and weather on Earth SC.8.8.9 Describe the composition of objects in the galaxy SC.8.8.10 Compare the characteristics and movement patterns of the planets in our solar system	electromagnetic spectrum SC.8.6.2 Explain how seismic waves provide scientists with information about the structure of Earth's interior SC.8.6.3 Identify the characteristics and properties of mechanical and electromagnetic waves
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Grade 8 STEM Outcomes

Students will be expected to:

- Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geoscience processes
- Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment
- Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century
- Construct an argument supported by evidence for how increase in human population and per-capita consumption of natural resources impact Earth’s systems
- Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects
- Develop a model to describe the cycling of Earth’s materials and the flow of energy that drives this process
- Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of past plate motions
- Analyze and interpret data to determine scale properties of objects in the solar system

MATH K-8

STATEMENT

- While Quantitative Reasoning and Statistical Analysis will be applied throughout all STEM activities and interdisciplinary endeavors, there are specific math curricula devoted specifically to math skills.
- The scope and sequence of mathematics for these math curricula will adhere to the Hawaii Content and Performance Standards and Common Core Mathematics Standards and Mapping.
- Math courses will be titled according to their grade level. For example, “Math 4” corresponds to grade level math in grade 4, and so on.

SAMPLE Math Curriculum Map

Grade: 7

Course Title: Math 7

Content Strands

Fractions and Integer Addition

Arithmetic Properties

Connecting Subtraction and Addition

Scale Drawings

Proportions and Expressions

Probability and Solving Word Problems

Probability Tables and Trees

Solving Inequalities and Equations

Proportions and Percentages

Solving Problems Involving Percentages

Distance, Rate and Time

Statistics and Angle Relationships

Angle Rulers

Circles and Volume

Hawaii Content and Performance Standards

Addresses benchmarks **MA.A1.1.1 through MA.A1.12.2**

MATH 7 STUDENT OUTCOMES

Students are expected to:

- Model integers and operations with integers and rational numbers including using order of operations.
- Use linear models and equal ratios to represent part-whole relationships
- Use percentages and scale factors to determine percent increase or decrease, discounts and markups.
- Use variable expressions to represent quantities in contextual problems
- Simplify variable expressions by combining like terms and using the Distributive Property
- Solve linear equations including those with fractional coefficients and those with no solutions or infinite solutions
- Solve and graph one-variable inequalities
- Compare experimental and theoretical probabilities
- Distinguish between dependent and independent events and calculate the probability of compound independent events.
- Represent probabilities of multiple events using systemic lists, charts, or tree diagrams.
- Design, conduct and analyze surveys.
- Collect and compare data and describe the distribution of sets of data.
- Solve distance, rate and time problems

- Compare ratios and calculate unit rates.
- Recognize and solve problems involving proportional relationships.
- Recognize and use the properties of similar shapes and scale factors to solve problems.
- Describe angles, angle pairs and their measures
- Compute area and perimeter of standard and compound shapes.
- Compute the volume of a variety of solids.

Exit Standards

The proposed school's exit standards for graduating students.

As a K-8 grade school, iLEAD Kauai has identified the following 8th grade exit standards. The following goals are the proposed exit standards for graduating (8th grade) students:

1. All continuously enrolled 8th Grade learners will achieve the General

Learning Outcomes (as evidenced by an average 3 or higher on rubric):

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

2. Completion of Capstone Project and showcase of learning for personal project.

3. Demonstrate high levels of achievement in the Core Subject areas: ELA, Math, Science and Social Studies as evidenced by 2 of the following measures: Smarter Balanced Assessments, alternative project completion/portfolio review, report of progress, ILP goals, NWEA MAP assessments, performance tasks or IEP goals.

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

Reading Targets:

Literature

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

Craft and Structure

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

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

Integration of Knowledge and Ideas

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

Non-Fiction

Key Ideas and Details

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

Craft and Structure

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation (point of view)

Writing Targets

Composes a persuasive piece analyzing an alternative point of view and developing a convincing counter argument to change mindset of others

Composes informative/explanatory piece meeting grade level expectations

Composes narrative to develop real or imagined experiences meeting grade level expectations

Conducts short research projects to answer a self-generated question, drawing on several resources and generating additional related, focused questions that allow for multiple avenues of exploration

Mathematics Targets

Functions

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

The Number System

Understand irrational numbers and approximate them by rational numbers

Expressions and Equations

Understand and apply radicals and integer exponents

Understand the connections between proportional relationships, lines, and linear equations

Analyze and graph systems of linear equations

Geometry

Understand congruence and similarity using physical models

Understand and apply Pythagorean Theorem

Statistics and Probability

Investigate patterns involving two random variables

Social Studies Targets

Behavioral Science

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

Economics

Analyze the impact of major economic revolutions in U. S. history after the Civil War: American Industrial Revolution, Progressive Era, Roaring 20's, Depression, Booming 50's Political Science/ Citizenship
Evaluate the evolution of the Hawaiian/ U.S. government and its impact on the nation and world History
Analyze the political causes/effects of war in United States history
Comprehend more profoundly the rights and responsibilities of citizens in a culturally diverse democracy.

Science Targets

Physical Science

Compare and contrast atoms, molecules, elements, compounds, and mixtures
Explain the transformations of energy that occur in the creation of new substances.

Biological Science

Relate the structure and function of single and multi-celled organisms to their life activities
Compare and contrast the means by which single and multi-celled organisms obtain and use energy
Compare and contrast growth and reproduction in single and multi-celled organisms
Relate the structure of DNA to the storage and expression of genetic information

Social Emotional Competence

Know and apply The 7 Habits of Highly Effective People
Effectively demonstrate GLOs
Effectively demonstrate ESLS
Participate in a capstone project, which has a positive impact on the school, local community, and/or the world.
Demonstrated experience mentoring other students
Ability to communicate learning to others in a presentation, personal interview or speech
Ability to reflect on learning, articulate one's own strengths, challenges and set goals
Clearly communicates interests and passions

Due to page limitations this attachment presents the iLEAD Kauai STEM curriculum with an emphasis on middle school to give a sense of 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. If necessary, we can share a complete curriculum and elaborate further for Language Arts and Social Studies.

Attachment H -First year school calendar (Section III.C.1)

July 2016

18th - 22nd: Optional Teacher Professional Development Days
26th - 27th: Administrator-Directed Teacher Work Days #1 and #2
28th - 29th: Teacher-Directed Work Days #1 and #2

August 2016

1st - 5th: Kindergarten Testing / First 5 days of school for 1st through 5th graders
8th: Kindergarten classes begin / Day 6 of school for 1st through 5th graders
15th: No School / Statehood Day
Total number of instructional days for 1st-5th graders = 22
Total number of instructional hours for 1st-5th graders = 120 hours and 45 minutes

September 2016

5th: No School / Labor Day Holiday
30th: No School / Teacher Professional Development and Collaboration Day
Total number of instructional days for 1st-5th graders = 20
Total number of instructional hours for 1st-5th graders = 111 hours

End of First Quarter - 42 instructional days/131 instructional hours for Q1

October 2016

3rd - 7th: No School / Fall Recess
14th: No School / Tentative Teacher Institute Day
Total number of instructional days for 1st-5th graders = 15
Total number of instructional hours for 1st-5th graders = 83 hours and 15 minutes

November 2016

11th: No School / Veteran's Day
23rd - 25th: No School / Thanksgiving
Total number of instructional days for 1st-5th graders = 18
Total number of instructional hours for 1st-5th graders = 99 hours

December 2016

19th - 30th: No School / Winter Recess
Total number of instructional days for 1st-5th graders = 12
Total number of instructional hours for 1st-5th graders = 67 ½ hours
End of Second Quarter - 45 instructional days for Q2/249 instructional hours and 45 minutes for Q2

End of First Semester - 87 instructional days for S1 / 380 instructional hours and 45 minutes for S1

January 2017

2nd - 5th: No School / Winter Recess
6th: No School / Teacher Work Day
16th: No School / Martin Luther King Jr.
Total number of instructional days for 1st-5th graders = 16

Total number of instructional hours for 1st-5th graders = 89 hours and 15 minutes

February 2017

20th: No School / President's Day

Total number of instructional days for 1st-5th graders = 19

Total number of instructional hours for 1st-5th graders = 105 hours

March 2017

13th-17th: No School / Spring Recess

20th: No School / Teacher Professional Development and Collaboration Day

Total number of instructional days for 1st-5th graders = 17

Total number of instructional hours for 1st-5th graders = 76 hours and 45 minutes

End of Third Quarter (3/10th) - 43 instructional days for Q3 / 271 instructional hours for Q3

April 2017

14th: No School / Good Friday

Total number of instructional days for 1st-5th graders = 19

Total number of instructional hours for 1st-5th graders = 105 hours

May 2017

29th: No School / Memorial Day

Total number of instructional days for 1st-5th graders = 22

Total number of instructional hours for 1st-5th graders = 120 hours and 45 minutes

June 2017

2nd: Last day of school for students

5th: Teacher Work Day

Total number of instructional days for 1st-5th graders = 2

Total number of instructional hours for 1st-5th graders = 12 hours

End of Fourth Quarter - 52 instructional days for Q4 / 237 instructional hours and 45 minutes

End of Second Semester - 95 instructional days for S2 / 508 instructional hours and 45 minutes

Total number of instructional days for the school year = 182

Total number of instructional hours for the school year (for 1st - 5th graders= 889 ½ hours

NOTE: Being that iLead Kauai proposes to follow the DOE calendar, these are tentative given that the 2016-2017 DOE calendar has not yet been released.

Attachment I-Daily and weekly schedule (Section III.C.3)

Sample Schedule for Kindergarten Students

	Monday	Tuesday	Wednesday	Thursday	Friday
8:25--9:00	Morning Meeting and Number Corner	Morning Meeting and Number Corner	Morning Meeting and Number Corner	Morning Meeting and Number Corner	Morning Meeting and Number Corner
9:00 --- 9:45	Daily 5: Language Arts	Daily 5: Language Arts	Daily 5: Language Arts	Daily 5: Language Arts	Daily 5: Language Arts
9:45 – 10:00	Recess	Recess	Recess	Recess	Recess
10:00 --- 10:45	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
10:45--- 11:15	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language
11:15-- 12:00	Project--- Based Learning: Social Studies/ Science	Project--- Based Learning: Social Studies/ Science	Project--- Based Learning: Social Studies/ Science	Project--- Based Learning: Social Studies/ Science	Project--- Based Learning: Social Studies/ Science

Sample Schedule for 1st – 3rd grade Students

	Monday	Tuesday	Wednesday	Thursday	Friday
8:25--- 10:00	Morning Meeting and Daily 5: Language Arts	Morning Meeting and Daily 5: Language Arts	Morning Meeting and Daily 5: Language Arts	Morning Meeting and Daily 5: Language Arts	Morning Meeting and Daily 5: Language Arts
10:00--- 10:15	Recess	Recess	Recess	Recess	Recess
10:15--- 11:15	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:15--- 11:30	Social--- Emotional Skills	Social--- Emotional Skills	Social--- Emotional Skills	Social--- Emotional Skills	Social--- Emotional Skills
11:30--- 12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00--- 1:30	Project--- Based Learning: Social S.Studies/ Science	Project--- Based Learning: Social S.Studies/ Science	Project--- Based Learning: Social S.Studies/ Science	Project--- Based Learning: Social S.Studies/ Science	Early Release
1:30 – 1:45	Recess	Recess	Recess	Recess	Early Release
1:45 – 2:30	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	Early Release
2:30---2:40	Closing circle	Closing circle	Closing circle	Closing circle	

Sample 4---5 Schedule for Students

	Monday	Tuesday	Wednesday	Thursday	Friday
8:25--- 10:20	Morning Meeting and Daily 5: Language Arts	Morning Meeting and Daily 5: Language Arts	Morning Meeting and Daily 5: Language Arts	Morning Meeting and Daily 5: Language Arts	Morning Meeting and Daily 5: Language Arts
10:20--- 10:35	Recess	Recess	Recess	Recess	Recess
10:35--- 11:50	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:50--- 12:15	Social--- Emotional Skills	Social--- Emotional Skills	Social--- Emotional Skills	Social--- Emotional Skills	Social--- Emotional Skills
12:15--- 12:45	Lunch	Lunch	Lunch	Lunch	12:00 dismissal
12:45--- 2:00	Project--- Based Learning: Social Studies/ Science	Project--- Based Learning: Social Studies/ Science	Project--- Based Learning: Social Studies/ Science	Project--- Based Learning: Social Studies/ Science	Early Release
2:00---2:30	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	Early Release
2:30---2:40	Closing circle	Closing circle	Closing Circle	Closing circle	

Sample 6---8 Schedule for Students

	Monday	Tuesday	Wednesday	Thursday	Friday
8:25---9:00	Advisory	Advisory	Advisory	Advisory	Advisory
9:00 – 10:30	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
10:30--- 10:45	Break	Break	Break	Break	Break
10:45--- 11:45	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:45 --- 12:30	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	11:40---12:00 closing circle 12:00 Dismissal
12:30--- 1:00	Lunch	Lunch	Lunch	Lunch	Early Release
1:00---2:30	Project--- Based Learning: Social Studies/ Science	Project--- Based Learning: Social Studies/ Science	Project--- Based Learning: Social Studies/ Science	Project--- Based Learning: Social Studies/ Science	Early Release
2:30---2:40	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	Specials: Music/Arts/ PE/Language	Early Release

Attachment J- Staffing Chart Template (Section III.C.4)

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 2015-16	Year 2 2016-17_	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20	Capacity 2021-22	Salary Range
School Director (Bargaining unit 6)	1 \$80,000	1 \$82,400	1 \$84,872	1 \$87,418	1 \$90,040	1 \$92,741	75,000- 105,000 Average: \$90,000
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) (Bargaining unit 5)	4 \$217,200	9 \$488,700	11 \$597,300	12 \$651,600	12 \$671,148	12 \$691,282	\$34,840- 84,317 Average: \$54,300
Classroom Teachers (Specials) Full-time=6 hours per day	1 \$21,600	2.25 \$48,600	2.75 \$59,400	3 \$64,800	3 \$66,744	3 \$68,746	\$10- \$30/hour Average: \$20/hour
Student Support Position 1 [specify: e.g., Social Worker]							
Student Support Position 2 [specify]							
Specialized School Staff 1 [specify]							
Specialized School Staff 2 [specify]							
Teacher Aides and Assistants CARE Team/Classroom Support (Bargaining unit 3) Full time=6 hours per day	2 \$39,960	4.5 \$89,910	5.5 \$109,890	6 \$119,880	6 \$123,476	6 \$127,180	\$10.55- 46.81/hr Average: \$18.50/hr
School Operations Support Staff Office Manager	1 \$45,760	1 \$47,133	1 \$48,547	1 \$50,003	1 \$51,503	1 \$53,048	\$15.90- 41.80/hr Average: \$22/hr
Attendance/Receptionist		.5 \$12,720	1 \$25,444	1 \$26,207	1 \$26,993	1 \$27,802	
Total FTEs	8	18.25	22.25	24.00	24.00	24.00	
Total Salaries	\$414,520	\$769,463	\$925,453	\$999,908	\$1,029,904	\$1,060,798	

Middle School Staffing Model and Rollout

Title	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20	Capacity 2021-22	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)				1 \$54,300	3 \$162,900	6 \$325,800	34,840- 84,317 Average: 54,300
Classroom Teachers (Specials) Full-time=6 hours/day				.25 \$5,400	.75 \$16,200	1.50 \$32,400	\$10- \$30/hour Average: \$20/hour
Student Support Position 1 [specify: e.g., Social Worker] CARE Team							
Student Support Position 2 [specify]							
Specialized School Staff 1 [specify]							
Specialized School Staff 2 [specify]							
Teacher Aides and Assistants CARE Team/Student Support Full-time=6 hours/day				.5 \$9,990	1.5 \$29,970	3 \$59,940	\$10.55- 46.81/hr Average: \$18.50/hr
School Operations Support Staff							
Total FTEs Middle School				1.75	5.25	10.50	
Total Salaries Middle School				\$69,690	\$209,070	\$418,140	
Total Salaries Elementary School	\$414,520	\$769,463	\$925,453	\$999,908	\$1,029,904	\$1,060,798	
Total School Salaries	\$414,520	\$769,463	\$925,453	\$1,069,598	\$1,238,974	\$1,478,938	

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- Student's typical school day (Section III.D.9)

Kaimana, who is in 3rd Grade arrives at school at 8:00 am and his mother comes into the Village (common area) with him for a few minutes to say hello to staff. Slack-Key guitar music is playing in the Village and Kaimana joins a group in the corner that is doing stretches with a parent volunteer. At 8:25, Kaimana is collected by his facilitator and goes to his classroom, where the academic day begins with the whole class singing Puu Hinahina. The song is followed by morning meeting, and number corner. Next, Kaimana rotates through a series of engaging literacy activities, including reading a new book to a "buddy", reading to self, small group guided reading instruction that focuses on a chapter book at his reading level, word work, and writing responses to literature. After a brief recess, Kaimana returns to math instruction, which also includes a whole class mini-lesson followed by guided leveled math groups and activity centers using manipulatives and games designed around the mini lesson of the day. Kaimana works independently in some centers and with his peers in others. During math instruction, a tour group of parents, led by the school director, enters the room. Kaimana is excited to have an opportunity to do his classroom job this week as a classroom greeter, so he rushes over to the group. He introduces himself, shakes their hands and looks them in the eyes as he tells them what the class is learning about and answers any questions. Then, the children gather for The Leader in Me work. Today they are discussing Habit 2, "Think with the End in Mind." and comparing it to GLO #1 Kuleana Ihola, Self-Directed Learner. The children work on compare/contrast graphic organizers.

Next, its lunchtime in the village! Kaimana loves the food that the kitchen prepares. He says *Ni Hao* to his friend's mom who runs the cafe. Since Kaimana knows that the fruits and vegetables that are used in the lunch were grown in the school garden, he decides to try some kale chips. After lunch, he goes outside to play.

After lunch, as a part of project-based learning time, it is Kaimana's class' turn to work in the organic garden. Today they work in the endemic plant section of the garden and listen to a parent volunteer tell the legend about the Naupaka plant and some of its medicinal purposes. The class then returns to the classroom to wash their hands and participate in more project time. The name of the current class project is: "Plants: Growing and Changing on Kauai and in the world." Today he works on a PowerPoint presentation on different plants in different ecosystems that he and his group researched earlier in the week. He consults with his friend, Masao, who is working on a 3--D model of the Ohi'a Lehua plant. Project time is followed by Mandarin. Ms. Zhang comes to do her 45 minutes of direct instruction. Today, they are learning how to sing, "It's a Small World" in Mandarin. Then, two students model a dialogue, followed by the entire class breaking into pairs to practice. At 2:30 the class gathers in a circle to review what they learned and experienced in school today. At 2:40 his teachers take him outside for dismissal where his mother is waiting to pick him up. He eagerly shares about the Plant Project that he is working on and gives his mom an invitation to his Presentation of Learning that will be on Friday morning.

Attachment L - Teacher's typical school day (Section III.D.10)

Typical Teacher Day:

Ms. Sakai arrives at school at 7:40, greets the office manager and School Director and heads to her classroom to begin preparing for the day. She reads announcements from the School Director about upcoming events and professional development. Ms. Sakai spends some time communicating with parents through emails and phone calls. Next, she calls her friend, to remind her about tomorrow's Skype "date" with the class to answer their questions about Kauai's endemic plants. She then gets to work with her teaching team in organizing materials for work on the class project "Plants: Growing and Changing on Kauai and in the world." She and her team discuss how to modify the project for Royden, a student with cochlear implants, who needs more assistance with the vocabulary. At 8:25 she heads to The Village to pick up her students. Back in the classroom she sings with the class, leads a morning meeting, takes attendance, and leads the class in Number Corner. Next, she reviews the procedures and routines for Daily 5 and the class launches into a series of literacy activities. First she teaches a whole class mini-lesson, then she and her partner divide the students into smaller groups for guided reading. She takes the lower-level students while her teaching partner works with higher-level students. An education specialist joins the class for 30 minutes to work with a small group of students, some of whom have IEPs mandating service and others who have been identified for intervention through the school's RtI2 program. After ELA, the children go to recess. They then return for math instruction, the team again collaborates on whole class and small group instruction. Today's Math focuses on CCSS.MATH.CONTENT.3.NF.A.2 Understanding a fraction as a number on the number line. Children are organized into small-leveled group and each group is engaged in either games, or hands on activities to practice the skill. At SEL time students discuss Habit 2: Think With The End in Mind and the GLO Kuleana Ihola: Self-Directed Learner. Ms. Sakai leads the class in completing a graphic organizer that compares and contrast the two concepts. Then its lunchtime!

After lunch her class goes to the organic garden. Next, the students return to class to engage in student-centered project time. Ms. Sakai and her partner circulate around the room while students conduct research on computers and develop PowerPoint or Prezi presentations, 3--D models, and alphabet books to represent their plant research. Occasionally she pulls a small group of students to focus on a skill or topic they need to reach a deeper level in their projects. After Project Time, her students go to specials classes.

At the end of the day, Ms. Sakai leads closing circle. One learner shares her discovery that cactus have spines because they adapted to an environment with little water. After closing circle, Ms, Sakai helps her students pack up and takes them outside for dismissal. Finally, Ms. Sakai heads home thoughtfully reflecting upon the great student learning that took place today.

Attachment M - Evidence of support from planning partners (Section III.G.4)



HOUSE OF REPRESENTATIVES

STATE OF HAWAII
STATE CAPITOL
HONOLULU, HAWAII 96813

November 24, 2014

Ms. Catherine Payne, Chairperson
State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI 96813

RE: 2014 iLead Kauai Charter School Application

Chairperson Payne and Members of the State Public Charter School Commission:

As the State House Representative for District 14, East and North Kauai, I am pleased to submit a letter of support for the 2014 iLead Kauai Charter School application. It is my perspective to support new approaches to education that accommodate the individual needs of students and provide the State with successful templates that can dramatically improve Hawaii's educational standards for the twenty-first century.

As charter schools continue to become a visible component of the education system, it must also be held to a high degree of public accountability and academic viability. It is my understanding that the 2013 iLead Kauai Charter School application was denied due to a lack of measurable standards required by law. However, as there continues to be a strong community support for an iLead charter school in East Kauai, the applicant has persevered and addresses the 2013 deficiencies in its 2014 application.

The recent passage of Act 99, SLH 2014, clearly stipulates the criteria for a pre-opening of a charter school to satisfactorily meet the required performance and organization framework before a certification is granted. Further, it is my understanding that the Public Charter School Commission's role has been expanded and granted stronger oversight for compliance and cost-effective operations by all state-wide charter schools.

It is my hope that we pursue opportunities to implement innovative community based education models for our current and next generation of students.

Thank you for your consideration. Please feel free to contact my office at 586-8435 or email to repkawakami@capitol.hawaii.gov.

With Warm Regards,

A handwritten signature in dark ink, appearing to read "Derek Kawakami", written over a horizontal line.

Representative Derek S.K. Kawakami

District 14, East and North Kaua'i
Assistant Majority Leader & Vice Chair, Consumer Protection & Commerce Committee
State Capitol Building, Room 314, Honolulu, Hawaii 96813
Phone (808) 586-8435 • Email: repkawakami@capitol.hawaii.gov



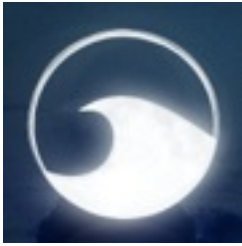
November 18, 2014
iLead Kauai Deena Moraes ileadkauai@gmail.com

To Whom It May Concern:
ALL SAINTS' EPISCOPAL
CHURCH AND PRESCHOOL
PO Box 248, 4-1065 Kuhio Highway | Kapaa, HI 96746-0248 www.allsaintskauai.org
| (808) 822-4267 | allsaintskauai@hawaiiantel.net
The Reverend Ryan D. Newman, Rector

The All Saints Church Gym, located at 4-1065 Kuhio Hwy., Kapaa, HI 96746, is currently available for tenants. The gym is a two story structure with a gym floor, stage, 3 bathrooms, and 4-5 classrooms/office spaces. There is also kitchen accessibility (not commercial grade).
Past tenants have included 2 private schools. We have been contacted by Deena Moraes regarding rental space for an upcoming charter school.

Thank you,
Christine Wataya Office Administrator

The mission of All Saints' is "To share and live the Good News of Jesus with members and our community, and to serve others."
A Church of the Episcopal Diocese of Hawaii | The Right Reverend Robert L. Fitzpatrick, Bishop



Kaiaulu Anahola Traditional Knowledge Marine Education Program 808-212-4356 www.kaiauluanahola.org

ILEAD Kauai Charter School Application Document from Kaiāulu Anahola

This document is being written to provide support for the ILEAD Kauai Charter School Application. This documents focuses on forging a partnership between the school and Kaiāulu Anahola Traditional Knowledge Marine Education Program (KA), a culture, project, place, and strength-based marine education program that is based in Wailua Bay, Kauai, just minutes away from Kapa'a, where the charter school is hoping to build its campus. KA supports project & place based education in the context of the Hawaiian resource management concept, 'āhupua'a. Although we teach our curriculum from an indigenous world-view, our foundation is in Science, Math, and Language Arts.

The mission of Kaiāulu Anahola Traditional Knowledge Marine Education Program (KA) is to increase the number of social domains on Kaua'i in which Traditional Ecological Knowledge (TEK) and Hawaiian Language are relevant. KA does this by working with community to identify challenges in our coastal environments and design plans with TEK as a major strategy to solve these challenges. In doing so, KA validates the important role that TEK played in the past to maintain sustainable coastal ecosystems as well as provide opportunities for our native population and allies to engage in updating TEK practices in a modern context. Another, ongoing and major goal of KA is to partner and collaborate with area educational institutions whose goals are similar to our core values and mission. We believe that ILEAD Kauai has a similar mission as our program.

One of the purposes of KA is to partner with educational institutions like ILEAD Kauai to establish long-term monitoring programs to document the cultural and natural resources along the northeast coastline of Kauai. With the advent of global warming, there is a change in weather and ocean conditions and residents find marine resources scarcer now than in the past. There is also constant mention our local newspapers and academic journals about the diseased coral reefs along Kaua'i shorelines.

There is currently no project or program in the Northeast Kauai area that is dedicated to providing information about the state of marine resources in our coastal waters. Kapa'a and the surrounding towns are home to several large hotels, is often used as a film location for Hollywood Movies, and is one of the major economic hubs for our local economy. Historically, the larger area is the home to many Kaua'i ali'i (royalty) and is an area in which expression of traditional culture, language, and values is widely embraced and celebrated. Hence, a program like KA is important because it can play a role in educating everyone about the fragile

ecosystems and allows for regular opportunities for students and staff at ILEAD Kauai to do outreach for visitors, community, and to engage in conversations with government agencies and others to improve overall management of our coastal marine resources.

I humbly submit this document in support of ILEAD Kauai. I look forward to providing more details in future documents necessary for the Charter School Application. Please do not hesitate to call me at 808-212-4356 for any questions or clarification.

Respectfully Submitted,

Kamealoha Smith

Kamealoha Smith, Project Director Kaiāulu Anahola TKME
www.kaiauluanahola.com



Nov 26, 2014

To whom it may concern,

My name is Robert Sherrill, president of Firegarden a custom software company founded in 1999. I am writing to inform the Hawaii Charter School Commission that Firegarden has partnered with iLEAD Kauai to design and publish the iLEADKauai.org website. Also Firegarden has been working in cooperation with iLEAD staff in spreading the word and introducing the possibilities to Kauai. When I first heard about iLEAD Kauai I knew that it was something special and that it deserved my full attention. I have recently been seeking alternative educational opportunities on Kauai for my 3 and 4 year old children. In speaking to other parents, teachers and community members I am finding there are slim options for parents who are interested in the non-traditional form of schooling. My wife, Nicola, and I have been considering home schooling as our only comfortable option to truly maximizing the non-traditional educational model of which we hold to the highest standard, until hearing about the proposal for iLEAD Kauai. We are now very enthusiastic.

As soon as I came into contact with the iLEAD team I knew that there could be a place, within the public school system, for our children's education here on Kauai. We support making this vision a reality. iLEAD represents a sense of genuine care and honor for the children and school that is being proposed. I believe this sort of uniqueness should be embraced by the Hawaii Charter School Commission for the better of our community, island and state. I also believe that this kind of education will breed leaders, thinkers and the kind of children we can be proud to call future leaders of Hawaii.

There is no doubt in our mind that Kauai is asking for such a school and that it will be extremely well received and supported by both parents and teachers. I am already dedicated to Project Based Learning and think this is a more efficient way of educating to prepare my children for the real world. While talking with other parents about the possibility of iLEAD Kauai the one thing they want to know is "How can I help?" There are many volunteers and supporters of iLEAD Kauai. We are grateful for our connection with iLEAD and Firegarden will continue to do everything in its power to make this dream a reality on Kauai.

Aloha,

Robert Sherrill Firegarden

A handwritten signature in blue ink that reads "Robert Sherrill".

Fireagarden 4-831 Kuhio Hwy Suite 438-321 Kapaa, HI 96746
1.877.222.7818

April 3, 2014

To The Public Charter School Commission of Hawaii,

I am writing this letter as a board member of the iLEAD Kauai proposed charter school for the island of Kauai. Having been vice principal and acting principal of a number of well-respected public schools on the island, I am always looking for new ideas to infuse into our community. I first came across the iLEAD Kauai Charter School proposal in a presentation at our Kauai Lodge of Free and Accepted Masons and was deeply intrigued by the ideas and approaches of iLEAD. I also attended the public meeting held on the island and was pleasantly surprised to see such a wide turn out of important community members who were present to learn more and lend their support to the project. As I shared with Deena, there was significant positive sentiment in the room that night and an overwhelming response that Kauai was ready for this new school alternative amongst the many people present.

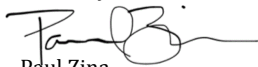
As an educator and administrator with a long-standing record on the island, I was initially cautious about lending my support, but as I learned more about the project and about the successes that they experienced at their other schools, I was infused with enthusiasm for a well-structured system for project-based learning that is so needed on the island. The iLEAD ideas and approaches deeply resonate with my beliefs in public education and with the needs that we have on the island to provide free and appropriate alternative learning options. With all of this in mind, I am enthusiastic to lend my support to the iLEAD Kauai governing board. I am confident that although the iLEAD concepts originated in California, the structure of their system will be easily adaptable to the reality of our island and our state.

I am even more confident to lend my support to the project after observing Deena Fontana Moraes' leadership abilities and style. Deena is a talented and articulate local Kauai girl who left the island to gain education and experience in the global community. She is passionate to return to her home and dedicate her energy and efforts to create the very best institution possible for our kids. Deena was my teaching colleague at Waimea High School and has deep roots on our island. Due to the fact that she has spent the last several years working in an International School environment, one way that I believe that I can support the iLEAD Kauai effort is by helping to advise the team about the intricacies of our current Hawaii DOE system.

On behalf of the island of Kauai, I urge the board to approve the iLEAD Kauai proposal for the 2015-2016 school year.

Please feel free to contact me if you should have any questions.

Sincerely,



Paul Zina
Public School Administrator

Hartwell H.K. Blake
P.O. Box 159
Koloa, Kaua'i, Hawai'i 96756
2 April 2014
State of Hawai'i
Board of Education

RE: ILead Kaua'i
Petition for Public Charter School

To Whom It May Concern:

ILead Kauai is petitioning the State of Hawai'i for approval, recognition, and funding as a public charter school. If approved, it will be open to all students on Kaua'i. The parents and educators who seek to establish ILead believe the educational needs of their children can be more positively addressed in a motivational environment geared to an individual approach specific to each student. We are fortunate to be able to pattern the program after two successful ILead Charter Schools already established on the continent. Adaptation of this template permits time and resources to be allocated to structure and obviates having to 'reinvent the wheel'.

In addition to the individual student-specific approach, the school intends to recognize and incorporate matters of importance to our island community. Hawaiian values will be emphasized. These universal values will be reflected in Hawaiian terms. It is important because the simplicity of the language permits a single word, e.g., 'aloha', to encompass all of the nuances of a definition otherwise provided by a long list of synonyms.

Character development and ethical behavior will be an important aspect of the curriculum.

Deena Fontana Moraes is imminently qualified to incorporate these standards into the requirements of the basic state curriculum. She was born and raised on Kaua'i, educated in our public schools, matriculated to Reed and Sarah Lawrence, has taught school in Brazil, and holds a MEd. She took all of the Hawaiian culture classes offered in her schools and also learned to dance the hula.

I can personally vouch for her initiative and personal work ethic, having supervised her as a student clerk in the Office of the County Attorney. My daughter and Ms. Fontana were classmates at Kaua'i High School. I am informed that Deena was well-liked and respected by her school mates and instructors. Her reputation and character are attributable to positive parental influence and her understanding, acceptance, and appreciation, of our folkways and mores. Please approve the ILead application.

/s/ Hartwell H.K. Blake

November 20, 2014

To Whom it May Concern,

Aloha, my name is Elizabeth Reeves and I have recently volunteered and been appointed to iLEAD Kaua'i school's board of directors representing the students' parents. I have lived on Kaua'i for the past 12 years. First and foremost. I am a parent to 2 wonderful boys, ages 6 and 7. My husband is British, a business owner in Wailua, and we all follow a spiritual tradition from India. I am also a business owner in Kapa'a while my children are in Kindergarten and 1st grades at Kapa'a Elementary School.

Like most parents of school-aged kids here, I was nervous about their education. The public schools have a bad reputation. I was anxious and hopeful to send them to the Kanui Kaponu charter school because of the small size and outdoor, in the field-style learning environment they advertise. But we didn't make it through the lottery. So by default, due to financial constraints, we sent our son to Kapa'a Elementary.

What a relief it was that in fact the school was not as bad as people make out. His teacher was great and overall it was a positive experience. However, what I have determined to be the main problem with the schools is overpopulation. While classroom time may be acceptable, it is all of the other aspects of the school experience that fall short. For example, children cannot have the classic field day of athletic games because "there are just too many kids" to make it work; therefore, only 5th grade has one. Imagine being 4 or 5 years old and it's your first time away from home and family, there are 200 kindergarteners running wild on the playground; it's a 15 minute wait for a 20 seconds turn on the swing, the climbing frame is too crowded, etc. Freedom and creativity are thwarted in order to keep order. This has been our experience.

I currently volunteer once a week in my younger son's kindergarten class. I witness the huge range of abilities and wonder how are some children going to get the chance to catch up and how are the advanced students being challenged enough to stay interested?

These are just some of the concerns I have as an involved parent who cares about the opportunities for all of the island's children. When I heard about iLEAD Kaua'i, I was very attracted to their ideals and concepts. But to be honest, it was mostly because of the fact that this innovative school could be free to attend. We are a working-class family like most other families here working multiple jobs just to pay an exorbitant rent. Some say it's worth the struggle to have a healthy quality of life on a paradise island. But why should our children's education, their entire young life, have to suffer for low budgets and overpopulation?

Kaua'i, especially the East side of Kaua'i (the most densely populated part of the island where our schools are also the most populated in the entire state), desperately needs more school options. Kanui Kaponu has a massive waiting list; they are maxed out. If not just to help alleviate the problem of overcrowding, then to offer an alternative to the traditional system. We know the traditional system is failing our kids here on Kaua'i when Kapa'a elementary ranks number 169 out of 191 elementary schools in the state. I don't know all the reasons why, but I am focused on creating a solution that can help reduce some of the burden too many

kids may create. And if the state is unable to build another public school then that is when parent and community leaders step up to make it happen.

Our keiki deserve to experience an education that plants the seed of lifelong enthusiasm for learning and growing as human beings in a global village. iLEAD Kaua'i perfectly suits our island way of life. Look around you and notice the diversity of people; some are native Hawaiian, some families have been rooted here for generations after immigrating from all parts of the world, and some are newly transplanted from the mainland or another corner of the globe. We are a microcosm of the macrocosm. Take my family, for example. I am American, my husband is from Europe, our children are citizens of both but we are immersed in Pacific island culture while we are also practicing traditions from India. Even though we are white skinned, we are a multicultural family.

Many people here complain that the cost of living is so high it is forcing our young adults to move away, far from their families here. What if those children were raised and educated in an environment that emphasized their leadership, technology, entrepreneurial and communication skills in such a way that they could stay and raise their future families here? Isn't that what we want? And what if it was meant to be for those who travel and move away; those children have also been prepared to lead with the same innovative education that has emphasized the value of cultural differences. Other aspects of Kaua'i life are outdoor and family activities. Island kids are active, they would rather have freedom to move around, learn kinesthetically. That is not an option in traditional mainstream schools. Living in multigenerational households, family gatherings every weekend, these are facets of Hawaiian culture. iLEAD's team-based projects teach children the skills of cooperation, listening, respect, give and take, etc.

This school system is not an imposition on Hawaiian values or culture; rather it embraces and emulates Hawaiian values and intends to perpetuate its culture. I raise my own children to respect the variety of cultural traditions and their favorite class at Kapa'a Elementary is Hawaiian class with Kumu Aloha. iLEAD Kauai's project-based learning system can allow the children to experience, through immersion, Hawaiian culture as well as every other subject because they are not separate in this model.

I cannot honestly think of any reason why this school should not receive charter approval. Any argument against it I will gladly address and defeat. I know I am not the only passionate parent, and I am speaking on behalf of all of us who want more for our keiki on Kaua'i. I am in constant contact with other parents as well as non-parent residents who are very hopeful and excited for this to happen.

I am honored to represent the parents on iLEAD's board of directors! I am eagerly looking forward to every step of the process we have ahead of us. Please contact me for further conversation, I am happy to discuss any concerns.

In Service,



Elizabeth Reeves (808) 635-2164

* Please consult <http://www.ileadkauai.org/testimonials/> to view 84 additional community testimonies in support of iLEAD Kauai Public Charter School. In the last week, we also included a link for parents to register their interest in enrolling in our school. In just 1 week parents expressed an interest to enroll 42 students at iLEAD Kauai. Although the later number does not appear on the webpage for the protection of Kauai families and Keiki, we have these reports available for the Commission's review.

Attachment N- Evidence of support from essential implementation partners (Section III.G.5)



To: State Public Charter School Commission

1111 Bishop Street, Suite 516

Honolulu, HI. 96813

info@spcsc.hawaii.gov

Tel: 808-586-3775

Fax: 808-586-3776

November 18th, 2014

Dear Hawaii State Charter School,

I am writing this letter on behalf of iLEAD Kauai to inform the Hawaii State Charter School Commission that we are familiar with their efforts to start a highly needed school here on Kauai. We have met with the founders of iLEAD to begin a partnership in which we offer our fully licensed & credentialed Pediatric Physical, Occupational, & Speech Therapy services to the students of iLEAD Kauai.

iLEAD is fully aware and make it a priority for their students with disabilities to have access to receive physical, occupational, & speech therapy services at their planned school. As you are aware, since the 1975 passage of the Individuals with Disabilities Education Act (IDEA), which served as the original impetus for school-based therapy, the law stipulates that students with disabilities must have access to the therapy if they need it to benefit from special education. In 2001, Congress passed the No Child Left Behind (NCLB) Act, which requires schools to improve the academic achievement of all students, including those with disabilities. In 2004, the reauthorization of IDEA extended the availability of therapy services to all students, not just those with disabilities, in order to fully participate in school. iLEAD and Kauai In-Home Therapy LLC have collaborated our efforts to meet this need for iLEAD 's Kauai students who meet this need.

Mahalo for your consideration of iLEAD Kauai. Should you have any questions regarding our planned collaboration with iLEAD or require additional information regarding our therapists, credentials & expertise with pediatric clients, please contact me at your convenience.

Sincerely,

Melinda Murray, OTR/L

Owner: Kauai In-Home Therapy LLC



November 23, 2014

To The Hawaii State Charter School Commission,

On behalf of Farm to Keiki, I support and encourage the development of iLEAD Kauai. Farm to Keiki is a statewide Farm to school program that encourages schools to promote healthy eating habits in the early years. We work with schools to provide healthy, locally grown foods to children and to teach school standards and life skills through hands on learning with school gardens. We are looking forward to partner with iLEAD and hoping that they can also be a leader for other schools throughout Hawaii by their best practices in education, including teaching to the whole child and caring for their nutrition through implementing Farm to Keiki.

I have had the pleasure to personally know Deena for many years and know that her past experience in school leadership, foresight and trusting character are all qualities that will not only support the success of this highly needed school on Kauai, but also ones we look for in a role model for the children of Kauai.

iLEAD has also expressed interest for bringing students on learning experiences to the National Tropical Botanical Gardens. I lead the school trips at the North shore location, Limahuli Garden and Preserve and we are very pleased that Deena and iLEAD would like to bring their students on learning experiences to the gardens. This intention shows that iLEAD and its leadership know the value of having their students experience and be involved in service-learning on Kauai and the importance of connecting students to nature and concepts of indigenous sustainability.

We encourage the development of iLEAD Kauai and are looking forward to becoming part of the learning experience for children through our community partnership.

Mahalo nui loa,

Tiana Kamen

Farm to Keiki, Founder and Director

Mr. John Bettencourt
421 A Kaholalele Rd
Kapaa, HI 96746
jgalenb@gmail.com

November 19, 2014

Ms. Deena Moraes,
iLEAD Kauai (i Alaka'i Kaua'i)
5650 Kaehulua Road
Kapaa, HI 96746

Dear Ms. Moraes,

Dr. Kani Blackwell (DrB) has shared with me that she is partnering with you to open a proposed Charter School in Kapaa, iLEAD Kauai. I have worked many years (16 years to be exact) assisting DrB, first at California State University Monterey Bay as her faculty assistant with technology and then, when I moved to Kauai in 2004, I continued to assist DrB, in various projects.

I was technology assistant to 7th & 8th grade teachers at Kapaa Middle School for three years and then joined an independent publishing company here on Kauai, where I work online from home. I have also been sub-contracted to work as a technology assistant on a Department of Education Math Grant and later for Kauai Central Complex's Technology Grant offered by the Department of Education Curriculum Division.

It is with pleasure that I commit (only part-time) in assisting with the iLEAD Kauai proposed Charter School. I will be happy to assist with anything in the way of technology that I might be able to help do. My expertise is in problem solving technical issues and explaining them to faculty or staff in everyday language.

I look forward to this Charter School becoming a reality for Kapaa for both Kapaa Elementary School and Kappa Middle School are so over crowded and a Charter School like iLEAD Kauai would be a great addition to our community.

Sincerely yours,



John Bettencourt
Technology Assistant

Deena Fontana Moraes

3245 Cabana Lane. Lancaster, CA 93536. (808) 439-6411. deena.moraes@ileadschols.org

Overview

Passionate, educational leader with a mind for business and a vision for developing educational programs to ensure each child's fullest potential in the context of a positive school environment

Professional Experience

iLEAD Lancaster- iLEADership Residency (Lancaster, California)

2014-Present

- Hands on involvement with all aspects of school management within the iLEAD Schools Model. Including but not limited to: Facilitator Goal Setting and Evaluations, Hiring, Dismissal, Community Outreach and Event Planning, Facilities, Scheduling, Assessment, Data- Driven Instructional Programs, Student Discipline, etc.

Academy Kids Founder and Director

2013-2014

- Founder of this interdisciplinary bilingual program
- Designed mission, vision and curriculum with a special emphasis on maintaining and building language skills through project-based academics
- Coordinated budgeting, scheduling, advertising and registration processes.
- Hired, oriented, and observed teachers.
- Interfaced with administrators, parents and students to ensure successful program implementation.

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

2009---Present

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

Committee Participation at Pan American School of Bahia

Strategic Planning Committee

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

PASB Faculty Senate--- Co---Chair

Elected to facilitate communication between teachers and administration

Teacher Evaluation Committee--- Participant

Evaluated and helped institute AASSA instrument for Teacher Evaluation

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

Developed vertically and horizontally aligned Common Core Standards into our curriculum

Character Education Committee – Chair

Led teachers to create an effective Social Emotional school wide Learning Program

SACS Accreditation Committee--- Governance and Leadership

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

Other Professional Experiences

Shell Vacations LLC--- Account Executive (Kauai, Hawaii)

2006---2009

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

Hawaii DOE--- HS ESOL/English Teacher (Kauai/Oahu, HI)

2002---2004

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

Kauai ATVs--- Director of Sales and Marketing (Kauai, HI)

1999---2000

Designed all sales and marketing materials/ campaigns, developed business by researching, prospecting and establishing leads, presented product to corporate decision makers and negotiated terms, also aided in budgeting, recruitment, hiring, and training for start-up

Professional Presentations

Conflict Resolution Skills for the Global Citizen –

Co-originator of a formalized conflict resolution system that teaches children the skills that they need to independently resolve their daily conflicts. The goal of the training is to empower and equip educators to be able to integrate this formalized system into their classrooms

[http://aassaquito2012.pbworks.com/w/page/50342118/Deena Fontana Moraes Joy](http://aassaquito2012.pbworks.com/w/page/50342118/Deena%20Fontana%20Moraes%20Joy)

Broughton Robert Summers --- Conflict Resolution Skills for the Global Citiz~

iLEAD Lancaster Charter School (Lancaster, California)	October, 2014
Pan American School of Bahia (Bahia, Brazil)	January , 2013
AASSA Conference Presenter (Quito, Ecuador)	March, 2012

Educational Experiences

M.Ed - Educational Leadership Candidate	December, 2015
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University of West Florida

The emphasis of Masters' Coursework has been on the Curriculum, Law, Finance, Management, Communication, etc. as pertaining to Charter Schools

M.A – Elementary Education	May, 2012
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University of Alabama

The emphasis of this Masters program was on Curriculum, Instructional Design, and Assessment Theories/Practices with a special focus on Bilingual Education

PBCSE- Grades 7-12 Secondary Education (ELL)	May, 2003
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University of Hawaii

A Post-Baccalaureate Certification in Secondary Education with an emphasis on ELL communities particular to the Hawaiian Islands

B.A--- Psychology/Dance	May, 1999
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Sarah Lawrence College, New York

3.7 GPA Awarded from this rigorous liberal arts college with a focus on creative and performing arts.

Professional Teaching Licensure

State of Florida Educator's Certificate	April, 2009
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Elementary Education /ESOL Endorsement

Hawaii Teacher's Standards Board	May, 2003
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Teaching English as a Second Language

Additional Professional Licensure

Hawaii Real Estate License- Salesperson	December, 2005
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Florida Real Estate License- Broker	May, 2009
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Scholarships

D5000 Rotary \$30K Ambassadorial Scholarship Recipient

Conducted Field research on Afro-Brazilian Dance Ethnography in Salvador, Bahia, Brazil.

Also, responsible for facilitating a cooperative project that resulted in bringing water to a local village

Outreach and Development Coordinator/ Mentor to School Director

KANI A. BLACKWELL, Ed.D

5650 Kaehulua Road H (808) 822-2658, Cell (808) 651-7733 Kapa'a, HI 96746 Email:
drb.onkauai@gmail.com

EDUCATION - DEGREES/CREDENTIALS

Doctorate of Education

United States International University, San Diego, CA, School of Education -

Curriculum & Instruction - Emphasis: Cognitive Psychology

Administration Credentials – 1988, 1992, Life Credential

San Diego State University - Preliminary Administrative Credential in Education

Saint Mary's College of Education, Professional Administrative Credential in Education,

Masters of Education

University of Maryland Graduate School - School of Education - Human Development

Bachelor of Science

University of Maryland College Park – Department of Education, Fine Arts (Dance) and Physical Education

UNIVERSITY TEACHING EXPERIENCE – 24 years January 2011 – (present)
University of Hawaii, Manoa (UHM) – Adjunct Faculty

As a retired full tie professor, I continue to teach course online for UHM

and specialize in Multicultural Education.

August 2003 - June 2010 – University of Hawaii, Manoa - Associate Specialist

College of Education, Institute for Teacher Education – Coordinator for Statewide Program in Elementary and Early Childhood Education (Kauai, Maui, Molokai, Hawaii Island), Kauai Coordinator of co-horts of students, coordinate with schools for placement; supervise field experience and student teaching, conduct seminars, and teach Elementary and Early Childhood Education courses.

January 1997 - July 2003 – California State University, Monterey Bay – Professor, tenured

Collaborative Education & Professional Studies, Psychological Foundations of Learning, Student Teaching Stage I & II Supervision and Seminar Leader - Field-based Teacher Education, Institute of Advance Studies, Chair - Masters of Arts in Education, Distributed Learning & Extended Education courses, received **full professor and tenure July 1, 2003**

August 1966 - June 1972 – University Faculty - Assistant Professor, tenured

University of Maryland, Baltimore County, Baltimore, Maryland, Assistant Professor of Fine Arts, Humanities Department, Chair 1969-71, **received tenure May 1971**

1963 - 1997 – Part-time University Adjunct Faculty

1997 - *California State University, Monterey Bay*, Foundation course - "Teaching and Learning" 1994 - *California State University, Stanislaus* Extension Course, Turlock, CA - Administrator for

Summer Reading Academy for K-12 Teachers in Reading and Multiple Intelligences 1988 - 1989 - *Humboldt University* - Arcata, CA, Summer

Arts Institute - Arts Education in K-12 1979 - 1980 - *San Diego State University Extension Courses* - Department of Education,

Integrating the Arts into Elementary Curriculum 1 Dr. Kani A. Blackwell

K-12 PUBLIC EDUCATION EXPERIENCE: Teaching and Administration – 24 years

CLASSROOM TEACHING: (total 9 years)

Classroom Teacher - Cajon Valley Union School District, ADA 19,000, San Diego, California, Flying Hills School – 6th Grade (1979-1980), Magnolia School 1st Grade (1980-1981), Madison School – Grades 4-5 (1989-1992) **Classroom Teacher - Board of Education of the Virgin Islands**, Grades K-12, St. Thomas, Virgin Islands, Tutu Elementary School – 4th Grade (1973-74), School of Creative Learning – Grades 7-12 (1971-1973)

TEACHING-ADMINISTRATION: (total 8 years)

Principal/Teacher - Principal/Teacher of the **Fine Arts Magnet Education** program – School of F.A.M.E. Founder: developed, and administered program for eight years and served as teaching/principal. Main focus was the concept of alternative education and learning through the arts for grades 4-6, ADA 125 (1981-1989).

ADMINISTRATION: (total 7 years)

Assistant Superintendent, Educational Services - Franklin-McKinley School District, K-8, ADA 10, 976, San Jose, California Responsibilities of the Educational Services of 13 multi-track year-round schools: Curriculum & Instruction, Special Education Services, Language Development, and State and Federal Categorical Programs with full responsibility for curriculum leadership, planning, budgeting, grant-

3

writing, and implementing, and assessing programs for the effectiveness and impact on student learning (outcomes) 1995-1997.

Principal - Moon Elementary School, Waterford School District, K-8, ADA 1575, Waterford, California Complete administration and management of school site for 850 students with a staff of 48 people. Provided curriculum leadership for the school, teachers, students, and community as well as management of budget and programs 1992-1995.

District Office - Curriculum Specialist - Cajon Valley Union School District, ADA 19,000, San Diego, California. Curriculum Program Specialist - Main responsibility was for program and staff development for K-8 curriculum for entire district with 17 schools 1977-1979.

CREDENTIALS/CERTIFICATE

CA Professional Administrative Services Credential: valid – 2007 - life
Language Development Specialist Certificate (LDS/CLAD): clear, valid - life
CA Teaching Credential - Multiple Subjects K-12: valid - life
CA Community College Instructor Credential: valid - life

2 Dr. Kani A. Blackwell

UNIVERSITY LEADERSHIP PROFESSIONAL SERVICE:

**University of Hawaii, Manoa – 2003-2010 (retired from full time)
Adjunct faculty 2014**

- My main leadership role for University of Hawaii, Manoa was in the establishment and implementation of the Statewide Teacher Education program since its inception, August 2003. The Statewide Teacher Education program was developed for the neighboring islands of Hawaii offering the same rigorous curriculum as on Oahu. This necessitated taking leadership in online learning and

distance education as well as curriculum development. I also served as Statewide Coordinator of the Elementary Education Statewide program involving four neighboring islands (Kauai, Maui, Molokai, Hawaii Island) before assuming a role of sole leadership in Teacher Education for UHM for the island of Kauai.

- As a faculty member and neighbor island Co-hort Coordinator on Kauai, I served on faculty committees and attended monthly faculty meetings on Oahu. In 2007, I served on the faculty committee for submitting a proposal for an alternative pathway for the B.A. degree. I also served on the Office of Academic Student Services Advisory Committee for Kauai. In previous years at UHM, I undertook leadership roles in course development and in providing leadership and guidance for the Statewide Teacher Education program for distance education developing courses online.
- All four courses that I taught for the university had a focus designation: ITE 312 Introduction to Elementary Education (Writing Focus), ITE 329 Integration of the Performing Arts in Elementary Education (Oral Focus), ITE 390 Multicultural Education (Hawaiian, Asian, & Pacific Issues Focus), ITE 390 Seminar for Student Teaching (Ethics Focus) and were taught in the hybrid format of face-to-face classes as well as online.
- I took an active role in serving Kauai and representing UHM for a variety of events that included National College Fairs and local high school college fair, Kauai Community College (KCC) Parents' Night, Accreditation and Assessment committees for KCC, and working with professional organizations on Educational issues for the island of Kauai. **University Leadership Professional Service – CSU, Monterey Bay 1997-2003** *SEARCH COMMITTEES*
- Faculty representative for Teacher Education Search Committee member for Director of Teacher Education, College of

Professional Studies - December 2002-May 2003

- Faculty representative for university-wide Search Committee for Lead Instructional Developer for Information Technology – Distributed Learning and Extended Education, May 2002 Faculty representative for university-wide Search Committee for Electronic Library services, November-December, 2001
- Faculty member for Search Committee for Institute of Advanced Studies, Masters of Arts in Education, tenure-track Assistant Professor of Education, November-December 2001
- Faculty representative for university-wide Search Committee for Ombudsperson - Chair, V.P. Henry Villanueva, January-May 2001
- Faculty representative for university-wide Search Committee for Director of the Presenting Program and World Theater - February-April 2001
- Faculty representative for Search Committee for Vice-president University Advancement as part of President's Cabinet and leader for University Advancement, Diane Cordero de Noriega, Chair, January-March 2000
- Chair of Search Committee for the selection of the Associate Director of Regional Center for Cal State Teach, CSU state/regional position, September 1999

3 Dr. Kani A. Blackwell

University Leadership Professional Service - CSU, Monterey Bay 1997-2003 (cont.)

- *Co-chaired* Search Committee for the selection of the Coordinator for

Service Learning in Schools, position in the Institute of Service Learning, CSUMB, May 1999

- *Chair* of Search Committee for the selection of Administrative Director for CSUMB Teaching Internship Program, Dec. 1998
- *Chair* of Search Committee for staff position, Administrative Support for CSUMB Teaching Internship Program, July 1998
- Faculty member of Search Committee for "Sociological Foundations for Learning in a School Context", multi-year lecturer, CSUMB, April 1998
- Faculty member of Search Committee for Teacher Education - Language and Literacy/Biliteracy - tenure track position, December 1997
- Faculty Search Committee member for Director of Teacher Education, Collaborative Education & Professional Studies - December 1997
UNIVERSITY-WIDE COMMITTEES

- Faculty Representative on the Distributed Learning and Extended Education Council and member of CLAIR committee, 2000-2003.
- Institute Representative for California Faculty Association, 2000-2003
- Faculty Senate Liaison to University Advancement, 2001-2003
- Faculty member of Human Subject Matter Committee - Institutional Review Board, Grants & Contract, 2000-2001
- Committee member of Administration & Finance Committee, subcommittee University Space Management - 2000 – 2003
- Faculty Senate Representative from Institute of Advanced Studies -

Masters of Arts in Education program, 1999-2001

- Faculty representative-Teaching & Technology Roundtable - monthly seminars, 2000-2003 Teacher Education representative for faculty for Institute of Service Learning, 1998-2001
- Chair of Faculty Senate University Advancement Liaison Committee, 2000-2002.
- Teacher Education representative for 2001 Commencement & Graduation Committee, 2001
- Co-chair committee with Dean of Education and Campus Liaison -“The Role of the Arts in Teacher Education at CSUMB” Task Force, 1997-2001
- Policy Board Member of CSUMB Teaching Internship Program, June 1998-June 2000
- Chair of Faculty Student Affairs Committee for Faculty Senate, August 1998 – December 1999
- Member of Governance Committee for Center of Collaborative Education & Professional Studies, Chair of governance sub-committee, 1997-98 *DISTRIBUTED LEARNING AND EXTENDED EDUCATION -DISTANCE LEARNING*
- Faculty Coordinator for Distributed Learning and Extended Education, 1999-2003
- Teach masters level course online from Kauai, MAE 636 Culture, Cognition, and Development, hybrid model, June-August 2002
- "Technology & the Pedagogy of Teaching" - new faculty orientation

presentation, Aug. 2001

- Faculty team member for course design and construction - Distributed Learning & Extended Education, developing online courses, Blackboard Courseinfo development - 2000 - 2003
- Designed and taught online course for one of three series of CLAD Certification as a pilot for other faculty members to model, "Developing the Hybrid Model", June-Aug. 2001
- Received certification in Online Teaching - Blackboard Course-Info for Faculty, summer 2000

4 Dr. Kani A. Blackwell

University Leadership Professional Service - CSU, Monterey Bay 1997-2003 (cont.)

UNIVERSITY SERVICE

- Faculty Coordinator/Advisor for professional development opportunities, granting faculty approval for CEU and undergraduate/graduate units- 1999 - 2003
- "Using the Web to Enhance the Classroom" and "On-line Teacher Education Proposals", participation in university on-line connections, April, May 1998
- A National Forum: "Attracting and Preparing Teachers for the 21st Century", CSUMB Video Conference, April 1997
- Serve as CSUMB representative on Advisory Board for San Jose State University Administrative Southern Region, 2001-2003
- Serve as CSUMB representative on Advisory Board for California School

Leadership Association (CLSA), 2000-2003

- Faculty Advisor for students to do Cultural Studies in China and Tibet, 2001-2002
- Faculty workshop for new faculty members – Understanding the Uniqueness of our Students, August 2001.
- Faculty Advisor for CSU Monterey Bay Alumni Association, 1998-2001
- Faculty advisor for Student Voice (student governing body), August 1999-May 2000
- CSUMB Teaching Internship program (CTIP) Advisory Board, participation in CCTC site visit review for Alternative Certification grant, April 1999
- Chair of CSUMB Leadership Team for Service Learning National Partners, Service Learning 2000, Stanford University, March 1998, June 1999, April 1999
- Faculty leader for California Commission on Teacher Credentialing Review, Institute of Field-based Teacher Education program at CSU Monterey Bay, April 1998, April 1999
- Edited Program Documentation for California Commission on Teacher Credentialing for Alternative Certification for Teacher Credentialing, Institute for Field-based Teacher Education, January 1999
- Developed collaborative partners and advisory council for the submission of a university alternative teaching internship program for CSUMB, Monterey County Office of Education, and 14 school districts in the Tri-County area, January-April 1998

- Served as Interim Coordinator of CSUMB Teaching Internship Program (CTIP), developing and implementing the university internship program for CSU Monterey Bay, April 1998- January 1999
- Provided campus-wide workshop for faculty and staff development on “Understanding the Role of Multiple Intelligences in Your Profession”, October 1998 **Community Service - Professional Application – State/National/International** *Local area – Kauai, Hawaii (2003-2009)*
- UH Manoa representative for Service Learning Advisory Council for Kauai Community College.
- Chairperson of Education Committee for Circle of Friends and First Americans, a Native American outreach to the schools *Local – Tri-County area – Monterey, CA (1997-2003)*
- Faculty tutor for America Reads Program – Leon and Sylvia Panetta Institute, 1999-2003
- Representative for CSUMB on the Tri-County Personnel Directors Committee, Monterey County Office of Education, 1997-2000 and Teacher Recruitment Fair with 28 school districts, Hartnell Community College, Salinas, CA, 1997-2002

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Community Service - Professional Application – State/National/International (cont.)

- University representative for Central Coast Regional Professional Development Consortium, 1999-2001
- University representative for Monterey Bay Aquarium and Marine

Sanctuary Professional Development Consortium - 2000 – 2001

- Teacher Ed representative for CCET, CACTE, SCATE, Joint Fall Conference, “Teachers for the New Millennium”, San Diego, October 1997 through October 2002
- Collaboration/presenter - Partnership for the Arts Workshop, "Arts for Teachers Teaching the Arts" sponsored by Packard Foundation, CSUMB, February 1998
- Lead Writer and co-coordinator for university WASC Review for Field-based Teacher Education, CSUMB, October 1997 *State of Hawaii*
- Invited speaker for Legislative Hearing on Hooser’s Senate Bill 1089 loan forgiveness program for teachers who teach on neighboring islands, February 14, 2005.
- Kauai Grant representative for Evaluation Workshop, Hawaii Department of Education, Instructional Services Division, January 2004, February 2006
- External Evaluator for Mathematics (NSF Grant) and Mathematics, Science and Technology, Hawaii Department of Education, 2004-2007, 2006-2009 *State of California*
- Active participant and presenter for California Council on Teacher Education, 1997-2002
- Advisory Board member for California School Leadership Academy (CSLA), 2000-2003
- Serve as one of three CSUMB representatives for National Board for Professional Teaching Standards Certification - CSU Consortium, 2000-2003

- Advisory member and Grant Reader for the State Department of Education, Arts Demonstration Project, distribution of four million dollars for K-12 schools for arts in education, January 2001
- Seminar for CSUMB Graduate Credit, Brain Research & Education, The Brain Connection Conference, San Francisco, CA, May 2000
- Advisory member and Grant Reader for the California Arts Council, Local Arts Education Partnerships, State Department of Education, June 1998, May 1999, April 2000
- Completed training for “Becoming a Star Teacher”, the Haberman Educational Foundation, interview strategies for selection of successful perspective teachers, Sacramento, CA Oct. 1998
- Attended and served as Coordinator for Intern Program for Alternative Certification Program, State Department of Education Directors’ Meeting and Planning, Sacramento, CA, Oct. 1998
- Member of the County Superintendent's Educational Leadership Center Design Team, designing and restructuring leadership roles in schools, UCLA Leadership Project, 1995-1996
- Reader for the Annenberg-Hewlett, Bay Area School Reform Collaborative Member and Funding Applications, 1995
- Re-Certification of Evaluation of Principals and other Administrators Workshop, April 1995
- Coordinator of Net Day I (Technology) for Franklin-McKinley School District, March 1996
- Planning Committee for Asilomar State Framework Conference-Visual & Performing Arts, 1994-1996

- President-Elect, President, & Past President of State Arts Organization – CDEA, 1990-1996
- State Technology Telementor for Region VI - Technology Project Training, 1994-1995

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National/International Activities

- UHM Grant representative for Mathematics and Science Partnership Program Regional Conference II, U. S. Department of Education, Seattle Washington, March 2006
- Panel presenter at the Council on Anthropological Association, San Francisco on the statewide teacher education program, November 2004
- Presenter at International Conference on Computers and Advanced Technology in Education, Kaua'i, Hawaii, on distance education, August 2004
- Ticketed session for international conference, Association for Supervision and Curriculum Development (ASCD), New Orleans, Louisiana on cultural pedagogy, March 2004.
- National Association for Multicultural Education (NAME), annual international conference, Seattle Washington, on brain-based learning, culture, and the arts, November 2003
- Presenter at Hawaii International Conference of Education, Honolulu, on distributed learning and teacher education, January 9, 2003
- Speaker for 60 guests from Denmark visiting CSUMB to learn about technology, distance learning, and the pedagogical strategies

for Constructivist Teaching online, October 24, 2001

- Member of National Board Professional Teaching Standards Network - West Ed Organization, 2000-2002
- Invited Keynote Speaker, all day workshop, presentation of paper and interactive workshop for 17 school districts (55 teachers) – see presentation section, Rockford, Illinois, August 2001
- Presented at International Seminar for Neuroscientists, Educators, Researchers, interactive seminar and paper presentation, Learning Brain Expo 2001, San Diego, CA, January 2001
- Host Committee member for International Conference of Association of Supervision, Curriculum and Development, (ASCD) 12,500 attendees, San Francisco, CA, March 1999
- Presentation of a research paper about adults seeking Teaching Credentials and selecting to teach, “later in life” or the second time around. National Alternative Accreditation Conference, Seattle, WA, April 1999
- Seminar Presentation: ASCD Celebration for Educational Reform, “Critical Issues in Education” New Orleans, LA, (offered online learning and graduate credit), March 2000
- Presentation on the use of service learning as an instructional strategy for integrating the elements of service for community, academic learning, and reflection on service and learning. Interactive workshop for teachers National Service Learning Conference, San Jose, CA 1999
- Presentation on a study of tracking the effectiveness of internship credential students in comparison with traditional teacher education students. Presented at Japan-United States Teacher

Education Consortium (JUSTEC), International Conference,
Honolulu, HI, Aug 1999

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PUBLICATIONS/Juried Papers and Presentations

- National Association for Multicultural Education (NAME), 20th annual international conference, Las Vegas, NV, on Culturally Responsive Teaching for Higher Education, November 2010
- American Anthropology Association 105th Annual Meeting, "Reclaiming Language, Culture, and Epistemology in Indigenous Education: Respecting the Perspective of Native Americans", San Jose, CA, November 2006
- AERA International Conference, "Preparing Teachers in Rural Areas for Culturally Responsive Teaching through Web-based Instruction", Symposium Panel, Chair, San Francisco, CA, April 8, 2006
- Sleeter & Blackwell, Hughes, Laughlin, Meador, Peralta-Nash, Rogers, and Whang, "Working an Academically Rigorous, Multicultural Program", *Equity & Excellence in Education*, 38:290- 298, November 2005
- Blackwell, "A Constructivist Model for Distance Education", *International Association of Science and Technology for Development*, Editor: V. Uskov, pp. 72-77, August 2004.
- Blackwell, "Understanding and Practicing Culturally Responsive Pedagogy", Association for Supervision and Curriculum Development, New Orleans, LA, March 2004
- Blackwell, "Connecting Brain-based Learning to Culture and the Arts for Student Achievement", National Association for Multicultural

Education, Seattle, WA, Nov 2003

- Blackwell, "Constructivist Teaching Online - Is it Possible?", Hawaii International Conference on Education, Honolulu, HI, January 9, 2003
- Blackwell, "Teacher Education and Technology: Learning from our Students", California Council on Teacher Education Fall Conference, San Diego, CA, October 2002
- Blackwell, Project Evaluator, "University Research Support for High School Science Teachers", A National Science Foundation and CSUMB Sponsored Curriculum for Elephant Seal Studies, Final Evaluation Report for the National Science Foundation, May 2002
- Blackwell, "Integrating Culture, Cognition, and the Arts", Keynote Speaker, all day workshop, presentation of paper and interactive workshop for 17 school districts (55 teachers) Rockville, Illinois, August 2001.
- Blackwell & Kelly, "From Soldiers to Students: A Transformative Process", *Struggling to Learn Better III: Portraits of Six Teacher Education Service Learning Programs*, Service Learning 2000, Stanford University, January 2001.
- Blackwell, "Brain Compatible Learning through Culture, Cognition, and the Arts", International Seminar for Neuroscientists, Educators, Researchers, interactive seminar and paper presentation, Learning Brain Expo 2001, San Diego, CA, January 2001.
- Blackwell, Seminar presentation: "Brain Research and Learning", The Brain Connection to Education Conference, San Francisco, CA, offered online and for graduate credit, May 2000.
- Blackwell, "The Power of Constructivist Teaching in Higher

Education”, *Sixth California State University Symposium on University Teaching: Teaching and Learning*, position paper, a Multidisciplinary Conference for Higher Education, CSU San Marcos, February 26, 2000.

- Blackwell, "Importance of Education and How Children Learn", Kiwanis Speaker, Seaside, CA, CSUMB Speaker's Bureau, February 2000.
- Blackwell, “The Alignment of Teaching Standards for the Teaching Profession and Service Learning in Classroom Teaching”, *Academic Exchange Quarterly*, Vol. Winter Issue 2000, pp. 121-123.
- “The Power of the Arts in Teaching and Learning”, Learning Brain Expo 2000, International Seminar for Neuroscientists, Educators, Researchers, San Diego, CA, January 2000.

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PUBLICATIONS/Juried Papers and Presentations (cont.)

- Blackwell, “A Study of California’s Alternative Teacher Certification Program”, a study of the effectiveness of internship credential students in comparison with traditional teacher education students. Presented at Japan-United States Teacher Education Consortium (JUSTEC), International Conference, Honolulu, Hawaii, August 1999.
- Blackwell, “The Second time Around: Teaching not Marrying”, a presentation on a research paper about adults seeking Teaching Credentials and selecting to teach as a second or third career. Presentation - National Alternative Accreditation Conference, Seattle, WA, April 1999.
- Blackwell, “Reciprocal Interaction: Service Learning and Teacher

Education", paper and presentation on the use of service learning as an instructional strategy for integrating the elements of service for community, academic learning, and reflection on service and learning. Presentation for teachers National Service Learning Conference, San Jose, CA April 1999.

- Blackwell, "The Administrator's Role in Supporting Bilingual Education", Presenter and speaker CA Bilingual Education Conference San Jose, January 1996.
- Blackwell, "Brain Compatible Classrooms and Language Arts", speaker and paper presentation - West Coast Literacy Conference, Long Beach, CA, March, 1996.
- Blackwell, "Integrating Multiple Intelligences and the Curriculum", Harmony School District, Keynote speaker and full day presentation/workshop, Santa Rosa, 1995.
- Blackwell, "Administrators - Finding the Balance: Whole Language and Phonics", Administrator's Conference on Language Arts, Napa, CA, 1994.
- Blackwell, "Empowering Teachers for Implementing An Integrative Curriculum", Keynote Speaker and presenter, Sonoma County Office of Education, October 1991.
- Blackwell, "A Correlational Study of the Cognitive, Affective, and Conative Domains of Elementary Students", Doctoral Dissertation. A study of how children learn best through the different domains of knowing, feeling, and doing and teacher predictability for success - 1990.
- Blackwell, "Promoting the Power and Empowerment of Teachers", Keynote Speaker and paper presentation for Apple Valley Unified

School district, July 1990.

- Blackwell, "Implementing a Comprehensive Visual & Performing Arts Program", presenter - State Dept. of Education, Asilomar, February 1990, State Framework Awareness Conferences
- *The Visual & Performing Arts Framework for California Public Schools K-12*, Curriculum Development and Supplemental Materials Commission, California Department of Education: Sacramento, CA, writer and consultant, published 1982, updated 1989.
- Blackwell, "Fine Arts without Fear"- Mendocino COE and Sonoma State College, presenter and staff development facilitator, three-day seminar, August 1989.
- Blackwell, "Integration of the Elementary Curriculum", Coordinator/Presenter for Professional Staff Development Days - Mono County Office of Education, 1989.
- Blackwell, "Alignment of School Curriculum with the State Frameworks", Performing Tree, Inc, Idylwild, CA, Artists in the School program -Papers and presentations, 1988-89.
- Panel, "Technology in the Classroom" - San Diego County Office of Education in Partnership with San Diego City Schools and Cajon Valley Union School District, 1988.
- Blackwell et al, "Tactics in Critical Thinking - Making it Work in the Classroom" - San Diego County Office of Education, panel presentation and papers, 1987.
- Blackwell, Arts and Activities, "Drama - Not Trauma", November 1986, pp. 48-50, "Creative Dance in the Elementary Classroom", June 1986, pp. 28-30, "Teach Drama, Who Me?", May 1986, pp. 43-

46.

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UNIVERSITY GRANTS

University of Hawaii, Manoa

- **Grant Consultant and Project Evaluator** for Kauai Central Complex, “3 R’s for Tomorrow: Rigor, Relevance, and Relationships in Mathematics, Science, and Technology”, Department of Education, 1st Year amount: \$388,500, **awarded** January 2006 – 2009.
- Grant Writer and Project Evaluator for “Malama ‘ia ka Makemakika” (MIM), A math partnership grant for Kauai Complex Area Department of Education, Kauai Community College, and University of Hawaii, Manoa, three year grant \$250,000, **awarded** January 2004-2007. **CSU Monterey Bay - 1997-2000**
- **Project Evaluator** for “University Research Support for High School Science Teachers”, **National Science Foundation Grant** - Elephant Seal Project, Principal Investigators: Dr. Chris Hasegawa and Dr. Henry Kibak - \$550,000, **awarded** June 1998 - 2000, (extended May 2002)
- Continuing **Partner for Service Learning 2000-2001 Grant** – Research through Portraits – Stanford University Service Learning Grant - \$5,000 **awarded** Feb. 2000
- **Grant - Lead Writer and Principal Investigator** - Commission on Teacher Credentialing - Authored grant and served as Principal Investigator, “Alternative Certification: CSUMB Teaching

Internship Program (CTIP)", \$350,000 - two years, **awarded** June 1998-2000

- **Grant writer: "CSUMB-Service Learning and Teacher Education" – Principal Investigator**, National Partner, Stanford University Service Learning Grant - \$5,000, **awarded** 1998-1999
- **National Science Foundation** - Collaboration with Dr. Chris Hasegawa - **program evaluator** for Remote Sites of the Virtual Canyon Project (sub-contract), Dec. 1997-June 1998 **COMMUNITY SERVICE/AWARDS/RECOGNITION**
- Founder and Board Member of Growing Our Own Teachers on Kauai, 501©3 Foundation, 2006 – present (2014) – raising over \$216,000 in seven years
- Recognition and Community award given by Kauai Rotary Club, Lihue, Kauai, October 2003
- Recognition award by the Leon & Sylvia Panetta Institute for Public Policy, America Reads Consortium, April 2000, April 2001, April 2002
- Presentation award for community service and keynote speaker for Kiwanis Club of Seaside, CA, "How Children Learn", February 2000
- President's Award for Outstanding Service to the State of California for Dance Education, CA, Dance Education Association Conference, Los Angeles, October 1999
- Bautzer Faculty University Advancement Award for California State University, Monterey Bay Council for Advancement and Support of Education, Faculty Award, October, 1998
- Selected for Board of Directors for the Alum Rock Counseling

Center, San Jose, CA - a service organization and provider for "at-risk" youths, adults, and families, 1995-1997

- Selected for Board of Directors for Junior Achievement Program, San Jose - a service organization for the purpose of integration of business and education for youths, 1996-1997
- State Appointment to serve on The California Arts Project Policy Board, 1990-1993
- Received Outstanding Doctoral Student Scholarship and Award for Doctoral Dissertation - Phi Delta Kappa, 1990
- Received Excellence in Education Educator Award from Regional PTA for "Service Above and Beyond, Benefiting All Students and Families"

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PROFESSIONAL AFFILIATIONS

American Association of Colleges for Teacher Education (AACTE)
American Association of University Women (AAUW) Association of
California School Administrators (ACSA) American Educational Research
Association (AERA)

Association for Supervision & Curriculum Development (ASCD)
Association of Teachers of Higher Education (ATHE) California Arts
Alliance for Educators (CAAE) California Association of Bilingual
Educators (CABE)

Circle of Friends & Relatives of First Americans - Kauai Friends of the
Children Justice Center on Kauai National Association of Multicultural
Education (NAME) National Education Association (NEA)

Phi Delta Kappa (PDK) Service Learning - Special Interest Group (SIG)

Teaching Areas of Expertise and Experience:

Administration & Leadership Art & Science of Teaching and Learning Curriculum Design and Development Culture and Cognition-Brain-based learning Culturally Responsive Curriculum Educational Administration (K-12) Foundations of Elementary and Secondary Education Field-based Teacher Education – Supervision & Seminar Human Development and its Role in Education Integrating the Arts into Elementary Curriculum Multicultural Education & Context of Schooling Psychological Foundations of Learning Teachers as Leaders

REFERENCES

1. Honorable Bernard P. Carvalho, Jr., Mayor of Kauai, 4444 Rice Street, Ste. 235, Lihue, HI 96766, (808) 241-4900, mayor@kauai.gov 2. Helen Cox, PhD, Chancellor of Kauai Community College, 3-1901 Kaumuali'i Hwy, Lihue, HI 96766, (808) 245-8210, helencox@hawaii.edu 3. Dr. Jennifer Herring, Statewide Program Coordinator, College of Education, University of Hawaii, Manoa, 1776 University Avenue, Everly Hall - Room 223, Honolulu, HI 96822, (808) 221-7283, herring@hawaii.edu 4. Dr. Christine Sleeter, Professor Emerita, California State University, Monterey Bay, 118 1/2 Dunecrest Ave., Monterey, CA 93940, (831) 656-9759, csleeter@gmail.com.

11 Dr. Kani A. Blackwell

Teacher Leader/Board Member

Caroline Freudig
4460 Ikena Place, Unit 61
Kalaheo, HI 96741
808-651-3357
Caroline_freudig@notes.k12.hi.us

Caroline Freudig

Experience

2012 – Present Kauai District Office Lihue, HI
Teacher Induction Program Coordinator
Planning and Facilitating orientation for newly hired teachers (summer / mid-year)
Planning and Facilitating support of all Kaua'i Beginning Teachers (teachers in their first two years of their teaching career)
Planning and Facilitating training and support of all Kaua'i Instructional Mentors (both school-level and full-release district mentor)
Responsibilities also include all aspects of the State Induction Program Standards

2006- 2012 Wilcox Elementary School Lihue, HI
Third Grade Teacher
Planning and Implementing lessons and activities in all curriculum areas
NCLB Highly Qualified Teacher
Leadership Team Member (2011 – 2012)
School Community Council Member (2009-2012)
Focus Group (Standards Based Instruction) Representative (2009-2012)
Achieve3000 Hawaii Literacy Leadership Conference Presenter (2/17/11)
Mentor Teacher (2008-2011)
Lit/Art After-School Teacher (2010-2011)
Program Committee Third Grade Representative (2008-2009)
Grade-Level Chairperson (2007-2009)

2005-2006 Wilcox Elementary School Lihue, HI
Fifth Grade Teacher
Planned and implemented lessons in Language Arts and Math

1992-2003 PS 82 Jamaica, New York
Teacher
Planned and Implemented lessons & activities in all curriculum areas for grades 6; K-2 (1993-2003)

Piloted the Trailblazers Math Program for the district (1998-1999)
 Coordinated the school's "Box Tops for Education" program (1998)
 Instructed K-2 classes in the StarLab (1997, 1998)
 Planned and Implemented Language Development curriculum for
 3rd through 6th graders (1992-1993)
 Implemented school-wide T-shirt design contest for school shirt

Education

2012 – Present Oahu and Kauai
 New Teacher Center Trainings for instructional mentoring

2014-2015 Oahu and Kauai
 HSTA/NEA/Center for Teaching Quality:
 Teacher Leadership Initiative Cohort

2012-2013 Oahu, Hawaii
 Hawaii Department of Education:
 Na Kumu Alaka'i – Teacher Leader Academy

2009-2012 Lihue, Hawaii
 Kauai Effective Coaching Course, Parts One and Two
 Mentoring Professional Development Course, Parts One and Two
 Foundations in Cognitive Coaching
 Advanced Cognitive Coaching

March 23-25, 2009 Lihue, Hawaii
 D.A.R.E. Hawaii 17th Annual State Training Conference

May 13-14, 2008 Honolulu, Hawaii
 Staff Development for Educators Program – 4 Keys to Literacy Success!

January 19, 2007 Honolulu, Hawaii
 Strategies for Working with Students with Pervasive Developmental Disorders
 Workshop

1992-1994 Queens College University Flushing, New York
 Masters of Science in Elementary Education
 Graduated with a 3.88 GPA

1988-1992 Queens College University Flushing, New York
 Bachelor of Arts in Elementary and Early Childhood Education
 Graduated Cum Laude
 Dean's List – Spring '90, Fall '90, Spring '91
 Member of Kappa Delta Pi and the Golden Key National Honor Society

Community Leadership	2014-2015	Lihue, HI
	Hawaii State Teachers Association, Kaua'i Chapter Treasurer	
	2014-2015	Lihue, HI
	Kaua'i District Department of Education Ho'okele Community Council Member	
	2006-Present	Kalaheo, HI
Holy Cross Church		
Sunday School Teacher / Program Coordinator		
Children's Liturgy Leader		
2006-2011	Kalawai Youth Baseball Club	Kalaheo, HI
Board Member – Secretary and Treasurer		
2006-2009	Cub Scout Pack 334	Kalaheo, HI
Committee Chairperson		

Stuart D Rosenthal
PO Box 442
Lawai, HI 96765
808-332-6451
808-212-2402

OBJECTIVE: Assist a growth oriented company achieve its financial goals and objectives.

EXPERIENCE: 3/2011 – present Kawaikini New Century PCS Lihue, HI
Business Manager

Responsible for providing all fiscal services to the Charter School.
Presenting monthly financial results to management and to the board.
Assisting in grant applications, Accreditation process, National School Lunch Program, Transportation and maintenance issues.

1/2008 – 3/2011 Dorland & Associates Kapaa, HI
Senior Accountant

Responsible for providing Bookkeeping, Tax and Payroll services to multiple clients on an on going basis.

7/2007 – 12/2007 Michelle Kato, CPA Lihue, HI
Senior Accountant

Responsible for providing Bookkeeping, Tax and Payroll services to multiple clients on an on going basis.

1/2007 – 5/2007 Kauai Veterans Memorial Hospital Waimea, HI
Contracts Manager

Responsible for providing contract services, guidance, plans and policies for procurement, contracting and purchasing functions in support of the Corporate Office and HHSC healthcare facilities.

Receives, reviews and processes procurement requests to ensure completeness and accuracy with statutory and regulatory requirements. Assists in the development of specifications, scope of services and other requirements of contractual documents.

Develops, prepares and issues Invitation for Bids, Request for Proposals, Purchase Orders, etc.

Conducts contract technical and cost reviews/negotiations.

Performs contract administration functions.

Monitors and/or performs acceptance of contract requirements and coordination of payment procedures.
Performs acquisition planning.

6/2006 – 1/2007 The Kauai Food Bank, Inc. Lihue, HI
Business Manager

Responsible for creating and managing the “Kauai Fresh” program for The Food Bank.
Perform all accounting and finance functions.
Manage the new software system including running parallel accounting systems.
Manage the Budget process.

5/2005 – 5/2006 Kauai County Housing Agency Lihue, HI
Program Manager

Responsible for the administration, operation and implementation of the section 8 Program including interpretation of HUD policies and procedures.
Manages, plans, coordinates, and develops resources for the Section 8 Program.
Collects data and information and conducts research for the purposes of evaluating and planning for the Section 8 Program.
Maintains and updates the Section 8 Administrative Plan.
Prepares, writes and submits numerous monthly, quarterly and annual reports to the Administration and HUD.
Prepares Position Descriptions to insure equity in the distribution and performance of work among all staff.
Fosters and maintains working relationships with individuals, agencies, businesses, etc. to enhance the performance of the Section 8 Program.

1/2005 – 5/2005 Marriott’s Waiohai Beach Club Koloa, HI
Training Director of Finance

Review day to day transactions including, processing of accounts payable and escrow, cash receipts, bank deposits, and A/R billings
Solicit requests for proposals for services such as maintenance, construction, office equipment, printers, etc.
Responsible for negotiating, monitoring and analyzing all contracts for Sales and Marketing.

Perform and review all necessary journal entries and analysis to accurately close the books.
 Prepare period end Financial Statements.
 Perform and supervise audits of commissions.
 Assist in budgeting and forecasting for all business units.
 Review Sales Executives and Marketing Executives payroll.
 Continually improve processes and identify areas of efficiency in the accounting department

1/2003 – 1/2005 Grand Wireless Billerica, MA
Controller

Established policies, procedures and controls for the company.
 Responsible for all procurement of goods and services.
 Solicit requests for proposals for services such as maintenance, construction of all new locations, office equipment, printers, telephone equipment, MIS Systems, etc.
 Negotiate and review contracts with all vendors.
 Analyzed the opening of new locations.
 Perform due diligence on pending acquisitions.
 Responsible for Accounting, Financial Reporting, HR, Cash Management, and MIS.
 Developed long and short range business plans.

12/2002 – 12/2003 Sleek USA, Inc. Wellesley, MA
Director of Operations/Controller

Established policies, procedures and controls for the company.
 Responsible for the operations of the retail locations, including hiring, training, development, and the opening of new locations.
 Analyzed the opening of new locations.
 Responsible for all procurement of goods and services.
 Solicit requests for proposals for services such as maintenance, construction of all new locations, office equipment, printers, telephone equipment, MIS Systems, etc.
 Negotiate and review contracts with all vendors.
 Perform due diligence on pending acquisitions.
 Responsible for Accounting, Financial Reporting, HR, Cash Management, and MIS.
 Developed long and short range business plans.

1/1998 – 11/2002 Power Communications Corporation Boston, MA

Senior VP of Finance

Responsible for Accounting, Financial Reporting, HR, Cash Management, and MIS.

Developed long and short range business plans.

5/1995 – 1/1998 The Big Party

Roxbury, MA

Senior VP of Finance/Controller

Responsible for Accounting, Financial Reporting, HR, Cash Management, and MIS.

Developed and presented long and short range business plans to the Board of Directors.

Established the controls to grow the business from 5 stores in 1995 to 50 stores by the end of 1997.

Responsible for all procurement of goods and services.

Solicit requests for proposals for services such as maintenance, construction of all new locations, office equipment, printers, telephone equipment, MIS Systems, etc.

Negotiate and review contracts with all vendors.

Analyzed the potential acquisition of two major competitors.

Increased Trade Payables to 75 days.

Negotiated a \$25 million line of credit with CIT Financial Group.

5/1989 – 5/1995 Tile City

Woburn, MA

Controller

Responsible for Accounting, Financial Reporting, HR, Cash Management, and MIS.

Responsible for all procurement of goods and services.

Solicit requests for proposals for services such as maintenance, construction of all new locations, office equipment, printers, telephone equipment, MIS Systems, etc.

Negotiate and review contracts with all vendors.

Established a third party warehouse.

Managed the Chapter 11 dealings with Vendors, Banks, Customers, and the US Bankruptcy Court.

5/1987 – 5/1989 Millipore Corporation

Bedford, MA

Financial Analyst

Maintain the one year rolling Budget/Forecast.

Prepare and consolidate all divisional B/S and P/L detail.

Developed Weekly Sales and Orders Reports corporate wide.

5/1985 – 5/1987 Xerox Corporation Boston, MA
Financial Analyst

Performed functional analysis for the Regional Office including sales, expenses, gross margin and new customers.

EDUCATION:

5/1985 Bentley College
Waltham, MA

Master's Degree in Business Administration

5/1982 University of Massachusetts
Amherst, MA

Bachelor's Degree

SKILLS:

Skill Name	Skill Level	Last Used	
Experience			
Excell/Word	Intermediate	Currently Use	8 years
Great Plains	Intermediate	3 years ago	4 years
QuickBooks	Intermediate	3 years ago	4 years

REFERENCES:

Available upon request.

IV. Initial Proposal Amendment

Created Thursday, February 26, 2015

Updated Friday, March 06, 2015

Page 1

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

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

Based on community input and after conferring with our Hawaiian kupunas, we respectfully request that our name be changed from "iLEAD i Alaka'i Kaua'i" to "iLEAD Kauai - Alaka'i O Kaua'i Charter School."

To clarify, the relationship between our proposed charter school and iLEAD Schools is a vendor relationship, an Educational Service Provider and not a CMO. The school will contract with iLEAD Schools in order to utilize their resources, curriculum, and invaluable experience as an established organization that has developed, and currently supports two other successful charter schools.

iLEAD Schools will not have governance or decision making authority over Alaka'i O Kaua'i Charter School. Dr. Kani Blackwell, Kauai educator and University of Hawaii, Manoa teacher education faculty has joined iLEAD Schools, forming a local chapter iLEAD Hawaii that will be responsible for on-going mentorship of administration, and guidance for the proposed non-profit organization.

Sec. II. A. 3 Geographic Location - Our geographic location has not changed, but we are looking at two facilities and have M.O.U. on both locations. In reference to these facilities options, we are in a quandary as it seems that the two phase application process is treated as a stagnant process with virtually a "one bite at the apple" feel with no opportunities to make what one might think are substantial changes. The time between the initial phase and the final phase is three months and our team is vigorously looking at facilities possibilities that have evolved during this time. To document and be transparent with the Commission, we are providing this update. We are evaluating two properties at the moment. Our first choice for location, being located in downtown Kapa'a, would serve the student population/demographics that were in our initial application, but will need major renovations prior to start of school. The other location, with the same student demographics and the same educational needs such as overcrowded schools and a need for a more innovative and customizable learning models, is a more modern facility that has recently been vacated (2014). The Mount Kahili property is in move-in condition, has room to accommodate the 5-yr enrollment plan and previously was an independent school.

Although located 18 miles from the heart of Kapa'a, the Mount Kahili property expands our potential to serve the wider community of Kauai, while continuing to focus on Kapa'a students. In order to keep our focus on Kapa'a, we would add school transportation to our plan for the Kapa'a area and have figured these costs into our budget. This a contingency plan to assure costs being met over the long-term while balancing immediate requests of the application with ongoing procurement of the ideal facility. Should we obtain approval of our charter school application and need to make adjustments to the approved application, we will better survey and/or obtain commitment letters from students' and families' to evidence the willingness to attend our school dependent on location. If needed, we would return to the Commission and request approval of a well-evaluated solution. Our contingency budget is \$45,000 to cover either transportation costs if we locate at Kahili or renovation costs if we locate at All Saints Gym in Kapa'a.

Sec. 11.B – Enrollment Summary– Kauai has experienced a sharp increase in families desiring alternative choices in education. The lottery systems for our local Charter Schools have extensive wait lists. Some of the parents who were unsuccessful through the lottery system at the other charter schools, are actively assisting our Hui to establish our proposed charter school. It is our understanding of the charter application process that since the Budget is submitted in Phase 2, a minor adjustment of our enrollment would be allowed. Due to community input and the overwhelming success of our community meetings, social media outreach, and strong parent endorsements, we have compiled a spreadsheet of 150 names, addresses, and ages of children to justify our request for an increase in enrollment. We have not collected any applications yet, for we know we are not allowed to do that until our status is changed to pre-charter status. We would greatly appreciate the allowance of our adjusted enrollment originally projected at 96 pupils to be changed to 125 students in grades K-8. With this increase in enrollment of 29 students, we would modify our previous chart (Attachment A Sec II.B.1) to reflect an additional 4 students in Kindergarten, 10 students at 6th grade, 10 students at 7th grade and 5

students at 8th grade, that would make for a full Kindergarten classroom, and a blended grade of 6, 7, 8th grade students. This change would also entail an increase to 159 students in year 2, and 212 students in year 3. We would not be asking for a change in grade levels for we submitted our request to be a K-8 school. We have the capacity for teaching grades 6-8 and on Kauai, these grades have been identified as the grade span of greatest academic need. Our original Phase I proposal (Attachment F – Sec. III.B.5) provided a curriculum map of STEM offerings for grades 6-8. In addition, we had a complete Scope and Sequence for grades 6-8 in math and science, as well as 10 pages of a curriculum pacing guide, student outcomes, and exit standards. All our documents (i.e. Attachment E – Assessment Plan – Sec. III.B3) list assessments and time-lines for assessing K-8 grades. We hope in good faith the Evaluation Team will not see us requesting a grade level change for we know that would be a major amendment, but requesting to offer K-8 our first year. The enrollment change is based on our community input and sign-ups from parents reflecting the middle school need on Kauai. Our budget being submitted in Phase II will reflect our new number of 125 students for grades K-8.

Sec. III B. Curriculum and Instructional Design

The Evaluation Team stated in our evaluation: “the primary issue with the Curriculum and Instructional Design area does not explain how the numerous educational components, model, standards and curricular components would be integrated to form a cohesive plan.” We realize there are several elements to our proposal and that sufficient time, resources, and professional development will be needed to carry out these elements. For this reason, we would like to clarify that certain elements of our proposal are core elements that formulate the very foundation of our instructional design, while other items are supplementary and will be gradually introduced as resources, training and scheduling allows. The central foundation of our school model is implementation of Common Core curriculum through the application of Project-Based Learning methodology. Additional core features of our program include Individualized Learning Plans, and Social Emotional 21st century skills development through implementation of the IB Learner profile, and the 7 Habits aligned with GLOs.

Common Core delivery through Project-Based Learning Methods:

Our Scope and Sequence, is based on the Common Core Learning Standards and State Content Standards but in a very integrated approach. We understand the importance of English Language Arts (reading, writing, spelling), and Mathematics skills and have time specifically dedicated to both ELA- Daily 5 practices and time for Singapore Math. Although we incorporate Math and ELA into all of our project work, we still teach those two subjects daily and in isolation. This was reflective in our schedule Sec. III. C. 3 - Attachment I in Phase I.

Project-based learning externalizes the learning process so as to help the learner tangibly construct knowledge. It also provides a concrete way of tracking the learning process through scaffolding. All project-based units reflect the principles of design thinking – the project content and processes are framed by a driving question that is aligned with Common Core Learning Standards. What we didn’t stress was that these are beyond the standards specified in Strive HI and the Academic Performance Framework.

While a pacing guide and curriculum map does provide a conceptual framework for each individual subject throughout the year, Project-based Learning, integrates all subjects areas such as: language arts (reading, writing, vocabulary, comprehension, etc.) mathematics, social studies, and science. This instructional design is embedded in each and every project that each student completes. The pedagogy of Project Based Learning begins with the end in mind, which is discovering personal intellectual identity through rich, authentic projects. Through the process of PBL, entrepreneurial skills are also developed such as resiliency, focus, long-term vision and planning, ability to network, communication skills, and self-reliant proactivity, as students convey a project from start to finish. The “how” of what we do is an integrative, cross-curricular approach that includes identifying the problem to research, exploration of material, applying different learning strategies, and processing through deeper thinking. Facilitators guide instruction through small, individualized workshops preparing learners to engage in independent research in order to develop high quality products that will demonstrate a comprehensive view of the learner’s knowledge. Projects begin with a rigorous process of asking questions, brainstorming, and discussing a new idea based on real world issues aligned with required content. The first step is to form a driving question that guides their learning in order to reach an authentic, individualized response. Classroom time is spent researching information, analyzing data, interviewing experts, reading relevant material, writing necessary essays, using methods of experimentation, debating, and practicing real life math skills. Within peer groups, learners develop theories and hypothesis to explain their reasoning. As needed, facilitators continuously check in with learners regarding academic assistance, further clarifications, goal setting, and progress. Each learner creates his/her final piece (which incorporates art and technology components) to demonstrate an understanding of the Driving Question. During the Presentation of Learning (POL, this final piece is presented to a relevant audience outside of the classroom.

Assessments include self-evaluations, peer evaluations, and facilitator evaluations based on comprehensive rubrics that assess not only academic content, but also 21st century skills such as collaboration, cooperation, critical thinking, communication skills and creativity. Consistent school-wide rubric criteria allow opportunities to track learner progress and create a school-wide database of learner performance. The duration of a project will last anywhere from 5-8 weeks depending on learner’s interest and project complexity. As Project-Based Learning is the crux of our proposal, iLEAD Kauai will import professionals from the iLEAD PBL expert team (included in our budget) to deliver effective, hands-on constructivist PBL training during the Professional Development sessions held during the summer. We dedicate the majority of our summer professional development to PBL theory and practice in a PBL boot camp format. Our intention is also to bring ‘seed’ teachers from other iLEAD schools in addition to hiring local teachers with PBL experience in order to pair them with teachers who may not have had this experience. Furthermore, throughout the school year, the staff continues to learn the concept of PBL, but is also given the time to collaborate, plan, and receive feedback on practicing this innovative way of teaching.

On the Hawaii Department of Education website under Common Core Standards, each subject matter area and grade level articulation is outlined with benchmarks and student outcomes through the Standards Toolkit (<http://standardstoolkit.k12.hi.us>). Our teachers will employ the Curriculum Guide to ensure grade level expectancies, benchmarks, and student outcomes are being met through project work and to measure if the Common Core Standards have been met through our Presentations of Learning (POL) and other assessments above and beyond the required State assessment(s).

Individual Learning Profiles (ILPs)

Our assessment uses Strive HI guidelines for our learners. It also goes beyond, with learners assessed and documented on an Individual Learning Plan (ILP), where standards are met and growth shown. Individualized Learning Plans (ILPs) are additional documentation to support our learner's academic and social emotional growth. With the guidance of parents and facilitators, learners will set two academic goals and one social emotional goal to attain by the end of the school year. These goals are set at a student- teacher- parent meeting at the beginning each school year, following the first NWEA MAP testing session. The data that is generated from these tests is used to identify student's academic areas of challenge and set appropriate academic learning goals. Social emotional skills are assessed based on the Learner Profile assessment on the following targets and their descriptors: Balanced, Principled, Risk-Taker, Communicator, Thinker, Inquirer, Caring, Reflective, Open-minded, Knowledgeable. The data gained from this process helps define the student's social emotional challenges and set an appropriate goal for improvement. Regular check-in occurs between the facilitator and the student to determine progress or reassess each goal. The results of these conversations will be communicated with the parent. At the end of the year, a final learner profile assessment is completed cooperatively between the teacher and student. The results of which are reflected upon at the Student-led conferences held in the spring. ILP's are used to help learners be in charge of their own learning and progress; they are a leadership tool used to measure academic and social/emotional progress. A certain portion of PD at the beginning of the year and on Friday afternoons will be dedicated to preparing our teachers to facilitate the ILP process.

Social Emotional Skills:

Leadership is cultivated by taking ownership of one's learning through the PBL approach. To better prepare our students for this task, we engage in daily instruction and on going conversations (that occur at the morning meeting) about the IB Learner Profiles and the 7 Habits, which are aligned with the GLOs. These concepts are applied when challenges or conflicts arise during classroom meetings, will be posted on our walls, and reinforced at whole school assemblies. A certain portion of PD at the beginning of the year and on Friday afternoons will be dedicated to further prepare our teachers with a collective book study and discussion of Stephen R. Covey's, 'The Leader in Me' and The IB Learner Profile.

The culmination of these different elements form a comprehensive academic plan that, ensures support and growth of each individual child in all required subject areas. The cohesiveness comes through our fundamental beliefs and implementation that all children can learn and will be successful at our school. Although we did have samples of Scope and Sequence in Math and Language Arts at each grade level, perhaps we could have shown more distinctly the integration of our instructional components through project-based learning, a holistic approach. On our website, we have listed a complete scope and sequence of grades K-8 in all content areas (literacy, math, science, social studies, social/emotional and entrepreneurial development). We are not submitting the chart here as that might be considered new material. Our academic framework is in solid alignment with the Common Core Standards and the Strive HI Academic Framework, but because of our integrative approach through project-based learning, perhaps the cohesiveness was not evident.

<http://www.ileadkauai.org/wp-content/uploads/2015/01/iLEAD-Alakai-O-Kauai-Curriculum-Scope-and-Sequence.pdf>

We greatly appreciate the opportunity to expand and clarify our Academic Plan Design & Capacity, specifically for our Curriculum and Instructional Design. We are confident that we will assist in the transformation of education on the island of Kauai and do so successfully.



VI. Organizational Plan & Capacity

Created: 03/05/2015

Last updated: 03/16/2015

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.

The mission and vision of the proposed school governing board, will be identical to the proposed school's mission and vision (as referenced in Section IIA1-2). The iLEAD Kauai's founding board will be comprised of local Kauai community members who share the vision for educational practices implemented at all iLEAD Schools. The board members will care not only for the effective operation of the school, but also for the learners', facilitators', and families' best interests.

While understanding their separate roles, the Board of Directors and the School Director work together as a governance team in operating iLEAD Kauai. The governance team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

One important aspect of iLEAD Kauai is its method of governance that substantially incorporates the students, families and teachers in a broad array of organizational functions. More specifically, a representative of each respective stakeholder group will hold a position on the governing board; with at least one position reserved for a parent and one for a teacher. Furthermore, regular presentations and communication with students and parents will be an integral part of our meetings. This approach is totally congruent with the iLEAD philosophy that the learning is experiential and incorporates not only the content, but the process and people of the learning environment.

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/34575/2946825-BfoIvIZC5C/Attachment U-Proposed School Governing Board Bylaws and any other Governing Policies.pdf>

Attachment V (required form)

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

<http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2946825-6z8fWnrnWz/Attachment V.pdf>

3. Submit, as *Attachment W (no page limit)*, organization chart(s) that show the proposed school

governance, management, and staffing structure in: a) Year 1; and b) all years until full capacity is reached.

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

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

http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2946825-7dpOB0ldK3/Attachment W-Organizational Chart_2.pdf

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

Governance Structure: The governing board and the school's administration will work together to accomplish the mission of the organization and to abide by provisions outlined in Chapter §302D-12. The board will delegate implementation responsibility with clear instructions to its own committees and the school administrator, so that the board can continue to maintain a focus on areas of major policy and decision-making.

The Governing Board will establish Board Offices with the following duties: Chair of the Board whose primary role will be to preside at meetings and appoint committee members, set the agenda and ensure the board follows appropriate parliamentary procedures; Secretary who will keep complete record of the proceedings of the board and its committees, give notice of board meetings, and maintain all documents of the board, including bylaws, code of ethics and policies adopted by the board; and Treasurer who keeps and maintains accurate books and records of account. The Treasurer will chair the Finance Committee and reports to the board on all financial aspects of the school and oversees the hiring of an independent auditor to conduct the annual audit.

Primary Role of the Governing Board: The major role of the governing board will be to ensure the effective and accountable use of resources and academic success of the charter school. They are responsible for the financial, organizational and academic viability of the school, major policies, and implementation of the charter contract, ensuring compliance with applicable state and federal laws.

Size, Current and Desired Composition: The number of directors shall be no less than five (5) and no more than nine (9) voting members with one parent and one teacher on the board. The school director will serve as an ex-officio member with no voting rights.

Powers: The governing board serves in the role of cooperatively establishing policies and goals for the school director and school administration. The board will have the power to make and execute contracts and all other instruments necessary in the execution of duties.

Duties: The board modifies and approves mission and strategic plans, reviews and approves personnel policies, hires, evaluates or terminates the School Director, hears and decides community issues, reviews and approves the budget, oversees facilities decisions, oversees board internal business, and annually reviews school academic and non-academic performances.

Key Skills and Areas of Expertise: The governing board members possess expertise in the areas of non-profit governance, financial and academic proficiency, human resources, accounting, and fundraising experience.

This governance structure and composition will help ensure that:

- a) the school will be an academic and operational success by engaging in strategic planning, setting a collaborative tone with the school director, and mitigating conflict.
- b) the school governing board will evaluate the success of the school and school director by setting this as a clear expectation and working diligently to revisit this task on a regular basis.
- c) there will be active and effective representation of key stakeholders, including parents/guardians by establishing these positions as an essential part of the board's composition.

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.

Dr. James Dire - Dr. Dire is Vice-Chancellor for Academic Affairs for Kauai Community College. He has a strong background in entrepreneurship education and school leadership.

Elizabeth Reeves- Ms. Reeves is a small business owner and plans to enroll her children. (Parent - HRS §302D-12)

Dr. Kani Blackwell- Dr. Blackwell is a key member of the iLEAD Kauai team who will lend her expertise of over 48 years in K-16 Education, and School Development to the board. (Resume Included in Management Team section)

Stuart Rosenthal - Mr. Rosenthal currently acts as Business Manager for Kawaikini Public Charter School. He has accounting, charter school operations, and business experience. (Resume Included in Management Team section)

Minna Freeman- Ms. Freeman is a member of our Hui and brings experience in Environmental Education and Project-Based Learning. She presently teaches at Koloa School. (Teacher- HRS §302D-12).

Jenni Batalucco - Ms. Batalucco is a Child and Family Therapist. She is an active member of Koloa School PTA and plans to enroll her child. (Parent – HRS §302D-12)

Joseph Figaroa- Mr. Figaroa is General Manager of Coral Reef Hotel. He has HR, Marketing and Public Relations experience. He has extensive experience in fundraising for non-profit associations.

Deena Fontana Moraes - As school director, will work with the board to implement policies and structures of accountability and will serve as the liaison between the board and the school.

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/34575/2946825-mT9u7l6H1y/Attachment X- Completed and Signed Board Member Information Sheet \(Exhibit 4\) and Resume_mn8l90l.pdf](http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2946825-mT9u7l6H1y/Attachment X- Completed and Signed Board Member Information Sheet (Exhibit 4) and Resume_mn8l90l.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).

In compliance with Chapter 302D, Hawaii Revised Statutes, board members were selected for their skills and leadership to direct the success of our school. Members were chosen to represent a diversity of perspectives and a level of objectivity that reflected the interests of charter school students and the surrounding community.

Board Member Qualifications:

- Commitment to the mission, vision and design of the school.
- Understanding of board duties and responsibilities with best practice understanding of non-profit governance.
- Ability to commit time and energy necessary to board and committee meetings, and volunteer for other board work.
- Experience and expertise in a relevant field, such as: education, business, management, finance/accounting, law, personnel, marketing, fundraising, and/or community relations.
- A data-driven accountability mindset with analytic skills.
- Capacity to work collaboratively as a team using a consensus process to make positive, informed decisions.

Future vacancies will be filled through the Board Development Committee who will review applicants, their community

experience and/or employment, why they are interested in serving on the governing board and areas of expertise/experience that will contribute to the board.

The Board Development Committee will meet with potential candidates and make a nomination(s) to the full Board. Nominated candidates will be given five minutes to introduce themselves, followed by an opportunity for a question answer session. At the following board meeting, a vote will be held to decide which candidate will fill any vacancy(ies).

Upon start-up and during the school year, the board will meet once a month. Committees shall be formed by Chair appointment to cover several different governance topics. In years 1-3 a strong focus will be placed on fund development, and facilities. The committee chair shall be nominated and elected by the committee. He/she will regularly consult with the board chair to ensure sound communication with other committees.

All regular, special and emergency meetings of the Board shall be open to the public and the media, except Executive Sessions as authorized by law. Meetings will follow Roberts Rule of Order and the Chair will establish a detailed agenda.

In start-up, meetings will occur in a designated public meeting room. On subsequent years, meetings will occur at a room at the school. Minutes from the meetings will be posted on our website. The iLEAD Kauai Governing boards will make meeting notices and agendas available at least six calendar days before a public meeting on the board's or charter school's website. Notices and agendas will also be publicly accessible at the school office during regular business hours. The governing board will make their minutes available within thirty days on the board's or charter school's website. Upon request by a person with a disability, these materials will be made available in alternative format as required by the Americans with Disabilities Act.

Although physical attendance will be the norm, if board members are unable to attend for any given reason or if the board unanimously agrees, a meeting can be held via a program such as: Blackboard Collaboration which allows for synchronized participation.

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.

The governing board's ethical standards and procedures will be that of the highest standing. Each member of the Board and subsequent new board members will be required to review and sign that they have received the Code of Ethics and will complete the Conflict of Interest form. Regular board trainings will occur each year and the ethical standards and procedures will be included in the training. Our institution will demonstrate due diligence to ensure that any perceived Code of Ethics or Conflict of Interest is investigated and fair and reasonable procedures are followed. If the governing board has reasonable cause to believe a member has failed to disclose an actual or possible conflict, the Board will inform the member of the basis for such a belief and afford the member a chance to explain. Should a conflict of interest be verified, appropriate steps will be taken as outlined in Attachment Y. Board action will be necessary by properly recording in the minutes of any discussion regarding a conflict of interest transaction or a code of ethics violation. The governing board will take specific steps to avoid any actual conflicts through detailed explanations of code of ethics and conflict of interest and on-going training of the policies.

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/34575/2946825-N3QJITCp6O/Attachment Y- Code of Ethics and Conflict of Interest Policy \(1\).pdf](http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2946825-N3QJITCp6O/Attachment Y- Code of Ethics and Conflict of Interest Policy (1).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.

iLEAD Kauai will take the initiative to develop our boards' governing capacity through self-assessment and strategic planning. In addition, we will contract with iLEAD Schools Development, a vendor, to provide services and training relating to board development. The board will engage in routine and scheduled board training with organizations such as Board on Track that will be organized and/or facilitated by iLEAD Schools Development. This board training is subject to change and will include but is not limited to:

Agenda or Topic

Welcome, Introduction of members,

Board members roles and responsibility (Focus on Fundraising and Facilities) September 2015

Code of Ethics and Conflict of Interests October 2015

Risk management November, 2015

Evaluating school performance December, 2015

How to support and evaluate successful school leaders January, 2016

School finance February, 2016

Cultivating positive school culture March, 2016

Policy development April, 2015

Board members will be encouraged to attend conferences and other professional development opportunities. They will also engage in self-monitoring to assess their own effectiveness and develop strategies that will help them to build their board and grow with the challenges.

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.*

The iLEAD Kauai School Advisory Board emphasizes the importance of a collaborative Decision Making Process in

accordance with the school's Mission and Vision. The primary function of our advisory board is to provide advice and assistance to the School Leadership Team in the specific area of each member's expertise and training. The planned composition of the advisory body is to include members with experiences in Law, Real Estate, Fire Department, Grant Writing, Business and Financial Advising, Technology, School Management, and Special Needs. Recruitment for advisory positions will be an ongoing process with ideal composition ultimately representing a wide array of professionals whose philosophies, talents and backgrounds support the iLEAD Kauai Mission. iLEAD Kauai has already included several members with experience in these fields and will continue to cultivate these bodies by exercising our collective contacts. Advisory Bodies will generally report directly to the school director or directly to the governing board. Parents, students, teachers and other community members may be nominated to serve as an advisory board member. At present, iLEAD Kauai is proud to list the following individuals as Advisory Board Members:

Mr. Paul Zina- Ele`ele Elementary School Principal

Mr. Dick Mosher- Attorney, Arbitrator, Mediator at Anderson Kill Attorneys and Counselors at Law

Mr. Steve Martin-Oldfield- Principal Broker/ owner of Kauai Pacific Real Estate

Dr. Katherine Margaret Musik- Doctor of Biology/Oceanography- Environmental Education

Mrs. Cory Balsom- Reading Resource Teacher

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/34575/2946825-AeCoTfBAB9/Attachment Z- Advisory Board Resumes_3.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.

The Board will follow a formal grievance policy that enumerates the process for complaints to be submitted and protocols for responding to them. This will be widely disseminated via the school's website and staff and family handbooks. The policy includes the steps a complainant must take in making a complaint. At iLEAD Kauai we foster collaboration amongst our learners, and also amongst our faculty, staff, families and any other community stakeholders. As much as possible, we encourage our community to work together to find creative and peaceful solutions when challenges arise. However if this is

not possible, the complainant can articulate their concerns to the School Director. If a complainant is not satisfied with the response to their grievance at the school level or the grievance is directed at the Director who has no superior within the school, then a complaint may be filed with the Board of Directors. All formal complaints must be submitted to the Board in writing, which will be acknowledge by receipt of said complaint within five business days. The Chair of the Board will appoint a Grievance Committee comprised solely of board members to investigate the complaint and respond to the complainant in writing and report its findings to the Board at the next board meeting. The Grievance Committee will complete its work within 30 business days of the Board receiving the complaint. Should a parent or student have an objection to a governing board policy or decision, the complainant must demonstrate that he/she has tried to resolve the matter with the charter school's Governing Board or explain why this is not possible before ultimately bring his/ her complaint to the Charter Commission.

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/34575/2946825-cXo8iEBI0v/Attachment AA-Complaints Procedures_1.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.

iLEAD recognizes that high student achievement depends on instructional capacity and the excellence of teachers hired. The school will use multiple strategies to recruit and hire highly qualified teachers with subject area knowledge that is likely to support student achievement and collaborative learning for all students. Some of the strategies iLEAD Kauai will undertake to ensure ESEA highly qualified teachers will include:

- Contracting highly qualified 'seed' teachers from other iLEAD Schools
- Building a recruitment program
- Working closely with Growing Our Own Teachers on Kauai
- Tapping into iLEAD Kauai's extensive network of teachers to spread word about its hiring needs.
- Working with University of Hawaii, Manoa Office of Student Services Advising for Statewide Teacher Education and Special Education programs.
- Contacting additional teacher education programs and place announcements in education publications with the intent to:
 - a) Recruit before and during college
 - b) Recruit during teacher education
 - c) Find teachers after college: Alternative certification

Teacher job descriptions will list specific teacher criteria that best support student achievement and individual needs of all students at iLEAD Kauai, including:

- an emphasis on the whole child in teaching
- an ongoing commitment to building relationships
- interest and experience in building a standards-based curriculum that engages students in collaborative, meaningful project-based learning.
- familiarity with constructivist teaching methodology, project-based learning, personalized learning, development of real world skills, inquiry and engaging students' interests.
- organizational skills and communication skills needed to work with our culturally diverse population.

Upon charter approval, iLEAD will initiate the process of hiring highly qualified teachers that are knowledgeable, effective, and caring. All new hires will be in place by the beginning of the 2016-2017 school year.

iLEAD will use a hiring process that reveals the alignment of candidates' educational philosophy and skills with the school's instructional approach. A paper screening will be the first step to check that candidates meet basic qualifications and for evidence of alignment with iLEAD's approach. Ideal candidates will participate in the iLEAD "Star Search", a full-day hiring experience, which includes; an orientation, an interview, demonstrated teaching skill through an in-class lesson, and a project collaboration experience. This process includes parents, students and teachers in the hiring process with the School Director/Executive Directors finalizing all hiring decisions.

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

iLEAD will attract and retain teachers by offering comparable compensation package aligned with collective bargaining agreements and by creating an attractive work environment. This includes involving teachers in decision-making to a greater extent than is typical at non-charter public schools. Teachers will have opportunities to collaborate with colleagues and enjoy the teamwork. Teachers will also be able to participate in professional development that encourages them to teach constructively and creatively, enabling them to teach the way they know children learn. iLEAD will attract and retain teachers who are interested in working in an innovative, child-centered environment that encourages critical and deeper thinking, specifically incorporating the arts and project-based learning.

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

iLEAD Kauai's procedures for hiring and dismissing school personnel, including conducting criminal history record checks will follow the guidelines outlined by the Hawaii Board of Education Title 8 Administrative Rules and the Hawaii State Teacher Collective Bargaining Agreements.

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. Management Evaluation: In relation to BOE Policy 2055, and what is planned if such amendments cannot be negotiated under a supplemental agreement and related provisions of any Master Collective Bargaining Agreements no supplemental agreements will be necessary.

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.

The Principal (School Director) is currently engaged in a year-long residency development program at an iLEAD School in California. The Wallace Foundation, which promotes learning and enrichment for disadvantaged children, upholds the validity of a residency program that allows school leaders to profit from expert guidance, encouragement, support and ongoing coaching. (Wallace Foundation, 2007) iLEAD Schools will continue to support the success of the Principal by offering regularly scheduled, coaching feedback, and mentorship.

The Principal's evaluation system which will be conducted by the school's governing board, with two major components:

1. Principal Leadership Practice: The measurement of principal leadership shall be based upon the updated Profile of an Effective School Leader that is adapted from ISLLC 2008 Education Leadership Policy Standards.
2. Principal Performance: The measurement of principal performance will be based on school-wide academic learning and growth as well as at least one additional outcome indicator.

Principal Leadership Practice:

The Board will work with the Principal to set annual goals that reflect the Education Leadership Policy standards (as referenced in BOE Policy 2055) with the following criteria:

- a) a shared school vision,
- b) improved student learning and staff professional growth
- c) management of the organization, operation and resources

The following process will be applied to the directors' evaluation:

- The Board will appoint an ad hoc committee to review the Principal's performance against these goals at the end of each school year.
- This committee reports to the full board and recommends the Principal's employment status and compensation for the next year.
- Should the Principal fail to meet established goals, the Board will enact an improvement plan, and be given time to apply feedback and execute adjustments. The leadership evaluation tool will be used in conjunction with regular supervision conferences.
- The Board of Trustees will be responsible for evaluating the Principal. This evaluation process will include reviewing the school director's goals and progress towards these goals. During this meeting, feedback and coaching will be delivered in the following three areas:
 1. Commendations: aspects for the individual's job performance, which contribute to his/her effectiveness.
 2. Necessary areas of improvement: aspects of the individual's job performance in areas that contribute most to increased effectiveness.
 3. Strategies for Improvement: identification of specific actions, which must be taken to improve performance.

Principal Performance:

To establish goals for Principal Performance, iLEAD Kauai will make comparisons between schools serving students with similar characteristics, by measuring student achievement and academic growth. One goal will be to demonstrate equal or better performance on MAP and SBAC testing as schools with similar student and school characteristics. The additional growth indicator will involve parent, teacher and student surveys that demonstrate satisfaction with iLEAD Kauai culture and climate amongst a majority of our community.

Throughout the Principal development process, an emphasis will be placed on collaborative leadership. As President of the Center for Educational Policy in Washington D.C., Jack Jennings stated, "Leadership only succeeds if the leader brings other people along into the same vision, and they are all able to work together and trust one another." (Jennings, 2012)

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/34575/2946825-ZAxHb7SFWT/Attachment BB-Leadership Evaluation Tool.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.

iLEAD Kauai promotes the professional growth, learning, and creativity of each teacher through Reflective Supervision. To properly support and develop our teachers, iLEAD Kauai offers on-boarding and ongoing professional development. In addition to New Teacher On-boarding, every teacher will be expected to reflect on their learning in personal yet systematic ways. Our approach to staff supervision is driven primarily by self-assessment reflections conducted by the staff themselves in collaboration with the School Director. The School Director conducts regular observations and works with staff to set Individual Learning Plan (ILP) goals through the use of the ILP tool. This tool requires that teachers set and meet goals in accordance with the BOE Policy 2055 criteria in relation to student learning and teacher practice. Further criteria will include Project -Based Learning, Academic, and Leadership Goals to be met.

The framework for measuring attainment of teacher's goals will include:

- 50% Teacher Practice- Measurements may include classroom observations, stakeholder surveys, and evidence of reflective practice as evidenced in Leadership Notebooks.
- 50% Student Learning- Measurements of students' academic learning and growth must consist of multiple measures to include statewide assessment and other relevant student learning objectives as evidenced in Teacher Evaluation Tool as evidenced in goals.

iLEAD Kauai will implement an evaluation and support system that includes ratings of highly effective, effective, marginal, and unsatisfactory on each of these domains as determined by the School Director.

The School Director will meet with teachers regularly for coaching and to review progress toward goals. At the end of the year, staff will participate in an showcase of learning. The showcase of learning is a presentation in which each staff member shares their Leadership Notebooks with the rest of the staff. Leadership Notebooks reflect on successes as well as areas of growth throughout the school year. Final evaluation forms will be completed and meetings will take place between the School Director and each staff member by the end of the school year.

If challenge areas are identified, the School Director will immediately address any unsatisfactory performance with staff members and establish a Plan of Assistance for improvement with the staff member. This plan may designate peer coaching, suggested professional development, and resources to assist the staff member in improvement, and sufficient time will be given to rectify the challenge. Further actions may include: conference, written documentation and/or termination in manners that reflect Master Collective Bargaining Agreements. If desired, staff may appeal this decision by meeting with the Board of Director's Personnel Committee.

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/34575/2946825-nTkfhvirN5/Attachment CC- Teacher Evaluation Tool \(3\).pdf](http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2946825-nTkfhvirN5/Attachment CC- Teacher Evaluation Tool (3).pdf)

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

Unsatisfactory performance by the School Director, or management team will be addressed by the iLEAD Kauai Governing Board of Directors. In responsive action, an emphasis will be made on coaching and developing the school leader/ management team in a given area of unsatisfactory performance. In addition, a specific amount of time will be given for the School Director/management team to apply feedback and rectify the situation. Following this due process, responsive actions may include: conference, written documentation and/or termination in accordance with the Master Collective Bargaining Agreements and Hawaii BOE Policy 5100 in reference to Recruitment, Employment, Retention and Termination. iLEAD Schools Development, iLEAD Kauai's Educational Support Provider, focuses on developing capacity, training staff and cultivating leadership. If replacement of a School Director or teacher becomes necessary, iLEAD Schools Development's ongoing leadership training programs within the organization, eases replacement issues that may occur due to turnover.

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.

iLEAD Kauai does not anticipate deviation from union agreements and no supplemental agreements are anticipated.

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.

http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2946825-3GDaQIDw9z/Attachment DD-Employee Guidebook2-1_1.pdf

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.

iLEAD Kauai's mission and vision involve sophisticated educational practices that will take time to develop. As individual teachers acquire and refine needed skills, and as the school incrementally develops, the capacity to fully implement the vision will be gained.

iLEAD Kauai staff will meet together for 9 days, of which 5 will be optional (and paid at a stipend rate) and four days are included in the union contract. This will take place every July before students arrive to begin the school year.

Summer: iLEAD Kauai will provide school-wide professional development to prepare teachers for successful implementation of the curriculum, including the following topics that have been identified by iLEAD Schools Development as useful for implementing our educational philosophy and design structures:

- Project-based learning
- Brain-based learning research and implications
- 7 Effective Habits/IB Learner Profile
- Common Core Standards
- Authentic assessments
- English Language Arts materials and methods, including Café and Daily 5 programs
- Mathematics materials and methods, including the Singapore Math program
- Positive Behavior Support and Interventions, including Love and Logic training
- Differentiation and intervention to respond to students' diverse needs
- SDAIE model, procedures and methods
- Technology integration

Grade level teams will meet on a regular basis with time scheduled both into the week and into yearlong Professional Development calendar for this process to occur. In year one, all teachers will be new and professional development will be directed towards topics that are pertinent to new teachers at our school. In subsequent years, new teachers will be paired with veteran teachers to form a mentorship program. The school director will also spend additional time in new teacher's classrooms to provide instructional coaching as aligned with goals set in the ILP.

The professional development plan will be driven by data to improve teaching and learning as well as school performance as

a result of the efforts of the professional development committee team, which includes the parents, students and iLEAD Kauai facilitators. This team will analyze overall student assessment data, identify programmatic strengths and weaknesses within each content area, and work with iLEAD Schools to put training into place that helps to overcome each content area challenge. Additional professional development topics will be identified as a result of teacher feedback and surveys. The process for evaluating the efficacy of professional development will be conducted through the use of Guskey's Critical Levels of Professional Development Evaluation. (Guskey, 2000a)

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.

Professional Development Schedule

Day Morning Afternoon

July 16, 2016 Retreat

July 17, 2016 Retreat

July 20, 2016 Welcome-i LEAD Overview Mission/ Vision 7 Habits, IB Learner Profile, ILPs

July 21, 2016 PBL Intro. Rubrics, and Assessments Love and Logic, (Positive Behavior Interventions)

July 22, 2016 Project -Based Learning Overview

July 23, 2016 Grade Level Team PBL Planning

July 24, 2016 Presentations Critical Friends

July 27, 2016 Teacher-Directed Work Days

July 28, 2016 Teacher-Directed Work Days

Summer Professional Development (PD) will last a total of 9 days. It will begin with a two (2) day School wide Retreat to promote lōkahi and cultural traditions of iLEAD. The retreat is an opportunity for staff to make connections, and engage in activities that push them to step outside of their comfort zone in the same way that we ask our learners to do so. Event themes for PD could include events such as ropes courses, arts workshops, and adventure retreats.

iLEAD Kauai will then provide five (5) days of optional professional development that will give teachers the opportunity to learn about our mission and vision, PBL structures, assessment methods, positive behavior support and interventions. It will be the intention of our institution to hire professionals who will envision this training as an asset to their teaching practice. The next two (2) days of training, which is included under the collective bargaining contract (administrator directed workdays), will be used for teachers to collaborate in grade level teams and plan their first projects. Each team will demonstrate their project to the group and the group will have an opportunity to provide relevant feedback (Critical Friends).

The final two (2) days (teacher directed work days) of the four days allowed under the collective bargaining agreement will give teachers individual or collaborative time to prepare their classrooms.

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.

The weekly schedule allows for early student release on Fridays so that staff can participate in professional development, planning and collaboration. Therefore, the allotted time does not require staffing support as all students are dismissed and not on site. This time will be used for ongoing professional development, planning, collaboration and leadership committees (including collaborative data analysis teams, professional development teams, etc.). There are also two full days of professional development that, in accordance with the Master Collective Bargaining Agreements, are scheduled to occur in the Fall and Spring semesters. In addition, teachers will be required to arrive at school at 7:40 each day in order to allow for preparation/collaboration period that shall consist of a continuous block of time not less than 45 minutes. This time shall be used to plan ongoing projects, collaborate about differentiation strategies and discuss ongoing analysis and implementation of data to optimize student-learning results. As our entire proposal has been planned to align with collective bargaining agreements no amendments should be necessary.

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.*

The five optional days of summer PD will be paid at the current stipend rate at the time of occurrence to all teachers who are present for the training. All professional development days in the summer will be optional and staff will receive stipends. Teacher will be highly encouraged to attend. This training will focus on the key elements of our curriculum framework and instructional design such an overview of The Common Core delivered through Project-Based Learning. Elaboration will be on theories, practice, methods and strategies involved. There will also be time given for grade level teams to collaborate and plan for their first projects of the year and receive peer feedback through critical friends. Additional PD will be dedicated to the mission, vision and values of our schools, the ILP and alternative authentic assessment strategies, as well as Social Emotional Learning through such positive behavior supports as The Leader in Me -7 Habits, The IB Learner Profile and Love and Logic Behavior Intervention Strategies. Training will be conducted by (an) expert iLEAD trainer(s) .

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.).

Our educational service provider, iLEAD Schools, has a professional development expert that will work with the School Director to plan and provide the professional development throughout the year. We have planned the summer workshop days and will assess what is needed for the weekly professional development that takes place throughout the year. We will be applying for Title II funds based on the number of teachers we hire. Professional development will be on-going and responsive to staff input and self-assessment for further professional development. The School Director will be observing classrooms and instruction, especially in the way of project-based learning to assess additional professional development needs.

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:

- a. 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.
- b. Financial performance – monthly, quarterly, annually and for the term of the Charter Contract.
- c. Organizational performance – monthly, quarterly, annually and for the term of the Charter Contract.

a. Academic Performance

iLEAD Kauai will use multiple assessment measures to get an accurate account of student learning and to evaluate student progress in cohorts, individually, and of the school as a whole. The following “Benchmark Assessments” will be administered throughout the year:

- **Performance Tasks:** iLEAD Kauai will use authentic assessments to assess performance tasks best observed in holistic application, as opposed to discrete skills and factual knowledge that more traditional assessments are designed to assess. Performance tasks are also built into the formative assessments offered by the Smarter Balanced Consortium (SBAC).
- **NWEA MAP:** a national norm-referenced assessment used to evaluate student-learning gains.
- **Writing Prompts:** Grade level appropriate writing prompts will be administered and rubrics will be used to monitor progress toward writing proficiency and grade level standards.
- **Authentic Assessment:** The process of evaluating student understanding or skills mastery through a demonstration by the student that closely resembles how that understanding or skill would be applied in the real world.
- **Publisher-developed Assessments:** When textbooks or commercial programs are used, iLEAD Kauai may choose to use diagnostics and other assessments that are part of the curriculum.
- **Teacher-developed assessments:** Aligned with curriculum.
- **Teacher Observation and Anecdotal Records:** Teachers will conduct structured observations using protocols in which they look for evidence that relates to learning outcomes.
- **Literacy Levels:** Teachers will conduct regular assessment of student reading levels using the Fountas and Pinnell assessment and Words Their Way for writing.
- **Rubrics:** iLEAD Kauai will use a rubric designed for each grade level to assess student projects.
- **Checklists of Progress:** These are simple checklist style records of the student's level of mastery of skills.
- **Presentations of Learning (POL):** At the end of each project every 5 to 8 weeks, students will present what they have learned to their peers. These POLs allow students to use a variety of media to reflect on their learning using a project-specific rubric.
- **Portfolios:** A collection of student work that captures growth based on both student and teacher input.
- **Student Showcases:** A unique feature, which provides an opportunity to focus on the next school year and areas for growth.

iLEAD Kauai will adopt a school information system (SIS) that has the capacity to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom. iLEAD Kauai will also be supported by the Data and Assessment Director of iLEAD Schools Development for the purpose of data analysis and recommendations for instructional adjustments.

As a public school, iLEAD Kauai students will be administered all state- mandated tests required of other public school students in Hawaii. Each year, the School Director and staff will develop a school accountability plan that will address the school's performance against all goals and measures. This plan will include detailed measureable objectives.

Teachers will be responsible to collect their student data and utilize this data to drive and improve instruction. Each teacher will also generate and deliver a collective student data report of their entire class data to the School Director each semester to be properly analyzed by the collaborative student data analysis team with the support of the Curriculum, Instruction and Assessment Director of iLEAD Schools Development and the iLEAD Kauai School Director.

b. Financial performance – monthly, quarterly, annually and for the term of the Charter Contract.

The governing board serves as a “checks and balances” by reviewing financial reporting on at least a monthly basis, approving the annual budget and amendments as necessary, and annually securing and approving an independent financial audit of the organization. The school's administration carries out the activities necessary to conduct the business of iLEAD Kauai Charter Schools in compliance with established policies. The school's administration also follows procedures necessary for recording and reporting the financial position of the organization, carries out the directions of board actions, and provides additional financial information as the board requests.

c. Organizational Performance – monthly, quarterly, annually and for the term of the Charter Contract.

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

- Parent choice and satisfaction
- Adhering shared values
- Positive Social and Emotional development
- Environmental sustainability

iLEAD Kauai will work hard to measure and balance accomplishments in all of these areas, because a school that emphasizes one while ignoring others will not thrive. We will administer and collect data from parent, teacher and student surveys, and strive to demonstrate satisfaction with iLEAD Kauai culture and climate amongst all stakeholder groups.

In addition, according to Hawaii State Charter School Law §302D-1 “Organizational viability” means that a charter school:

- (1) Has been duly constituted in accordance with its charter;
- (2) Has a local school board established in accordance with law and the charter school's charter;
- (3) Employs sufficient faculty and staff to provide the necessary educational program and support services to operate the facility in accordance with its charter;
- (4) Maintains accurate and comprehensive records regarding students and employees as determined by the office;
- (5) Meets appropriate standards of student achievement;
- (6) Cooperates with board, panel, and office requirements in conducting its functions;
- (7) Complies with applicable federal, state, and county laws and requirements;

The iLEAD Kauai Governing Board will evaluate one of these seven measures each month at their meetings. At the conclusion of the year, any additional progress on these items will be presented and members will holistically evaluate the efficacy of our schools organizational performance under the guidance and support of the assistance provided to us by our appointed legal services as a Hawaii Charter School.

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. Academic Data: iLEAD Kauai will adopt a school information system (SIS) that has the capacity to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade level, and classroom. iLEAD Kauai will formulate a collaborative student data analysis team with the guidance from the Data and Assessment Director of iLEAD Schools Development.

b. Financial Data: Ongoing financial planning consists of structured, timely review of fiscal practices and outcomes. Financial statements will be prepared monthly for review by the director and board of directors with support from iLEAD Schools B.O.O.S.T (Back Office Organization and Support Team). The School Director and Business Manager will review monthly cash flow, check registers, and other financial information. Recommendations are drafted and presented to the governing board for approval.

c. Organizational Data: iLEAD Kauai will implement what Wayman and Colleagues (2006) refer to as a collaborative data team. This model involves multiple staff involved in data collection, analysis and decision-making process by working together in a format similar to a professional learning community. (Dufour, Eaker, & Dufour, 2005). This team will be given the time they need to work during the allotted PD scheduled in our calendar each Friday afternoon. This data will also be reviewed during regularly scheduled team meetings. Data will be collected through the learning management system. The iLEAD Schools Curriculum, Instruction and Assessment team will assist with interpretation of the data.

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.

iLEAD Schools Development will provide the training and support needed for utilizing the SIS, including the learning management system. They will also provide training on NWEA MAPs implementation. The iLEAD Kauai school director, teachers, other pertinent staff members, and governing board members will receive on-going training and support in analyzing, interpreting and using this academic performance data to improve student learning. The ultimate goal is to empower iLEAD Kauai to ultimately perform this process independently.

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. iLEAD Kauai will follow Strive HI guidelines and if the school falls short of academic achievement or goals at the school-wide level, corrective actions will be taken. These actions would be triggered by either one year of decreasing data or two years of static data as measured on the state-wide assessment tests and MAP testing, and may include the following corrective actions: Increase professional development and targeted support; decrease the authority of school-level administration; appoint outside consultants to advise the school; and/or restructure the internal organization of the school. The School Director in cooperation with the governing board would be responsible for implementing these corrective actions. If goals are not met on a classroom level, coaching, and mentoring will be put into place and sufficient time will be given to teachers to implement positive changes. On the individual students' level, if goals are not met, facilitators will first reexamine goals to assure that they are appropriate for that individual student. If they are deemed appropriate and the student is unable to meet these goals, a Student Success Team will convene. This process involves meetings with the teacher, parent, specialists, and administrator to identify concerns, establish goals and brainstorm strategies for achieving these goals. Eight-week check-in meetings and additional targeted assistance is also put into place to assist in monitoring results.

b. The Center for Education Reform stated that 41.7% of Charter Schools close due to financial challenges. According to this same study, financial challenges are a symptom of recruitment and quality control. For this reason, iLEAD Kauai will emphasize recruitment and marketing to assure robust wait lists for our school. The board and administration will be proactive in creating a plan for potential budgetary shortfall to avoid encountering financial difficulties or having an independent auditor issue findings. To this end, at the first sign of financial difficulties, we will form a committee to mitigate these challenges. The first step will be to inform the staff of the situation and form a long-term plan to annually keep pace with needs, while slowly increasing the undesignated/unreserved fund balance. This committee would also review records to see if any excessive spending in one area exists and if there is expenditures being made from the general fund that could come from additional sources. In addition, iLEAD Kauai would seek the assistance of our iLEAD Schools Development experts or outside finance experts to form a plan to cut expenditures and increase revenue. However, if iLEAD Kauai school is issued Notices of Concern or Deficiency, we will contract with additional experts to help assure that additional plans be put into place to avoid further challenges.

c. The first step will be the formation of a committee to evaluate school policies and practices, with a special emphasis on the transparency of our school's governing boards, the securing of needed permits and certificates, teacher, and community satisfaction. Corrective actions may also include adjustment to policies, staff, leadership, and governing board.

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/34575/2946825-F65stCQEvB/Attachment EE- School-Specific Measures1.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. iLEAD Kauai intends to serve the east side and central areas of Kauai. These regions consist of the Kapa'a Complex and Central Complex areas. All the elementary and middle schools are impacted and over enrolled, which has the Superintendent of Schools and the community desiring an additional K-8 school to serve these areas.

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. i

LEAD Kauai has targeted Kapa'a as the main area of focus since it is the area with the greatest need for our school. The rationale behind this decision is based on our intention to provide relief for Kauai's largest elementary school, Kapa'a Elementary School, which is struggling in size and performance. At present, Kapa'a Elementary School has a total of 895

students currently enrolled in K- 5th Grades. The enrollment situation at this school may be a contributing factor to their “focus” status as referenced in the 2013-2014 Strive HI System School Report. By offering iLEAD Kauai as an alternative option to this community, we will alleviate the strain of high enrollment and provide alternative educational opportunities for families in the community. Also according to our research we found the following demographic information concerning the community we are intending to serve.

Parents have expressed a desire to have smaller class sizes, more alternative methods of teaching that involve hands-on learning, and more choice than the present DOE are able to offer. Students in the East and Central Complex have been identified as high need with 66% of the students on Free or reduced lunch. In recent years, that have been an influx of Marshallese families that we plan to serve.

1065 Kuhio Highway Kapa’a Kauai, HI
1 mile 5 mile 10 mile
Population (4/1/2010) 2,901 18,796 35,675
Population (1/1/2014) 2,984 19,512 37,015
Population (1/1/2019) 3,116 20,407 38,682

Median Age 38.6 41.9 42.5
Aged 0 to 5 Years 227 1,381 2,541
Aged 6 to 11 Years 202 1,408 2,687
Aged 12 to17 Years 236 1,442 2,767

With this data in mind, iLEAD Kauai has chosen to focus on the Kapa’a community. The population in the area will not only be conducive to opening our doors with projected enrollment numbers, but also enable us to maintain sustainable growth over time. In addition, the demographics of this area are similar to the demographics of our iLEAD Lancaster where we have been successful with meeting the educational needs of that community whose numbers compare to the SPED and Free and Reduced Lunch numbers in Kapaa.

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?

Yes

a. If the proposed school has obtained a facility, describe the facility, including address, square footage, square footage rent, amenities, previous use, what needs to be done in order for the facility to be in compliance and meet requirements to serve as a school, and the timeline for renovations and bringing 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. If the applicant currently holds a facility or has a letter of intent, Memorandum of Understanding (“MOU”), or other proof of intent to secure a specific facility, provide it as *Attachment FF (no page limit)*.

iLEAD Kauai has been fortunate to have been offered two sites within the East and Central Complex. We have been offered the use of the All Saints’ Episcopal Church Gym building at 4-1065 Kuhio Highway in Kapa’a. They have a 3135 sq. ft. facility that housed Kanuikapono Charter School when they first started 12 years ago. The building currently is being used as a community gym and meeting area. Other than a bookstore, the facility is empty and available for our school. It includes six classroom spaces, a gym floor, a stage, a kitchen area and two different restroom facilities. Father Ryan who is Reverend of the All Saints Episcopal Church has offered our group the use of this facility at no rental cost for three years in exchange for capital improvements and ongoing maintenance. We are working with a local contractor to construct an initial estimate of costs entailed in renovations and bring the facility into compliance. The Planning Department has also been contacted and there is concern about bringing the 86 year-old building to code. If the building can be brought up to code, the work on the building will begin upon charter approval, and be completed by July 20th, 2016. In planning for iLEAD Kauai site, the founding team will draw on its experience of designing, building, financing and operating charter school facilities. iLEAD will partner with InSite Charter School Services, a nationally recognized company that assists with charter school facility acquisition. iLEAD Kauai will seek district input and provide courtesy notification to district of planned leases/acquisitions.

In addition, iLEAD Kauai has also been offered the opportunity to move into a full existing school with classrooms, library, health room, cafeteria, gym, playground, and additional facilities at Mount Kahili Park. The Knudsen Trust had previously rented the school to Seventh Day Adventist Church, but the church had vacated the buildings and grounds as of Fall 2014. Knudsen Trust Board of Directors held a Quarterly Board Meeting on January 31, 2015 and considered the various proposals from different organizations and groups. iLEAD Kauai Alaka’i O Kaua’i Charter School (proposed Fall 2016) submitted their proposal, and was the organization that was selected to move into the facility in the Fall of 2016. We are still in negotiation regarding the terms of this offer.

Because of our desire to first consider the property at in Kapa’a (due to the surrounding community), we want to receive the cost of renovations to bring everything up to code regulations, and add necessary technology and safety/ welfare improvements for our students. We want to be able to move into a facility as soon as given the approval. For this reason we have a Plan A and Plan B for back-up assurances for a viable and immediate location. With this in mind, we have planned our budget with a contingency for renovation if located at All Saints and transportation from downtown Kapa’a if the Mount Kahili site is ultimately chosen.

Attachment FF (no page limit)

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

<http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2946825-149kZxic4g/Attachment FF-Memorandum of Understanding.pdf>

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.*

If we are located at All Saints Gym, Year One anticipated enrollment of 125 will occupy the space of five classrooms, leaving one additional classrooms for growth for the following year’s anticipated growth. We can also expand into the gym and stage area for additional classroom needs. Our school will partner with local agencies or donations to cover these potential costs. If year three continues at the projected rate, our school may need to relocate to a larger facility. If we are at Mount Kahili, the facility can house us to our full capacity. The ideal scenario is that iLEAD schools involve recruiting independent investors to purchase a space, build a school and bond it back to our institution. This is iLEAD Kauai’s ultimate goal for there are plans for several future developments in Kapa’a, which will enable us to be located within 5 miles of our targeted population in the future.

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:

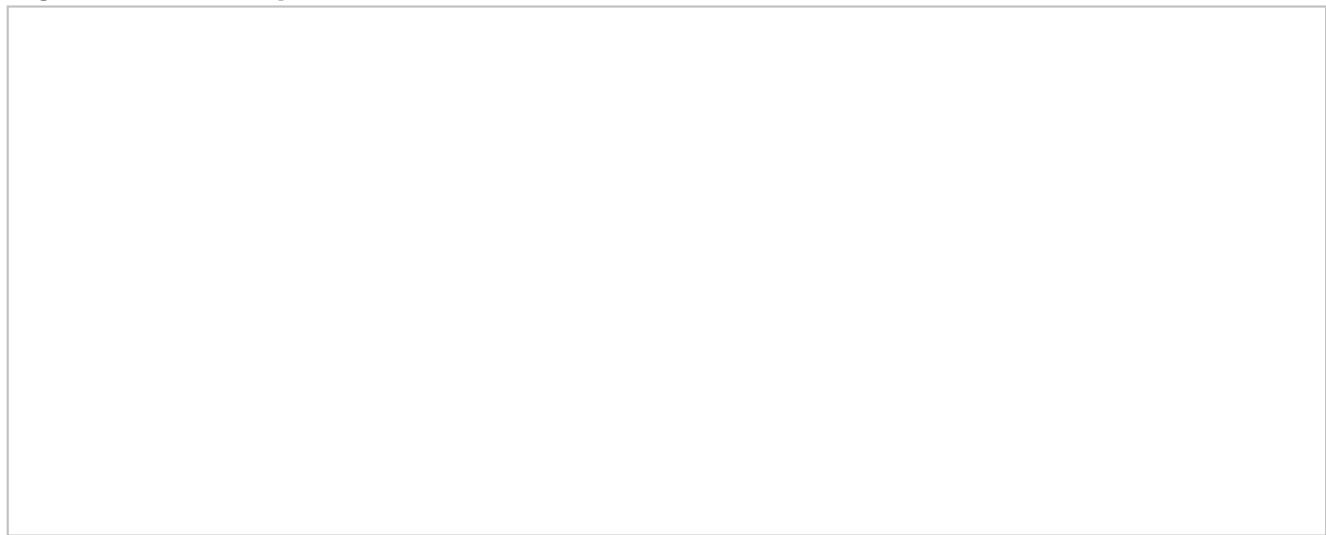
- a. How the applicant plans to obtain financing for the proposed school’s facility. Highlight the alignment of the financing plan with the timing of obtaining and renovating the facility, as described in Section VI.F.2.
- b. How the applicant plans to fund the start-up period. Include all plans for 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/34575/2946825-m7giboe5En/Attachment GG- Start- Up Plan2_1.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.

According to our research, with 202 students aged 6-11 within a 1mile radius and 1408 students within a 5-mile radius of the ALL Saints Gym location in Kapa`a, we do not anticipate needing transportation for our students if we are located there. However, iLEAD Kauai is researching transportation options in the case that this facility is not feasible with regards to renovations and codes. The Mount Kahili facility is located 18 miles from Kapa'a and we will provide bussing to bring the above mentioned students to us, if we do ultimately locate there. Our budget is reflective of this plan. If we were to contract transportation services, we would follow the system implemented at a neighboring charter school who contracts with a private company and supplements costs with family contributions. In the case of field trips and athletic events transportation services will be in accordance with HRS §302A-406.

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.

As regards to security and safety, it will be our number one responsibility to parents and guardians who entrust the care of their children to us. iLEAD Kauai will cultivate adult and learner awareness, visitor badges, and software that checks every visitor allowed onto our campuses against the Sexual Offender Database. Because we are an open campus that encourages family members to actively participate in their learners' educational journey, we will need to ensure that adults who spend a regular amount of time on campus are live-scanned, finger printed, and have submitted TB test results for the safety of all our learners, before being allowed to volunteer. All staff and extended stay workers will also be live scanned and finger printed. As to physical safety, iLEAD Kauai will ensure that the physical space is devoid of any potential hazards and that staff is present for supervision and safety. Regarding technology safety, our Internet is filtered using Open DNS, which allows us to block/monitor sites on our network.

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.

iLEAD Kauai will offer a food service program, that would be operated by a vendor who follows Hawaii law on educational food service, be budget neutral to the school and forecasted using current USDA reimbursement rates and in accord with HRS §302A-405. The school will be reimbursed by families paying the DOE rate for a meal, and by NSLP.

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.

In accordance with HRS §302D-34 iLEAD Kauai shall not discriminate against any student or limit admission based on race, color, ethnicity, national origin, religion, gender, sexual orientation, income level, disability, level of proficiency in the English language, need for special education services, academic, or athletic ability. Our plan for student recruitment and marketing that will provide equal access to interested students and families is as follows. iLEAD Kauai will participate in as

many public festival, fairs, or community events as possible in order to share information about our proposed school with our diverse population. We will share our positive track record of serving students with special needs in other iLEAD schools. In order to achieve diversity in our school's demographics, we will conduct outreach in various multicultural communities and solicit parent volunteers to serve as interpreters. iLEAD Kauai will offer a different way of teaching, many field trips, foreign languages, social emotional skills, etc., which is appealing to everyone regardless of their socio-economic background. To the families that have higher income and/or education and who possibly have their children in a private school, our school is very appealing because their children will be receiving a great education and experience without paying the high monthly tuition that is required of private schools on Kauai. To the families that are on the lower socio-economic end, our school will offer a high quality education that they can afford since we will be a public school and there is no tuition. We are also offering Kapa'a (66% free or reduced lunches) an opportunity to be selected for enrollment since they will receive increased lottery bids (2:1) for our lottery system.

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.*

For enrollment: Returning students from the prior year will retain admission status and will not go through the lottery process. Siblings of current students are exempted from the single public random lottery and will be accepted into the school as long as there are available spots in the targeted grade. The reasoning for this decision is that iLEAD Kauai seeks to serve our families' needs as much as possible and based on the feedback that we have received at other schools, families appreciate the convenience of having their children attend one school. Children of iLEAD founders, employees and governing board will be exempt from the single public random lottery, as long as this exemption constitutes not more than 10% of the school's total enrollment. The reasoning for this decision is that iLEAD Kauai will also seek to serve the needs of our employees.

For our lottery, iLEAD Kauai will give a 2:1 weighting to those families who live in the Kapa'a District. The reasoning for this decision is that iLEAD Kauai seeks to serve the students who are most in need of our services, and based on our research, Kapa'a Elementary School, which is struggling in size and performance is most in need. By giving preferential status to the people of Kapa'a, iLEAD Kauai will help alleviate the strain of high enrollment and provide alternative educational opportunities for families in the community.

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.

Attachment HH (no page limit)

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

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.

An emphasis on the local community is one of iLEAD Kauai and iLEAD Schools Development core values. We believe that by strengthening ties between the school and community, we contribute to building a stronger society. In particular, iLEAD Kauai holds local traditions, cultures and values sacred not only through curriculum integration but also through integrating people who live these traditions, cultures and values.

iLEAD Kauai's philosophy will carry directly out of the classroom and into the community. With place-based PBL curriculum focus, many of our projects will involve specific issues pertaining to the surrounding community and the community members who are involved with these issues. Our involvement will import people into our school to share their expertise and also export our students into the community for hands-on contact in solving community problems. In addition, local businesses are an important asset to our school as we aim to fuel an entrepreneurial spirit through leadership, collaboration, and innovation.

Parents play a vital role in the iLEAD Kauai program. For this reason, we request that all parents become fully aware of our educational philosophy and model before enrolling their children. In order to elucidate our different school components, we provide EduTalks and Parent University workshops on our core elements (PBL, IB Profile, etc.). We encourage parents to be

involved as volunteers and strongly suggest a minimum of five hours per family a month. To reinforce a sense of community, iLEAD Kauai will hold regular community events that bring families in to the school.

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.

iLEAD Kauai started by hosting open sessions to parents and community members in order to share the iLEAD approach to learning with a foundation in self-directed educational experiences that generate excitement and empower students to become conscientious, principled citizens of the world. Emphasis at the meetings was made on how iLEAD Kauai will deliver a high quality education that closes the gap between how things are done in school and fulfillment and success in the work place, and in the world. The results of the meetings have been extremely positive in that several attendants expressed interest support. This support has taken the form of over 170 written testimonies in support of our educational model (Please see our website <http://www.ileadkauai.org> for examples) and over 150 students on our interest to enroll list. Several parents and community member have also volunteered their time to assist in the start-up process and charter writing and composition process.

As soon as iLEAD Kauai is approved, we will hold additional information meetings, do outreach, and have available enrollment packets made for parents/guardians.

After the school is opened, iLEAD Kauai will have orientation sessions for parents and clarify policies and expectancies, explained that we will hold conferences and issue report cards at least twice a year, email a newsletter to families and staff on a regular weekly basis as feasible, and will maintain our website with updated information.

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.

Parental engagement will be fostered for our proposed charter school from the initial interest meeting throughout the approval process and into the implementation of our iLEAD Kauai Family Community. Parental involvement in our proposed governance will be fulfilled with at least one board seat being reserved specifically for a parent member. iLEAD Kauai will cultivate open communication between the school and the families. In addition to regularly scheduled Individual Learning Plans (ILP) meetings, Reports of Progress, Student Led Conferences and Presentations of Learning (POLs), student progress will be regularly communicated on an ongoing basis. Parents will interact with facilitators, counselors, and administrators regularly through face-to-face contact, phone calls, emails and other communication modes. iLEAD Kauai will invite and strongly encourage parents to contribute a minimum of five hours/ family/ month/ to iLEAD Kauai to promote synergy within our educational community. Completion of volunteer hours, however, is not a prerequisite of enrollment. The staff will maintain a comprehensive list of volunteer opportunities including but not limited to: volunteering in the classroom/school (including at-home assistance); tutoring, teaching specials, attending parent-teacher conferences; attending Board of Directors meetings (as member or observer), participating or attending fundraising or Academic/Arts Events; committees or, other activities. At iLEAD Kauai parents will play many important roles in the day-to-day operations of the school, as well as the strategic planning and overall vision of the school community.

4. 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.

Government Decision makers in support of our Charter School:

Mayor Bernard Carvalho, Jr.

House of Representative Derek Kawaikami

County Councilwoman JoAnn Yukimura

Honorable Hartwell Blake

Department of Education – who want to partner with us and help in the opening of our school

Bill Arakaki, Superintendent of Kauai Complex

Paul Zina, Principal

Kawaikini Charter School – Director Samuel Kaaui and Alohilani Rogers

Small Business Owners who want to provide services

Robert Sherrill – design and publish websites

Elizabeth Reeves – outreach to community

John Bettencourt – Information technology

Organizations and Foundations that want to partner and provide curriculum of Place-based learning and sustainability

Waipa Foundation – Director Stacey Sproat-Beck

Project Director Kaiaulu Anahola – Kamealoha Smith – Traditional Knowledge and Marine Education

Farm to Keiki – Statewide farm to school program

National Tropical Botanical Gardens with school information and tours

Kauai Therapy & Wellness – providing services of pediatric, physical, occupational, and speech therapy enabling our students to fully participate in school

KUGA- teaching dance, visual arts, music and creative writing to our children

Recruitment and Hiring of New Teachers

Growing Our Own Teachers on Kauai

University of Hawaii, Manoa Student Services

Service Organizations – Fundraising & Support (Signed lists from meetings)

Lihue Rotary Club

Kapa’a Rotary Club

Hanalei Bay Rotary Club

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

<http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2946825-WySOwero2D/Attachment II- Existing Evidence of Support from Community Partners.pdf>

K. Nonprofit Involvement

K. Nonprofit Involvement

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

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

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

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

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

At the present time, iLEAD Alaka'i O Kaua'i Charter School is actively pursuing 501(c)3 status, through iLEAD Hawaii, which we anticipate will be processed by the time of submission of this application. In the meantime, we have asked and received approval from the Board of Directors of Growing Our Own Teachers on Kauai (GOOT-OK) to receive donations for the school while seeking to establish the non-profit organization. GOOT-OK is a 501(c) 3 non-profit educational organization with the Federal Identification # 42-176112. Any donations to GOOT-OK that is designated for iLEAD Alaka'i O Kaua'i Charter School will be tax deductible and given to iLEAD Kauai. We have contracted an Oahu attorney, Richard Mosher, with obtaining our non-profit iLEAD Hawaii dba iLEAD Kauai. With the process started to apply for the non-profit, tax exempt status, our timeline is to submit all papers in March 2015 and have the non-profit approved by August 2015 in order to assist the start-up period for iLEAD Kauai with fund-raising, grants, and donations.

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.

The non-profit iLEAD Hawaii has as their mission to support the school with additional revenue, especially during the start-up

period. The proposed iLEAD Hawaii would head up fund-raising activities; donation drives, develop community partnerships, write grants and other activities that would assist in raising funds for the school. Since iLEAD Alaka'i O Kaua'i Charter School will be teaching Hawaiian language as one of the languages offered to every child at the school from kindergarten through third grade and then continue with students who select to learn the Hawaiian language through 8th grade, we will be seeking funds from Kamehameha Foundation. The Kauai Economic Development Board (KEDB) provides Aloha `Ike grant programs for DOE schools, including Charter Schools. iLEAD Alaka'i O Kaua'i Charter School's mission to provide real-life experiences with project-based learning is in direct alignment with goals stated by KEDB. There are other organizations that provide grant awards monthly called community support grants of Kauai Island Utility Cooperation (KIUC), but iLEAD Hawaii must be a registered non-profit organization before applying and have the school established. There are other grants for Charter Schools that will be written for funding support, but until iLEAD Alaka'i O Kaua'i Charter School has been approved for pre-Charter status, we will not be eligible to actually apply for grants. The parents that are interested in enrolling their children to attend iLEAD Alaka'i O Kaua'i Charter School have expressed a strong interest in forming a parent (Ohana) organization that will also do fund-raising activities for the school.

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.

The non-profit organization, iLEAD Hawaii, will be filed in early March by our local Oahu attorney, Richard Mosher of Anderson Kill Attorneys and Counselors at Law. The Governing Board of iLEAD Kauai will presently serve as the board for the non-profit organization. Dr. Kani Blackwell will serve on the governing Board of Directors and will volunteer to head up the non-profit, iLEAD 501c3 Hawaii. Dr. Blackwell is the founding member of Growing Our Own Teachers on Kauai (GOOT-OK) and has served on the Board of Directors since its inception in 2007. She has been instrumental in the fund-raising activities for seven years, which have raised \$231,000 to give to 63 pre-service teacher candidates during their student teaching semester. In addition, Dr. Blackwell has served for ten years with a non-profit 501(c) 3 educational and cultural organization, Circle of Friends & Relatives of First Americans dba Kauai Powwow Council, functioning the past four years as the organization's president. Her tenure as president has concluded and she has passed the torch to a younger generation of Native Americans on Kauai. Dr. Blackwell has vast experience as a Hawaii Department of Education Curriculum grant writer, National Science Foundation Program Evaluator, and local fund-raiser. In addition, Mr. Joseph Figaroa, a governing board member, has an extensive background in fund-raising for non-profit organizations and has offered to head up a fund-raising committee. Members of this committee will have a high interest in supporting the school through donations, fund-raising and specialized support.

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 School Director, Deena Fontana Moraes (collaboratively leads the efforts of the group, makes certain that our actions are moving in accordance with the timeline.)
- Management team member: Dr. Kani Blackwell (Educational Consultant, partner and mentors the school Director and continues to provide local connection with iLEAD Schools)
- Management team member: Stuart Rosenthal (Budget and Business Management, assures strong internal controls, and alignment of spending with budget)
- Management team member: Caroline Freudig (HSTA Representative - assures that hiring practices and negotiations are aligned with union agreements).
- The Governing Board (establishes and oversees directors role during start-up, establishes school wide goals and metrics, lead fundraising efforts)
- iLEAD Schools Development (provides training and educational services to support iLEAD Kauai)
- The iLEAD Kauai Hui consisting of supporting parents, teachers and administrators (assembles and organizes, joins board appointed committees and contribute on the ground floor for materializing established goals.)

The School Director has been trained in an extensive staffing plan that involves a well-defined collaborative process involving all stakeholders of the school. To analyze staffing requirements, our management team will implement staffing plans that involve strategic staffing creating a longer-term context within which more effective short-term staffing decisions can be made.

In addition, Caroline Freudig, a member of our Hui, is a District Induction Teacher and serves as an HSTA representative. Caroline Freudig will take an active role to assure that iLEAD Kauai staffing processes are aligned with collective bargaining

agreements.

Our iLEAD Kauai team will build on what has proven to be effective at other iLEAD schools where there is a strong emphasis on professional development practices. These practices focus on guiding teachers through the multi-step, Backward Design process: 1) internalization and prioritization of the Common Core State Standards, (2) differentiation of assessment methods such as performance tasks, rubrics, and technology based, and (3) innovative, research based instructional strategies. In our standards based, project-based learning model, the third step is a process of aligning standards and assessments to real world learning applications that result in meaningful, rigorous, and assessable projects.

In order to Manage Performance, it is the job of the institution to inspire an optimal work environment. We will focus on shared vision, personalized goal setting, self-evaluation, opportunities for professional development/ growth and an emphasis on fun. Also, iLEAD Schools has developed an extensive plan to monitor and assess performance in the areas of common core/SBAC aligned benchmark systems, student data systems, individualized learning plans/data notebooks, and authentic assessments such as presentations of learning.

Our Educational Service Provider has extensive general operations experience with two schools in California and the authority to establish three additional schools in other states. In addition our qualified board members who consist of local business owners, company managers, educators, and other professionals, will utilize their expertise to implement our organizational plan efficiently and effectively. Stuart Rosenthal who has had experience with the day-to-day operations and finances of a successful neighboring charter school, will also provide a wealth of knowledge and experience to our group.

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.

iLEAD Kauai is working closely with an advisor, Mr. Benson Sainsbury, who is founder and President of InSite Educational Facility Services. InSite exists to effectively represent charters schools in the complexity of their facilities needs. Benson has worked in various capacities for several real estate and development companies for the past 21 years both as a broker and a developer. His experience encompasses charter school development and site selection, office, retail and residential projects. His responsibilities have included land acquisition, market research and site selection for both regional and national tenants; development and entitlement work; construction management; sales; leasing; and tenant representation. We are also using the services of our local Advisory member, Steve Martin-Oldfield, who has owned and brokered Kauai Pacific Real Estate for 17 years and is quite knowledgeable in facilities development. In addition, we have a local construction advisor, Stan Morinaka of S. T. Morinaka Construction, Inc. who has been project developer for multiple developments involving both the financing and managing build-out renovation projects.

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.

Our Educational Service Provider, iLEAD Schools Development has an expert team of growth minded individuals working with

our mission and values in mind. They have found that collaborative teamwork is far more effective at building and sustaining a school than one mind is. The team provides wide-ranging support, which allows schools to focus on meaningful education goals.

These services include:

- School Launch and Start-up Services
- Charter petitions
- Development (Fundraising and Grants)
- Compliance
- Finance
- Information Technology and Data Management
- Dynamic Education Delivery Systems
- Organizational Learning
- Marketing & Communications
- Real Estate & Facilities
- Professional Development
- Food Services
- Educational and Leadership Coaching

Outside Experts

InSite Educational Facility Services

- Benson Sainsbury and his associates of InSite Educational Facility Services have played a key role in procurement, feasibility studies, and negotiations for iLEAD Kauai facilities.

Full Circle Consulting

- Senta Greene and her associates will help our organization to achieve full potential through Organization Development, Coaching and Learning and Development.

Charter Impact

- Charter Impact is a leader in providing advisory services that support the organization's focus on a mission-centric, personalized delivery model. As the education industry strives to meet the demands of stakeholders, Charter Impact can help develop and support fiscal strategies, manage risk and compliance, and utilize business intelligence and analytical capabilities. Our professionals bring direct hands-on knowledge of standards for charter school systems, internal controls and financial reporting.

Richard C. Mosher

- Richard C. Mosher is our counsel at Anderson Kill on Oahu, HI. He is helping our group to establish our Hawaii 501c3 status.

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.

Ms. Moraes will serve as the School Director and Dr. Blackwell will assist as her ongoing mentor, Board member, and non-profit leader with iLEAD Kauai Hawaii affiliation. Both Ms. Moraes and Dr. Blackwell are familiar with the iLEAD schools systems as well as the realities and culture of life on Kauai. They are both knowledgeable of all the schools on Kauai and will work well with other administrators and teachers. Individually they have been involved in start-up processes of educational programs, non-profits, and businesses. Dr. Blackwell and Ms. Moraes will partner together, pairing Dr. Blackwell's 48 years in education as a Principal, Assistant Superintendent of Educational Services in charge of 12 schools, founder of an alternative

school, and extensive university experience with Ms. Moraes’ teaching and business experience of 15 years, energy, passion, determination and hard work. Together as a team of administrators, they will have the organizational skills to establish a charter school and operate it with care, passion and efficiency for they are both strong community members who believe in collaboration with others.

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?

Yes

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

Yes

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.

iLEAD Alaka'i O Kaua'i Charter School will contract with iLEAD Schools Development, nonprofit organization for educational services only and not for management services or operation of the school. Their role will be to provide valuable assistance

with back-office business service, leadership and instructional coaching, instructional models, Information Technology, facilities, start up guidance and support. With this additional support, the School Director and staff will be able to attend to the business of teaching, learning and fulfilling the academic goals of the school. The Board of Directors will have greater ability to fulfill their roles of governing the school, overseeing the financial, organizational, and academic viability of the charter school and implementation of the charter with the added support of our Educational Service Provider. Our school will be able to profit from their years of experience that have paved the way to innovative and successful student learning and successful school systems.

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.

The Service Provider was recommended to the proposed School Director, Ms. Deena Moraes by the sister of Ms. Dawn Evenson, Executive Director of Education and one of the two Founders of iLEAD Schools. Ms. Evenson has family living on Kauai, a mother and her sister, nephews and a niece. Kauai is a small island where people talk story and share information. When the sister of Ms. Evenson found out her friend, Ms. Moraes was planning to return home to Kauai to start her own school, and needed assistance, she informed Ms. Moraes about the iLEAD organization, an association created in early 2013. Ms. Moraes joined forces with iLEAD schools for the Hawaii State Charter School 2013-2014 application process. As a result of the feedback offered by the Hawaii State Charter School Commission, Ms. Moraes was offered an internship with the iLEAD Lancaster School to participate in the iLEADership administrator residency program which provides support and training for aspiring administrators in managing and leading the daily operations of a Charter School. Ms. Moraes was able to perform due diligence in reference to other CMOs while attending the CSDC Charter School Leadership Conference held in Irvine, California in November of 2014. At this convention, Ms. Moraes researched dozens of CMO operators. Based on philosophy, structure, and support, the choice to work with iLEAD was affirmed. Additional connections and an in-service workshop by the Oahu organization, "Joining Hands" was also added to the support provided by iLEAD Schools Development.

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

In addition to the due diligence performed as mentioned above, when Dr. Kani Blackwell, local Kauai educator and University of Hawaii faculty, partnered with Ms. Moraes, in fall of 2014, to establish and develop iLEAD Kauai Alaka'i O Kaua'i Charter School, she became aware of the Service Provider iLEAD Schools Development. With Dr. Blackwell's expertise in starting an alternative school in 1981, Fine Arts Magnet Education (F.A.M.E), which is still in operation, Dr. Blackwell investigated and contacted references regarding the Service Provider, iLEAD Schools Development through Entity Source, Better Business Bureau, non-profits. She also made personal visits to the two schools under their management. Based on her reference checks that included seeing the passionate and joyous learning environments of the other schools, Dr. Blackwell decided to come on board with the team. Dr. Blackwell has been a champion of Project-based Learning and constructivist teaching throughout her 40+ years of teaching, especially preparing future teachers of Hawaii through the Statewide Teacher Education program. She is considered an expert in the field of constructivist teaching methodology and in addition has extensive administrative experience. Her confidence in the iLEAD Schools Development was formed after meeting key personnel in the iLEAD organization and examining their roles and responsibilities for the services they would provide for iLEAD Kauai Alaka'i O Kaua'i Charter School.

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.

As experienced charter school developers and operators of project-based learning and deeper learning schools, iLEAD service provider has been authorized to open three schools in other states this year. In addition to their proposed schools, at their current school they have served populations similar to the anticipated population for Kauai. Their track record exists in their results with their two schools, one having opened in 2008 iLEAD Santa Clarita Valley International (SCVi) and the other iLEAD Lancaster in 2012. In 2014, SCVi produced its first senior graduating class with a graduation rate of 100%, realizing the highest of expectations. Of those graduates, 96% were accepted into institutions of higher education, with 70% entering four-year universities. They proudly point out that 15% of the students were special education students, all of whom are now attending community college or a four-year university. In addition to the successes experienced in their high school, many of SCVi's students are demonstrating their strengths and leadership in the community. Through the integrated 21st century skills they have developed through Project-Based Learning, students have founded their own charities and businesses, published novels, and spearheaded community revitalization projects, among other activities. Kauai is very community-oriented and service contributions will be part of our curriculum with sustainability goals that will embrace the project-based learning methodology.

In reporting recent testing data, there is limited information due to the transition to the Smarter Balanced Assessment Consortium (SBAC). The data collected was in the area of science, grades five, eight, and ten. Data from our most recent reported state test scores in spring, 2014 reflect gains across the school. Over the past two years, our 5th graders demonstrated a 16% increase (46-62%) in proficient and advanced proficiency levels, our 8th graders have shown a 2% increase (70%-72%) in students testing proficient and advanced, while 10th reflected an increase of 2% (43%-45%) in proficient and advanced levels within the same time period.

In comparison, the testing data from the local school K-8 district demonstrated 69% of 5th grade students testing proficient and advanced and 84% of 8th students testing proficient and advanced. We feel confident to continue making gains in approaching achievement levels of the local school district, Castaic School District, through strategic planning in curriculum & instruction.

The service provider's track record for successful management of non-academic school functions for back-office services, school operations, extracurricular programs, is evidenced through references and in the expert teams that are employed with iLEAD Schools Development:

- Executive Director of Education,
- Executive Director of Business Development and Operations,
- Director of Facilities & Project Management,
- Director of Business Services,
- Director of Data and Assessment Director,
- Director for Students
- Director of Human Resources

- IT Director
- In addition, outside experts and consultants.

iLEAD Schools Development's services and assistance with academic and non-academic training provided to our iLEAD Kauai has been invaluable and a testament to their success. This includes assistance with start-up services, including the administrative internship for our proposed School Director.

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.

There have been no management contract terminations, no charter revocations, no non-renewals, no withdrawals or no non-openings of any approved 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 proposed school governing board has been carefully selected from the Kauai educational, business, and general community. The board is self-governing and completely independent of the Service Provider, iLEAD Schools Development. With regards to legal representation, our Oahu attorney, Mr. Richard Mosher, has offered his services to assist us with legal matters related to the establishment of our non-profit iLEAD Kauai organization. Once approved, iLEAD Kauai realizes that we will become a State Entity and that legal services will be provided to us. We are in complete understanding that Hawaii Commission of Charter Schools wants iLEAD Kauai to be self-governing and to have arm's length negotiations. We have taken steps and actions to achieve this direction.

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.

No evidence exists of any conflict of interest between the proposed school governing board, proposed school employees, proposed Service Provider, which will be separate from the board, and any affiliated business entities. The governing board membership will remain within the 1/3 school employee member representation rule. One potential conflict is Dr. Blackwell is an Education Consultant that has been working pro bono for the last several months, but is in negotiations to be paid her Education Consultant fee for future services from iLEAD Schools Development. If the Commission sees a problem or considers her being hired by iLEAD Schools as an education consultant, she will agree to resign from the board in order for there to be no conflict of interest. There are no affiliated business entities that are associated with the service provider or the governing board.

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.

- iLEAD Schools Development – non-profit ESP (Service Provider)
- Santa Clarita Valley International School - iLEAD's first charter school; a CA non-profit public charter school operating in Castaic, CA; sister school to iLEAD Kauai.
- iLEAD Lancaster Charter School – a CA non-profit public charter school operating in Lancaster, CA; sister school to iLEAD Kauai.

iLEAD Kauai will continue to receive services from iLEAD School Development as outlined in this application. Based on the connections and relationships formulated during her residency, the school director may consult with teachers, and other staff at the other two California schools.

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.

There will be no supervisory responsibilities of the Service Provider. Dr. Blackwell will continue her role as mentor and advisor, but not in a supervisory capacity unless she is part of the governing board's responsibilities. The governing board along with the administration of the school, alone will supervise employees. The governing board will monitor the Service Provider' educational services, but understand that the Service Provider will have no supervisory responsibilities.

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.

The proposed school governing board does not intend to enter into any type of lease, lease purchase agreement, or any other facility or financing relationships with the service provider.

Attachment JJ (no page limit)

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

<http://app.chartercommission.hawaii.gov/media/assets/survey-uploads/34575/2946825-zWiEzvlqNX/Attachment JJ- Lease Information.pdf>

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.

iLEAD Schools Development has supported Alaka'i O Kaua'i with start-up costs entailed in opening. These funds will be paid back starting in year three.

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.

We are in the process of forming the proposed school's non-profit which will contain aforementioned details. The non-profit, iLEAD Hawaii should be formed by submission and will be operated locally.

4. Service Provider's Organizational Structure

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

1. ESP/National Team Mandatory Services
 - 1.1. School Leader and Board Support and Development
 - 1.2. Community cultivation and support development, public relations and Federal/local/state government advocacy.
 - 1.3. Charter authorization
 - 1.4. Growth strategy, planning and evaluating performance.
 - 1.5. Cultivation of regional management organization and support of schools within a new region.
2. ESP/BOOST Mandatory Services
 - 2.1. Financial Management
 - 2.2. Annual and multi-year budgets and cash flows using the Abila accounting system including budget submissions as required by the Board, State and/or Authorizer.
 - 2.3. Updated monthly budget forecasts -tracking budget to actuals and updates the budget forecast on a monthly basis (if forecasts move materially off budget, we recommend a budget revision).
3. Compliance Support.
 - 3.1. General. The Parties agree that state and federal compliance and accountability are the responsibility of iLEAD Kauai. ESP will provide advice on some compliance and accountability matters, but this information is not comprehensive. Because compliance and accountability rules, regulations and interpretations regularly change, iLEAD Kauai should seek independent verification of such compliance and accountability from their attorneys or other sources.

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.

- SCVi (7 years)
- iLEAD Lancaster (2 years)
- Training partners: Riverwalk Academy, Rock Hill, SC (1 year)

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

See above for full list of services; costs for the services provided are a flat fee of \$100,000 for Business Services, Instructional and School Design, and Compliance and Oversight training and services. iLEAD Schools Development holds the local community in high regard and works to employ as many local individuals to serve its support functions as possible.

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.

iLEAD Schools Development will invoice iLEAD Kauai every month, which will be due after state funds are received by iLEAD Kauai.

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 Governing Board would contract with an external organization to both (1) provide the Governing Board with training/assistance to understand and execute its oversight responsibilities and (2) provide an onsite review to help inform the Board. The external evaluator would be expected to use a recognized charter school review protocol to assess and inform the board with respect to the following:

3. Quality of implementation of the school's instructional program,
4. Adherence to key terms of its charter,
5. Financial management and sustainability, and
6. Compliance with key laws and expectations.

The Board would use the information provided by the evaluator and the school's other internal and external data through a planned, annual oversight calendar to monitor the school's performance.

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?

iLEAD Kauai will own the property it purchases directly (with iLEAD Kauai funds) and any property that the Service Provider purchases will be owned by the Service Provider. Any and all purchases made from iLEAD Kauai's cash accounts will be directly approved by an iLEAD Kauai Director (as appointed by the governing board), and will fall under the oversight of the iLEAD Kauai's Governing Board. The Service Provider is responsible for the operating and capital expenditures that fall under the services provided. Financial reports are to be compiled by the Service Provider and submitted to the iLEAD Kauai board on a quarterly basis, with budget to actuals reports available on an as-needed basis. The iLEAD Kauai Governing Board will provide financial oversight by reviewing financial reports (including quarterly financials, budget to actuals reports, and monthly check registers). The Governing Board will also be responsible for approving a yearly budget for iLEAD Kauai.

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 agreement is as an Educational Service provider. The duration of the contract will be for the term of the charter, and renewed when the charter is renewed. The school must maintain the essential elements of being an iLEAD School with its innovative approach to project-based learning and holistic teachings of the whole child. The ESP provides academic and curricular models and may also serve the functions of Back Office, Instructional and Compliance and coaching and support. The agreement will be renewed upon satisfactory delivery of service mentioned and by assessment of the governing board. The Service Provider or the proposed school may terminate the management agreement for cause and without cause after paying back the start-up funds.

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/34575/2946825-OGVIEBjs7L/Attachment KK- Proposed management agreement with the Service Provider- Draft_Y8A5aHU.pdf

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

iLEAD Kauai's Governing board will review the services provided by the Service Provider, in order to ascertain which services

it will cover under iLEAD Kauai and which (if any) will need to be contracted with a new Service Provider in the event of termination of the agreement.

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 Friday, March 06, 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.

iLEAD Kauai will have policies and procedures established so that (1) boards and officers understand their fiduciary responsibilities, (2) assets are managed properly and (3) the stated mission of the organization is carried out. All processes will meet rigid Generally Acceptable Accounting Procedures (GAAP) standards.

Some of the basic procedures are the following:

1) Preparing annual and periodic reports that compare actual receipts and expenditures to the budget with variance explanation. At the end of each month, the Business Manager prints the P & L and B/S for review. It is reviewed by the Business Manager for any errors, then matched against the current year's budget and forwarded for review to the Treasurer. Any/all variances from the budget are discussed.

2) Writing and signing checks or vouchers and receiving, recording, securing and depositing cash and other receipts. Such procedures will ensure that no single individual is responsible for receiving, recording and depositing funds or requesting, authorizing, verifying and recording expenditures. Checks and balance are essential for accountability. The Executive Director reviews the checks, matches them to the supporting documents and signs the checks. Checks greater than or equal to \$1,000 require two signatures and checks greater than or equal to \$7,500 require the ED and a Governing member to sign. If payment is collected, a Receipt for any form of payment (e.g. cash, credit card, check, etc.) is given to the payer. Receipt must be pre-numbered and written in duplicate. Void receipts are marked as such and kept in the book.

3) Ensuring that grants and contributions received are properly recorded noting any conditions or restrictions on the use of such funds.

- 4) Processing payroll monthly.. Checks for the first half of the month, 1-15, are paid on the 20th. Checks for the second half of the month, 16-31, are paid on the 5th of the month. Time sheets are completed by the employee and approved by the ED. Semi-annually the Governing Board Treasurer should verify pay rates per the employees' file to the actual salary paid for each employee.
- 5) The Board decides upon procurement policies for fixed assets. For any purchases over \$5000, the requesting staff must solicit three bids. Then, the Business Manager will forward the three bids, along with a recommendation to the Executive Director.
- 6) All equipment purchased for the school receives an inventory tag when the item arrives. The Business Manager puts an inventory tag on each item, logs the tag number, serial number, model, etc. into a log, which is sorted by person/grade. At the end of each school year, to ensure that all equipment is accounted the Business manager for performs an inventory.

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.

The school leadership is responsible for establishing the policies and procedures for the school. Once established, these policies and procedures are presented to the Governing Board. The Governing Board will review the policies and procedures and may approve them, ask for clarification, recommend adjustments, etc.

The Governing Board is responsible to approve all new hires and all contracts over \$5,000.

The School Director is responsible for ensuring that all approved policies and procedures are followed.

The Business Manager, along with School Leadership develops and monitors the Annual Budget. Once approved by the schools leadership, the budget is presented to the Governing Board for its approval.

The School Director is responsible for setting all employees salaries in accordance with current Union (HSTA, HGEA, and UPW) guidelines. This information is given to the Business Manager who then creates a PAF (Personnel Action Form), which goes into the employees personnel file.

The Business Manager, along with the School Director is responsible for monitoring the budget on a monthly basis, following procedures for payroll processing, purchasing, accounts payable, accounts receivable, and reimbursements. Also, they are responsible for preparing for the annual audit by an outside auditor.

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 external annual audit will be performed every year in September. After the end of the fiscal year (June 30th), the Business Manager will begin to gather/reconcile all the pertinent data required by the external auditor. Internal audits will be performed quarterly by school leadership and board, to review the effectiveness of the schools policies and procedures.

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.

Any contracts with an estimated value of \$5,000 or greater will require at least three bids (if possible). The winning bid does not have to be the lowest based on references. The following may be contracted by iLEAD Kauai:

1. Payroll – Ceridian is the approved vendor by the Commission. The estimated costs are approximately \$2,400 per year.
2. Food services – Since the school does not have a “certified kitchen”, the school will vend meals for its students. An RFP will be mailed to potential vendors. Any vendor selected MUST be able to prepare the meals in accordance with the Nation School Lunch Program (NSLP) so that the school will receive reimbursements based on its free & reduced student population. The estimate of the cost of a meal is \$6 per meal. The school will be reimbursed by families paying the DOE rate for a meal, and by NSLP.
3. Transportation – The school may be offering bus service for its students to travel from the North/East side of Kauai if the school in Koloa (Mount Kahili) is chosen. The estimated cost of daily round trip bus service is \$45,000 per year. There are only three bus companies on Kauai (Yamaguchi, Roberts and Akita) and they will all be contacted for availability, price and interest.
4. Audits – The commission has a list of approved auditors for Hawaii's Charter Schools. Auditors will be interviewed and selected based on references and cost. The estimated cost of the audit is \$10,000.

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.

assets/survey-uploads/34579/2953623-66D2iURp4r/The Financial Plan.xlsx

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.

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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.

Individual Members involved with the implementation of the financial plan and their expertise are as follows:

Stuart Rosenthal, Board Member

Stuart has over twenty-five years of financial management experience, the last four years as Business Manager for a Charter School on Kauai. He is very familiar with funding sources, restrictions and successful implementation of charter financial plans.

Amber Raskin, Executive Director, Business Development and Operations:

Amber Golden Raskin is a veteran charter school founder/operator with expertise in school governance and business management. She created the first iLEAD school, expanded to other iLEAD schools and formed an Educational Service Provider organization. Amber is a systems thinker and an expert at developing programs, procedures and processes to support the iLEAD Schools network.

Denise Trentham, Director Business Office and Operations Support Team

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

Cecilyn Zoubek, Manager Business Services

Cecilyn Zoubek has extensive experience in accounting and currently oversees the accounting and financial statement production for the ILEAD-affiliated schools. Prior to ILEAD, she was a teacher for seven years and worked as senior staff accountant in corporate accounting for eight years. Cecilyn holds a B.S. in Accounting.

- a. Financial management;

Stuart Rosenthal, our proposed business manager has set up accounting/finance departments from "scratch" and applies balanced financial management strategies based on the needs of both the organization and the employees. Other members of our board bring hotel and school management experience which both involve sophisticated aspects of financial management. Our team will be supported by iLEAD Schools to establish effective and efficient systems for financial management. To avoid any conflict of interest, Mr. Rosenthal would not serve on the board if he takes on the role of business manager.

b. Fundraising and development;

Collectively our Kauai group has participated extensively in fund development, involving both fundraising initiatives and grant writing for charters, public schools, and non-profit organizations. Our collective qualification include non-profits and for profit start-ups, as well as organizational growth management. We are particularly honored to have our fund development led by Dr. Kani Blackwell who has raised close to one quarter of a million dollars for her involvement with GOOT-OK. She is deeply connected with and respected by the community. In addition, Joseph Figaroa and Jenni Batalucco also have demonstrated success in fundraising.

c. Accounting

Stuart Rosenthal has a solid knowledge of accounting theories, rules, and practice. He is familiar and competent to set up new accounting systems, make recommendations on current systems and/or search for better accounting solutions. He will be supported by iLEAD Schools.

d. Internal controls.

Our organization will adjust controls based on growth, and always be looking to ensure that the "assets" of the organization are protected. Our organization will consult with iLEAD School advisor, Mr. Spencer Styles whose primary areas of concentration include maintenance of accounting systems, and designing/implementing internal controls.

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.

ILEAD Schools Development will partner with ILEAD Kauai to provide fiscal support, professional development and key start-up assistance. Charter Impact, a leading management firm specializing in charters and non-profits, will also partner with ILEAD Kauai to facilitate the design and implementation of the financial plan. Key members from the Charter Impact team are as follows:

Spencer Styles, C.P.A., M.P.A., President & CEO:

Spencer oversees the management of all Charter Impact clients. Prior to joining, he managed a charter management organization in CA consisting of 25 schools and 18 affiliated management and facility companies. Prior to his work with charters, he worked as an auditor for public and private companies, governmental agencies, non-profits and charter schools. Spencer is an actively licensed CPA and holds B.A. in Accounting and M.P.A in Finance degrees.

Thomas M. Sheil, Contoller:

Tom oversees the accounting and financial reporting function at Charter Impact. He served as the CFO and Board Treasurer of a multi-national non-profit organization operating in 22 countries, for more than a decade. While there, he helped develop fundraising strategies for 12 affiliated organizations, program development in 10 affiliated field organizations. He is considered an expert in financial system design, management and internal control implementation. Tom holds a B.S. in Accounting Theory.

ILEAD Kauai will seek partnerships with local community schools as well as the Hawaii Charter School Network and/or other agencies of mutual benefit.

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.

ILEAD Kauai counts it as a privilege to be entrusted with public education dollars from the State of Hawaii and accepts the responsibility to be wise stewards of the very limited resources, exercising the same or in some cases, a higher degree of care in handling these funds for their intended purpose as would be used in handling one's personal assets. The financial plan was developed in a collaborative effort among several entities. The iLEAD schools development team and a key writer of the iLEAD Kauai charter application conducted extensive research into Hawaii Charter Schools expectations, rules, regulations, policies and procedures. iLEAD schools development team brings seven years of successful experience with two other charter schools in California and three proposed charter schools in other states to bear on the creation of the financial plan. Extensive reading included the charter application documents along with Chapter 302D. Compensation for all employees and contracted services are based on Collective Bargaining with the three unions, HSTA, HGEA and UPW. Ongoing monthly expenses including utilities and rent reflect comparable costs for commercial property commensurate with our expected pace requirement.

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

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

Bylaws
Of
iLEAD Charter Schools

(A Non-Profit Public Benefit Corporation)

ARTICLE I
NAME

Section I. NAME. The name of this corporation is iLEAD Kauai Alaka`i O Kaua`i Charter School.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section I. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located at 5650 Kaehulua Road, Kapaa, HI 96746 _____. The Board of Directors may change the location of the principal office. The secretary on these bylaws opposite this Section must note any such change of location; alternatively, this Section may be amended to state the new location.

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

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

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

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

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

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

ARTICLE V
DEDICATION OF ASSETS

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

ARTICLE VI
MEMBERSHIP

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

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

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

ARTICLE VII
BOARD OF DIRECTORS

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

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

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

1. Appoint and remove, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require them to provide security for faithful service.
2. Change the principal office or the principal business office in Hawaii from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside Hawaii; and designate a place in or outside Hawaii for holding any corporate meetings.
3. Adopt and use a corporate seal and alter the form of the seal.

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

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

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

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

Except for parent Director and teacher Director positions, Directors shall hold office for one (1) year in the start-up year and three (3) years thereafter until a successor Director has been designated and qualified, and may be reelected for unlimited terms. Terms for the initial Board of Directors shall be staggered to establish continuity and sustainability.

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

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 1/3 of the persons serving on the Board of Directors may be "interested persons." An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Section 5. PROCESS FOR NOMINATION AND ELECTION OF BOARD MEMBERS. Other than a parent Director, teacher Director or District Director, which are elected or appointed as set forth in Section 3, the Board of Directors may identify Director candidates by any means, typically by (i) recommendation of a current Director, or (ii) when a candidate asks to be a Director and/or fills out an application. The Board Development Committee will review all applicants from the Charter School Board Application Form which states their community experience and/or employment, why they are interested in serving on the governing board and areas of expertise/experience that will contribute to the board. The Board Development Committee will meet with potential candidates and make a nomination(s) to the full Board. Nominated candidates will be given five minutes to introduce themselves to the board, followed by an opportunity for a question answer session. At the following board meeting, a vote will be held to decide which candidate will fill any vacancy(ies).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ARTICLE VIII OFFICERS OF THE CORPORATION

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

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

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

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

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

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

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

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

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

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

Section II SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the board, and committees of the board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special and, if special, how authorized; the notice given; and the names of persons present at Board of Directors and committee meetings.

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

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

Section 12. CHIEF FINANCIAL OFFICER/TREASURER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

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

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

ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS

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

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

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

ARTICLE X LOANS TO DIRECTORS AND OFFICERS

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

ARTICLE XI INDEMNIFICATION

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

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

ARTICLE XII INSURANCE

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

ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS

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

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

ARTICLE XIV INSPECTION RIGHTS

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

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

ARTICLE XV REQUIRED REPORTS

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

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

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

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

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

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

ARTICLE XVI
AMENDMENT OF BYLAWS

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

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of iLEAD Kauai Charter Schools, a Hawaii non-profit public benefit corporation; that these bylaws, consisting of 12 pages, are the bylaws of this corporation as

Adopted by the Board of Directors on _____ ; And that these bylaws have not been amended or modified since that date.

Executed on this _____ Day of _____, 2014

Secretary iLEAD Kauai Charter Schools

Board Governance

Board Duties and Responsibilities; Delegation of Power

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

Role of the Governing Board

Vision and Strategic Plan:

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

Academic Performance Monitoring:

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

Staffing and Personnel:

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

Parent, Student and Community Relations

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

Finance and Budget

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

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

Facilities

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

Board Internal Business

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

Charter Performance and Renewal

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

Delegation of Power to the School Director

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

Vision and Strategic Plan:

- ØØ The School Director provides input to the Board when it drafts, modifies and approves the School Mission and in each subsequent year when it reevaluates the School Mission.

- The School Director drafts and submits to the Board the School's one- and five-year Strategic Plans.
- The School Director implements the Board-adopted policies to implement the School Mission and Strategic Plans, by among other things adopting appropriate procedures and training staff on the policies and procedures.

Academic Performance Monitoring:

- The School Director creates a report reflecting student performance based on state and federally-mandated assessments, provides a copy to the Board, reviews the performance with the Board, or a committee thereof, and provides input to the Board when setting goals for student achievement on national assessments. The School Director implements the goals for student achievement on such assessments;
- The School Director quarterly creates a report reflecting student performance based on school level assessments, provides a copy to the Board, reviews the performance with the Board, or a committee thereof, and provides input to the Board when setting goals for student assessment on school level assessments. The School Director implements the goals for student achievement on school level assessments;
- The School Director implements Board adopted policies to achieve the student achievement goals, by among other things, adopting appropriate procedures and training staff on policies and procedures;
- The School Director creates all academic performance reports required by all federal, state and local agencies as required by law and provides them to the Board for approval;
- The School Director develops the school calendar and class schedule and provides them to the Board for approval.

Staffing and Personnel:

- The School Director drafts all personnel policies and presents them to the Board for review and approval. The School Director also recommends any proposed amendments to the personnel policies and presents them to the Board for review and approval;
- The School Director nominates and recommends hiring and terminating all school personnel other than the Director and presents those nominations and recommendations to the Board, for final approval or rejection. The School Director is responsible for all recruitment activities associated with the hiring of school personnel;
- The School Director recommends the salaries for all School personnel in compliance with any applicable state laws and collective bargaining procedures (if applicable) to

- the Board for final approval;
- ØØThe School Director ensures that all school personnel are evaluated on a yearly basis; (I don't think this is allowed for there are state-mandated evaluations and for the Charter to deviate, it must ask permission.)
- ØØThe School Director implements all personnel policies, including the school's internal complaint procedures. If applicable, the School Director presents employee grievances to the Board, which hears and decides them (only applicable if employees are given grievance rights under a contract or collective bargaining agreement).
- **Parent, Student and Community Relations**
 - ØØThe School Director implements the policies and procedures adopted for student expulsion and recommends student expulsions to the Board, upon completion of the school---level procedures.
 - ØØThe School Director follows the policies and a procedure adopted for student suspensions and refers any student appeals to the Board to hear and decide such appeals.
 - ØØThe School Director drafts, and subsequently implements the Board adopted student and parent policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The School Director drafts amendments to the student and parent policies, and presents them to the Board for approval.
 - ØØAt the request of the Board, the School Director communicates with the media and community at large in a fashion that is consistent with the School's Mission and Vision.
- **Finance and Budget**
 - ØØThe School Director drafts and subsequently implements the Board adopted fiscal policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The School Director drafts amendments to the fiscal policies, and presents them to the Board for approval.
 - ØØThe School Director drafts and submits to the Board, or a committee thereof, the quarterly and yearly budget drafts.
 - ØØThe School Director drafts and submits to the Board the final quarterly and yearly budgets and other required financial statements.
 - ØØThe School Director implements the responses to the audit report as instructed by the Board.

- **Facilities**
- ØØ The School Director conducts school site needs assessments at the direction of the Board.
- ØØ The School Director conducts capital campaigns as needed.
- ØØ The School Director implements any facilities policies.
- **Charter Performance and Renewal**
- ØØ The School Director annually drafts any required school performance reports for Board review.
- ØØ The School Director, as needed, drafts charter school renewal proposals and reports.
- ØØ Adopted:
- ØØ Amended:

A. Roberts Rules of Order

Absent a policy to the contrary, the business of the Board of Directors (the “Board”) of iLEAD Kauai Charter School (the “School”) at its meetings will be conducted in accordance with the specifications of Roberts Rules of Order. Any member may rise to a point of order under these rules, which action shall take precedence over all other business before the Board.

B. Polling of Board of Trustees

Voting on resolutions shall be by the polling of voting Board members. The minutes shall record the person making the motion, the person seconding it, and the names of the trustees voting for and against the motion or abstaining, as well as Board members who are absent. Secret ballots and proxies are prohibited.

C. Board Member Compensation and Reimbursement of Actual and Necessary Expenses

Board members shall serve without compensation. Board members may, however, be reimbursed for actual and necessary expenses related to school business in accordance with the school’s fiscal policies and budget.

D. Officers, Directors and School Liability Insurance

The School will maintain adequate insurance to protect the School against loss because of fire, damage to school property, loss to other property, or general liability resulting as a responsibility of the School and its Board members or officers while acting on behalf of the School.

E. Appointment of Board Committees

Consistent with the charter, bylaws, and any other applicable provisions of contract or law, the Board may appoint committees for any purpose deemed appropriate by the Board. The resolution establishing the committee shall clearly define the range of the committee’s responsibility and authority, and shall specify whether the committee shall be a standing or limited---term committee. In meeting and carrying out designated purposes, any such committee shall comply with any applicable legal or contractual requirements. Specifically, unless otherwise specified in Board by---laws, parent/teacher associations and/or parent committees shall be advisory only.

F. Board Election/Nomination Process

The Board shall carry out its election and nomination process consistent with the requirements of its charter and bylaws. Should the charter and bylaws not address any issue, which may arise, the Board may adopt regulations, which address such concerns. Should the Board wish

to alter its election or nomination process, it must do so consistent with any requirements of its charter, unless the charter is revised.

G. Board Member Resignations

Board members may submit a resignation at any time during their term but should give due consideration, as to the timing of the resignation, concerning the impact the resignation may have upon the Board. While a resignation must be acknowledged by the Board at the next regularly scheduled meeting following notice of the resignation, assuming it may be properly agendized, a Board member's resignation need not be accepted by the Board. The resignation becomes effective once brought to the attention of the Board.

H. Board Member Removal From Office

A Board member may be removed from office by vote of two---thirds of the Board following a motion made in open session for the removal of the Board member. A motion to remove a Board member may not be made in closed session.

I. Dispute Resolution with Granting Agency

Any dispute that may arise with the granting agency must be handled in strict accordance with the dispute resolution process outlined in the charter. Should the Board wish to amend the dispute resolution process it must amend the charter to do so.

Adopted:

Amended:

School Board Meetings**I. Types of Meetings****A. Regular Meetings**

Regular meetings of the Board of Directors of **iLEAD Kauai (“Board”)** shall be held once a month consistent with the calendar for such meetings as established by the Board each year.

If at any time any regular meeting falls on a holiday, (Federal, State or local), such regular meeting shall be held on the next business day.

When required by law, meetings of advisory committees or standing committees, for which an agenda is posted at least 72 hours in advance of the meeting in accordance with law shall be considered regular Board meetings.

B. Special Meetings

Special meetings may be called on an as---needed basis by the board president **or a majority of the members of the board**, consistent with legal requirements.

C. Emergency Meetings

A board majority may call emergency meetings when an emergency situation arises involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities in accordance with law.

II. Notification of Meetings**A. Regular Meetings**

Notice of the time and place of regular meetings, along with the agenda and supporting documentation, will be provided to all Board members and those persons or entities who have previously requested notice of such meetings, not later than 72 hours prior to a regular meeting. The notice and agenda will also be posted in a location that is freely accessible to members of the public not later than 72 hours prior to a regular meeting. It is the Director’s responsibility to provide notice and copies of the agenda and supporting documentation for regular meetings.

A. Special Meetings

Notice of the time and place of special meetings, along with the agenda and supporting documentation, will be provided to all Board members and those persons who have previously requested notice of such meetings, not later than 24 hours prior to a regular meeting. Board

members and media outlets (local newspapers, radios and/or television stations), that have requested notice in writing, will be provided written notice delivered personally or by any other means to ensure receipt at least 24 hours before the time of the special meeting. The agenda packet will be mailed to all other persons requesting a copy of the agenda, and supporting documents under Government Code section 54954.1 at the time the materials are distributed to all members of the Board if possible or, if not a majority of the Board.

The notice and agenda will be posted in a location that is freely accessible to members of the public not later than 24 hours prior to a special meeting.

It is the Director's responsibility to provide notice and copies of the agenda and supporting documentation for special meetings.

B. Emergency Meetings

In the case of an emergency situation involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, notice to the Board will be provided as soon as is reasonably practicable under the circumstances. All media outlets that have requested notice of special meetings shall be notified one hour prior to the emergency meeting, or in the case of a dire emergency, at or near the time that the Board members are notified of the emergency meeting. The notice shall be given by telephone and all telephone numbers provided by the media outlet in the request for notice shall be exhausted. If telephones are not working, the notice requirement is waived and the media shall be notified of the fact of the holding of the emergency meeting, the purpose of the meeting and any action taken at the meeting as soon after the meeting as possible.

III. Agendas

A. Preparation of Agenda and Process

The Director shall be responsible for preparing the agendas for all meetings of the Board.

The Director shall include on the agenda items that relate to school business as are requested for inclusion by Board members, and determined by the Director to be appropriate for discussion at that meeting. In addition, a citizen may request that a topic directly related to school business be placed on the agenda. The Director and/or Board **President** shall determine, in his/her discretion, whether the citizen request is or is not an item directly related to school business. No citizen-requested item shall be placed on the agenda if it is repetitive of a previous item placed on an agenda and considered by the Board.

Requests for items to be included on the agenda by Board members, school employees or citizens shall be in writing and submitted to the Director's office no later than seven (7) working days prior to the next regularly scheduled Board meeting.

At a Board meeting, Board members or the Director may request that a topic be placed on the agenda, which topic had been recently considered and acted upon by the Board, provided

there is new and relevant information on the topic. Discussion at the meeting is limited to determination of whether to reconsider the agenda topic at the next Board meeting.

B. Contents of the Agenda

In preparing the agenda, the Director shall include the following:

- Time and location of the meeting, including, if applicable, any teleconferencing location(s);
- A brief general description of all items of business to be transacted or discussed at the meeting, including those items to be discussed in closed session; Closed session items must be described in accordance with Government Code section 54954.5;
- An opportunity for members of the public to directly address the Board in accordance with the Board's public comment policy (addressed below);
- If teleconference locations are being utilized, an opportunity for members of the public to address the Board directly at each teleconference location; and
- Information regarding how, to whom and when a request for disability related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting.

IV. Supporting Information Relating to Agenda Items

The Director is responsible for preparing all supporting information that may accompany each agenda topic originating from the administration or the Board.

The purpose of preparing supporting information is to facilitate decision-making on the part of the Board members by having available to them in advance of Board meetings comprehensive data pertaining to each agenda topic. The supporting information shall accompany the agenda and be delivered to the Board members concurrently with the agenda.

If supporting materials are distributed to Board members during a public meeting, such materials will be made available for public inspection at the meeting if prepared by the Director. If some other person prepares such materials, they shall be made available after the meeting at which they were distributed. The Board may charge a fee or deposit for a copy of such materials.

These materials will be made available in appropriate alternative formats upon request by a person with a disability as required by the Americans with Disabilities Act. No surcharge will be imposed on persons with disabilities in violation of the Americans with Disabilities Act.

Citizens who request to have a topic placed on the agenda are encouraged to submit, in writing, supporting information detailing their reason for having the topic placed on the agenda and what is being requested of the Board. This is intended to provide background information for Board members to help expedite the Board's handling of the topic at the Board meeting.

V. Board Meetings

A. Open Session

All regular, special and emergency meetings of the Board shall be open to the public and the media, except Closed Sessions as authorized by law.

B. Public Participation at Meetings

Public comment generally: At a regular meeting, any person may address the Board concerning any item on the agenda and any other matters under the Board's jurisdiction. At a special meeting, any person may address the Board only concerning the items on the agenda. The total time devoted to presentations to the Board on all public comment (including agenda items and non---agenda items at regular meetings) shall not exceed one---half hour, unless the Board grants additional time. At the discretion of the **Board President** individuals may be granted 5 minutes to make a presentation to the Board. Normally, individuals may be granted 2 minutes each for public comment.

Limits on public comment: The Chairperson may curtail individual presentations if repetitive of points raised by others, particularly if it appears the total allotted time may be exceeded. Any person who addresses the Board shall not make impertinent, slanderous or profane remarks to any Board member, staff or general public. Any person who makes such remarks, or who utters loud, threatening, personal or abusive language, or engages in any other disorderly conduct that disrupts, disturbs or otherwise impedes the orderly conduct of any Board meeting shall, at the discretion of the **Board President** or a Board majority, be barred from further audience before the Board during that meeting.

In the event that any meeting is willfully interrupted by a group(s) of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are willfully interrupting the meeting, the Board may order the meeting room cleared and continue the session. Only matters appearing on the agenda may be considered in such a session. Representatives of the press or other media, if not participating in the disturbance, shall be allowed to attend any such session

Citizens desiring Board action on an item are required to seek placement of the issue on the Board agenda in accordance with policy rather than presenting the matter during general public comment. This will facilitate discussion and expedite resolution.

Time for public comment: All public comment concerning all matters shall be heard immediately after the meeting is called to order and prior to the formal discussion of the agenda topics by the Board and consideration of action.

Recording and/or broadcasting of meeting: Persons attending an open meeting have the right to record or broadcast the proceedings with an audio or video tape recorder or a still or motion picture camera unless the Board reasonably finds that the recording or broadcast cannot continue without noise, illumination or obstruction of view that constitutes, or would constitute, a persistent disruption of the proceedings.

Requests to address the Board: Prior to the beginning of the meeting, citizens seeking to address the Board on an item on the agenda or during time allocated for public comment shall complete the card, "Request to Address the Board" (located in the Board Meeting Room), and give it to the **Board President** or Board Secretary, or their designee.

A. Board Members at Meetings

Board discussion and action: For regular and special meetings, no action or discussion shall be taken on any item not appearing on the posted agenda. At a regular meeting, however, Board members or staff may briefly respond to statements made or questions posed by persons during public comment. At regular meetings, a Board member may, on his/her own initiative or in response to a question posed by the public, ask a question for clarification, make a brief announcement or make a brief report on his/her own activities. Additionally, a Board member may provide a reference to staff or other resources for factual information, request staff to report back to the Board at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda.

Exceptions in regular meetings: In regular meetings, the Board may take action on items of business not appearing on the posted agenda if any of the following conditions apply: 1) A majority of the Board determines that an emergency situation exists; 2) A determination by a two---thirds vote of the Board members present at the meeting, or if less than two---thirds are present, a unanimous vote of those Board members present, that there is a need to take immediate action and that the need for action came to the attention of the Board after the agenda was posted; or 3) The item was properly posted for a prior meeting occurring not more than five calendar days prior to the date action is taken on the item, and at the prior meeting, the item was continued to the meeting at which action is being taken. If items are discussed under these conditions, the **Board President** shall publicly identify the item(s).

Closed session: Prior to holding any closed session, the Board shall disclose, in an open meeting, the item(s) to be discussed in the closed session. The disclosure may take the form of a reference to the item(s) as they are listed by number or letter on the agenda. In the closed session, the Board may consider only those matters covered in its statement.

After any closed session, the Board shall reconvene into open session prior to adjournment and make a report of any action taken in closed session and the vote or abstention of every Board member present thereon in accordance with Government Code section 54957.1.

B. Minutes of Board Meetings

Open session meetings: The minutes of open session meetings of the Board shall record all motions, show the names of Board members making and seconding motions and state the vote upon the motion. In the event that Board members are participating via teleconferencing, all votes during the meeting shall be by roll call and will be reflected in the minutes. The open session minutes shall also record all resolutions, the recommendations of the administration and the substance of the Board's discussion or the substance of statements pertinent to Board's business made by members of the staff or public. The minutes shall follow the generally accepted pattern in form.

The original copy of the open session minutes shall be signed by the Secretary of the Board and approved by the Clerk. Original minutes shall be bound in chronological order, volumed by fiscal year and paged consecutively.

Closed session meetings: The Board designates **the Office Manager** to attend each closed session of the Board and keep and enter in a minute book a record of topics discussed and decisions made at the meeting. The minute book for closed session is not a public record subject to inspection and shall be kept confidential. The minute book shall be available only to Board members, or when otherwise required by law. The minute book may, but need not, consist of a recording of the closed session.

Minutes for Emergency Meetings: Any time an emergency meeting is held, the minutes must provide a list of persons who were notified or attempted to be notified, a copy of the roll call vote, and any actions taken at the meeting. The minutes will be posted for a minimum of 10 days in a public place as soon after the meeting as possible.

Storing the minutes: The official minutes of the Board (for open and closed sessions) shall be kept in fireproof storage. The following documents shall be bound with the official minutes and referred to in the text of the minutes to which they apply:

- Original copies of all resolutions unless required by other agencies, in which case photocopies of the originals may be substituted;
- Original copy of all budget transfers;
- Copies of any document determined by the Board to be attached to the official minutes; and
- Other documents which, in the opinion of the Secretary, are necessary to fully substantiate or record Board action.

In addition to the official minutes, an additional copy of all minutes and attached documents shall be maintained in the office of the Secretary of the Board. This set of minutes shall be bound, indexed by those categories detailed above and by subject.

VI. Quorum Requirements

A majority of the voting members of the Board shall constitute a quorum of the Board, which is necessary for the Board to transact business. All motions, in order to pass, need positive action by at least a majority of the Board. Should there be fewer than a majority of the Board present at any meeting, the meeting shall be adjourned.

VII. Continuances and Adjournment

A. Continuances

Items appearing on agendas for regular meeting may be continued to another meeting, to be held within 5 calendar days from the date of the originally posted meeting, without triggering the requirement that the agenda item be re---posted with the requisite notice.

If the Board is holding, has noticed or ordered a hearing, at any meeting, the Board may, by order or notice, continue to any subsequent meeting of the Board in the same manner and to the same extent that a meeting may be adjourned (see below). If the hearing is continued to a time less than 24 hours after the time specified in the order or notice of hearing, a copy of the order or notice of continuance of hearing shall be conspicuously posted on or near the door immediately following the meeting at which the continuation was adopted or made.

B. Adjournment

The Board may adjourn any regular or special meeting to a time and place specified in an order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent from any regular meeting, the Board Secretary may declare the meeting adjourned to a stated time and place and he/she shall cause a written notice of adjournment to be given in the same manner as provided for special meetings, unless such notice is waived for special meetings. A copy of the notice of adjournment shall be conspicuously posted on or near the door of the place where the regular or special meeting was held within 24 hours after the time of adjournment. When a regular meeting is adjourned, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings.

Adopted:

Amended:

Curriculum and Instruction

Curriculum Assessment

The Board recognizes that it is accountable to the students, parents/guardians and community for conducting ongoing evaluation of the curriculum and educational program of the charter school. Appropriate means for continuing evaluation of the entire educational program shall be established.

The Director/Administrator of the charter school or his/her designee shall review the effectiveness of the curriculum in meeting the charter school's educational program needs. He/she shall provide the Board with regular reports on student progress in reaching the charter school's educational goals, including professional development of staff. Based on these evaluations, the Board shall take appropriate actions to maintain the effectiveness of programs and to improve the quality of education delivered by the charter school.

Elements of the evaluation may include the following:

1. Test, surveys, inventories, checklist, etc. of student behavior;
2. Observing pupil behavior that can be assessed subjectively by teachers, peers or the student himself/herself;
3. Planning and carrying out experiences for students that are designed to bring about the desired outcomes;
4. Tests, measurements and observations during or after the learning experience;
5. Comparing outcomes with objectives;
6. Comparing the charter school curriculum with the standards formulated by the Department of Education and other federal law and regulations;
7. Assessment including the SBAC or other required assessments;
8. Student writing samples and end---of---course grades.

Each year the Director/Administrator of the charter school or his/her designee shall evaluate and provide the Board with the results of the evaluation so that the Board will be able determine the extent to which the charter school has accomplished or made significant progress toward achieving its professional development and educational goals.

Adopted:

Amended:

Sample Governing Board Committee

Charge: Nominating Committee

Committee Composition

The founders of iLEAD Kauai charter school hereby establish the Nominating Committee, a standing committee of the board. The Board Chairperson shall nominate the Committee with approval by the whole board. It shall consist of at least three, but no more than 5 members, at least two of whom shall be board members. Committee member terms shall last no longer than 2 years and shall be nominated to serve staggered terms. The committee chair shall regularly consult with the board chair to ensure sound communication with other committees.

The committee's job is to assist the board with identification and nomination of potential board members, specifically focusing on the following:

- §§ Identifying potential new board members who will bring needed expertise to the board.
- §§ Implementing the nomination process and timeline described in the school's bylaws or policy.
- §§ Ensuring that the nomination process is inclusive of the school community.
- §§ Ensuring that potential board members understand the expectations of board members.
- §§ Presenting a slate of nominees to the full board.

Specifically, the board charges the committee with the following:

- §§ Identify the skills and expertise the new board members might add to the current board expertise by using a Board Member Matrix or similar guide.
- §§ Implements the nomination process as described in the school's bylaws.
- §§ Work with the director, the full board, and other stakeholders to ensure that all stakeholder groups are informed of the nomination process and the dates when nominations are being accepted.
- §§ Identify and contact potential board members to determine their interest in serving on the board.
- §§ Provide the board member job description to each potential board member so that they understand the responsibilities and time commitments of membership.
- §§ Create an information brief on each nominee for sharing with the voting members.
- §§ Presents a slate of nominees to the full board and all voting members.

Specific limitations on the committee's powers:

- In general, the committees powers are advisory in nature and are limited to those described above.

In order to avoid conflicts or disputes, the committee's powers are specifically limited as follows: The nomination committee will include on the slate any nominee for the board all nominees who are eligible to serve on the board according to the bylaws and who agree to serve.

Reviewed and adopted by the Board on [insert date]:

Moved by:

Seconded by:

Vote:

.....
Board Secretary Signature/Date

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:

- 9 ☒ 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:

iLEAD Kauai (Alaka'i O Kauai)

Name of Authorized
Representative:

 (Deena Fontana Moraes)

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



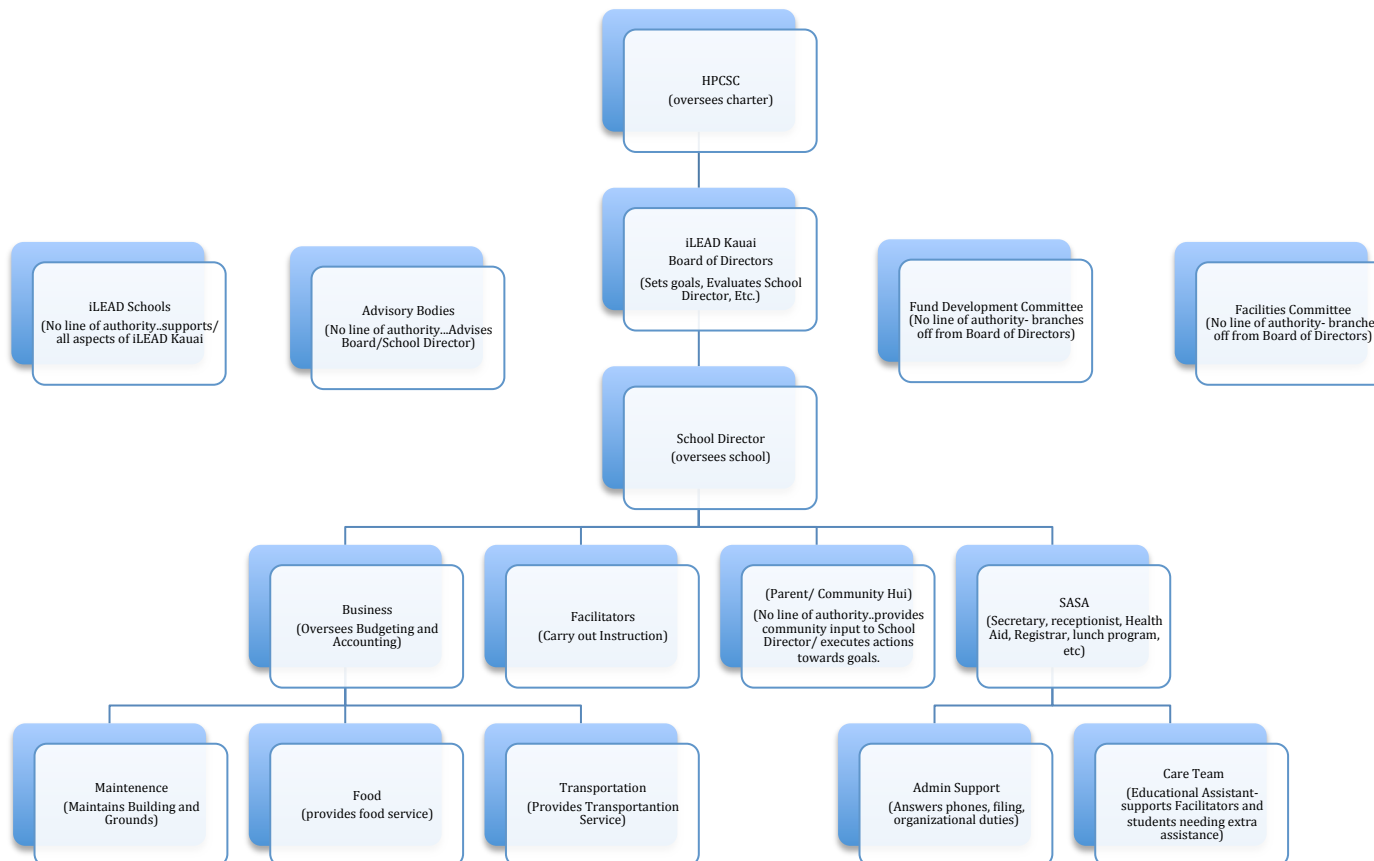
Signature of Authorized Representative

1/31/15

Date

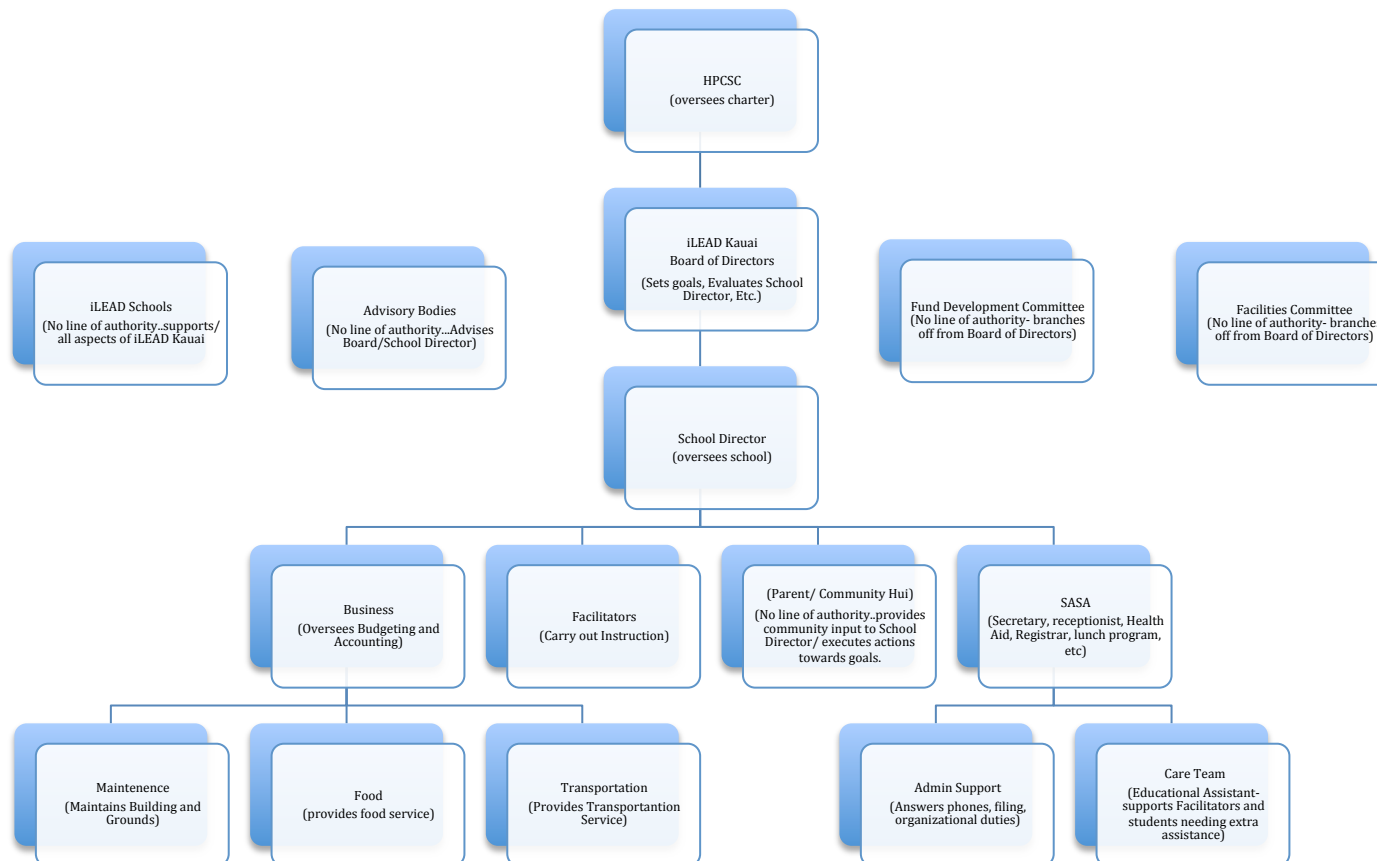


Year One



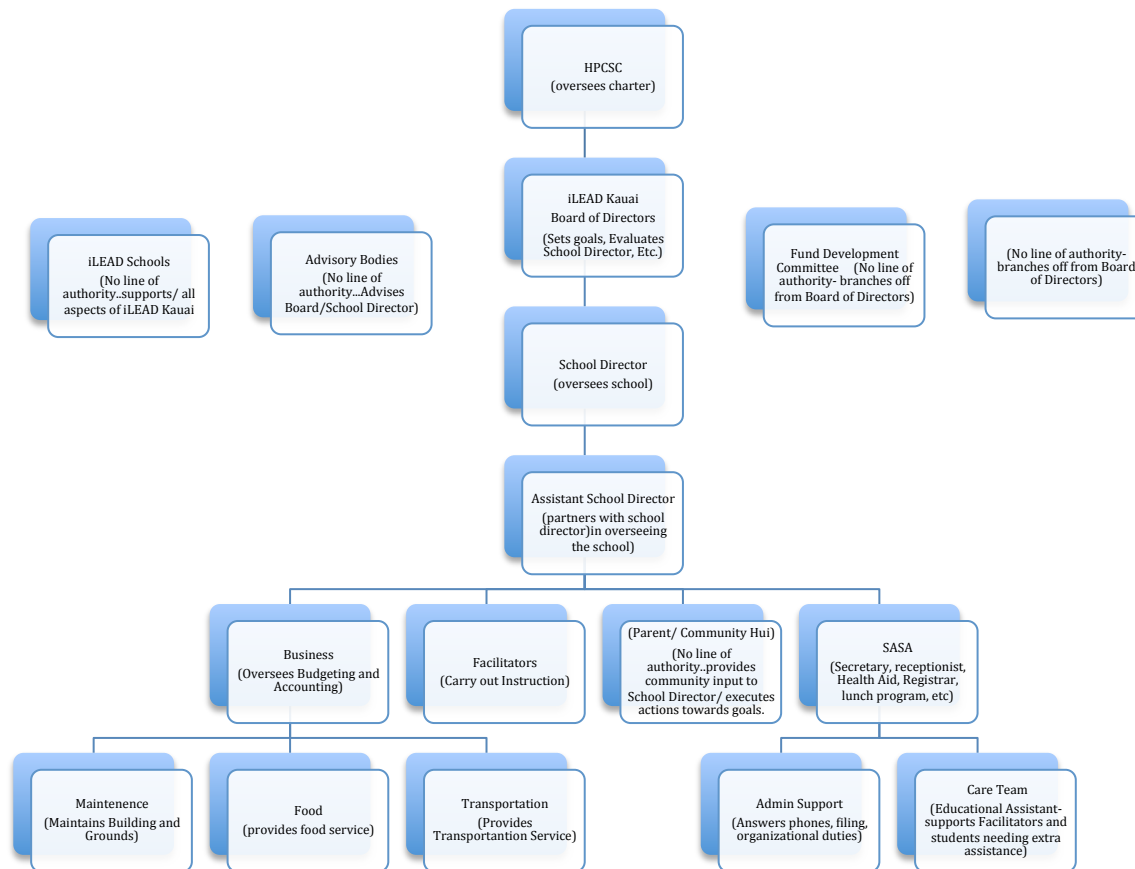


Year Two





Year Three- Capacity



Attachment X- Completed and Signed Board Member Information Sheet (Exhibit 4) and Resume

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:
Alaka'i O Kaua'i
2. Contact information:
Name: Dr. James R. Dire
Phone: 808-245-8229
E-mail: dire@hawaii.edu
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
☒ Resume and professional bio are attached to this form.
☐ Resume and professional bio are attached elsewhere in the application: _____
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
☐ Does not apply to me ☒ Yes
5. Why do you wish to serve on the governing board of the proposed charter school?
This proposed charter school is new and innovative. It will add a much needed alternate choice in primary and secondary education for the island of Kaua'i. I believe it will improve graduation rates and college enrollment.
6. What is your understanding of the appropriate role of a public charter school governing board member? The governing board is responsible for the overall strategic direction of the Charter School, oversees it finances, collective bargaining, and adherence to state and federal laws. The governing board selects and hires the CEO and performs periodic evaluations of the CEO. The governing board establishes all policies required for management and operation that are not specified in law.
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 work in higher education for more than 30 years, the latter half in administration. I have served five years at the executive level at the University of Hawai'i. I have served 15 years (and going) in various roles for non-educational non-profits including service on a four nonprofit board of directors.

8. Describe the specific knowledge and experience that you would bring to the governing board. Working with such organizations as Kaua'i's Keiki to Career nonprofit, the State of Hawai'i's P-20 program, and as a college administrator, I have significant experience and knowledge about educating and nurturing our Keiki from preschool to college. I have served on the Smaller Learning Community Advisory Board for Kaua'i High School and am working with all Kaua'i DOE high schools for Early College Programs.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
The schools mission and guiding beliefs are to incorporate project-based constructivist learning.
2. What is your understanding of the school's proposed academic plan?
I have not yet seen an academic plan for the school.
3. What do you believe to be the characteristics of a successful school?
Quality curriculum. Sound strategic plan and finances. Excellent and dedicated faculty and administrators who place student learning first.
4. How will you know that the school is succeeding or is not succeeding in its mission?
How well the students perform on state and national diagnostics. Graduation rates and college acceptance rates.

Governance

1. Describe the role that the governing board will play in the school's operation.
Establishing policies and procedures. Overseeing budgets and finances. Hiring and evaluating the CEO.
2. How will you know if the school is successful at the end of the first year of operation?
Student achievement, persistence and retention of students. Solid financial bottom line.
3. How will you know at the end of five years if the school is successful?
Growth in enrollment. Students meeting established benchmarks. Successful acquisition of grants and completion of grant projects.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful? The board should ensure the school is lead by a competent, visionary CEO/Principal and that operating procedures are developed for sound operation. The schools needs a strategic plan that is linked to its fiscal process.
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? The governing board's bylaws should have strong ethics statements and the actions to be taken should a member fail to adhere to the ethical standards. In most cases the board member in question should be removed

from the board and replaced according to board bylaws.

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 have not been told who the other prospective board members are, therefore I cannot state whether or not we know them.
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, James R. Dire, Ph.D., 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.

James R. Dire

2/16/2015

Signature

Date

Board Member Resume

Curriculum Vitae

James R. Dire, Ph.D.

5737 Tapa Street, Koloa, HI 96756 (860) 460-5280,
dire@hawaii.edu

EDUCATIONAL BACKGROUND

Ph.D. The John's Hopkins University, 1997 - Earth and Planetary Science Dissertation: *A Two-Dimensional Photochemical Transport Model for the Stratosphere of Titan*

M.A. The John's Hopkins University, 1990 - Earth and Planetary Science
M.S. University of Central Florida, 1986 – Physics and Electrical Engineering

Thesis: *A Spectral Iterative Approach for Analyzing the Scattering of Cylindrical*

Waves from One Dimensional Wire Gratings

B.S. University of Missouri – Kansas City, 1982 - Chemistry, with Honors
B.S. University of Missouri – Kansas City, 1982 - Physics and Mathematics, with

Honors

University of Hawai'i – Kaua'i Campus Vice Chancellor for Academic Affairs, 2010 – present
Affiliate Faculty in Astronomy, University of Hawaii at Hilo

Gardner-Webb University, Boiling Springs, NC Associate Provost, 2005-2010
Academic Rank: Professor of Physics and Astronomy.

U.S. Coast Guard Academy (CGA), New London, CT 1991-2005 Assistant Dean of Academics (3 years), Physics Chair (3 years), Engineering R&D (3 years) Director CGA Astronomical Observatory Academic Rank: Associate Professor of Physics and Astronomy.

U.S. Naval Academy Department of Physics, 1987-1991

Department of Physics: taught physics, oceanography and astronomy; served as observatory director of USNA observatories. Academic rank: Master Lecturer,

United States Navy – 1982-1987, Nuclear Engineer

ACADEMIC AND LEADERSHIP EXPERIENCE

Community Involvement

I am an active member of the Kauaʻi Economic Development Board, served on the advisory board for Kauaʻi High School, and am on the post secondary education committee for the Keiki to Career Initiative (P-20). In addition, I serve on the board of directors for the Kaua'i Educational Association for Science and Astronomy.

Member if the IDeA Network for Biomedical Research Excellence (INBRE) Steering Committee, University of Hawaiʻi at Manoa John A. Burns School of Medicine.

While at Gardner Webb University, I participated with Leadership Cleveland County (<http://www.clevelandchamber.org/chamber/leadership.asp>) as a facilitator.

From 2000-2005, I served as the treasurer on the board of directors for the Covenant Shelter of New London, CT (<http://www.covenantshelter.org/>).

Current Grants (PI or Campus PI)

Mauka to Makai: Mapping for Sustainable Learning, NSF: TCUP12-568, Targeted STEM Infusion Projects, 2013-2016. Award \$499,776

Rural Hawaii Community Colleges Workforce Development Program, Trade Adjustment Act Community College Career Training Grant (TAACCCT), 2012-2016. Campus award \$2,934,705

Addressing Workforce Needs Through Results-Driven Educational and Training Programs, Trade Adjustment Act Community College Career Training Grant (TAACCCT), 2011-15. Campus award \$1,831,619

Conference and Workshop Attendance

The Council for Adult and Experiential Learning (CAEL) International Conference, Chicago, IL, November 12-14, 2014.

Second Nature 2014 Presidential Summit on Climate Leadership, Boston, MA, September 29-October 3, 2014.

The Hawai'i STEM Education Assets and Resources Clearinghouse (SEARCh) Symposium, Honolulu, HI, September 19, 2014

Western Alliance of Community College Academic Leaders, Community College Readiness, *Innovative Thinking Inside the Nested Boxes: The Academic Leaders' Challenge*, Tempe, AZ, March 12-14, 2014

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Curriculum Vitae – James R. Dire

Curriculum Vitae – James R. Dire 2014 Transformative Change Initiative

Learning Lab, *Evolving Innovation and Scaling*

Impact, Orlando, FL, February 22-24, 2014.

2014 National Science Foundation Tribal Colleges and Universities Program Leaders Forum, *Broadening Participation: Moving From Capacity Building to Research*, San Antonio, TX, January 3-4 2014.

Hawai'i P-20 College, Career, and Readiness Symposium, Honolulu, HI, November 19, 2013.

The Cost of Public Higher Education: A Community Forum, Honolulu, HI, November 1, 2013.

Third Biennial Western Regional IDeA Conference, Honolulu, HI, October 6-8, 2013. The 12th Annual Native Hawaiian Convention, Honolulu, HI, September 3-5, 2013.

Western Alliance of Community College Academic Leaders, Community College Readiness, *Completion And Success—On Whose Terms?*, San Francisco, CA, April 2-3, 2013.

Achieving the Dream, Hawai'i Strategy Institute, Kaneohe, HI, February 22-23, 2013. Hawaii Graduation Initiative: Summit II, Honolulu, HI, October 11-12, 2012.

Hawaii Agriculture Conference AG 2012 Leveraging Partnerships for Profit, Honolulu, HI, September 20-21, 2012.

Pathways National Forum, Carnegie Foundation for the Advancement of Teaching, Santa Cruz, CA, July 23-27, 2012.

Incident Command System Workshop, ICS-300: Intermediate ICS for Expanding Incidents; and ICS-400: Advanced ICS Command and General Staff – Complex Incidents, Lihue, HI, June 19-22, 2012.

Western Alliance of Community College Academic Leaders 2012 Annual Meeting *Change by Design @ edu*, Phoenix, AZ, April 17-18, 2012.

1st International Symposium on Energy in a Sustainable Society 第1回維持可能な社会におけるエネルギー国際シンポジウム, Toyama, Japan, March 26-7, 2012. Present talk titled *Hawaii's Sustainable Energy Initiatives* ハワイにおける 持可能なエネルギーの取り組み.

Accrediting Commission for Community and Junior Colleges/ Western Association of Schools and Colleges (ACCJC/ WASC) Accreditation Team Training Workshop, Los Angeles, CA, September 1-2, 2011.

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Tribal Colleges and Universities Program (NSF) Proposal Development Workshop, Baltimore, MD, April 29-30, 2011.

Hawaii Software Development Industry Skill Panel, Honolulu, HI, March 31, 2011.

Achieving the Dream Strategy Institute "Equity and Excellence", Indianapolis, IN February 8 – 11, 2011.

2011 Asia Pacific Clean Energy Summit, Honolulu, HI, September 11-13, 2011.

Hawaii Green Jobs Summit, Kaneohe, HI, November 19, 2010.

Health Care Industry Skill Panels, Honolulu, HI, November 9, 2010.

The 9th Annual Native Hawaiian Convention, Honolulu, HI, October 12-14, 2010.

World Congress on Zero Emissions, Honolulu, HI, September 13-17, 2010.

Meeting of Chief Academic Officers, North Carolina Independent Colleges and Universities, Elon University, Elon, NC, October 20, 2009.

Southern Association of Colleges and Schools, Commission on Colleges Annual Meeting, San Antonio, TX, December 7-9, 2008.

Army ROTC Educator Conference, Fort Lewis, Washington, July 21-24, 2008.

Southern Association of Colleges and Schools, Commission on Colleges Annual Meeting, New Orleans, LA, December 8-11, 2007.

Meeting of Chief Academic Officers, North Carolina Independent Colleges and Universities, Salem College, Winston-Salem, NC, October 16, 2007.

NCAA Regional Compliance Conference, Miami, FL, June 3-5, 2007.

Council of Independent Colleges: The Transformation of the College Library Workshop, Cleveland, OH, April 12-14, 2007.

Southern Association of Colleges and Schools, Commission on Colleges Annual Meeting, Kissimmee, Florida, December 9-12, 2007.

Meeting of Chief Academic Officers, North Carolina Independent Colleges and Universities, High Point University, High Point, NC, October 18, 2006.

AACU Conference: General Education and Outcomes that Matter in a Changing World, Phoenix, AZ, March 9-11, 2006.

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Curriculum Vitae – James R. Dire

Meeting of Chief Academic Officers, North Carolina Independent Colleges and Universities, High Point University, October 19, 2005.

Cosmos in the Classroom: A Hands on Symposium on Teaching Introductory Astronomy, Tufts University, Medford, MA, July 16, 2004.

Keeping our Faculties Symposium II: Addressing the Recruitment and Retention of Faculty of Color, University of Minnesota, Minneapolis, MN April 21-23, 2002.

Book Reviews

Astronomy: A Beginners Guide to the Universe, 4th Edition, Eric Chaisson and Steve McMillan, Prentice Hall, Upper Saddle River, NJ, 2003

Astronomy Today, 5th Edition, Eric Chaisson and Steve McMillan, Prentice Hall, Upper Saddle River, NJ, 2005

Periodical/Journal Publications

Dire, J.R. 2014. Fraternal Twins in Gemini, *Reflector*, **67**, 1, 8
Dire, J.R. 2014. The Explore Scientific ED Triplet Essential Series 80mm Apochromatic

Refractor, *Astronomy Technology Today*, **8**, 5,49-53. Dire, J.R. 2014. The Iris Nebula, *Reflector*, **66**, 4, 8
Dire, J.R. 2014. The William Optics Star 71 Refractor, *Astronomy Technology Today*, **8**,

4, 33-37. Dire, J.R. 2014. The Dumbbel Nebula, *Reflector*, **66**, 3, 8
Dire, J.R. 2014. Installing a MoonLite CR Newtonian Focuser, *Astronomy Technology*

Today, **8**, 2, 45-49. Dire, J.R. 2014. Sky-Watcher USA 80 mm and

100mm ProED Doublet APO Refractors,

Astronomy Technology Today, **7**, 6, 43-47. Dire, J.R. 2014. M42 and the Trapezium, *Reflector*, **66**, 2, 8 Dire, J.R. 2013. Sky-Watcher USA 120mm ProED Doublet APO Refractor, *Astronomy*

Technology Today, **7**, 6, 35-39. Dire, J.R. 2013. The William Optics Gran Turismo 102-mm Refractor, *Astronomy*

Technology Today, **7**, 5, 67-71. Dire, J.R. 2013. Pegasus's Best Galaxy, *Reflector*, **66**, 1, 8 Dire, J.R. 2013. The William Optics Gran Turismo 81-mm Refractor, *Astronomy*

Technology Today, **7**, 4, 37-41. Dire, J.R. 2013. The Cocoon Nebula, *Reflector*, **65**, 3, 10 Dire, J.R. 2013. Planetary Observations for Young Astronomy, *Reflector*, **65**, 2, 7 Dire, J.R. 2012. Two Great Star Clusters in Puppis, *Reflector*, **65**, 1, 8 Dire, J.R. 2012. A Striking Edge-on Spiral Galaxy in Andromeda, *Reflector*, **64**, 4, 7. Dire, J.R. 2012. The Bridal Veil Nebula, *Reflector*, **64**, 3, 8. Dire, J.R. 2012. A Trio of Spiral Galaxies, *Reflector*, **64**, 2, 8.

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Curriculum Vitae – James R. Dire

Dire, J.R. 2012. Observing the June 2012 Venus Transit, *Astronomy Technology Today*, **6**, 2, 33-37.

Dire, J.R. 2011. Who, Who Wants to Find the Owl Cluster?, *Reflector*, **64**, 1, 8. Dire, J.R. 2011. A Pleasant Surprise in Sculptor, *Reflector*, **63**, 4, 8. Dire, J.R. 2011. The Stellarvue SV70 Achromatic Refractor, *Astronomy Technology*

Today, **5**, 6, 39-42. Dire, J.R. 2011. Three Globular Clusters in Hercules, *Reflector*, **63**, 3, 8. Dire, J.R. 2011. M86 and Markarian's Chain, *Reflector*, **63**, 2, 8. Dire, J.R. 2011. The

William Optics Megrez 120-mm Refractor, *Astronomy Technology Today*, **5**, 1, 36-38. Dire, J.R. 2010. T'is the Season for Star Clusters, *Reflector*, **63**, 1, 8. Dire, J.R. 2010. Selecting a German Equatorial Mount, *Astronomy Technology Today*, **4**, 5, 35-39. Dire, J.R. 2010. Astrophotography with a Canon EF 70-200 f2.8L IS USM Lens, *Astronomy Technology Today*, **4**, 1, 45-48. Dire, J.R. 2009. The Cambridge Double Star Atlas, *Astronomy Technology Today*, **3**, 4, 63-65. Dire, J.R. 2009. The Orion 190 mm Maksutov-Newtonian Astrograph, *Astronomy Technology Today*, **3**, 3, 61-64. Dire, J.R. 2002. Construction of a Research Observatory on a Small-College Budget, *Bulletin of the American Astronomical Society*, **34**, 4, 1107. Dire, J.R. 2000. Titan's Seasonal Photochemistry: A Two-Dimensional Model, *Bulletin of the American Astronomical Society*, **32**, 3, 1026. Dire, J.R. 2000. Seasonal Photochemical and Meridional Transport Model for the Stratosphere of Titan, *Icarus*, **145**, 428-444. Dire, J.R. 1992. The Residual Mean Meridional Circulation in Titan's Middle Atmosphere, *Bulletin of the American Astronomical Society*, **24**, 3, 955-956.

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: iLEAD Kaua'i
2. Contact information:
Name: Elizabeth Reeves
Phone: (808) 635-2164
E-mail: galaxseagirl@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? Having the opportunity to help create the ideal learning environment for my children as well as the future generations of Kaua'i is something I am honored and grateful to do because learning should be fun, creative. Teachers should be encouraged to get creative as well. Being on the board will help ensure the quality of education is at the high standards I hold.

6. What is your understanding of the appropriate role of a public charter school governing board member? **As a member of a team, we will be co-creating regulations, policies, organizing events, outreach to the greater community, sounding board for ideas, listening to the needs of staff and administration.**
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 been self-employed for most of my professional life, currently project director of the L.L.C. I helped create. I understand what it takes to create and maintain a business, manage employees and finances, advertise, be in the public eye. My background in bodywork and yoga has helped hone my communication, intuition, and interpersonal skills. As a parent, I also am sensitive to the needs of children.**
8. Describe the specific knowledge and experience that you would bring to the governing board. **Raising children, managing employees, writing training manuals, advertising, time management/scheduling, hard work, fortitude, vision, problem solving, non violent communication, public relations, servitude **School Mission and Plan****

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs? **Teaching island-based kids about their personal culture and environment so they learn the value of their roots/where they come from, incorporated with modern technology, core curriculum standards as well as arts and language. When and if the children grow up and decide to experience other parts of the world, which many do, then they will have the skills and knowledge to succeed outside of island life. Project-based**

learning gives children real-world skills from an early age. Building confidence as a result of acknowledging each child's strengths and needs, combining various subjects into a greater learning experience, utilizing creativity/arts/culture to make learning fun.

2. What is your understanding of the school's proposed academic plan? **Project-based learning combines various subjects into a larger lesson plan which can include creative, active, technological, agricultural types of hands-on modalities to make learning engaging and fun. More like real-life experiences. Each child will have his/her own ILP so no one is left feeling bored or lost.**
3. What do you believe to be the characteristics of a successful school? **Children look forward to going there, parents and community also eager to be involved. Lessons are fun and retained. Children know their worth and develop their individual skills. Graduates come back to visit, and stay in touch. Teachers not forced to fit a mold. Private donations flow in, finances are balanced.**
4. How will you know that the school is succeeding or is not succeeding in its mission? **The school is not being successful when child enrollment substantially decreases, Common core standards are not met, teachers leave their positions are obvious signs of not succeeding.**

Governance

1. Describe the role that the governing board will play in the school's operation. **Creating policies/rules and regulations. Hearing complaints and concerns and problem solving. Scheduling events, various subcommittees organizing responsibilities.**
2. How will you know if the school is successful at the end of the first year of operation? **Enrollment is up due to referrals. Children prosper and look**

forward to coming back. Finances have been balanced.

3. How will you know at the end of five years if the school is successful? **We have grown in size, there are waiting lists for enrollment. We have added higher-level grades, there is sufficient and surplus of financial support.**
4. What specific steps do you think the governing board will need to take to ensure that the school is successful? **Community outreach, plan fundraisers, communicate effectively, handle complaints judiciously**
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?
Write a letter to each member explaining the actions in question, without naming names. Read letter at meeting. If there is agreement that the actions in question are unethical, then decide consequences as a group. Guilty member can recuse him/herself or if actions can be proven then consequences can be acted out

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 have met a couple of the prospective board members, only the ones who are working together currently to help establish this school.
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I/we do not know any such employees ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I/we do not know any such persons ☐ Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I/we do not anticipate conducting any such business ☐ Yes

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

Certification

I, _____ Elizabeth Reeves _____, 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 2/10/15

Parent Board Member- Resume

Elizabeth Reeves

628 Puuopae Rd. Apt B, Kapaa, HI 96746

(808) 635 – 2164

galaxseagirl@gmail.com

Work History

2011 – Present : Gopal's Creperie, L.L.C., Owner/Operator: Starting with very little capital, I created, managed and grew the business from catering at markets and events into a popular food establishment located on Kaua'i.

2007 – Present : Parent of 2 boys, current ages 6 and 7. Full-time parent from birth to 6 years. Homeschooled preschool lessons and activities for school readiness. They are both currently top of their class. Currently volunteer in the kindergarten classroom once a week, helping with various lessons such as art and reading.

2005 – 2007 : Extensive travel, both domestic and international. Assisted and served famous artist during travel and stays in India. Service involved cooking, massage, public relations, event set-up.

1998 – 2007 : Self – Employed Licensed Massage Therapist. Responsibilities include advertising, effective communication skills, time management, handling finances, and excellent customer service.

2003 – 2005 : Massage Therapist at ANARA Spa, Grand Hyatt, Kaua'i. Responsibilities include punctuality, customer service, cleanliness, time management, and various bodywork modalities.

2003 : Horseback Tour Guide, Silver Falls Ranch, Kaua'i. Responsibilities include public speaking, animal care, safety awareness, and customer service.

2003 : Animal Caretaker, Kaua'i Humane Society. Responsibilities include feeding, caring, cleaning for shelter and quarantine animals; cleaning the facility, customer service, training animals.

2002 : Live-In caregiver for 2 children, ages 7 and 9. Responsibilities include playing games, cooking meals, helping with schoolwork, disciplining, health awareness.

2000-2001 : Resident at Himalayan Institute Yoga Ashram and Holistic Health Center, a self-sustainable community, Pennsylvania. Responsibilities include: Massage Therapy, Receptionist, Yoga International Magazine staff. Traveled to India where I taught new massage therapists at the Mumbai site of their holistic health center.

1998 – 2000 : Massage Therapist at Carson Mineral Hot Springs Resort, Carson, Washington. Responsibilities include punctuality, customer service, time management.

Education History

2005 – Present : International Pure Bhakti Yoga Society under the guidance of Srila Bhaktivedanta Narayan Goswami Maharaja, study and practice of bhakti yoga.

2000- 2001: Himalayan Institute, study of yoga.

1998 – 2005 : Massage Therapy continuing education, various courses.

1998-1999 : East-West College of the Healing Arts, Portland, Oregon. Certificate of Completion of Massage and Bodywork Therapy

1993-1997 : James Madison University, Virginia. Bachelor of Science in Communication Sciences and Disorders (Speech Pathology / Audiology)

1989 – 1993 : Indian Hills High School, New Jersey.

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Background

1. Name of charter school on whose governing board you intend to serve: [iLEAD Kauai – Alakaʻi O Kauaʻi Charter School](#)
2. Contact information:
Name: [Dr. Kani A. Blackwell](#)
Phone: [\(808\) 651-7733](#)
E-mail: drb.onkauai@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 I presently serve on [Growing Our Own Teachers on Kauai, a non-profit 501\(c\)3 educational organization, and did serve as President of Circle of Friends & Relatives of First Americans dba Kauai Powwow Council, a 501\(c\)3 educational and cultural organization.](#)
5. Why do you wish to serve on the governing board of the proposed charter school? [As an educator of 48 years, recently retired from University of Hawaii, Manoa and teaching only part-time now, I wanted to assist this innovative, project-based school for Kauai keiki, teachers, and parents.](#)

6. What is your understanding of the appropriate role of a public charter school governing board member? As defined in Chapter 302D, the Governing Board is responsible for overseeing the financial, organization, and academic viability of the Charter School as Contracted by the Charter Commission. To my understanding, it is the accountability factor in complying with all applicable state and federal laws for the benefit of our keiki and being responsible for tax payers' money in educating our youth.
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 been a Board member on Kauai of two non-profit educational and cultural organizations serving as a Founder/Director and President. Before Kauai, as Assistant Superintendent of Educational Services, I served on several community Boards having to do with social services and education.
8. Describe the specific knowledge and experience that you would bring to the governing board. My strength to the governing board will be my academic background (48 years as an educator) and my past service as a School Principal, District Resource Administrator and of being in charge of 12 schools, evaluating the Principals and Vice-Principals as Assistant Superintendent of a large School District. Also my role of working with all the schools and administrators on Kauai (K-12), including the Superintendent of Schools for the last 11 years.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs? The basic belief that EVERY child can learn and through project-based constructivist methodology, the potential of every child will be reached. Their belief that each child's creativity, individuality, and collaborative work will be nurtured for life-long learners who will care for the future of others and society.
2. What is your understanding of the school's proposed academic plan? The academic plan is to provide innovative project-based learning that is steeped in research and best practices. The assessments of project based learning where all curricula is integrated and demonstrated.
3. What do you believe to be the characteristics of a successful school? A successful school produces life-long learners who contribute to social justice issues to improve society. Another characteristic of a successful school is to have 100% graduation rate that has prepared students for college, careers, or civic duty.
4. How will you know that the school is succeeding or is not succeeding in its mission? Success will be measured by students self-assessment of projects, the confidence to demonstrate their learning, and by productive completion of inter-curricular activities. Having students to critically think, analyze and use inquiry in their lives will be indicators of the school succeeding in its mission.

Governance

1. Describe the role that the governing board will play in the school's operation. It will be the Board's responsibility to oversee the academic, operational and financial well-being of the school, in addition to meeting the Charter Contract.
2. How will you know if the school is successful at the end of the first year of operation? The Board

will need to assess student data (attendance, performance, student outcomes) and work with the School Director and leaders of the school to look at goals, tasks accomplished, and financial solidness.

3. How will you know at the end of five years if the school is successful? This will take on more of a summative assessment again reviewing mission, goals, and accomplishments. Student enrollment and parent satisfaction will also be evaluated. Looking at the success of students and their data will be important.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful? I am expecting that fund-raising for the school with donations and outreach to the community will be necessary. The ideas of being an educational service organization will take hard work and consistent effort to ensure that the school is managed efficiently and effectively.
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? This is difficult and I hope that our Board will have training in to how to handle a situation like this. I would think that bringing this to the Administrators of the school would be the first step, but I also know that a Board member can be removed from office by a vote of 2/3 of the Board in open session.

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 Kauai is a small community and I am well-known for my educational service. I am friends with the Mayor and his wife (who will serve as a Board Member for I taught their daughter at UHM). I know all the members of the Board but two people but know of their o'hana (families).
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 relationship with the School Director has been one of mentoring and educational partnership. I also know of the teacher representative from being UHM supervisor at their schools.
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 In the last six months, I have visited the schools of the Educational Service Providers and met the leaders, management team and facilitators. They offer several great services (Board training, professional development, etc.) that will be helpful.
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 plan to start an iLEADhawaii.org and obtain 501(c)3 status and do fundraising and give support in the way of on-going mentorship to the school and school leaders.
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 I am working pro bono right now with the iLEAD organization, but I am in negotiations for being paid for I am a professional Educational Consultant.
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, At the present time, I am an Education Consultant and serve as Hawaii Regional Director for iLEAD.org.
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 (Prior disclosure of being an Education Consultant)
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, Dr. Kani A. Blackwell, 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.

Dr. Kani A. Blackwell
 Signature

February 9, 2015
 Date

Board Member/ Management Team- Resume

KANI A. BLACKWELL, Ed.D

5650 Kaehulua Road H (808) 822-2658, Cell (808) 651-7733 Kapa'a, HI 96746
Email: drb.onkauai@gmail.com

EDUCATION - DEGREES/CREDENTIALS

Doctorate of Education

United States International University, San Diego, CA, School of Education -

Curriculum & Instruction - Emphasis: Cognitive Psychology
Administration Credentials – 1988, 1992, Life Credential

San Diego State University - Preliminary Administrative
Credential in Education

Saint Mary's College of Education, Professional Administrative
Credential in Education,

Masters of Education

University of Maryland Graduate School - School of Education -
Human Development

Bachelor of Science

University of Maryland College Park – Department of Education,
Fine Arts (Dance) and Physical Education

UNIVERSITY TEACHING EXPERIENCE – 24 years

**January 2011 – (present) University of Hawaii, Manoa (UHM)
– Adjunct Faculty**

As a retired full time professor, I continue to teach course online
for UHM and specialize in Multicultural Education.

**August 2003 - June 2010 – University of Hawaii, Manoa -
Associate Specialist**

College of Education, Institute for Teacher Education –
Coordinator for Statewide Program in Elementary and Early
Childhood Education (Kauai, Maui, Molokai, Hawaii Island),
Kauai Coordinator of co-horts of students, coordinate with schools
for placement; supervise field experience and student teaching,
conduct seminars, and teach Elementary and Early Childhood
Education courses.

**January 1997 - July 2003 – California State University,
Monterey Bay – Professor, tenured**

Collaborative Education & Professional Studies, Psychological
Foundations of Learning, Student Teaching Stage I & II
Supervision and Seminar Leader - Field-based Teacher Education,
Institute of Advance Studies, Chair - Masters of Arts in Education,
Distributed Learning & Extended Education courses, received **full
professor and tenure July 1, 2003**

**August 1966 - June 1972 – University Faculty - Assistant
Professor, tenured**

University of Maryland, Baltimore County, Baltimore, Maryland,
Assistant Professor of Fine Arts, Humanities Department, Chair
1969-71, **received tenure May 1971**

1963 - 1997 – Part-time University Adjunct Faculty

1997 - *California State University, Monterey Bay*, Foundation
course - "Teaching and Learning" 1994 - *California State
University, Stanislaus* Extension Course, Turlock, CA -
Administrator for

Summer Reading Academy for K-12 Teachers in Reading and
Multiple Intelligences 1988 - 1989 - *Humboldt University* - Arcata,

CA, Summer Arts Institute - Arts Education in K-12 1979 - 1980 -
San Diego State University Extension Courses - Department of
Education,

Integrating the Arts into Elementary Curriculum¹ Dr. Kani A.
Blackwell

**K-12 PUBLIC EDUCATION EXPERIENCE: Teaching and
Administration – 24 years**

CLASSROOM TEACHING: (total 9 years)

**Classroom Teacher - Cajon Valley Union School District, ADA
19,000, San Diego, California,** Flying Hills School – 6th Grade
(1979-1980), Magnolia School 1st Grade (1980-1981), Madison
School – Grades 4-5 (1989-1992)**Classroom Teacher - Board of
Education of the Virgin Islands,** Grades K-12, St. Thomas,
Virgin Islands, Tutu Elementary School – 4th Grade (1973-74),
School of Creative Learning – Grades 7-12 (1971-1973)

TEACHING-ADMINISTRATION: (total 8 years)

Principal/Teacher - Principal/Teacher of the **Fine Arts Magnet
Education** program – School of F.A.M.E. Founder: developed,
and administered program for eight years and served as
teaching/principal. Main focus was the concept of alternative
education and learning through the arts for grades 4-6, ADA 125
(1981-1989).

ADMINISTRATION: (total 7 years)

Assistant Superintendent, Educational Services - Franklin-

McKinley School District, K-8, ADA 10, 976, San Jose, California Responsibilities of the Educational Services of 13 multi-track year-round schools: Curriculum & Instruction, Special Education Services, Language Development, and State and Federal Categorical Programs with full responsibility for curriculum leadership, planning, budgeting, grant-writing, and implementing, and assessing programs for the effectiveness and impact on student learning (outcomes) 1995-1997.

Principal - Moon Elementary School, Waterford School District, K-8, ADA 1575, Waterford, California Complete administration and management of school site for 850 students with a staff of 48 people. Provided curriculum leadership for the school, teachers, students, and community as well as management of budget and programs 1992-1995.

District Office - Curriculum Specialist - Cajon Valley Union School District, ADA 19,000, San Diego, California. Curriculum Program Specialist - Main responsibility was for program and staff development for K-8 curriculum for entire district with 17 schools 1977-1979.

CREDENTIALS/CERTIFICATE

CA Professional Administrative Services Credential: valid – 2007 - life **Language Development Specialist Certificate (LDS/CLAD):** clear, valid - life **CA Teaching Credential - Multiple Subjects K-12:** valid - life **CA Community College Instructor Credential:** valid - life

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UNIVERSITY LEADERSHIP PROFESSIONAL SERVICE:

University of Hawaii, Manoa – 2003-2010 (retired from full time) Adjunct faculty 2014

- My main leadership role for University of Hawaii, Manoa was in the establishment and implementation of the Statewide Teacher Education program since its inception, August 2003. The Statewide Teacher Education program was developed for the neighboring islands of Hawaii offering the same rigorous curriculum as on Oahu. This necessitated taking leadership in online learning and distance education as well as curriculum development. I also served as Statewide Coordinator of the Elementary Education Statewide program involving four neighboring islands (Kauai, Maui, Molokai, Hawaii Island) before assuming a role of sole leadership in Teacher Education for UHM for the island of Kauai.
- As a faculty member and neighbor island Co-hort Coordinator on Kauai, I served on faculty committees and attended monthly faculty meetings on Oahu. In 2007, I served on the faculty committee for submitting a proposal for an alternative pathway for the B.A. degree. I also served on the Office of Academic Student Services Advisory Committee for Kauai. In previous years at UHM, I undertook leadership roles in course development and in providing leadership and guidance for the Statewide Teacher Education program for distance education developing courses online.
- All four courses that I taught for the university had a focus designation: ITE 312 Introduction to Elementary Education (Writing Focus), ITE 329 Integration of the Performing Arts in Elementary Education (Oral Focus), ITE 390 Multicultural Education (Hawaiian, Asian, & Pacific Issues Focus), ITE 390 Seminar for Student Teaching (Ethics Focus) and were

taught in the hybrid format of face-to-face classes as well as online.

- I took an active role in serving Kauai and representing UHM for a variety of events that included National College Fairs and local high school college fair, Kauai Community College (KCC) Parents' Night, Accreditation and Assessment committees for KCC, and working with professional organizations on Educational issues for the island of Kauai.

**University Leadership Professional Service – CSU,
Monterey Bay 1997-2003 *SEARCH COMMITTEES***

- Faculty representative for Teacher Education Search Committee member for Director of Teacher Education, College of Professional Studies - December 2002-May 2003
- Faculty representative for university-wide Search Committee for Lead Instructional Developer for Information Technology – Distributed Learning and Extended Education, May 2002
Faculty representative for university-wide Search Committee for Electronic Library services, November-December, 2001
- Faculty member for Search Committee for Institute of Advanced Studies, Masters of Arts in Education, tenure-track Assistant Professor of Education, November-December 2001
- Faculty representative for university-wide Search Committee for Ombudsperson - Chair, V.P. Henry Villanueva, January-May 2001
- Faculty representative for university-wide Search Committee for Director of the Presenting Program and World Theater - February-April 2001

- Faculty representative for Search Committee for Vice-president University Advancement as part of President's Cabinet and leader for University Advancement, Diane Cordero de Noriega, Chair, January-March 2000
- Chair of Search Committee for the selection of the Associate Director of Regional Center for Cal State Teach, CSU state/regional position, September 1999

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University Leadership Professional Service - CSU, Monterey Bay 1997-2003 (cont.)

- *Co-chaired* Search Committee for the selection of the Coordinator for Service Learning in Schools, position in the Institute of Service Learning, CSUMB, May 1999
- *Chair* of Search Committee for the selection of Administrative Director for CSUMB Teaching Internship Program, Dec. 1998
- *Chair* of Search Committee for staff position, Administrative Support for CSUMB Teaching Internship Program, July 1998
- Faculty member of Search Committee for "Sociological Foundations for Learning in a School Context", multi-year lecturer, CSUMB, April 1998
- Faculty member of Search Committee for Teacher Education - Language and Literacy/Biliteracy - tenure track position, December 1997
- Faculty Search Committee member for Director of Teacher

Education, Collaborative Education & Professional Studies -
December 1997 *UNIVERSITY-WIDE COMMITTEES*

- Faculty Representative on the Distributed Learning and Extended Education Council and member of CLAIR committee, 2000-2003.
- Institute Representative for California Faculty Association, 2000-2003
- Faculty Senate Liaison to University Advancement, 2001-2003
- Faculty member of Human Subject Matter Committee - Institutional Review Board, Grants & Contract, 2000-2001
- Committee member of Administration & Finance Committee, subcommittee University Space Management - 2000 – 2003
- Faculty Senate Representative from Institute of Advanced Studies - Masters of Arts in Education program, 1999-2001
- Faculty representative-Teaching & Technology Roundtable - monthly seminars, 2000-2003 Teacher Education representative for faculty for Institute of Service Learning, 1998-2001
- Chair of Faculty Senate University Advancement Liaison Committee, 2000-2002.
- Teacher Education representative for 2001 Commencement & Graduation Committee, 2001
- Co-chair committee with Dean of Education and Campus Liaison -“The Role of the Arts in Teacher Education at CSUMB”

Task Force, 1997-2001

- Policy Board Member of CSUMB Teaching Internship Program, June 1998-June 2000
- Chair of Faculty Student Affairs Committee for Faculty Senate, August 1998 – December 1999
- Member of Governance Committee for Center of Collaborative Education & Professional Studies, Chair of governance sub-committee, 1997-98 *DISTRIBUTED LEARNING AND EXTENDED EDUCATION -DISTANCE LEARNING*
- Faculty Coordinator for Distributed Learning and Extended Education, 1999-2003
- Teach masters level course online from Kauai, MAE 636 Culture, Cognition, and Development, hybrid model, June-August 2002
- "Technology & the Pedagogy of Teaching" - new faculty orientation presentation, Aug. 2001
- Faculty team member for course design and construction - Distributed Learning & Extended Education, developing online courses, Blackboard Courseinfo development - 2000 - 2003
- Designed and taught online course for one of three series of CLAD Certification as a pilot for other faculty members to model, "Developing the Hybrid Model", June-Aug. 2001
- Received certification in Online Teaching - Blackboard Course-Info for Faculty, summer 2000

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University Leadership Professional Service - CSU, Monterey Bay 1997-2003 (cont.)

UNIVERSITY SERVICE

- Faculty Coordinator/Advisor for professional development opportunities, granting faculty approval for CEU and undergraduate/graduate units- 1999 - 2003
- “Using the Web to Enhance the Classroom” and “On-line Teacher Education Proposals”, participation in university on-line connections, April, May 1998
- A National Forum: “Attracting and Preparing Teachers for the 21st Century”, CSUMB Video Conference, April 1997
- Serve as CSUMB representative on Advisory Board for San Jose State University Administrative Southern Region, 2001-2003
- Serve as CSUMB representative on Advisory Board for California School Leadership Association (CLSA), 2000-2003
- Faculty Advisor for students to do Cultural Studies in China and Tibet, 2001-2002
- Faculty workshop for new faculty members – Understanding the Uniqueness of our Students, August 2001.
- Faculty Advisor for CSU Monterey Bay Alumni Association, 1998-2001

- Faculty advisor for Student Voice (student governing body), August 1999-May 2000
- CSUMB Teaching Internship program (CTIP) Advisory Board, participation in CCTC site visit review for Alternative Certification grant, April 1999
- Chair of CSUMB Leadership Team for Service Learning National Partners, Service Learning 2000, Stanford University, March 1998, June 1999, April 1999
- Faculty leader for California Commission on Teacher Credentialing Review, Institute of Field-based Teacher Education program at CSU Monterey Bay, April 1998, April 1999
- Edited Program Documentation for California Commission on Teacher Credentialing for Alternative Certification for Teacher Credentialing, Institute for Field-based Teacher Education, January 1999
- Developed collaborative partners and advisory council for the submission of a university alternative teaching internship program for CSUMB, Monterey County Office of Education, and 14 school districts in the Tri-County area, January-April 1998
- Served as Interim Coordinator of CSUMB Teaching Internship Program (CTIP), developing and implementing the university internship program for CSU Monterey Bay, April 1998- January 1999
- Provided campus-wide workshop for faculty and staff

development on “Understanding the Role of Multiple Intelligences in Your Profession”, October 1998

Community Service - Professional Application – State/National/International *Local area – Kauai, Hawaii (2003-2009)*

- UH Manoa representative for Service Learning Advisory Council for Kauai Community College.
- Chairperson of Education Committee for Circle of Friends and First Americans, a Native American outreach to the schools
Local – Tri-County area – Monterey, CA (1997-2003)
- Faculty tutor for America Reads Program – Leon and Sylvia Panetta Institute, 1999-2003
- Representative for CSUMB on the Tri-County Personnel Directors Committee, Monterey County Office of Education, 1997-2000 and Teacher Recruitment Fair with 28 school districts, Hartnell Community College, Salinas, CA, 1997-2002

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Community Service - Professional Application – State/National/International (cont.)

- University representative for Central Coast Regional Professional Development Consortium, 1999-2001
- University representative for Monterey Bay Aquarium and Marine Sanctuary Professional Development Consortium - 2000 – 2001

- Teacher Ed representative for CCET, CACTE, SCATE, Joint Fall Conference, “Teachers for the New Millennium”, San Diego, October 1997 through October 2002
- Collaboration/presenter - Partnership for the Arts Workshop, "Arts for Teachers Teaching the Arts" sponsored by Packard Foundation, CSUMB, February 1998
- Lead Writer and co-coordinator for university WASC Review for Field-based Teacher Education, CSUMB, October 1997
State of Hawaii
- Invited speaker for Legislative Hearing on Hooser’s Senate Bill 1089 loan forgiveness program for teachers who teach on neighboring islands, February 14, 2005.
- Kauai Grant representative for Evaluation Workshop, Hawaii Department of Education, Instructional Services Division, January 2004, February 2006
- External Evaluator for Mathematics (NSF Grant) and Mathematics, Science and Technology, Hawaii Department of Education, 2004-2007, 2006-2009 *State of California*
- Active participant and presenter for California Council on Teacher Education, 1997-2002
- Advisory Board member for California School Leadership Academy (CSLA), 2000-2003
- Serve as one of three CSUMB representatives for National Board for Professional Teaching Standards Certification - CSU Consortium, 2000-2003

- Advisory member and Grant Reader for the State Department of Education, Arts Demonstration Project, distribution of four million dollars for K-12 schools for arts in education, January 2001
- Seminar for CSUMB Graduate Credit, Brain Research & Education, The Brain Connection Conference, San Francisco, CA, May 2000
- Advisory member and Grant Reader for the California Arts Council, Local Arts Education Partnerships, State Department of Education, June 1998, May 1999, April 2000
- Completed training for “Becoming a Star Teacher”, the Haberman Educational Foundation, interview strategies for selection of successful perspective teachers, Sacramento, CA Oct. 1998
- Attended and served as Coordinator for Intern Program for Alternative Certification Program, State Department of Education Directors’ Meeting and Planning, Sacramento, CA, Oct. 1998
- Member of the County Superintendent's Educational Leadership Center Design Team, designing and restructuring leadership roles in schools, UCLA Leadership Project, 1995-1996
- Reader for the Annenberg-Hewlett, Bay Area School Reform Collaborative Member and Funding Applications, 1995
- Re-Certification of Evaluation of Principals and other Administrators Workshop, April 1995

- Coordinator of Net Day I (Technology) for Franklin-McKinley School District, March 1996
- Planning Committee for Asilomar State Framework Conference- Visual & Performing Arts, 1994-1996
- President-Elect, President, & Past President of State Arts Organization – CDEA, 1990-1996
- State Technology Telementor for Region VI - Technology Project Training, 1994-1995

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National/International Activities

- UHM Grant representative for Mathematics and Science Partnership Program Regional Conference II, U. S. Department of Education, Seattle Washington, March 2006
- Panel presenter at the Council on Anthropological Association, San Francisco on the statewide teacher education program, November 2004
- Presenter at International Conference on Computers and Advanced Technology in Education, Kaua'i, Hawaii, on distance education, August 2004
- Ticketed session for international conference, Association for Supervision and Curriculum Development (ASCD), New Orleans, Louisiana on cultural pedagogy, March 2004.
- National Association for Multicultural Education (NAME), annual international conference, Seattle Washington, on

brain-based learning, culture, and the arts, November 2003

- Presenter at Hawaii International Conference of Education, Honolulu, on distributed learning and teacher education, January 9, 2003
- Speaker for 60 guests from Denmark visiting CSUMB to learn about technology, distance learning, and the pedagogical strategies for Constructivist Teaching online, October 24, 2001
- Member of National Board Professional Teaching Standards Network - West Ed Organization, 2000-2002
- Invited Keynote Speaker, all day workshop, presentation of paper and interactive workshop for 17 school districts (55 teachers) – see presentation section, Rockford, Illinois, August 2001
- Presented at International Seminar for Neuroscientists, Educators, Researchers, interactive seminar and paper presentation, Learning Brain Expo 2001, San Diego, CA, January 2001
- Host Committee member for International Conference of Association of Supervision, Curriculum and Development, (ASCD) 12,500 attendees, San Francisco, CA, March 1999
- Presentation of a research paper about adults seeking Teaching Credentials and selecting to teach, “later in life” or the second time around. National Alternative Accreditation Conference, Seattle, WA, April 1999
- Seminar Presentation: ASCD Celebration for Educational Reform, “Critical Issues in Education” New Orleans, LA,

(offered online learning and graduate credit), March 2000

- Presentation on the use of service learning as an instructional strategy for integrating the elements of service for community, academic learning, and reflection on service and learning. Interactive workshop for teachers National Service Learning Conference, San Jose, CA 1999
- Presentation on a study of tracking the effectiveness of internship credential students in comparison with traditional teacher education students. Presented at Japan-United States Teacher Education Consortium (JUSTEC), International Conference, Honolulu, HI, Aug 1999

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PUBLICATIONS/Juried Papers and Presentations

- National Association for Multicultural Education (NAME), 20th annual international conference, Las Vegas, NV, on Culturally Responsive Teaching for Higher Education, November 2010
- American Anthropology Association 105th Annual Meeting, "Reclaiming Language, Culture, and Epistemology in Indigenous Education: Respecting the Perspective of Native Americans", San Jose, CA, November 2006
- AERA International Conference, "Preparing Teachers in Rural Areas for Culturally Responsive Teaching through Web-based Instruction", Symposium Panel, Chair, San Francisco, CA, April 8, 2006
- Sleeter & Blackwell, Hughes, Laughlin, Meador, Peralta-Nash,

- Rogers, and Whang, "Working an Academically Rigorous, Multicultural Program", *Equity & Excellence in Education*, 38:290- 298, November 2005
- Blackwell, "A Constructivist Model for Distance Education", *International Association of Science and Technology for Development*, Editor: V. Uskov, pp. 72-77, August 2004.
 - Blackwell, "Understanding and Practicing Culturally Responsive Pedagogy", Association for Supervision and Curriculum Development, New Orleans, LA, March 2004
 - Blackwell, "Connecting Brain-based Learning to Culture and the Arts for Student Achievement", National Association for Multicultural Education, Seattle, WA, Nov 2003
 - Blackwell, "Constructivist Teaching Online - Is it Possible?", Hawaii International Conference on Education, Honolulu, HI, January 9, 2003
 - Blackwell, "Teacher Education and Technology: Learning from our Students", California Council on Teacher Education Fall Conference, San Diego, CA, October 2002
 - Blackwell, Project Evaluator, "University Research Support for High School Science Teachers", A National Science Foundation and CSUMB Sponsored Curriculum for Elephant Seal Studies, Final Evaluation Report for the National Science Foundation, May 2002
 - Blackwell, "Integrating Culture, Cognition, and the Arts", Keynote Speaker, all day workshop, presentation of paper and interactive workshop for 17 school districts (55 teachers) Rockville, Illinois, August 2001.

- Blackwell & Kelly, "From Soldiers to Students: A Transformative Process", *Struggling to Learn Better III: Portraits of Six Teacher Education Service Learning Programs*, Service Learning 2000, Stanford University, January 2001.
- Blackwell, "Brain Compatible Learning through Culture, Cognition, and the Arts", International Seminar for Neuroscientists, Educators, Researchers, interactive seminar and paper presentation, Learning Brain Expo 2001, San Diego, CA, January 2001.
- Blackwell, Seminar presentation: "Brain Research and Learning", The Brain Connection to Education Conference, San Francisco, CA, offered online and for graduate credit, May 2000.
- Blackwell, "The Power of Constructivist Teaching in Higher Education", *Sixth California State University Symposium on University Teaching: Teaching and Learning*, position paper, a Multidisciplinary Conference for Higher Education, CSU San Marcos, February 26, 2000.
- Blackwell, "Importance of Education and How Children Learn", Kiwanis Speaker, Seaside, CA, CSUMB Speaker's Bureau, February 2000.
- Blackwell, "The Alignment of Teaching Standards for the Teaching Profession and Service Learning in Classroom Teaching", *Academic Exchange Quarterly*, Vol. Winter Issue 2000, pp. 121-123.
- "The Power of the Arts in Teaching and Learning", Learning Brain Expo 2000, International Seminar for Neuroscientists,

Educators, Researchers, San Diego, CA, January 2000.

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PUBLICATIONS/Juried Papers and Presentations (cont.)

- Blackwell, “A Study of California’s Alternative Teacher Certification Program”, a study of the effectiveness of internship credential students in comparison with traditional teacher education students. Presented at Japan-United States Teacher Education Consortium (JUSTEC), International Conference, Honolulu, Hawaii, August 1999.
- Blackwell, “The Second time Around: Teaching not Marrying”, a presentation on a research paper about adults seeking Teaching Credentials and selecting to teach as a second or third career. Presentation - National Alternative Accreditation Conference, Seattle, WA, April 1999.
- Blackwell, “Reciprocal Interaction: Service Learning and Teacher Education”, paper and presentation on the use of service learning as an instructional strategy for integrating the elements of service for community, academic learning, and reflection on service and learning. Presentation for teachers National Service Learning Conference, San Jose, CA April 1999.
- Blackwell, "The Administrator's Role in Supporting Bilingual Education", Presenter and speaker CA Bilingual Education Conference San Jose, January 1996.
- Blackwell, "Brain Compatible Classrooms and Language Arts", speaker and paper presentation - West Coast Literacy Conference, Long Beach, CA, March, 1996.

- Blackwell, "Integrating Multiple Intelligences and the Curriculum", Harmony School District, Keynote speaker and full day presentation/workshop, Santa Rosa, 1995.
- Blackwell, "Administrators - Finding the Balance: Whole Language and Phonics", Administrator's Conference on Language Arts, Napa, CA, 1994.
- Blackwell, "Empowering Teachers for Implementing An Integrative Curriculum", Keynote Speaker and presenter, Sonoma County Office of Education, October 1991.
- Blackwell, "A Correlational Study of the Cognitive, Affective, and Conative Domains of Elementary Students", Doctoral Dissertation. A study of how children learn best through the different domains of knowing, feeling, and doing and teacher predictability for success - 1990.
- Blackwell, "Promoting the Power and Empowerment of Teachers", Keynote Speaker and paper presentation for Apple Valley Unified School district, July 1990.
- Blackwell, "Implementing a Comprehensive Visual & Performing Arts Program", presenter - State Dept. of Education, Asilomar, February 1990, State Framework Awareness Conferences
- *The Visual & Performing Arts Framework for California Public Schools K-12*, Curriculum Development and Supplemental Materials Commission, California Department of Education: Sacramento, CA, writer and consultant, published 1982, updated 1989.
- Blackwell, "Fine Arts without Fear"- Mendocino COE and

Sonoma State College, presenter and staff development facilitator, three-day seminar, August 1989.

- Blackwell, "Integration of the Elementary Curriculum", Coordinator/Presenter for Professional Staff Development Days - Mono County Office of Education, 1989.
- Blackwell, "Alignment of School Curriculum with the State Frameworks", Performing Tree, Inc, Idylwild, CA, Artists in the School program -Papers and presentations, 1988-89.
- Panel, "Technology in the Classroom" - San Diego County Office of Education in Partnership with San Diego City Schools and Cajon Valley Union School District, 1988.
- Blackwell et al, "Tactics in Critical Thinking - Making it Work in the Classroom" - San Diego County Office of Education, panel presentation and papers, 1987.
- Blackwell, Arts and Activities, "Drama - Not Trauma", November 1986, pp. 48-50, "Creative Dance in the Elementary Classroom", June 1986, pp. 28-30, "Teach Drama, Who Me?", May 1986, pp. 43-46.

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UNIVERSITY GRANTS

University of Hawaii, Manoa

- **Grant Consultant and Project Evaluator** for Kauai Central Complex, "3 R's for Tomorrow: Rigor, Relevance, and Relationships in Mathematics, Science, and Technology",

Department of Education, 1st Year amount: \$388,500,
awarded January 2006 – 2009.

- Grant Writer and Project Evaluator for “Malama ‘ia ka Makemakika” (MIM), A math partnership grant for Kauai Complex Area Department of Education, Kauai Community College, and University of Hawaii, Manoa, three year grant \$250,000, **awarded** January 2004-2007. **CSU Monterey Bay - 1997-2000**
- **Project Evaluator** for “University Research Support for High School Science Teachers”, **National Science Foundation Grant** - Elephant Seal Project, Principal Investigators: Dr. Chris Hasegawa and Dr. Henry Kibak - \$550,000, **awarded** June 1998 - 2000, (extended May 2002)
- Continuing **Partner for Service Learning 2000-2001 Grant** – Research through Portraiture – Stanford University Service Learning Grant - \$5,000 **awarded** Feb. 2000
- **Grant - Lead Writer and Principal Investigator** - Commission on Teacher Credentialing - Authored grant and served as Principal Investigator, “Alternative Certification: CSUMB Teaching Internship Program (CTIP)”, \$350,000 - two years, **awarded** June 1998-2000
- **Grant writer: "CSUMB-Service Learning and Teacher Education" – Principal Investigator**, National Partner, Stanford University Service Learning Grant - \$5,000, **awarded** 1998-1999
- **National Science Foundation** - Collaboration with Dr. Chris Hasegawa - **program evaluator** for Remote Sites of the

Virtual Canyon Project (sub-contract), Dec. 1997-June 1998

COMMUNITY SERVICE/AWARDS/RECOGNITION

- Founder and Board Member of Growing Our Own Teachers on Kauai, 501©3 Foundation, 2006 – present (2014) – raising over \$216,000 in seven years
- Recognition and Community award given by Kauai Rotary Club, Lihue, Kauai, October 2003
- Recognition award by the Leon & Sylvia Panetta Institute for Public Policy, America Reads Consortium, April 2000, April 2001, April 2002
- Presentation award for community service and keynote speaker for Kiwanis Club of Seaside, CA, “How Children Learn”, February 2000
- President's Award for Outstanding Service to the State of California for Dance Education, CA, Dance Education Association Conference, Los Angeles, October 1999
- Bautzer Faculty University Advancement Award for California State University, Monterey Bay Council for Advancement and Support of Education, Faculty Award, October, 1998
- Selected for Board of Directors for the Alum Rock Counseling Center, San Jose, CA - a service organization and provider for "at-risk" youths, adults, and families, 1995-1997
- Selected for Board of Directors for Junior Achievement Program, San Jose - a service organization for the purpose of integration of business and education for youths, 1996-1997

- State Appointment to serve on The California Arts Project Policy Board, 1990-1993
- Received Outstanding Doctoral Student Scholarship and Award for Doctoral Dissertation - Phi Delta Kappa, 1990
- Received Excellence in Education Educator Award from Regional PTA for "Service Above and Beyond, Benefiting All Students and Families"

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PROFESSIONAL AFFILIATIONS

American Association of Colleges for Teacher Education (AACTE) American Association of University Women (AAUW) Association of California School Administrators (ACSA) American Educational Research Association (AERA)

Association for Supervision & Curriculum Development (ASCD) Association of Teachers of Higher Education (ATHE) California Arts Alliance for Educators (CAAE) California Association of Bilingual Educators (CABE)

Circle of Friends & Relatives of First Americans - Kauai Friends of the Children Justice Center on Kauai National Association of Multicultural Education (NAME) National Education Association (NEA)

Phi Delta Kappa (PDK) Service Learning - Special Interest Group (SIG)

Teaching Areas of Expertise and Experience:

Administration & Leadership Art & Science of Teaching and

LearningCurriculum Design and DevelopmentCulture and
 Cognition-Brain-based learningCulturally Responsive
 CurriculumEducational Administration (K-12)Foundations of
 Elementary and Secondary Education Field-based Teacher
 Education – Supervision & Seminar Human Development and its
 Role in Education Integrating the Arts into Elementary Curriculum
 Multicultural Education & Context of Schooling Psychological
 Foundations of LearningTeachers as Leaders

REFERENCES

1. Honorable Bernard P. Carvalho, Jr., Mayor of Kauai, 4444 Rice Street, Ste. 235, Lihue, HI 96766, (808) 241-4900, mayor@kauai.gov
2. Helen Cox, PhD, Chancellor of Kauai Community College, 3-1901 Kaumuali'i Hwy, Lihue, HI 96766, (808) 245-8210, helencox@hawaii.edu
3. Dr. Jennifer Herring, Statewide Program Coordinator, College of Education, University of Hawaii, Manoa, 1776 University Avenue, Everly Hall - Room 223, Honolulu, HI 96822, (808) 221-7283, herring@hawaii.edu
4. Dr. Christine Sleeter, Professor Emerita, California State University, Monterey Bay, 118 1/2 Dunecrest Ave., Monterey, CA 93940, (831) 656-9759, csleeter@gmail.com.

11 Dr. Kani A. Blackwell

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:
ILEADKAUAI
2. Contact information:
Name: Stuart Rosenthal
Phone: 808-212-2402
E-mail: sturosenthal@hotmail.com
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
☒ Resume and professional bio are attached to this form.
☐ Resume and professional bio are attached elsewhere in the application: _____
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
☒ Does not apply to me ☐ Yes
5. Why do you wish to serve on the governing board of the proposed charter school?
The children of Kauai need a school where they can strive to be "all they can be". Learn to lead, learn about the world around them. Where every child is an individual. ILEADKAUAI is that school.
6. What is your understanding of the appropriate role of a public charter school governing board member?
To assist the leaders of the school in ensuring the mission of the school becomes a reality for the students, staff 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 over 25 years of solid financial management experience, the past 4 years as a Business Manager at Kawaikini NCPCS, another Charter School on Kauai.

8. Describe the specific knowledge and experience that you would bring to the governing board.
My 25 years of experience and my 4 years as a Business manager at Kawaikini NCPCS.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
That every child is an individual and a natural learner and that the school will "bring that out" in every child.
2. What is your understanding of the school's proposed academic plan?
Child will learn by doing, by "project based learning".
3. What do you believe to be the characteristics of a successful school?
A school that strives to teach every child to "reach for the stars".
4. How will you know that the school is succeeding or is not succeeding in its mission?
With feedback from the students, families and community informing us what we're doing right and what needs to be improved.

Governance

1. Describe the role that the governing board will play in the school's operation.
The board will act as a "resource" for the school. Will assist the leadership of the school in advising them how to both succeed and be transparent.
2. How will you know if the school is successful at the end of the first year of operation?
The feedback from students and families will let us know. Plus, the growth in enrollment.
3. How will you know at the end of five years if the school is successful?
Students are achieving at a high rate, test scores are at or above the State average and that the school is on a solid financial footing.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful? Advising the leadership in financial, Human Resources, and educational ares.
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 inform other Board members as to what was occurring and work with them on a "quick" solution.

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, STUART ROSENTHAL, 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

2/12/15

Board Member/ Management Team- Resume

Stuart D Rosenthal
PO Box 442
Lawai, HI 96765
808-332-6451
808-212-2402

OBJECTIVE: Assist a growth-oriented company achieve its financial goals and objectives.

EXPERIENCE: 3/2011 – present Kawaikini New Century PCS Lihue, HI
Business Manager

Responsible for providing all fiscal services to the Charter School. Presenting monthly financial results to management and to the board. Assisting in grant applications, Accreditation process, National School Lunch Program, Transportation and maintenance issues.

1/2008 – 3/2011 Dorland & Associates Kapaa, HI
Senior Accountant

Responsible for providing Bookkeeping, Tax and Payroll services to multiple clients on an on going basis.

7/2007 – 12/2007 Michelle Kato, CPA Lihue, HI
Senior Accountant

Responsible for providing Bookkeeping, Tax and Payroll services to multiple clients on an on going basis.

1/2007 – 5/2007 Kauai Veterans Memorial Hospital
Waimea, HI
Contracts Manager

Responsible for providing contract services, guidance, plans and policies for procurement, contracting and purchasing functions in support of the Corporate Office and HHSC healthcare facilities.

Receives, reviews and processes procurement requests to ensure completeness and accuracy with statutory and regulatory requirements.

Assists in the development of specifications, scope of services and other requirements of contractual documents.

Develops, prepares and issues Invitation for Bids, Request for Proposals, Purchase Orders, etc.

Conducts contract technical and cost reviews/negotiations.

Performs contract administration functions.

Monitors and/or performs acceptance of contract requirements and coordination of payment procedures.

Performs acquisition planning.

6/2006 – 1/2007 The Kauai Food Bank, Inc. Lihue, HI

Business Manager

Responsible for creating and managing the “Kauai Fresh” program for The Food Bank.

Perform all accounting and finance functions.

Manage the new software system including running parallel accounting systems.

Manage the Budget process.

5/2005 – 5/2006 Kauai County Housing Agency Lihue, HI

Program Manager

Responsible for the administration, operation and implementation of the section 8 Program including interpretation of HUD policies and procedures.

Manages, plans, coordinates, and develops resources for the Section 8 Program.

Collects data and information and conducts research for the purposes of evaluating and planning for the Section 8 Program.

Maintains and updates the Section 8 Administrative Plan.

Prepares, writes and submits numerous monthly, quarterly and annual reports to the Administration and HUD.

Prepares Position Descriptions to insure equity in the distribution and performance of work among all staff.

Fosters and maintains working relationships with individuals, agencies, businesses, etc. to enhance the performance of the Section 8 Program.

1/2005 – 5/2005 Marriott's Waiohai Beach Club Koloa, HI

Training Director of Finance

Review day to day transactions including, processing of accounts payable and escrow, cash receipts, bank deposits, and A/R billings
Solicit requests for proposals for services such as maintenance, construction, office equipment, printers, etc.
Responsible for negotiating, monitoring and analyzing all contracts for Sales and Marketing.
Perform and review all necessary journal entries and analysis to accurately close the books.
Prepare period end Financial Statements.
Perform and supervise audits of commissions.
Assist in budgeting and forecasting for all business units.
Review Sales Executives and Marketing Executives payroll.
Continually improve processes and identify areas of efficiency in the accounting department

1/2003 – 1/2005 Grand Wireless
Billerica, MA

Controller

Established policies, procedures and controls for the company.
Responsible for all procurement of goods and services.
Solicit requests for proposals for services such as maintenance, construction of all new locations, office equipment, printers, telephone equipment, MIS Systems, etc.
Negotiate and review contracts with all vendors.
Analyzed the opening of new locations.
Perform due diligence on pending acquisitions.
Responsible for Accounting, Financial Reporting, HR, Cash Management, and MIS.
Developed long and short range business plans.

12/2002 – 12/2003 Sleek USA, Inc. Wellesley, MA
Director of Operations/Controller

Established policies, procedures and controls for the company.
Responsible for the operations of the retail locations, including hiring, training, development, and the opening of new locations.
Analyzed the opening of new locations.
Responsible for all procurement of goods and services.
Solicit requests for proposals for services such as maintenance, construction of all new locations, office equipment, printers, telephone equipment, MIS Systems, etc.
Negotiate and review contracts with all vendors.
Perform due diligence on pending acquisitions.
Responsible for Accounting, Financial Reporting, HR, Cash Management, and MIS.
Developed long and short range business plans.

1/1998 – 11/2002 Power Communications Corporation
Boston, MA
Senior VP of Finance

Responsible for Accounting, Financial Reporting, HR, Cash Management, and MIS.
Developed long and short range business plans.

5/1995 – 1/1998 The Big Party
Roxbury, MA
Senior VP of Finance/Controller

Responsible for Accounting, Financial Reporting, HR, Cash Management, and MIS.
Developed and presented long and short range business plans to the Board of Directors.
Established the controls to grow the business from 5 stores in 1995 to 50 stores by the end of 1997.
Responsible for all procurement of goods and services.
Solicit requests for proposals for services such as maintenance, construction of all new locations, office equipment, printers, telephone equipment, MIS Systems, etc.
Negotiate and review contracts with all vendors.
Analyzed the potential acquisition of two major competitors.
Increased Trade Payables to 75 days.
Negotiated a \$25 million line of credit with CIT Financial Group.

5/1989 – 5/1995 Tile City
Woburn, MA

Controller

Responsible for Accounting, Financial Reporting, HR, Cash Management, and MIS.

Responsible for all procurement of goods and services.

Solicit requests for proposals for services such as maintenance, construction of all new locations, office equipment, printers, telephone equipment, MIS Systems, etc.

Negotiate and review contracts with all vendors.

Established a third party warehouse.

Managed the Chapter 11 dealings with Vendors, Banks, Customers, and the US Bankruptcy Court.

5/1987 – 5/1989 Millipore Corporation Bedford, MA
Financial Analyst

Maintain the one year rolling Budget/Forecast.

Prepare and consolidate all divisional B/S and P/L detail.

Developed Weekly Sales and Orders Reports corporate wide.

5/1985 – 5/1987 Xerox Corporation
Boston, MA
Financial Analyst

Performed functional analysis for the Regional Office including sales, expenses, gross margin and new customers.

EDUCATION: 5/1985 Bentley College
Waltham, MA

Master's Degree in Business Administration

5/1982 University of Massachusetts
Amherst, MA

Bachelor's Degree

SKILLS:	Skill Name	Skill Level	Last Used
	Experience		
	Excell/Word	Intermediate	Currently Use
	8 years		

Great Plains	Intermediate	3 years ago
4 years		
QuickBooks	Intermediate	3 years ago
4 years		

REFERENCES: **Available upon request.**

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: iLEAD Kauai- Alaka'i O Kaua'i
2. Contact information:
Name: Minna Freeman
Phone: 808 346 6158
E-mail: minnafreeman@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? My teaching experience and training in Environmental Project/Place/Problem Based Education will be a valuable asset to the governing of the proposed iLead Kauai, which is a Project Based School. The increasing population of Kauai, especially in the targeted east side area, desperately needs alternative education options to serve the needs of the community. Serving on the governing board of the proposed charter school will allow me to put my experience, passions, and dedication to education into action to serve the needs of our islands children and families.
6. What is your understanding of the appropriate role of a public charter school governing board member? As a public charter school governing board member it will be my role to advise and conduct charter school business in accordance to all laws and by

laws with the utmost ethical responsibility of keeping student's best interests in mind and following the schools charter, mission, and vision.

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. My experiences as a teacher in both traditional and alternative education settings, as well as trainings and teaching experience in Environmental Project/Place/Problem Based Education will be a valuable voice in the creation and continuing governance of the proposed charter school. My 6+ years experience teaching within Washington State Public and outdoor schools, and within Hawaii DOE public schools and trainings have led to a deep understanding of the EES evaluation System, the Charlotte Danielson Framework, Common Core State Standards, research based instructional strategies, backwards curriculum design, and assessment will all serve to assist in the creation and continued governance of the proposed charter school, as these are all vital components to any school. I am strong voice for education and an advocate for authentic learning for our children. I am dedicated to hard work and strong communities in order to build new educational models that best serve the education needs of Kauai.
8. Describe the specific knowledge and experience that you would bring to the governing board. I have a deep understanding and working knowledge on research based methods of teaching, learning, and assessment. Specifically, in Environmental Project/Place/Problem Based Education that puts the learner and the learning process at the center of the learning. As our proposed iLead Kauai charter school uses project based teaching and learning, it is vital to have a governing board member who is well versed in these methods.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs? iLead Kauai believes children learn best through project based curriculum: integrating arts, cooperative collaboration, high level problem solving, teamwork, service learning, and inspiring innovation to prepare students for leadership in being college and career ready. Children are highly engaged and active in 'doing' the learning, with individualized learning plans for each student, and high level of student responsibility.
2. What is your understanding of the school's proposed academic plan? Project based learning is used to teach students strategies, skills, and meta-cognition in order to become high-level problem solvers. Content is arts integrated to increase emotional connection and a deeper understanding of content for students. Collaboration, innovation, problem solving, and creativity are fostered and encouraged in order to best prepare students for the unknown

challenges that will confront them upon graduation. iLead Kauai starts with the youngest in Kindergarten and increases the rigor, complexity, and responsibility of each learner as they grow. Individual learning Plans are developed for each student to ensure that the individual learning needs of each student are addressed and assessed.

3. What do you believe to be the characteristics of a successful school? Collaboration and transparent communication between students, staff, faculty, administration, parents, and community members are vital for the success of a school. Successful schools honor and allow for educator collaboration and voice in curriculum development, data collection, data analysis, and school wide problem solving. Successful schools believe in the power of their teachers and students. Successful schools are true to their founding mission and vision and work as a team to ensure that the educational, social, physical, and emotional needs of all students remain the focus and priority of the school community. Successful schools teach to the whole child, to each learning style and ability: and inspire a lifelong love of learning that transfers to long term learning success, and effectively, college and career readiness.
4. How will you know that the school is succeeding or is not succeeding in its mission? By observing the learning that happens within the learning community of the school, by reviewing student work, learning portfolios, and other demonstrations of learning, data analysis and review, and by authentic assessment of and by students, faculty, and administration.

Governance

1. Describe the role that the governing board will play in the school's operation. The governing board will be responsible for establishing policies and goals for the school director and school administration; as well as the active governance of the school's academic, fiscal, legal, and ethical success. The board will have the power to make and execute contracts as needed to support the goals and policies of the school, as well as review, assess, and analyze data as needed in all areas of school governance. Board will remain in collaboration with school director, parents, teachers, students, and community stakeholders on all relevant matters.
2. How will you know if the school is successful at the end of the first year of operation? School governing board will self-assess, review data, and make evaluations in line with the school's academic and fiscal plans. Governing board will evaluate to ensure that charter school remains in line with their intended mission and vision in all aspects of school operation.
3. How will you know at the end of five years if the school is successful? School governing board will review data and make evaluations in line with the school's strategic plans. Governing board will evaluate academic data, evaluations, demonstrations of student learning, and fiscal budgets to ensure that charter school remains in line with their intended mission and vision in all aspects of school operation.

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 meet monthly to ensure school operation is in line with mission and strategic plan. Board should review academic performance in the form of data analysis, student presentations of learning, teacher evaluations and self-assessments, as well as classroom visits and observations. School board meets regularly to support director in relevant matters of running the school, evaluates School Director, hears and votes on community issues, reviews and approves budget, oversees facilities decisions, and annually reviews school performance.
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? Our Governing Board will be held to the highest standards of ethical conduct and sign on the understanding of such, as well as avoiding any conflict of interest. Any breaches of unethical conduct or conflicts of interest will be investigated fairly and thoroughly. In the case of suspected unethical activity, the issue should be brought to the other board members for collaboration and review as needed and followed through with due diligence. Board trainings on conduct and ethics should be provided regularly, so as all Board member share a common understanding as to avoid unethical actions or conflict of interest. I will hold myself and my fellow board members to the highest standards and continually strive for excellence for the success of ILead Alaka'i O Kauai.

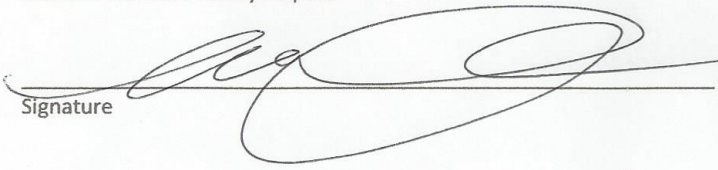
Disclosures

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, Minna Freeman, 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.

 2/15/2015

Signature Date

Teacher/Board Member Resume

Minna Freeman

808 346 6158
5864 Lokelani Rd. Unit A
Kapa'a, HI 96746
minnafreeman@gmail.com

Professional Experience

Hawaii DOE: Koloa Elementary	2012-Current
General education: Kindergarten Jr. Kindergarten 5 th grade	
My Growing Place Preschool, Kilauea	2012
Coordinator and teacher of Summer Sprouts program.	
Bainbridge Island School District, Washington	2011-2012
Certified substitute teacher for the district	
Taught all subjects in elementary, middle, and high school: in the mainstream, alternative and mixed age schools.	

Tutor and Nanny: 2011- 2012

Provided private tutor and nanny services to three girls aged 10, 13, and 16. All with emotional, behavioral, and learning challenges due to ADD, ADHD, and Bi-polar disorder. I enforced structure, routine, self-confidence building, direct nature experiences, and emotional intelligence work in addition to academic tutoring. I also changed the girls' diet to include more whole foods and removed foods from the home containing ingredients that negatively affect moods and behavior. The girls made significant progress in healthy lifestyle choices and self-management.

IslandWood:	2009-2012
www.islandwood.org	

Environmental Educator

I taught programs on art, sustainable gardening, environmental and community stewardship, ethnobotany, ecosystems, watersheds, science, social studies, leadership, teamwork, and community building to a variety of ages. I worked with elementary, middle, and high school students; as well as adults during corporate workshops, weddings, and community events.

Suquamish Elementary, North Kitsap School District via Antioch University

Spring and summer 2011 Suquamish, Port Madison Indian Reservation, Kitsap County, WA, USA
As student teacher I taught in a fifth grade class of 31 students on a local indigenous reservation. I also continued on at this school for three weeks during summer school as a full time volunteer. The class and school consisted of students from a wide variety of learning styles and abilities, and a diversity of cultural and economic backgrounds. Located on the Port Madison Indian reservation, I incorporated local cultural and environmental teachings into the public school environment.

Islandwood: Environmental Education Graduate Student Instructor

Graduate student and student teacher

August 2009- June 2010

As an Island Wood instructor I was responsible for field groups of up to 12 students, ranging from 3rd to 8th grade. The Islandwood campus is composed of 255 acres of undeveloped forest and wetlands, which served as an outdoor classroom. I have worked with students of greatly varying learning abilities and from a wide range of ethnically and socio-economically diverse backgrounds. During four-day teaching weeks I was responsible for the following:

- * Developing and implementing my own relevant lessons, integrating art, natural and cultural history, science, social studies, current events, stewardship, community and team building
- * Teaching ecosystem and watershed curriculum in line with Washington State standards
- * Integrating technology into my teaching; I-pods, cameras, computers, high power microscopes
- * Maintaining emotional and physical safety of students at all times
- * Facilitating community building and teamwork with in the field group
- * Operating and facilitating field groups on a low ropes teams' course
- * Leading field groups safely up a canopy tower
- * Remaining flexible and taking advantage of teachable moments
- * Pushing students just past their comfort zones to promote learning, growth, and meaningful hands on experiences

I was also a liaison to one local public, Suquamish Elementary in North Kitsap, and one private school, Swan School in Port Townsend. As liaison my duties include:

- *Preparing schools for their Islandwood visit by teaching in class lessons, leading activities, and presenting relevant information to students, parents, and teachers
- *Post Islandwood follow up includes teaching lessons, leading activities, and promoting and supporting schools to participate in service learning projects
- * Opening each field day with a friendship circle; leading songs, maintaining noise level, keeping attention, and sharing important information for up to 180 children and adults

As a graduate student I worked and studied in a cohort of 29 students, often spending up to 60 hours a week together. Working and learning in such intensive conditions prepared me for a future of working within and building close knit learning communities.

CERTIFICATION

State of Hawaii Teaching License: current

Masters of Education: Elementary Ed

Washington State k-8 Teaching Certificate

Certificate of Education, Environment, and Community

Bachelor of Art: Anthropology

EDUCATION

Antioch Seattle

2010-2011

Washington State teaching certificate: Elementary Education

June 2011

Masters in Education

September 2011

University of Washington

2009-2010

School of Education

Graduate studies: Curriculum and Instruction

All classes taken at Islandwood, accredited through University of Washington.

Awarded graduate certificate in Education, Environment, and Community June 2010

University of Washington 2004

Bachelor of Arts and Sciences; Anthropology

A focus in Environmental Anthropology: examining the relationships between cultures and their environments, and the traditional environmental knowledge of those cultures.

University of Turku 2001

Baltic Seas Regions Studies Program

Seattle Central Community College 2000

Associate of Arts

PROJECTS

Masters Project: “Turning the class inside out and bringing the outside in: Integrating direct nature experiences into the classroom, for a healthy and sustainable future”

IslandWood Teaching Portfolio <https://sites.google.com/site/minnafreeman/>

PROFESIONAL DEVELOPMENT

Hawaii DOE Summer Institute: Common Core Journeys, July 2014

AVID training, July 2014

Gail Elkins Instructional Strategies for Excellence in Teaching: Participated in three years of trainings, lesson planning analysis, instructional coaching, teaching observations, feedback, and refinement. August 2012- present.

Phyllis Kunimura Empathy Resolution Process: Workshop and implementation of empathy resolution process in the class

Olympic Park Institute: Attended a weekend workshop on science integration for public school teachers with a focus on ecosystems and watershed curriculum. October 2010.

National Technology in Education Conference: Attended several seminars and workshops on integrating and using technology in the classroom. February 2010.

REFERENCES

- 1) Instructional coach and curriculum coordinator at Koloa Elementary: Joy Abreu 1 808 651 9885
- 2) Current grade level co-worker, Koloa Elementary: Kelly Dame 808 268 4029
- 3) Past grade level teaching partner at Koloa Elementary: Sandra Naihe 1 808 652 4484
- 4) Co-worker at Koloa Elementary: Crystal Parry 808 651 5291
- 4) Mentor Teacher at Suquamish Elementary: Misty Hernandez mhernandez@nkschools.org, 1 360-394-6932
- 5) Principal while student teaching in Suquamish Elementary: Jon Torgerson jtorgerson@nkschools.org 1 360-394-6900
- 6) Antioch Supervisor: Darlene York dyork@antioch.edu 1 206-802-8373
- 7) Antioch Advisor: Sara Hagenah shagenah@antioch.edu 1 206-595-8140

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: iLEAD Kauai - Alaka'i O Kaua'i Charter School
2. Contact information:
Name: Joseph Keli'i O Kamalu Figaroa
Phone: 808-212-7135
E-mail: JosephKFigaroa@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 I have served on other non-profit boards.
5. Why do you wish to serve on the governing board of the proposed charter school? To express my passion in providing quality education to the children of Kauai in a new and innovative environment which encourages the educational, mental and creative growth of each individual.
6. What is your understanding of the appropriate role of a public charter school governing board member? The Governing board is responsible for the following:
Organizations Vision
Management Structure
Implementation of Policy

Financial stability
Academic standards

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.

County of Kauai

Public Access, Open Space & Natural Resources Preservation Fund Commission

Chairman

2012- Present

Kauai voters in December 2002 approved an amendment to the County Charter that established the "PUBLIC ACCESS, OPEN SPACE AND NATURAL RESOURCES PRESERVATION FUND" and stipulated that each year a minimum of one half of one percent (0.5%) of the County's certified real property taxes would be deposited into the fund.

Ordinance 812, created in December 2003, as the charter amendment directed, the County Council enacted to establish procedures for the administration and priorities for the expenditure of the fund. The ordinance also established a nine-member advisory commission, the "Public Access, Open Space, and Natural Resources Preservation Fund Commission," and attached it administratively to the Planning Department.

The charter amendment further specified that the fund would be used to acquire lands or property entitlements for the following purposes:

- Outdoor recreation and education, including access to beaches and mountains; and
- Preserving of cultural and historic sites; and
- Protecting habitats or ecosystems; and
- Preserving forests, beaches, coastal areas, and agricultural lands; and
- Protecting watershed lands; and
- Conserving land to reduce erosion and runoff; and
- Improving access to public land and open space; and
- Acquiring access to public land and open space; and
- Conserving land for open space and scenic values.

Board Responsibilities:

Attend regular scheduled meetings

Maintain and implement charter regulations

Create and implement a public input process

Educate public about the purpose of the commission

Communicate with Administration and County Council on priority projects

Kauai Veterans Memorial Hospital Charitable Foundation

Board Member

2012 – Present

The Kauai Veterans Memorial Hospital Charitable Foundation, Inc. (the Foundation) exists to benefit the Kauai Veterans Memorial Hospital (KVMH), a medical facility located at Waimea, Kauai, Hawaii. The Foundation provides assistance to KVMH, its programs, facilities, staff and patients, by purchasing equipment, constructing or renovating facilities, assisting in educational and outreach programs, assisting in research, and aiding in all other programs or activities which support KVMH. The Foundation carries out

the foregoing by providing an IRC approved 501(c)(3) organization and funding mechanism through which the community at large may donate money and assets for the support of KVMH. The Foundation seeks monetary and other donations through private, corporate and other foundation philanthropy and manages these assets, and oversees respective disbursement of the same for the benefit of KVMH.

Board Responsibilities:

Attend regular scheduled meetings
Prioritize the funding needs of the hospital
Solicit corporate and private funding sources
Raise community awareness of the Foundation
Communicate with executive staff of the hospital to ensure the vision is maintained

Kauai Concert Association

Board Member
2013 – Present

The Kauai Concert Association (KCA) began in 1974 with a mission to bring world-class music to Kauai. The organization started with two or three concerts per year and currently presents between three and ten concerts per season for the enjoyment and edification of Kauai residents and visitors.

8. Describe the specific knowledge and experience that you would bring to the governing board. I would like to contribute my experience in Business development, Finances and Public Relations to become a valuable asset to the organization. These experiences will allow the governing board to become diverse in reaching it's financial and academic goals. I also bring considerable experience of working with non-profit organization for fund-raising, which will be extremely important for the new charter school.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs? The mission of iLead Kauai is to provide students of various backgrounds a nurturing environment which enables each individual to become effective and innovative leaders within their communities.
2. What is your understanding of the school's proposed academic plan?
I do not have enough information on the proposed academic plan.
3. What do you believe to be the characteristics of a successful school? A strong communication structure, A strong relationship between Governing Board Staff members and Parents, Academic standards must meet or exceed state standards, Realistic financial management practices, Community Support
4. How will you know that the school is succeeding or is not succeeding in its mission? Parent Interviews, School programs, Student evaluations, Test Scores

Governance

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

Student achievement should be the heart and center of a governing school board.
Student achievement includes student learning, and it also includes achieving a safe, orderly school environment that is conducive to learning, and achieving equality of opportunity and of outcome for all students. A governing school board accomplishes their work by focusing on leadership, relationship and stewardship.

Leadership

The school board is responsible for shaping the future of education in the community. This requires leadership and planning. Planning includes establishing a compelling vision, mission, and statement of principles to guide school system policy and operations. Strategic planning is an essential tool of board governance.

Stewardship

Overseeing the operation of the school system. School boards govern by defining the desired results for student learning. They establish policies that enable staff to use their professional knowledge and expertise to achieve the desired results. They also set monitoring systems to measure progress toward achieving results and to ensure financial oversight.

Relationship

Building relationships with parents, the community, other governance bodies, and other agencies that serve children and youth. Communication and listening to stakeholders and partners are important to the effective operation of the school system. Developing a successful and productive relationship with the director of education is an essential tool as well.

2. How will you know if the school is successful at the end of the first year of operation?
At the end of the first year a successful school should have a Home, Student enrollment, Secured Staff members, Standard educational programs, Financial budgeting secured, Parent and Community Support, and an Active Board.
3. How will you know at the end of five years if the school is successful?
Increased student enrollment, All Staff positions filled, Standard educational programs, Financial budgeting secured, Increase in financial support, Increase in community support, an Active Board
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
Reference previous answers
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 initiate corrective measures according to bylaws

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 I have a sister who works as a teacher aide at St. Catherine's Preschool.
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.

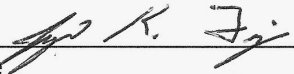
☒ Does not apply to me, my spouse or family ☐ Yes

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, Joseph Figueroa, 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 

March 02, 2015
Date

Board Member Resume

Executive Profile:

Joseph Keli'i O Kamalu Figaroa

4-1516 Kuhio Highway Kapaa, Hawaii 96746 (808) 212-7135
JosephKFigaroa@gmail.com

Passionate executive who is dedicated to the success of the organization. Accomplishing desired goals through creative solutions and strategic partnerships within the sectors of Government, Business, and Community.

Professional Experience:

Hotel Coral Reef -General Manager

Penncro Associates -Account Executive

The Figaroa Collection - Proprietor

Skill Highlights:

- Small business development
- Project management
- Leadership/communication skills
- Product development
- Business operations organization
- Client account management
- Budgeting expertise
- Fundraising
- Negotiations expert
- Employee relations
- Self-motivated
- Market research and analysis

- Customer-oriented

Education:

Kapaa, HI 96746 - July 2013 to Current Hilo, Hawaii Honolulu, Hawaii

University of Southern California - Business Development - San Pablo, California Kapaa High School – Kapaa, HI 96746

Community Service

2013 – Present - Kauai Concert Association - Board

Member 2012- Present - County of Kauai - Public Access, Open Space & Natural Resources

Preservation Fund Commission - Chairman 2012 – Present - Kauai Veterans Memorial Hospital Charitable Foundationb - Board Member

United States of America - Army – Honorable Discharge

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: I lead Kauai
2. Contact information:
Name: Jenni Batalucco
Phone: (858)414-0096
E-mail: jbataluc@yahoo.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 believe that this school is a much needed option for the students of Kauai. I believe that the experience I have working with children, as well as my personal experience on a PTA board can provide I Lead with useful information as they move forward with developing their Charter school.
6. What is your understanding of the appropriate role of a public charter school governing board member? My understanding is that this will be a collaborative effort, put forth by members of the community, who all have the common belief that this school will strongly support the community on Kauai. The purpose of the board is to get this school up and running from the ground up. I plan to work with a team in order to come up with the best ways to begin and develop this 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. My recent experience as a member of the Koloa Elementary School Vice President will help me to be a contributing member of this board. Through this role, I have actively helped fundraise for our school, most recently helping to organize and facilitate a successful Pancake Breakfast Fundraiser raising over \$6000 for our school. I have also recently begun 5 after school clubs at our school. I strongly believed that children should have a safe place to try new activities after school. In doing this, I collaborated with others within the community, developed new relationships, and created a Money Matters, Music, and Athletic After school club. I feel that these experiences have benefited me greatly, and I would love to take that knowledge to help support Ilead.

8. Describe the specific knowledge and experience that you would bring to the governing board. I am a licensed Marriage and Family Therapist in CA and have had a lot of experience with with children and their families. I feel this has helped me to develop skills such as working well with people, conflict resolution, and an understanding of what might work and what might not work with families and their children. I feel like my experience as a PTA member has taught me fundraising skills, communication skills, management skills and helped further my ability to work with other people.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs? This school is going to educate children in a way that allows children to really embrace learning. The main focus is to be project based, allowing different modalities of teaching.
2. What is your understanding of the school's proposed academic plan? The school must still align itself with the DOE education standards, but the Charter School is allowed to teach via different mechanisms, allowing for students to be taught in the way best for each individual.
3. What do you believe to be the characteristics of a successful school? I believe a school needs to be helping to prepare our children for their future by teaching them leadership skills, by building their confidence and by helping them to be their very best. I think it is important to have involved teachers, staff and parents.
4. How will you know that the school is succeeding or is not succeeding in its mission? I would look to the students to determine much of its success. If students are thriving, learning and excited to come to school, this will be a great measure of the school's success. I think that their ability to continue to do well on the state tests will also show that different teaching modalities can still be very successful in teaching the state standards.

Governance

1. Describe the role that the governing board will play in the school's operation. The governing board will work together to develop the rules, bylaws of the new school, determine how to best utilize finances, and help determine how the school will operate.
2. How will you know if the school is successful at the end of the first year of operation? Data will be collected to determine if the school has met its financial goals, academic goals. Student performance will need to be measured to ensure that students are meeting the standards set forth by the school. It will

also be important to include information regarding how the families and students feel with regards to this new school. It will be important to collect data with regards to how students and families feel about the success of the school.

3. How will you know at the end of five years if the school is successful? In 5 years if this school is successful I would expect to see a thriving campus where students, teachers and families are excited to be there. Children being excited to learn, and learning through doing, will show the school and community that there are different ways of teaching that can be successful. Test scores, that show that the way in which these students are being taught is working, will also show that the school is successful.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful? It will be important for the governing board to involve the local community in making this school successful. We have an amazing community of people who want the best for their island, and bringing people in to help make the school flourish will be very important. I also think the governing board will also need to spend time creating their vision for the future of the school. This will help all members of the board to work together towards their common goal.
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 want to address the issue with those individuals. If I continued to feel they were acting unethically, I would bring this issue to the head of the board or to the other board members.

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 I am a part of the family that may be involved in leasing the property in which the school may be located.
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, _____Jenni Batalucco_____, 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.

Jenni Batalucco
 Signature

2/19/2015
 Date

Board Member Resume

Jenni Batalucco, MFT

858-414-0096 ♦ jbatluc@yahoo.com

PROFESSIONAL PROFILE

- Highly motivated, compassionate, and dedicated professional.
- Excellent organizational and communication skills.
- Accustomed to working with multidisciplinary teams and health professionals.
- Skilled at communicating and developing relationships with others.
- Experience working with children, adolescents and their families with a variety of issues including anger management, impulsivity, oppositional and defiant behaviors, depression, anxiety, school difficulties and low self esteem
- Passionate about creating a better environment for children within their schools

PROFESSIONAL EXPERIENCE

Mental Health Clinician

Hale Kipa – Kauai, HI, December 2013 – January 2015

- Provided intensive in-home individual and family therapy to children ages 5-18
- Conducted assessments, established diagnoses, and established therapeutic goals for clients
- Collaborated with school staff, such as teachers, counselors and psychologists to determine best ways to work with clients and their families

Licensed Mental Health Clinician

PsyCare – San Diego, November 2005 to January 2006

- Provided individual, family and couples therapy
- Conducted assessments, diagnoses and established therapeutic goals for clients
- Collaborated with outside sources such as schools, doctors as to how to best work with clients
- Completed thorough paperwork for a variety of insurance companies

Program Therapist

Therapeutic Services, Inc., September 2001 through February 2005

- Provided individual and family therapy
- Provided diagnoses, assessments and established therapeutic goals for students from diverse cultural backgrounds
- Provided support on school campuses for students elementary aged through high school
- Collaborated with teachers, counselors, school staff and outside agencies
- Developed and maintained case documentation in accordance with government policies
- Provided support for teachers in developing strategies for positive, proactive classroom management
- Provided crisis counseling for a high school that had experienced numerous suicides in a short time
- Provided on-call crisis interventions

Volunteer Experience

Koloa Elementary School PTA

Vice President, August 2014 – present

- Co-led annual fundraiser for Koloa Elementary School raising over \$6000
- Developed, organized and worked with community partners to successfully implement 5 after school Programs at Koloa Elementary School
- Created new relationships within the community, that can partner with school to help better The lives of students and their families at Koloa School

Bookkeeper/Assistant

Koloa Plantation Days, 2014

Education

Master of Arts in Marriage and Family Therapy

University of San Diego, San Diego, CA 2000

Bachelor of Arts in Psychology

University of Maine, Orono, ME 1998

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: [iLEAD Kaua'i- Alaka'i O Kaua'i](#)
2. Contact information:
Name: [Deena Fontana Moraes](#)
Phone: (661) 916-5641
E-mail: deena.moraes@ileadschools.org
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: Attachment O: Director's Resume.
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 proposed school director, I am interested to serve on the governing board in order to keep the day-to-day operations of the school connected with the strategic planning of the school governing board. I will recuse myself in all contexts that deal with evaluation of my efforts as School Director.](#)
6. What is your understanding of the appropriate role of a public charter school governing board member? [The governing board's role is to act as a unit, represent the community, establish vision and](#)

strategic planning for the school, establish policies to support the school mission of the Institution, evaluate the school director, and monitor school performance.

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. *As a part of my administration residency, I attended and observed all board meetings at the iLEAD Lancaster Charter School.*
8. Describe the specific knowledge and experience that you would bring to the governing board. *As mentioned above, my role will be to bring the ongoing information that involves the day-to-day operations of the school to the governing board meetings. I have also been involved in board trainings and have taken applicable coursework.*

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs? *Mission: iLEAD Kauai prepares learners to thrive as creative, conscientious leaders who achieve individual potential while contributing to their world. Our project-based constructivist method, offered in a safe and nurturing environment, cultivates deeper understanding and innovative thinking. With roots in the islands and wings for the world, our learners are free to think and inspired to lead. / Vision: iLEAD Kauai students will thrive as creative, confident global citizens demonstrating respect and social justice practices, while impacting the greater good of society. They will ask questions, collaborate and communicate effectively to learn from and reflect on the past while contributing to the present. It would not surprise us if the next world leader, significant artist, or technologically minded designer with the mission to end world hunger, will have attended one of our iLEAD Schools. Rooted in the cultural perspective of Hawaii, with deep respect for all people, the care of our 'aina, and collaborative problem-solving skills, the world will be their platform for making a difference. Individually they will be empowered; collectively they will shape and mold the endless possibilities for the future.*
2. What is your understanding of the school's proposed academic plan? *iLEAD Kauai is a project-based learning school that focuses on cultivating 21st century skills that generate social emotional learning. iLEAD uses Singapore Math and Daily Five to cultivate Math and Language Arts skills.*
3. What do you believe to be the characteristics of a successful school? *A successful school shows student learning results, and a positive school-wide culture that is demonstrated through low student referrals and discipline needs. In addition, all stakeholder will demonstrate satisfaction with the school on a variety of different areas of accountability. There will be economic sustainability as evidenced in healthy waiting lists and successful ongoing fund development.*
4. How will you know that the school is succeeding or is not succeeding in its mission? *When the above conditions are evidenced at our school, the school is successful in succeeding at its mission. When they are not evidenced the school is not yet successful and needs to assess their actions and results.*

Governance

1. Describe the role that the governing board will play in the school's operation. *The governing board will set the goals that the school director will carry out. The board will then evaluate the School Director's efforts in carrying out these goals.*
2. How will you know if the school is successful at the end of the first year of operation? *The school*

will be successful if they are meeting the academic goals as evidenced by Strive HI, enrollment goals aligned with the enrollment projection sheets, and operational goals outlined in the charter.

3. How will you know at the end of five years if the school is successful? In five years, we will know that the school is successful if we are growing in alignment with our projections and sustaining growth with academic, organizational and economic success.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful? To ensure success, the governing board will need to constantly evaluate and monitor strategic goals in the above referenced areas. The board will also need to be proactive in fundraising and community building efforts.
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 bring this issue to the attention of the rest of the board as soon as possible and move forward with corrective actions as aligned with board bylaws.

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 As iLEAD Kauai founder, I have been a key member involved with board recruitment.
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 As iLEAD Kauai founder, I have been a key member involved with potential school employee recruitment.
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 As iLEAD Kauai founder, I have been involved in facilities negotiations with potential entities.
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 served in an administration residency capacity at iLEAD Schools for the last year. I have had contact with most employees, officers, owners, directors, or agents of that provider.
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, I have served in an administration residency capacity as an employee of iLEAD Schools for the last year.

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 I have been responsible for contracting iLEAD Schools educational services for our school.
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 currently employed by iLEAD Lancaster School.
9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
☒ None ☐ Yes However, if my involvement on the board presents any conflict of interest, I will be willing to remove myself from the board.

Certification

I, Deena Fontana Morales, 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

3/13/15
Date

Attachment Y: Governing Board's Code of Ethics and Conflict of Interest Policy

The Governing Board's Code of Ethics and Conflict of Interest Policy are expected to be reviewed and adopted by the Board when they convene. The following template is provided as an outline and guide for board consideration.

Code of Ethics

As a governing board member, I am responsible to:

1. devote time, thought, and study to the duties and responsibilities of a charter school board member so that I may render effective and creditable service;
2. work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debates of points of issue;
3. base my personal decision upon all available facts in each situation; vote my honest conviction in every case, therefore, to abide by and uphold the final majority decision to the board;
4. conduct the business affairs of the charter school in good faith and with honesty, integrity, due diligence, appropriate confidentiality, and reasonable competence.
5. resist every temptation and outside pressure to use my position as a charter school board member to benefit myself or any other individual or agency apart from the total interest of the charter school; including accepting gifts directly or indirectly.
6. recognize that it is as important for the board to understand and evaluate the educational program of the charter school as it is to plan for the business of school operation;
7. bear in mind under all circumstances that the primary function of the board is to abide by the Charter contract and policies by which the charter school is to be administered;
8. welcome and encourage active cooperation by citizens, organizations, and the media of communication with respect to establishing policy on current school operations and proposed future developments;
9. remember at all times that as an individual I have no legal authority outside the meetings of the board, and to conduct my relationships with the charter school staff, the local citizenry, and all media of the community on the basis of this fact;
10. finally, strive step by step toward ideal conditions for the most effective charter school board service to my community, in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and the perpetuation of our representative democracy.

CONFLICTS OF INTEREST

Adoption

The Board of Directors of Charter School (“Board”) hereby adopts this Conflict of Interest Code (the “Code”), which shall apply to all governing board members, candidates for members of the board and all other designated employees of the Charter School.

Designated Employees and Common Directors

“Designated Employees” are those directors, officers and/or employees of Charter School with significant powers delegated to them by the Board, who have a direct or indirect material financial interest in a contract or transaction presented for authorization, approval or ratification to the Board, or a committee thereof.

“Common Directors” are those Directors that sit on the Board of Directors and the board of directors of another corporation with which Charter School is considering entering a contract or transaction.

“Interested Directors” are those Board members, or their family members, compensated by the School for services rendered to it within the previous 12 months, whether as a full--- or part---time employee, independent contractor or otherwise, excluding any reasonable compensation paid to a director as director.

Designated Employee Disclosure

Any Designated Employee shall make a good faith, full disclosure of the material facts relating to the transaction and that person’s material financial interest in the transaction prior to the acceptance of the potential contract or transaction. The disclosure must be reflected in the minutes of the meeting of the Board of Directors or a Committee thereof. Such disclosure shall include any known material facts concerning the transaction and the designated employee’s interest in the transaction.

Designated Employee Transactions/Contracts

Board Vote

Once the Board has knowledge of the material facts as disclosed by the Designated Employee, the Board may authorize the contract or transaction in good faith by a majority vote sufficient for that purpose, without counting the votes of the Designated Employee(s). (The Designated Employees may be counted in determining whether a quorum is present.)

The following must be confirmed in the affirmative prior to the Board’s acceptance of a contract or transaction with a Designated Employee:

- That the transaction is entered into for the benefit of the Charter School;

- That the transaction was fair and reasonable for the Charter School at the time it enters into the transaction;
- That after reasonable investigation under the circumstances, the Board determines, in good faith, that the Charter School could not have obtained a more advantageous arrangement with reasonable effort. Documentation of the results of the investigation shall be retained either in the Board minutes and/or in the school's financial files.

Committee Vote

A Committee may approve a transaction or contract involving a Designated Employee if, in addition to findings listed above for a Board Vote, it was not reasonably practicable to obtain full Board approval prior to entering into the transaction or contract. Additionally, the full Board must ratify the transaction or contract at its next board meeting by a majority vote of the Directors then in office without counting the vote of the Designated Employee(s).

Common Director Disclosure

Any Common Director shall make a good faith disclosure regarding that Director's other directorship prior to the acceptance or ratification of the potential contract or transaction involving the Director's other directorship. The disclosure must be reflected in the minutes of the meeting of the Board of Directors or a Committee thereof. Such disclosure shall include the material facts as to the transaction and as to such director's other directorship.

Common Director Transactions/Contracts

Board Vote

Once the Board has knowledge of the material facts as disclosed by the Common Director, the Board may authorize the contract or transaction in good faith by a majority vote sufficient for that purpose, without counting the votes of the Common Director.

No contract or transaction is void or voidable because the Common Director participated in the Board meeting if the required disclosure is made and vote is satisfied; or alternatively, if there is a finding that the contract or transaction was just and reasonable at the time it was authorized.

Committee Vote

A Committee may approve a transaction or contract involving a Common Director by following the procedures listed for the Board above.

Disclosure Statement

At the commencement of an individual's term with the Charter School and at the beginning of each fiscal year, each board member and officer shall complete a Conflict of Interest Disclosure Statement, in the form of the document attached hereto, for review by the Board.

Interested Director

Interested Directors: Not more than 1/3 of the persons serving on the Board of the Charter School may be Interested Directors.

Non---Application of Policy

This policy does not preclude a Director from serving the Charter School in any other capacity, such as an officer, agent, employee, independent contractor, or otherwise, and receiving compensation for those services, so long as the employment is disclosed and the employment or other financial relationship is approved by the Board, without the interested Director participating in the vote.

This policy does not apply to transactions that are part of a public or charitable program of the Charter School if the Charter School approves the transaction in good faith and without unjustified favoritism and results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the public or charitable program.

Conflict of Interest Disclosure Statement

This Conflict of Interest Disclosure Statement is intended to help the charter school's officers and members of the Board of Directors ensure that they are not compromising their ability to act in the charter school's best interest by placing themselves in a position of an actual or potential conflict of interest. Please initial following Item A or Item B, whichever is appropriate, and provide a detailed explanation if you answered Item B (attach additional sheets if necessary). Please review the Conflicts of Interest Policy when completing these items.

Item A: I am not aware of any relationship or interest or situation involving myself or my immediate family or any entity with which I am affiliated that might result in a conflict of interest between me and the charter school.

Initial Here: _____

Item B: There may be relationships or interests or situations involving myself or my immediate family or any entity with which I am affiliated that either currently or is likely to result in a conflict of interest between me and the charter school.

Initial Here: _____

Immediate family is an individual's brother, sister, ancestor, descendant, spouse, brother---in---law, sister---in---law, son---in---law, daughter---in---law, mother---in---law, or father---in---law.

Item C: I am a board member, a committee member, an officer or an employee of the following organization(s) which may present a real or potential conflict:

I have read and understand the charter school's conflicts of interest policy and agree to be bound by it. I will promptly inform the Board of Directors of any material change that develops in the information contained in the foregoing statement.

Typed/Printed Name

Signature

Date

Paul Zina

4608 Puuwai Road

Kalaheo HI. 96741

808-635-5544

PaulZina@hawaii.rr.com

Professional Profile

Eager to bring public school students into the twenty-first century using a unique combination of education experience coupled with seventeen years' education background on the island of Kauai.

- € € € € Hold Hawaii Public School Administrators Certificate, Bachelors Degree in Secondary English Education.

- € € € € Experienced in use of the internet and many forms of educational software.

- € € € € Dedicated to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of knowledge in children.

Qualifications and Certifications

Public School Administrator Certificate Hawaii Department of Education, 2006 **Bachelor of Education**
Secondary English/Teacher Licensed University of Hawaii, HI. 1997

Phi Theta Kappa International Honor Society **Sigma Phi Epsilon National Fraternity** **Kauai Lodge**
Free and Accepted Masons

Work Experience

Administrated full school operations with financial and academic planning at:

1. Ele`ele Elementary School (336 Students K-5, Principal) 2014-present
2. Wilcox Elementary School (900 students pre-K to gr.5 Vice Principal, Acting Principal) 2010-2014
3. Kauai High School (1200 students gr.9-12 Vice Principal) 2007-2010
4. King Kaumualii Elementary School (550 students pre-K to 5 Vice Principal) 2006-2007

English Teacher /School wide Curriculum Coordinator / WASC Self-study Coordinator (Waimea High School gr.9-12) 1998-2000, 2003-2006

English Teacher / Department Chair / Team Leader (Chiefess Kamakahelei Middle School gr.8) *2000-2003

Student Teacher English / Special Education Math Teacher (Kapaa Middle School gr.7) *1997-1998

Dick Mosher

Attorney, Arbitrator, Mediator at Anderson Kill
7 Waterfront Plaza
500 Ala Moana Street, Suite 400
Honolulu, HI 96813
mosher@andersonkill.com
T: (972) 728-8753, F: 805 – 288-1301
Hawaiian Islands
Legal Services

Current: Anderson Kill, Hawaii State Judiciary Court Annexed
Arbitration Program, Hawaii Court of Appeals AMP

Previous: Hawaii State Bar Association, Law Department Consortium,
Northwestern University

Education: Northwestern University School of Law

Attorney, Arbitrator and Mediator

Anderson Kill

July 2012 – Present (2 years 9 months) Honolulu, Hawaii-Dallas, Texas

Attorney and Mediator in Honolulu and Dallas with practice specializing in mediation, commercial law and litigation, insurance recovery-policyholder disputes, captive insurance, labor and employment, and international law

Arbitrator

Hawaii State Judiciary Court Annexed Arbitration Program

August 2014 – Present (8 months) Honolulu, Hawaii

Non-Binding arbitration of tort cases with a probable jury verdict of \$150,000 or less

Mediator

Hawaii Court of Appeals AMP

January 2015 – Present (3 months) Honolulu, Hawaii

Mediation of cases selected from the Hawaii Intermediate Court of Appeals Docket

Co-Chair ADR Section

Hawaii State Bar Association

January 2015 – Present (3 months)

Vice-Chair Business Law Section

Hawaii State Bar Association

January 2014 – Present (1 year 3 months)

Vice-Chair, International Law Section

Hawaii State Bar Association

January 2015 – Present (3 months) Honolulu, Hawaii

ADR Committee Lead Chair

CLM Alliance

August 2014 – Present (8 months) NY

Chairman, Nomination Committee

RIMS Hawaii Chapter

April 2013 – Present (2 years) Honolulu

Review candidates for officer positions

Audit Committee

CLM Alliance

May 2013 – Present (1 year 11 months) NY

Audit issues

Faculty and CLO panel moderator

SW Law Institute, Plano, TX

2010 – Present (5 years) Plano, Texas

General Counsel Moderator

Member

National Association of Corporate Directors

December 2010 – Present (4 years 4 months)

Member of Association

Chairman, Insurance Section

Hawaii State Bar Association

January 2013 – December 2014 (2 years) Honolulu, Hawaii

Manage Section

Advisory Board

Law Department Consortium

January 2008 – November 2014 (6 years 11 months)

Efficient management of litigation to meet company values and goals

Secretary-BOD DFW Alumni

Northwestern University

November 2011 – June 2012 (8 months)

Alumni activities in the DFW area

VP-BOD

Northwestern Kellogg Alum DFW

November 2011 – June 2012 (8 months) Dallas/Fort Worth Area

Alumni activities in the DFW area President - BOD ACC-DFW

ACC, Dallas

November 2008 – June 2012 (3 years 8 months)

President and Board of Directors, ACC DFW, TX

(Open) 2 recommendations



-

PJ Putnam

Serial Entrepreneur/Operations/General Counsel

As an attorney, Dick Mosher's skills are comparable to a mighty oak tree in the forest – its broad canopy is comparable to...[View](#)



-

Laura N. Williams JD | MBA

Contracts Counsel | Contracts Management

I am honored and privileged to have worked with Dick these past few years in connection with Chairing the national...[View](#)

Attorney

US Postal Service

2003 – June 2012 (9 years)

Employment and labor litigation

Faculty, DFW, TX

University of Phoenix

January 2002 – January 2011 (9 years 1 month)

Teach in graduate and undergraduate programs

Law Dept Mgt and Int'l Legal Affairs Committees

Association of Corporate Counsel

September 2009 – October 2010 (1 year 2 months)

Director

FirstLaw International, Sarl

2005 – 2009 (4 years)

International legal services with emphasis on cost effective work and rates[CLO](#)

Loctronix Corporation

2006 – 2008 (2 years)

Loctronix is a wireless GPS location services company located in Woodinville, WA. I also work for the U.S Government (Postal Service Law Department) on employment (EEOC) litigation and an Australian wealth management company as US Counsel.

(Open) 4 recommendations, including:



-

Derek Lisk

Attorney Mediator

I highly recommend Dick as a very exceptional attorney, mediator, or arbitrator. Dick's wealth of experience has enhanced...[View](#)



-

Riccardo Bianchini

Corporate Partner at Eversheds Bianchini

Dick is a long time friend and colleague with an unprecedented experience as in house counsel, having a wide international...[View](#)

[2 more recommendations](#)

Associate General Counsel

Maytag/Hoover

1996 – 2006 (10 years)

General corporate law with emphasis on international law, M&A, contracts and litigation.

Attorney

Maytag/Hoover/Ball

1990 – 2000 (10 years)

Attorney

Fujiyama, Duffy & Fujiyama

1973 – 1978 (5 years)

Litigation attorney

Summary

Over 40 years of global business and legal experience as an officer, director, attorney, consultant, lead negotiator and advisor for large, small, public, private, and start-up companies. Currently "of counsel" to the Anderson Kill law firm in Hawaii specializing in corporate, litigation, captive insurance, employment law, international business, insurance recovery, and mediation. Chairman of the Insurance Section of the Hawaii State Bar Association. Member of the Hawaii Lodging and Tourism Ass'n and Hawaii Captive Insurance Ass'n

Loctronix, Ball Corporation, Ball Aerospace, Maytag, Hoover, First Law International (Belgium), Absolute Business (Seattle), Special Assistant U.S. Attorney, Consultant to U.S. Postal Law Department on Employment and Labor Law; Body by Banks Fitness (Salt Lake), University of Phoenix (TX, WA, UT) MBA faculty at University Phoenix and Regis University, Director Tacoma, WA Entrepreneurial Network Association of Corporate Counsel (D.C.) chair of three national committees, advisor to global companies and law firms on cross-cultural communications, keynote speaker at international conferences on 4 continents.

Specialties: insurance recovery, manufacturing, aerospace, high-tech, communications, government, education, mergers and acquisitions, international law and communications, wireless gsa, consulting, intellectual property protection and licensing

Steven M. Martin-Oldfield
2895 A Kamookoa Road
Kilauea, HI 96754
808 652-1759

Professional Profile

The owner and Broker of Kauai Pacific Real Estate on the Island of Kauai, Hawaii, brings many opportunities for management and growth as a professional as well as for an individual. Upon relocating to Kauai in 1998 a new career was started in the real estate business and within two years I became one of the owners, and eventually the sole owner, of what is now Kauai Pacific Real Estate.

With a rich background in business management, both national and international sales experience, and developing strong interpersonal and business relationships has provided me the opportunity to learn to succeed in a very competitive business.

Work History

1970 – 1975 Mt. Nebo School District, Springville UT. Secondary teacher. Taught English, Theatre and Television Arts. Department Head.

1975 – 1977 CBS Television, Las Vegas, NV. Director and Producer. At the time the youngest producer in the history of CBS.

1977 - 1984 Briarton Financial Services, Pleasanton, CA. Self employed Business Consultant. Provided Political and Business consulting services.

1984 – 1998 Harris Research, Inc., Sacramento CA / Logan, UT.
Executive Vice President of Sales and International Development. Rated each year as the Best Franchise in America, The Top Ten Fastest Growing Franchise in America, number one franchise in our category. Grew company from 56 franchises in five states to 5,600 franchises in 53 countries.

1998 – 2015 Owner and Broker of Kauai Pacific Real Estate, Kapa'a, HI. Specializing in real estate sales, long term property management and vacation rental management.

Educational Background

1962 – 1966 San Ramon Valley High School, Danville, CA

1966 - 1970 Bachelor of Arts, Brigham Young University, Provo, UT

1970 - 2015 Assorted Continuing Education Classes including class work for Master of Fine Arts, Certified Financial Planner, Series 7 License (stock broker), Hawaii Real Estate Brokers License.

Personal Information

Married father of seven children, twenty two grandchildren and two great grandchildren currently living in Kilauea, Hawaii.

Katherine Margaret Muzik, Ph.D.

kmuzik@gmail.com; 808 346-6167

Education:

1980 Ph.D. Biological Oceanography, RSMAS, Univ. of Miami, FL, USA (Hawaiian Octocorals)
1973 M.A. Zoology, Duke University, Durham, NC, USA (Fijian Octocorals)
1970 B.A. Zoology, University of Washington, Seattle, WA, USA
1965-67 Pomona College, Claremont, CA, USA

Employment:

2012-now Director, Kulu Wai, Kauai, HI, USA (Environmental Education and Research)
2007-2011 Scientific Consultant, Japan Underwater Films, Tokyo/Churaumi Aquarium, Okinawa
2005-2006 Owner/Operator of "Ola Lola" Garden Bar, Isabela, PR
1997-2006 Director, isla-bela Institute, Isabela, PR
1990-1996 Director, Muzik, Ink, Boston, MA USA
1988-1990 Osaka Aquarium Exhibit Writer, Lyons/Zaremba and C7, Boston, MA, USA
1983-1986 Presidential Scholar, Suntory Ltd., Japan
1981-1983 Visiting Scholar, Suntory Institute for Bioorganic Research, Japan
1982 Marine Biology Instructor, Univ of MD (Far East Div, Okinawa)
1980 Project Director, Earthwatch, Reef Surveys, Bermuda
Postdoctoral Instructor, Harvard University, MA, USA
1976-1978 Predoctoral Fellow, NMNH, Smithsonian Institution, Washington, DC, USA
1975-1976 Bar Manager, Rosenstiel School of Marine & Atmospheric Sciences, U of Miami, USA
1974-1976 Field Assistant, Upjohn Research Fellowship, U of Miami, USA
1974 Research Assistant, NSF, Antarctica
1967-1968 English Teacher, BRIAM, Madrid, Spain

Academic Affiliations:

2014 –now Research Associate in Marine Biology, National Tropical Botanical Garden, HI, USA
2012- now Associate in Natural Sciences, Bishop Museum, Honolulu, HI, USA
1993-1999 Research Associate, Bishop Museum, Honolulu, HI, USA
1983-1986 Marine Scholar, Tokai University, Japan
1986-1988 Environmental Biologist, Okinawa University, Japan
1979-1992 Associate, Museum of Comparative Zoology, Harvard University, MA, USA
1979-1988 Research Associate, Smithsonian Institution, Washington, D.C., USA

Publications:

Over 100 articles on corals and coral reefs for academic journals in the US and Japan, essays on marine conservation for popular magazines and newspapers in the US, Japan, Puerto Rico and Europe, and 5 children's books about the sea, in English, Japanese, Spanish and Chinese. (New species of Octocorallia named from Fiji, the Caribbean [Barbados], Hawai'i, New Zealand, Japan)

Presentations:

Scientific Seminars and Public Lectures at International Symposia, Universities, Museums, Aquariums, Schools, Clubs, Libraries, etc., in Japan, USA, Europe, the Caribbean and Pacific

Field Experience:

Antarctica, Antigua, Australia, Bahamas, Bali, Barbados, Belize, Bermuda, Canada, Chuuk (Truk), Costa Rica, Cozumel, Dominican Republic, Fiji, Grenada, Hawaii, Isla Guadalupe, Jamaica, Japan, Kenya, Mexico, New Caledonia, Nova Scotia, Okinawa, Panama, the Philippines, Puerto Rico, St Croix, Tahiti, Thailand, The Bonins, USA (California, Florida Keys, Massachusetts, North Carolina, Washington State), Western Samoa

Cora Jane Balsom

2090 Hanalima St.
CC 201
Lihue, HI 96766

Ph: (808)246-2047
(808) 634-9375
ruliterate@me.com

Education:

2007 CSU Bakersfield Administrative Certificate
2005 CSU Bakersfield, Masters Degree in Curriculum & Instruction
1982 CSU, Sacramento Teaching Credential: Ryan (clear) Single Subject-English
California, Renewable expires 2-1-17
1981 California State University, Sacramento Bachelor of Arts degree
Theatre Arts-Writing & Directing
1971 California State University, Fresno
Bachelor of Arts degree- Public Relations and Advertising, Department of Journalism

Certification:

CBEST (CA Credential Test) taken and passed in 1993
CLAD added to credential in 1995 (Cross Cultural Language)

Specialized Training:

2001 Certification as LANGUAGE! National Trainer
2000 LANGUAGE! Trainer of Trainers-Kern High School District
2000 Literacy Coach Training
Lindamood-Bell Clinic Workshops
1998 Phoneme Sequencing Program
Visualizing and Verbalizing for Reading Comprehension
Seeing Stars-Symbol Imagery for Reading and Spelling

Professional Experience

2012- Author and Director, Production, FULLFILLMENT, Calvary Chapel Kauai
2012- Author and Directory of hour-long Christmas production, GOD'S PACIFIC
PLAN, Calvary Chapel Kauai
2013- Author and Director of hour-long Easter production, Calvary Chapel Kauai
2012-Kauai Community College, Adjunct Teacher IS 103 'On Course'
2000-2011-Literacy Consultant, The Literacy Continuum
LANGUAGE! National Trainer— Reading, Writing, Thinking, Speaking, Listening
Sopris West/Cambium Learning
Victorville, Porterville, Firebaugh, McFarland, Lost Hills, Pittsburg, San Lorenzo,
Bakersfield, Pico Rivera, Los Angeles, CA; Mililani Town, Oahu; Tucson, AZ;
Jonesboro, Georgia; Buffalo, NY; Philadelphia, PA; Providence, RI.

2000-2002 Adjunct Instructor- California State University at Bakersfield, EDAD 427
 Reading Across the Curriculum (for students in the credential program)

2000-2005 Kern High School District--Literacy Coordinator for 14 comprehensive
 high schools and two continuation schools, K.H.S.D. 5801 Sundale Ave., Bakersfield,
 CA. 93309

2000-2003 Liberty High School, Kern High School District,
 English 9 General—Language Arts and Intervention
 English 9F, English 10F, Drama 1 & Drama 2

1994-1999 Teacher of English, Shafter High School, Kern High School District
 Creating and teaching a reading program based on phonemic awareness.
 ESL/Writing, English 11 College Prep, Tech Prep (Applied Communications), English
 9 College Prep, English 9 General, English 10 General, English 11/12, Drama
 Writing curriculum for the Tech Prep (Applied Communications) course, preparing
 ESL students to take the district English Proficiency writing exam, member of
 BLEND team (coordinating curriculum between English 9 and Social Studies),
 teaching and creating a course of study for drama at Shafter High. In 1998 I created
 and taught an in-service for our teachers on using the internet.

1993-94 Santa Fe Christian School, English Department Chairperson/ Teacher
 Subjects: 12th grade English, Drama, Journalism. Activities include: Directing and
 Producing CRITIC'S CHOICE (1993) and Shakespeare's TWELFTH NIGHT (1994)
 SFC 838 Academy Drive, Solana Beach California 92075
 Ph (619) 755-8900, Headmaster--Jeff Woodcock

1991-1993: North Coast Calvary Chapel-Ed Smith (former Pastor) & Mark Foreman
 Public Relations & Advertising, desktop design, scriptwriting
 Familiar with PageMaker and Quark Express, creating press releases, brochures,
 and newspaper ads for special events. I also directed plays and wrote skits. In
 1992 I produced a weekly one hour public access television program titled "Open
 Heart"

9/88-6/91: Teacher--Journalism & English
 Santa Fe Christian School-Solana Beach
 Journalism, responsible for producing the school newspaper on Macintosh
 computers, and taught 10th grade English, 7th grade English and reading.

12/88-6/91: Assistant Drama Director-North Coast Presbyterian Church. In charge
 of Critter's Club (for children) productions, Teacher for adult Drama Workshops,
 and script-writing.

9/84-10/87: Teacher- Center Unified School District, Center Junior High Subjects:
 Journalism, Reading, Literature, Drama (Drama Coach, Yearbook & Newspaper
 advisor), North Highland, CA. Tom Wright, Principal
 Responsibilities included: Teaching reading by use of Corrective Reading Method,
 producing, writing and directing a Christmas and Spring play; producing a bi-
 weekly newspaper; creating and photographing a 52 page hard-back yearbook
 (WARRIOR EXPRESS).

CJHS 3243 Center Court Lane, Antelope, CA 95843

10/82-12/83: Home Teacher Elk Grove School District

Duties included tutoring home-bound (accident victims, severe allergy etc.) students in all of their subject areas including: English, Law, Art, Spanish, Driver's Education, Home Ec, Science and Math., Elk Grove, Calif.

Professional Organizations:

California Reading Association CRA, Vice president Secondary Council 2003-2004

National Council of Teachers of English NCTE

International Dyslexia Association

Theatre Experience

1999- Liberty High School, Director "Anne of Green Gables"

1997: Director for RUNAWAYS by Jay Christopher, Shafter High School

1994: Director for 12TH NIGHT by William Shakespeare at Santa Fe Christian School

1992: Director for TWO BY TWO by Martin Charnin with music by Richard Rodgers
Spotlight Theatre, Encinitas, CA

North Coast Presbyterian Church

1989: Script Writer & Director-musical production, **Critter's Club Clean-up**

1988: (Oct.): Director: Critter's Club-**School Daze**

Center Junior High School

1985: Christmas Reader's Theatre

1986: A SMALL WAR by

1986: Stranded Christmas

Capitol Community Theatre

1985 Director **1940's Radio Hour** by Walton Jones

1984: " **Two by Two** by Richard Rodgers & Martin Charnin

6/82: Director **CURIOUS SAVAGE**

1983: " **SNOOPY** by Charles Schultz (video tape available)

Sacramento Community Opera Theatre

May 1981: Director of premiere production of James Adair's opera THE

VACATIONIST (5/81) Director one-act opera BOSTON BAKED BEANS (8-82)

Director JUMPING FROG OF CALAVARAS COUNTY -Video tape available

Sacramento Opera Association

Prop Director for the 1985-1986 Season

Productions include Lucia di Lammermoor, Die Fliedermaus, Carmen

General Director, Marianne Oakes

Various Theatre Positions

1982-1985 Vice President, Board of Directors- Capitol Community Theatre

1983- Director and founder of the New Director's Series for **C.C.T.**

References:

anne@SpectrumEducationalConsulting.com

Anne Whitney, Ed.D. CCC-SLP

Rocky Mountain Branch-International Dyslexia Association

www.dyslexia-rmbida.org/

Penelope Walters Swenson, Ph.D.

Associate Professor, School of Education

California State University, Bakersfield

661 664-3030

Teresa Arvizu

McFarland Unified School District

District Reading First/ ELD/ Special Projects Coordinator

Office: (661) 792-3081

Attachment AA- Complaints Procedures

It is the policy of iLEAD Kauai (the “School”) to maintain a positive and productive working and educational environment where the charter school is compliant with all applicable federal and state laws and regulations.

The school values the concerns of our parents, staff, students and community. Complaints will be respected and honored and there will be no negative consequences or retaliation for filing a complaint. Every attempt will be made to resolve complaints informally and at the lowest level possible.

In the instances when that is not possible, a formal process is in place as outlined by the State of Hawaii Board of Education, Hawaii Administrative Rules, Title 8, Department of Education, Subtitle 2, Chapter 41, Civil Rights Policy and Complaint Procedure.

Step 1: Informal Resolution

Employees that have complaints against other employees or supervisors that do not involve complaints of discrimination, harassment, or violations of law, are encouraged to first address the issue with the person directly using conflict resolution skills without the intervention of a supervisor or other school administrator. If you are unable to directly resolve the complaint with the other party, you may file a written complaint to the School Director.

Step 2: Filing a Written Formal Complaint

If the complaint was not resolved informally, you have the right to submit a formal written complaint to the School Director. If the complaint is against the School Director, the written complaint should go to the Board of Directors. A formal written complaint must include the name of the employee; procedure of practice involved; a brief but specific summary of the complaint; and a description of any prior attempt to resolve the complaint informally.

Step 3: Site Conference

The School Director shall confer with the parties involved within five (5) working days of receipt of the written complaint. The School Director will conduct a prompt investigation and take appropriate corrective action where warranted. Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter. The School Director shall provide a written response to all parties involved within five (5) working days of the conference with those involved.

Step 4: Governing Board

If the complainant is still not satisfied that the concern has been taken care of by the site administrator, then the written complaint is given to the Governing Board of the school. If the parties mutually agree, the complainant and the Governing Board may resolve the matter through mediation or informally before a written complaint is filed. This could include a requested hearing before the Governing Board in an Executive Session. If mediation fails to resolve the matter, or the parties do not agree to mediate the matter, the formal complaint

proceeds with the Governing Board addressing the written complaint within 60 days to complete the investigation and provide a written decision. The written decision shall contain the following: 1) findings of fact based on the evidence gathered; 2) conclusions of law; 3) disposition of the complainant; 4) the disposition of the complaint; and 5) the corrective actions, if any are warranted.

The Charter School Commission has stated on their website: “As long as the charter school has provided a fair, timely, and transparent process for resolving complaints and has adhered to its policies and procedures and the requirements of the Charter Contract, the Commission will not review the decision of the Governing Board except under exceptional circumstances. If a complaint is not resolved to both parties’ satisfaction, the Commission urges disputants to consider mediation”.

If there is a Complaint against State Ethics Code: fraudulent or unethical behavior by a school, then such a concern can be reported to the Hawaii Department of Education’s Fraud and Ethics Hotline at (855) 233-8085. Complaints can be submitted directly to the Commission by using the Charter School Compliant Form along with explaining the complaint in detail and providing all supporting documentation.

Attachment BB- Leadership Evaluation Tool

PROPOSED

**iLEAD Kauai will make adjustments to this document if deemed non-compliant with BOE Policy 2055 and related provisions of any Master Collective Bargaining Agreements,*

Management Evaluation: The Board of Directors will be responsible for evaluating the School Director. Each year the Board will work with the School Director to set annual goals that will include student performance, financial soundness, School Culture, and student retention. The Board will appoint an ad hoc committee to review the School Director's performance against these goals at the end of each school year included in this committee will be representation from iLEAD Schools Development. This committee will report to the full board and recommend the School Director's employment status and compensation for the next year. Should the School Director fail to meet established goals, the Board may enact an improvement plan, though this does not preclude the Board's ability to terminate the School Director at any time. The tool below is used in conjunction with regular supervision conferences held with iLEAD Schools Development Leadership Coaches.

Name: _____ Date: _____

This year we will be creating Leadership Notebooks—just like our learners! The notebooks will include the following sections: Myself (your mission statement, pictures, facts about you), My Goals (This is for your own ILP---individual learning plan form that is included in this packet), My Learning (This section is for your reflections and reflection forms that are done at the end of the year), My Contributions (documentation of how you have contributed to your school this year) and My Celebrations (what you are most proud of, notes/cards, memorable events).

Given the focus areas below, create 1 goal for each area. The goal should be about how YOU will grow as a professional in the focus area—it is not a goal for your students. This form will be the “My Goals” section of your Leadership Notebook.

Your Leadership Notebook should include documentation to show growth toward each

goal. Your portfolio may be a binder, power point, slideshow, movie or any type of medium that would demonstrate growth toward your goal. Be creative!

Each staff member will be presenting their Notebook and student work at the Staff Showcase of Learning.

We will have periodic individual check--in meetings to discuss the progress you have made toward your goals and portfolio completion.

Please come to these meetings with your goals and be prepared to discuss the progress you have made toward your goals.

Leadership ILP GOAL FORM

Your accountability partner is: _____

Focus Area: School Culture- Shared Vision

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

Focus Area: Financial Soundness

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

Focus Area: Student Achievement (use assessment data results to set this goal)

Goal (from x to y by when): _____

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

iLEAD employees year 1-3: Individualized Focus Area: (Developed with Administration)
Do not fill out before your initial meeting

Focus_area: _____

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

iLEAD employees year 4+: WIG (Wildly Important Goal)

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

Form B: Growth Reflection

To be completed by the Facilitator and turned in by May 9, 2017.

Name: _____ Grade: _____

1. What were your major educational accomplishments this school year?
2. What did you contribute to the school beyond your regular duties this year?
3. In what ways have you grown professionally this year?
4. What are your personal improvement goals?

Please assess yourself in each area:

Circle one for each statement.

1= needs improvement 2= some progress 3 = meets goals 4 = exceeds goals

1. Provided leadership to the school	1	2	3	4
--------------------------------------	---	---	---	---

Comment: _____

2. Project Based Learning	1	2	3	4
---------------------------	---	---	---	---

Comment: _____

3. Development of performance based assessments	1	2	3	4
---	---	---	---	---

Comment: _____

4. Providing service learning opportunities	1	2	3	4
---	---	---	---	---

Comment: _____

5. Implementation of 7 Habits/IB Profile	1	2	3	4
--	---	---	---	---

Comment: _____

6. Implementation of goals set at beginning of year	1	2	3	4
---	---	---	---	---

Comment: _____

7. Facilitating 21 st century skills	1	2	3	4
---	---	---	---	---

Comment: _____

8. Social/Emotional Education	1	2	3	4
-------------------------------	---	---	---	---

Comment: _____

9. Communication with families	1	2	3	4
--------------------------------	---	---	---	---

Comment: _____

10. Team collaboration	1	2	3	4
------------------------	---	---	---	---

Comment: _____

11. Professional development	1	2	3	4
------------------------------	---	---	---	---

Comment: _____

Please list PD Activities beyond iLEAD:

Form C: Evaluation of Performance
To be completed prior to June 30, 2017.

Name of Evaluatee: _____ Grade: Date: _____

COMMENDATIONS:

(Description of those aspects for the individual's job performance which contribute to his/her effectiveness)

NEEDS IMPROVEMENT:

(Description of those aspects of the individual's job performance in which improvement would contribute most to increased effectiveness)

SPECIFIC ACTIONS TO IMPROVE PERFORMANCE:

(Identification of specific actions which should be taken to improve performance)

PROGRESS TOWARD VISION OF SCHOOL:

I have reviewed and discussed this appraisal with my evaluator:

Name: _____	_____
(please print)	(please print)
_____	_____
(please sign)	(please sign)
_____	_____
Date	Date

The evaluation system shall have two major components, each of which counts towards 50 percent of the evaluation rating:

- Principal Leadership Practice: The measurement of principal leadership practice shall be based upon the updated Profile of an Effective School Leader that is adapted from ISLLC 2008 Education Leadership Policy Standards.
- Principal Performance: The measurement of principal performance will be based on school-wide academic learning and growth as well as at least one additional outcome indicator (Specific School wide Measures #1 and #2).

9

Attachment CC- Teacher Evaluation Tool

PROPOSED

** iLEAD Kauai will make adjustments to this document if deemed non-compliant with BOE Policy 2055 and related provisions of any Master Collective Bargaining Agreements.*

Name: _____ Date: _____

This year we will be creating Leadership Notebooks—just like our learners! The notebooks will include the following sections: Myself (your mission statement, classroom mission statement, pictures, facts about you), My Goals (This is for your own ILP-individual learning plan form that is included in this packet), My Learning (This section is for your reflections and reflection forms that are done at the end of the year), My Contributions (documentation of how you have contributed to your school this year) and My Celebrations (what you are most proud of, notes/cards, memorable events).

Given the focus areas below, create 1 goal for each area. The goal should be about how YOU will grow as a professional in the focus area—it is not a goal for your students. This form will be the “My Goals” section of your Leadership Notebook.

Your Leadership Notebook should include documentation to show growth toward each goal. Your portfolio may be a binder, power point, slideshow, movie or any type of medium that would demonstrate growth toward your goal. Be creative!

Each staff member will be presenting their Notebook and student work at the Staff Showcase of Learning.

We will have periodic individual check-in meetings to discuss the progress you have made toward your goals and portfolio completion.

Please come to these meetings with your goals and be prepared to discuss the progress you have made toward your goals.

Your accountability partner is: _____

Focus Area: Academic (Project Based Learning/Deeper Learning)

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

**Focus Area: Leadership Goal (Demonstrating Leadership/Leadership Roles:
How will you grow as a leader?)**

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

Focus Area: Student Learning Objective (use student assessment data results to set this goal)

Goal (from x to y by when): _____

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

*** Demonstrated success will be achieved when at least 75% of students meet or exceed each individual goal.**

iLEAD employees year 1-3: Individualized Focus Area: (Developed with Administration) Do not fill out before your initial meeting

Focus area: _____

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

iLEAD employees year 4+: WIG (Wildly Important Goal)

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

Formula for Evaluation

- **50% Teacher Practice-** Measurements may include classroom observations, stakeholder surveys, and evidence of reflective practice as evidenced in Leadership Notebooks.
- **50% Student Learning-** Measurements of students' academic learning and growth must consist of multiple measures to include statewide assessment and other relevant student learning objectives as evidenced in Teacher Evaluation Tool as evidenced in goals.

iLEAD Kauai will implement an evaluation and support system that includes ratings of highly effective, effective, marginal, and unsatisfactory on each of these domains as determined collaboratively by the teacher and the School Director.



Employee Handbook 2016/2017

"With Roots in the Islands and Wings for the World"

**Draft 3/1/15- Subject to Change*

“The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual’s income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Ave., S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).

USDA is an equal opportunity provider and employer. ”

Mission:

iLEAD Kauai prepares learners to thrive as creative, conscientious leaders who achieve individual potential while contributing to their world. Our project-based constructivist method, offered in a safe and nurturing environment, cultivates deeper understanding and innovative thinking. With roots in the islands and wings for the world, our learners are free to think and inspired to lead.

Vision:

iLEAD Kauai students will thrive as creative, confident global citizens; demonstrating respect and social justice practices, while impacting the greater good of society. They will ask questions, collaborate and communicate effectively to learn from and reflect on the past while contributing to the present. Rooted in the cultural perspective of Hawaii, with deep respect for all people, the care of our 'aina, and collaborative problem-solving skills, the world will be their platform for making a difference. Individually they will be empowered; collectively they will shape and mold the endless possibilities for the future.

National Alliance for Public Charter Schools:

“Charter schools are independent public schools allowed freedom to be more innovative, while being held accountable for improved student achievement. They foster a partnership between parents, teachers and students to create an environment in which parents can be more involved, teachers are given the freedom to innovate and students are provided the structure they need to learn, with all three held accountable for improved student achievement.”

Who Are We

iLEAD Alaka'i O Kaua'i is a group of passionate Kauai educators, parents and community members who have partnered with iLEAD Schools, to provide an innovative K-8 proposed public charter school for the island of Kaua'i.

Who is iLEAD

iLEAD Schools Development is an Educational Service Provider who has created a dynamic approach to learning in the 21st Century. They are national leaders of project-based learning practices that organically incorporate technology and Social Emotional Learning as an integral part of the curriculum. iLEAD schools will provide a roadmap of Educational Services and support to ensure the success of our school.

Our Values Statement

We are a people of purpose, establishing a new paradigm for education. We are a caring culture that values community and the potential of each member in society to contribute to social justice practices while honoring the people and aina of our island. Our focus on developing empathy allows for respect and invites an engaging, positive, rich environment. We believe people are natural-born learners. We embrace stepping out of our comfort zone. And . . . We value joy, fun, choice, and voice, and celebrate that our differences contribute to our common humanity.

Academic Plan Overview

iLEAD Alaka'i O Kaua'i Charter School will follow a project-based learning curriculum that implements 21st Century Learning Skills and Social Emotional Learning. Our instructional theories and methods form the acronym for the name iLEAD (International learning, Leadership, Entrepreneurial Development, Arts, Design Thinking). Academic success will be assessed and monitored by students, teachers, an Academic Review Team (which would be comprised of teachers, curriculum coaches, administration, and school director: to create, assess, and monitor whole school progress on the academic plan) and the Governing Board.

Project-Based Learning

Project based learning is a key part of the heart of iLEAD, it is not just what we study but how students learn. Hawaii Common Core Standards for ELA and Math, and Hawaii or National standards for all other content; social studies, science, health, etc are used as the platform from which to build the integrated projects. Deep understandings and learning are acquired through interconnections of content, peer collaboration, research, innovation,

creation, and application of learning skills and strategies to real life problems and situations.

Project implementation begins with an entry event, also understood in academia as an anticipatory set, activating prior knowledge, or a hook. This can be done in a variety of ways but the idea is to get all learners excited about the project. Teaching the content can include, but is not limited to, learner self-directed research, workshops, mini-lessons, and whole class instruction. Rubrics are used with every project to assess and guide learners on both content and 21st century skills. Learners end their unit of strategy, skill, and content integrated study with a presentation of learning. In this presentation they have the opportunity to demonstrate what they have learned not only to their classmates and peers but the school, community members, parents, and other teachers.

iLEAD Acronym

International learning:

Students are faced with the challenge of learning in an increasingly interdependent world where knowledge is constantly developing and evolving. Beginning with the richness of Hawaiian culture and ecology, our learners will be grounded with a sense of belonging in the world. Our learners will extend this understanding to an exploration and appreciation for diverse cultures, in Hawaii, the mainland and abroad. Whenever possible, projects include connections to global awareness and real-life problems and situations. Students in all grades will participate in a world language proficiency-oriented program as we will offer languages such as Mandarin, Japanese, and Spanish (as well as Hawaiian) with the intent for our learners to leave our school with proficient to fluent language skills upon graduation.

Leadership:

Learning occurs best when the school culture and environment have a significant impact on learning. iLEAD schools follow The Leader in Me model by Stephen Covey as a guide to create a school culture with a positive learning environment aligned with shared values. The model emphasizes collaboration, character-building, and student achievement. We pair this work with the IB Learner profiles to create the social emotional skills necessary for fulfillment and success.

Entrepreneurial Development:

Entrepreneurship is an essential skill in the 21st-century job market. According to Forbes Magazine, entrepreneurial skills are identified as resiliency, focus, long-term vision and planning, ability to network, communication skills, and self-reliant proactivity (Forbes, 2013). These skills are required not only for future entrepreneurs; but also for higher education and the job market. At iLEAD Alaka'i O Kaua'i Charter School, our students will be exposed to educational experiences that will cultivate these skills. They will also gain training for financial management and be able to plan, strategize and manifest business proposals that will include social and community contributions.

Art:

Years of research show that active participation in the arts are closely linked to higher academic achievement, positive social and emotional development, civic engagement, and equitable opportunity for all learners. At Alaka'i O Kaua'i Charter School, the arts will be the cornerstone for learning. Our learners will experience a curriculum in which the process of art making will be woven into all subject areas and aligned with National Standards for the Arts. Students will innovate, create, and explore the world through the artistic experience of visual arts, dance, drama, and music. A student's individual artistic talent will be celebrated and developed. Alaka'i O Kaua'i Charter School will partner with local artist/entrepreneur, Lila Metzger to bring Kauai Underground Artists vision to plant seeds of creativity via visual art, dance, music and lyrics in the keiki of Kaua'i.

Design:

At Alaka'i O Kaua'i Charter School, students will learn through Design Thinking by participating in project-based learning (PBL) where they design projects/products to convey their learning. Students take charge of their own learning by actively designing, researching and developing in-depth study on a topic of interest. PBL equips students to solve complex problems that employ fundamental skills (reading, writing, and math) and workplace skills (teamwork, problem solving, research gathering, time management, information synthesizing, and utilizing high-tech tools). By using real world problems as a basis for teaching and learning, students are engaged in a high level of academic rigor because they are working on relevant and authentic matters. Success in PBL requires a strong foundation in social emotional learning and is explicitly and implicitly developed during project

work. At iLEAD Kauaʻi project-based learning will be coupled with place-based learning, which promotes education that is rooted in the unique history, environment, culture, economy, literature, and art of a particular place.

21st Century Skills

We are unsure of the world and job market that our learners will face when they graduate but we do know that certain skills are timeless. These are the ability to collaborate, think critically, problem-solve creatively and communicate clearly. At iLEAD Kauai we value 21st century learner centered instruction. The learners are able to apply these various components when working on a project. They collaborate with others, problem solve, and critically think about an issue. They understand how to direct their own work and make a question and idea spark and fly.

Social Emotional Learning

At iLEAD Kauai our focus is on cultivating the whole child. We highly value intellectual development and academic competence but we equally value Social Emotional Learning. We base our learning on the 7 habits of Highly Effective People and the IB Learner Profile.

The Seven Habits

Based on the work of Stephen R. Covey, The 7 Habits place an emphasis on improving personal attitudes and behavior to effectuate positive change in each person's life.

Habit 1 — Be Proactive

Habit 2 — Begin with the End in Mind

Habit 3 — Put First Things First

Habit 4 — Think Win-Win

Habit 5 — Seek First to Understand, Then to Be Understood

Habit 6 — Synergize

Habit 7 — Sharpen The Saw

Our Expected School-Wide Learning Results (ESLR)
are built on the IB Learner Profile:

I am PRINCIPLED

I am honest and fair. I treat other people in a way that I want them to treat me.

I am an INQUIRER

I am curious. I like to learn about new things. I love asking questions to find out more!

I am a COMMUNICATOR

I listen to the ideas of others. I express myself in a clear way so others can understand me.

I am CARING

I care about how other people feel. I help people when they need me.

I am KNOWLEDGEABLE

I am learning about myself and how to get along with others. I enjoy asking questions to learn about the world.

I am a RISK-TAKER

I am willing to make mistakes. I am confident and have the courage to try new things.

I am a THINKER

I think about my work and I think about how to do my best work. I solve problems and make good decisions.

I am REFLECTIVE

I think about things to make sure I am on the right track. If not, I change things to make the situation better.

I am BALANCED

I have many interests. I use my time wisely. I am learning to take good care of my body and my brain.

I am OPEN-MINDED

I listen to other people's thoughts and ideas. I like to try new things.

Individualized Learning Plans (ILPs)

Every child has an ILP. ILPs are used to empower learners be in charge of their own goal setting, learning, assessment, and progress. ILPs are leadership tools used to measure academic and social/emotional progress. The goals come from the child, parent, and teacher and are used to meet individual learner needs. ILPs do not need to be driven by state standards or grade level benchmarks. The goals set are usually broad as you can see on an attached form, and are easily monitored and assessed by all parties involved. The goals are given to the teacher, parent, and learner and reflected on throughout the year. Learners plan and write how they will work towards their goals, check in regularly with parents and teachers on their progress, and self-assess accordingly. Student learning is therefore self-directed and the process of goal setting, self-assessment, and reflection becomes an intrinsic skill of life-long learning.

Facilitators and Learners

At iLEAD our Teachers are called Facilitators and Students are called Learners. This is because the teacher takes on the role of facilitating a student's individual learning process. Learners engage with their world, peers, technology and resources in discovering new experiences and information.

Student Discipline Philosophy

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

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

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

When the student solves the problem, they have to think.

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

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

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

School-Wide Expectations

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

I will keep myself and others safe from harm

I am responsible for my behavior

We are each other's keepers

I take pride in myself and in my work

I will leave it better than I found it

These expectations will be explicitly taught, posted and referenced throughout the school year. They will be included in our family handbook and explained to parents at orientation. At the beginning and throughout the school year, these principles will be discussed with students for ongoing understanding and expected behaviors.

Classroom Management

Each teacher is fully responsible for the discipline in the classroom. The teacher will collaborate with students to develop classroom norms and a supportive classroom learning community. The classroom norms will be discussed explicitly with students as teachers are creating a community in their classroom. Teachers are responsible for making their classroom norms known to all staff, their students, volunteers and parents of their students. This is intended to promote partnership and to ensure uniformity in understanding, interpretation, and implementation.

Chapter 19

General Provisions

(<http://lilinode.k12.hi.us/PUBLIC/ADMINR1.NSF/85255a0a0010ae82852555340060479d/4996c004afd7cbaf0a25675f006efbd9?OpenDocument>)

§8-19-1 Philosophy (a) Hawaii has established and supports a statewide system of public education. The compulsory nature of school attendance ensures that a student shall have the opportunity for an education. In addition to the education provided during the regular school year, the department offers students the opportunity to receive additional instruction and educational services through a self-supporting summer school program on a voluntary attendance basis. The department is committed to:

(1) Provide the student with optimal learning conditions; (2) Select

appropriate teachers for the student's instruction; and (3) Other programs that will help the student to succeed.

In 1996, the Hawaii state department of education initiated a collaborative and systemic reform known as the Comprehensive Student Support System (CSSS), which provides a continuum of academic, social, emotional, and physical environmental supports and services to all students to facilitate their learning and their meeting of high educational standards. It is a CSSS community of caring and supportive relationships among students, teachers, families, and agencies working together that promote timely and appropriate services for all students. The goal of the school system is to provide a learning experience that allows all students to achieve the Vision of the Public School Graduate, 2005-2008 Department of Education Strategic Plan, State of Hawaii Department of Education, Office of Superintendent, June 2005, in safe, caring, nurturing, and orderly teaching and learning environments.

(b) It is the responsibility of every student to demonstrate respectful, responsible, safe, and ethical behaviors on department of education transportation, or during a department of education sponsored activity on or off school property. The department supports this through the establishment of a proactive systems approach to school-wide discipline. §8-19-2

(c) However, when a student's behavior violates established policies, rules, or regulations of the department, state or local laws, the department may take appropriate disciplinary action in accordance with this chapter. The purpose of school-administered discipline is to:

(1) Promote and maintain a safe and secure educational environment; (2) Teach and acknowledge proper behavior which is beneficial to the educational process

and self-development; (3) Deter students from acts which interfere with the purpose of education or which are

self-destructive, self-defeating or anti-social; and (4) Maintain proper student conduct to ensure that educational activities and

responsibilities remain uninterrupted.

(d) An educational worker conducting or participating in a school program,

activity, or function sponsored or approved by the department, or hired to engage in carrying out an educational function, has a reasonable expectation to be free of undue disruption and threat of disorder or acts of violence, or both, committed against them by students.

(e) In addition to the disciplinary action taken under this chapter, restitution for vandalism or for negligence shall be made in accordance with the provisions of this chapter. The purpose of restitution is to discourage acts of vandalism and negligence and to ensure recovery of the cost of public property damaged by acts of vandalism and negligence.

(f) On occasion, it is necessary for police officers to interview students or to take them into custody. This chapter is also intended to safeguard the rights and interests of students in attendance, to cooperate with police officers in the performance of their duties, to preserve the school milieu, and to delineate responsibilities of school personnel.

Reporting Child Abuse and/or Neglect

iLEAD Kauai complies with the Child Abuse Law, the Child Protective Act, and Domestic Abuse Protective Orders. To the extent permitted by these laws, iLEAD Kauai strives to balance the rights of students with the rights of parents, family members and legal guardians.

In compliance with the Child Abuse Law, iLEAD Kauai administrators, faculty and staff are required to report any suspected child abuse or neglect they believe has occurred or is at substantial risk of occurring to the Department of Human Services (DHS) or the police. Staff are required to treat all matters with confidentiality, only revealing information to those who have a genuine need to know about the specific matter.

Under the law, if a child is being investigated for possible abuse or neglect, the DHS or the police can interview the child without parental consent or presence. iLEAD Kauai may attempt to notify the parents before the agency or police interviews the child, but parental consent IS NOT REQUIRED. If, however, DHS or the police want to interview a child during an investigation concerning another child, parental consent IS REQUIRED before any interview can proceed. iLEAD Kauai verifies the identification and the legal documents granting a change in custody for anyone claiming to be a foster or permanent custodian, a Guardian Ad Litem, or a

representative of Child Protective Services or similar agency if these people seek information about a student or try to instruct staff in matters which conflict with the rights of the last-known legal guardian.

It is iLEAD Kauai's general policy to inform parents or legal guardians if their child is receiving special awards or recognition for academics, athletics, attendance, citizenship etc. However, if a child has been placed under foster custody, parents or legal guardians are only informed if such notification is approved by the agency with foster custody.

Employee Expectations

1. *In agreement with the Hawai'i Board of Education, Student Safety and Welfare Policy, iLEAD Kauai "shall provide a caring environment conducive to the physical, mental, social, and emotional well-being of students while they are participating in school activities. Attention shall be given to the personal safety of each student during these activities and such attention shall include instruction in safety practices and attitudes; proper maintenance of buildings, grounds, and equipment; establishment and enforcement of proper rules of conduct at each school including a no use, no possession, and no distribution of tobacco, alcohol and other non-prescription drugs; and provision of services to safeguard students from the deviant behavior of those who fail to conform to standards of conduct compatible with the best interests of all."*
2. *Under the the Hawai'i State Teacher Standards Board (HTSB), the core teaching standards include a focus on 21st century knowledge and skills; personalized learning for diverse learners; a collaborative professional culture; improved assessment literacy; and new leadership roles for teachers and administrators. Core teaching standards describe what teachers should know and be able to do in today's learning context to ensure students attain these learning goals, as well as encourage teachers to build literacy and thinking skills across the curriculum, and help students address multiple perspectives in exploring ideas and solving problems. The core teaching standards also address interdisciplinary themes (e.g., financial literacy, global awareness) and the teacher's ability to build on content that draws upon multiple disciplines.*
3. *iLEAD Kauai Charter School is committed to a tobacco, drug, and alcohol*

free campus to include all events and activities associated with our School. iLEAD Kauai encourages healthy food and drinks on campus at all times.

Work Hours

Facilitators will arrive to school at 7:40 and have a preparation period that shall consist of a continuous block of time not less than 45 minutes. Instructional hours are from 8:25-2:45 M-Th, 8:25-12:00 Fridays

Professional Development

Our School wide Retreat is held during the first few days at the beginning of each school year to promote lōkahi and cultural traditions of iLEAD, to allow our staff to make connections, and engage in activities that push them to step outside of their comfort zone in the same way that we ask our learners to do so. The retreat is followed by an additional five days of intensive Professional Development preparing our Facilitators to teach in our dynamic and innovative learning environment. Attendance at optional summer PD days are highly encouraged and paid at a stipend rate.

Additional PD Throughout the Year: Every Friday Afternoon students are dismissed at noon and facilitators gather to engage in professional development, Grade Level Collaboration or Professional Learning Communities.

*** In the event an employee does not attend a school-scheduled meeting, it is the responsibility of the employee to stay informed.*

Evaluation

The staff evaluation process has three main sections:

- 1) an Individualized Plan with goals in each of the three iLEAD Kauai curricular strands,*
- 2) self evaluation and administrative evaluation based on the position criteria taken from the job description, and*
- 3) an Action Plan for further growth*

We can constantly improve our projects, our assessments, and our instruction. There is much allotted time throughout the year to ensure teachers are receiving adequate training and preparation time. In the beginning of the year, teachers build their first project with guided help from a team that has been trained in many areas of project-based learning. This team is there to facilitate and answer any needed questions for teachers developing their project. As the year goes on time is allotted to teachers in other ways. A new form of feedback and project development being using by our school is called “Critical Friends”. This is a project protocol in which teachers are able to meet, collaborate, and give specific feedback to each other about project implementation and assessment. This is done at least once a month to keep constant improvement and development to the projects. Teachers are also allotted collaboration time to plan and work on projects as they feel it is needed.

Leave of Absence

- 1. All employees shall submit Leave Request Form to the School Director.*
- 2. Requests for Personal Leave and Vacation days (12 month employees only) should be submitted at least 5 days prior. All Sick Leave should be submitted as soon as possible.*
- 3. Faculty and staff are responsible to contact their school Director or SASA of their illness well before students are received for the day. The Leave Request Form should be submitted to the supervisor upon return.*
- 4. Approval of all leave requests of Personal Leave and Vacation days (12 month employees only) will be based on the availability of necessary coverage for the safety and welfare of the students.*
- 5. Lesson plan(s), student roster(s), substitute folder, and class key(s) will be made available for the substitute/administrative staff.*

Complaints Procedures

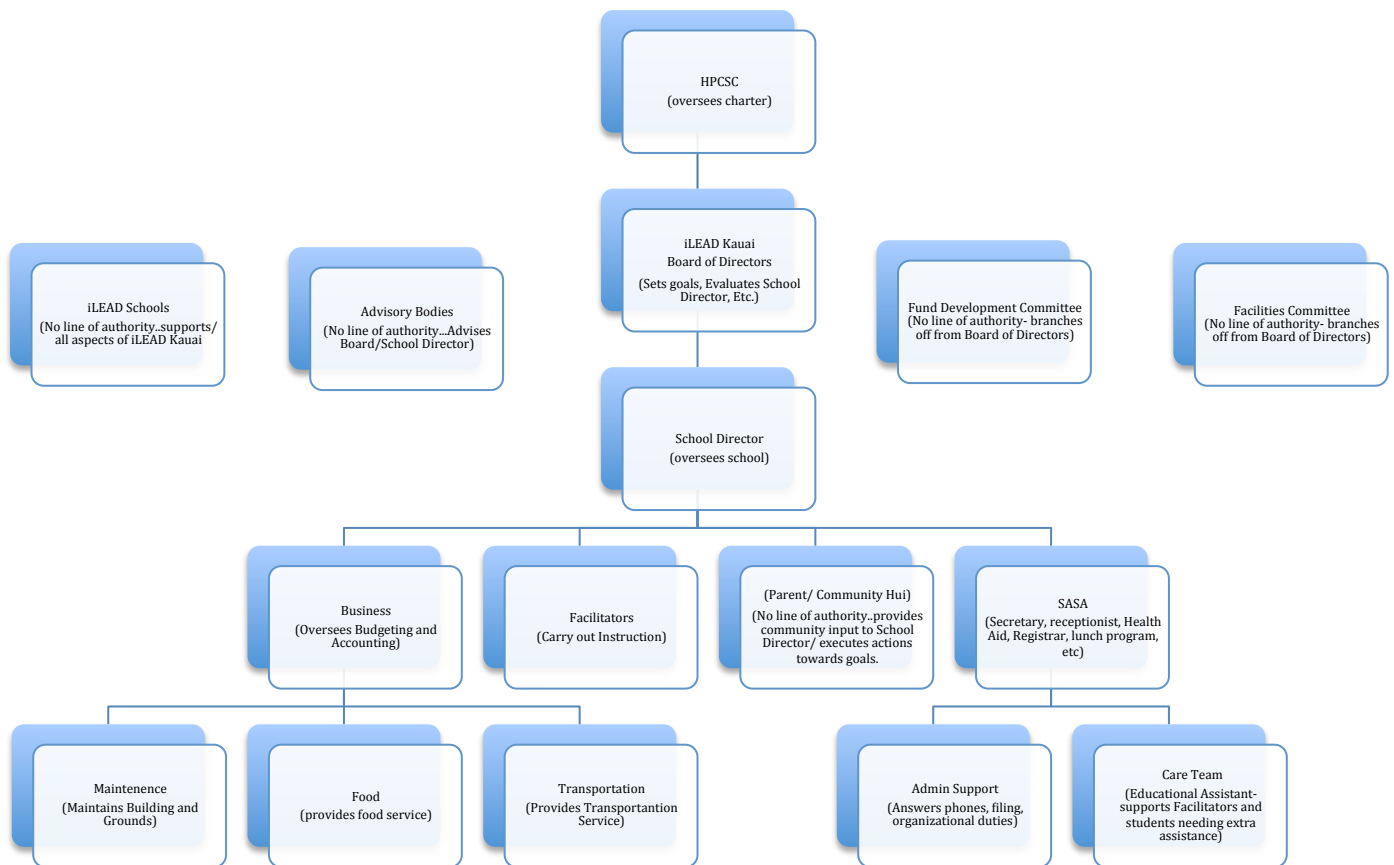
At iLEAD we foster collaboration amongst our learners, and also amongst our faculty, staff, families and any other community

stakeholders. As much as possible, we encourage our community to work together to find creative and peaceful solutions when challenges arise. However if this is not possible, the complainant can articulate their concerns to the School Director. If the complainant is not satisfied with the response to their grievance at the school level or the grievance is directed at the Director who has no superior within the school, then a complaint may be filed with the Board of Trustees. All formal complaints must be submitted to the Board in writing, which will be acknowledged by receipt of said complaint within five business days. The Chair of the Board will appoint a Grievance Committee comprised solely of board members to investigate the complaint and respond to the complainant in writing and report its findings to the Board at the next board meeting. The Grievance Committee will complete its work within 30 business days of the Board receiving the complaint. Should a parent or student have an objection to a governing board policy or decision, the complainant must demonstrate that he/she has tried to resolve the matter with the charter school's Governing Board or explain why this is not possible before ultimately bring his/ her complaint to the Charter Commission.

Final Remarks

We are excited to have you as a part of our founding team. You have been selected by multiple iLEAD Kauai Stakeholders, because you have demonstrated the passion, empathy, and grit that it takes to be a world changer. We are a collective ohana that will work together to bring this clear vision into a reality every single day with every single learner. Thank you for being a part of this personal and social transformation journey.

Organizational Chart- Year One



**iLEAD Kauai
Individual Learning Plan (ILP) Form**

Learner's Name: _____
Facilitator: _____

Date: _____
Grade: _____

Learner's strengths, and talents. (List at least 3)
Academic Goal #1
Area of Focus:
Plans to Achieve goal
Progress towards Goal
Academic Goal #2
Area of Focus:

Plans to Achieve goal
Progress towards Goal
Social Emotional Goal #1
Area of Focus: (circle 1) Open-mindedness, Risk-taking, Inquiry, Caring, Reflection, Communication, Knowledgeable, Thinking, Principled, and Balanced
Plans to Achieve goal
Progress towards Goal

Signature-Learner Date

Signature- Facilitator Date

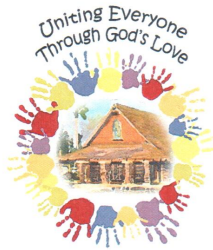
Signature-Parent/Guardian Date
Date

Signature-Parent/Guardian

Attachment EE- School-Specific Measures

As a school that is just forming, we would like to add school specific measures in the future when we have established stability in all areas of our academic and organizational plan.

Attachment FF- Memorandum of Understanding



ALL SAINTS' EPISCOPAL CHURCH AND PRESCHOOL

PO Box 248, 4-1065 Kuhio Highway | Kapaa, HI 96746-0248
www.allsaintskauai.org | (808) 822-4267 | allsaintskauai@hawiiantel.net

The Reverend Ryan D. Newman, Rector

MEMORANDUM OF UNDERSTANDING

Between

All Saints' Episcopal Church and Preschool
and
iLEAD Kauai (Alaka'i O Kaua'i)

This Memorandum of Understanding (MOU) sets for the terms and understanding between the All Saints' Episcopal Church "All Saints" and iLEAD Kauai (Alaka'i O Kaua'i) "iLEAD" for iLEAD's usage of the All Saints' campus and facilities.

Background

For over 90 years, All Saints' has served as the people of Kaua'i as a place of worship, outreach, education, and community activism. For nearly half a century, All Saints' Preschool, a ministry of All Saints' Episcopal Church, has been committed to nurturing and inspiring students to "Realize Their Personal Best" amid a loving, innovative, and dynamic early childhood educational environment.

When iLEAD approached All Saints' about utilizing the All Saints' campus to offer an exceptional and innovative Charter School opportunity for the keiki of Kaua'i, the 'Ohana of All Saints' leapt at the opportunity to support the initiative. All Saints' embraces iLEAD's vision to prepare learners to thrive as global-minded, conscientious leaders. iLEAD is poised to fill a vital and unmet need on Kaua'i for our keiki and their families. Therefore, All Saints' is eager to share their campus resources and facilities with iLEAD with the goal of supporting and empowering the next generation of leaders.

Partnership Plans

iLEAD will be given near exclusive rights during the academic year to utilize the All Saints' Gym and the attached classroom facilities. iLEAD will base their program at the All Saints' campus until they have out-grown the All Saints' site or secured their own facility. In addition, All Saints' and iLEAD will work together to create a "shared-facilities agreement" to articulate the use of common and open areas of the All Saints' campus. iLEAD will compensate All Saints' for the use of the property and its facilities, and the compensation costs may be reduced or waived by All Saints' if iLEAD agrees to fund and coordinate capital enhancements to the All Saints' Gym.

The Rector and Wardens of All Saints' will represent and articulate All Saints' standing in this partnership. iLEAD's School Director and Board of Directors will represent and articulate iLEAD's standing in this partnership.

The mission of All Saints' is "To share and live the Good News of Jesus with members and our community, and to serve others."

A Church of the Episcopal Diocese of Hawaii | The Right Reverend Robert L. Fitzpatrick, Bishop

Voluntary Disassociation

This MOU is a nonbinding agreement that both parties have entered into in good faith. Either party may disassociate from the effort without penalty or liability by so notifying the other in writing. Written notice shall be sent sixty (60) days prior to the disassociation.

Term and Amendment

This Memorandum shall be in effect until December 31, 2015 "memorandum period". Both parties reserve the right to renegotiate this Memorandum upon the mutual consent of the other party. At the conclusion of the memorandum period, this Memorandum may be extended by common written consent of both parties. This Memorandum represents the entire understanding of both parties with respect to this partnership. Any modification of this Memorandum must be in writing and signed by the parties. This Memorandum can be canceled at any time by either party by notifying the other party in writing.

Contact Information

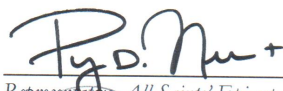
All Saints' Episcopal Church and Preschool

The Reverend Ryan D. Newman
Rector and Preschool Director
PO BOX 248, Kapa'a, HI 96746
(808) 822-4267
ryan@allsaintskauai.org

iLEAD Kauai (Alaka'i O Kaua'i)

Deena Fontana Moraes
School Director
(808) 439-6411
ileadkauai@gmail.com

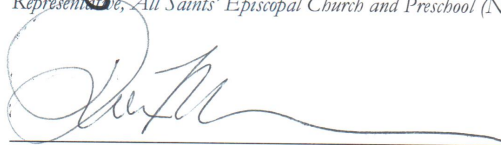
Signed by:



Rector & Preschool Director

Date: 03/03/2015

Representative, All Saints' Episcopal Church and Preschool (Name and Title)



Date: 3/4/15

Representative, iLEAD Kauai (Alaka'i O Kaua'i)

iLEAD Memorandum of Understanding

** Currently under negotiation 3/4/15*

The Kahili Mountain Park, LLC ("KMP") has available for lease the property known as Kahili Mountain Park. Previously, the Seventh Day Adventist Church leased the property. They used the property for a preschool, an elementary school and rental cabin business.

iLEAD Alaka'i O Kaua'i has expressed an interest in renting the elementary school portion of the property to operate an elementary school thereon. iLEAD Alaka'i O Kaua'i has submitted an application to be a Charter school for the State of Hawaii. A determination is expected by August 31, 2015.

KMP will grant to iLEAD Alaka'i O Kaua'i the exclusive right to negotiate a license agreement with KMP to rent the elementary school portion of the property. iLEAD Alaka'i O Kaua'i shall pay KMP \$25,000, payable upon execution of this Memorandum of Understanding, for the exclusive right to negotiate the license agreement to rent the elementary school portion of the property. The exclusive right to negotiate said license agreement shall expire on August 31, 2015 at 5:00pm Hawaii time. If a written license agreement has not been signed by KMP and iLEAD Alaka'i O Kaua'i, which license agreement must also be guaranteed in writing by iLEAD Education Corporation, then the exclusive right to negotiate as granted herein shall automatically expire. Upon expiration, KMP shall have the right to enter into negotiations with any third party concerning the elementary school portion of the property.

KMP and iLEAD Alaka'i O Kaua'i have discussed a license agreement for 10 years commencing September 1, 2015 with a 10 year option. The annual minimum rent contemplated by KMP is as follows:

\$0 from September 1, 2015 through August 31, 2016
\$75,000 from September 1, 2016 through August 31, 2017
\$80,000 from September 1, 2017 through August 31, 2018
\$85,000 from September 1, 2018 through August 31, 2019
\$90,000 from September 1, 2019 through August 31, 2020
\$120,000 from September 1, 2020 through August 31, 2025
\$150,000 from September 1, 2025 through August 31, 2030
\$180,000 from September 1, 2030 through August 31, 2035

The length of term and the rent contemplated are in no way intended to be binding and are included herein for the sole purpose of providing a format for future negotiations.

This Memorandum of Understanding shall not restrict the parties from pursuing any terms or conditions the party may desire and shall not bind the parties to enter into a license agreement. The Memorandum of Understanding is for KMP to grant to iLEAD Alaka'i O Kaua'i the exclusive right to negotiate a license agreement with KMP for the rental of the elementary school portion of Kahili Mountain Park in exchange for the payment of \$25,000 by to iLEAD Alaka'i O Kaua'i to KMP.

Attachment GG- iLEAD Kauai Start-up Plan

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:

Key

- BOD=Board of Directors
- ESP=Education Service Provider;
- SD= School Director;
- OM=Office Manager,
- BM=Business Manager

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.

Our charter will negotiate with contracted services to have a large portion of service paid upon completion, which will be the time to receive our first installment of funding. In addition, iLEAD Kauai is actively pursuing partnership with several people on the island, who have expressed an interest for philanthropic contributions to education.

Domain	Action	Start Date	End Date	Responsible
Finance	Research and write grants	Jan 2015	September 2015	SD, ESP
Facility	Conduct facility negotiations and execute lease	Jan- 2015	Jan 2016	BOD, SD, ESP
Facility	Renovation: identify needs, secure contractor, negotiate terms, establish timeline, complete punch list	Sept- 2015	July 2016	BOD, SD, ESP
Facility	Obtain Certificate of Occupancy	Jun 2016	Jun 2016	SD

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.

iLEAD Kauai is actively pursuing grants, private investors and community partnerships. We will also apply for State CIP funds for sewer, solar, and other sustainability credits. The non-profit iLEAD Hawaii will organize donation drives, develop community partnerships, write grants and other activities that will assist in raising funds for the school. Since iLEAD Alaka'i O Kaua'i Charter School will be teaching Hawaiian language as one of the languages offered to every child at the school from kindergarten through third grade and then continue with students who select to learn the Hawaiian language through 8th grade, we will be seeking funds from Kamehameha Foundation. The Kauai Economic Development Board (KEDB) provides Aloha 'Ike grant programs for DOE schools, including Charter Schools. iLEAD Alaka'i O Kaua'i Charter School's mission to provide real-life experiences with project-based learning is in direct alignment with goals stated by KEDB. Grants are awarded monthly through the community support grants of Kauai Island Utility Cooperation (KIUC), but iLEAD Hawaii must be a registered non-profit organization before applying and have the school established which should be completed upon submission of this application. However, until our proposed school has been granted pre-charter status, we are unable to apply for grants.

Domain	Action	Start Date	End Date	Responsible
Finance	Research and write grants	Jan 2015	September 2015	SD, ESP
Finance	Create fundraising plan for financing school's facility and start-up	September 2015	December 2015	SD, BOD, ESP
Finance	Contract with ESP for accounting/bookkeeping to financial systems	Sept- 2015	Sept- 2015	SD/BOD
Finance	Contract with ESP for payroll and establish payroll systems	October 2015	October 2015	SD/BOD
Finance	Approve fiscal policies and procedures	Mar 2016	Mar 2016	BOD
Finance	Develop budget for FY16--17	Mar 2016	May 2016	SD, BM, BOD

Finance	Approve budget for FY16--17	May 2016	May 2016	BOD
Finance	Complete Initial Statement of Financial Controls	Jul 2016	Jul 2016	SD, BM, ESP

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.

iLEAD Kauai has spent the last two years engaged in an intensive marketing campaign for our school. As a result of our ongoing communications with the community via Public Meetings, newspaper articles, airing our community meetings on local public television, and connecting with social media and a strong internet presence, we currently have over 500 likes on our Facebook page and 150 students on our desire to enroll list. We have reached out to Kanuikapono and Kawaikini Public Charter Schools and have actually initiated a partnership with Kawaikini School and have also reached out to Island School. Complex Area Superintendent, Bill Arakaki has invited us to participate in his KELA Leadership summit that includes leaders from other public, private and charter schools on the island. We are very confident that we will achieve our projected enrollment numbers. In addition to our outreach, as soon as we are approved, we will have a booth at the Kauai County Farm Bureau in late August 2015 and actively acquire enrollment commitments.

Domain	Action	Start Date	End Date	Responsible
Recruitment	Develop website/marketing materials	May 2014	Sept- 2015	SD/ESP
Recruitment	Kauai County Farm Bureau	Aug 2015	Aug 2015	SD/
Recruitment	Recruit students: develop and disseminate materials, host open--- houses, door---	Dec 2015	May 2016	SD, OM
Recruitment	Conduct open houses/Orientations for admitted students/families	Jun 2016	July 2016	SD, OM

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.

The hiring process at iLEAD Kauai will be very similar to the process used at our California schools. We called this process , “Star Search.” Star Search is an intensive daylong process that gathers all teaching candidates for an introduction to our philosophy, a tour of the facilities, an opportunity to teach a sample lesson with students, an interview and an opportunity to collaborate with other candidates to create a PBL Sample Lesson. The community is welcomed to participate in the day, meet the candidates and give their feedback. iLEAD Kauai may begin this process as early as January but will not be able to actually offer contracts until we have confirmed our enrollment and received our funding in June or July.

Domain	Action	Start Date	End Date	Responsible
Education/ Operations	School Director participate in iLEAD leadership	August 2014	August 2015	SD, ESP
Staffing	Recruit Office Manager	Jan 2016	Mar 2016	SD
Staffing	Recruit school staff: draft job descriptions, post positions,	Jan 2016	July 2016	ESP, OD, SD
HR	Finalize staff handbook and personnel policies	Apr 2016	Jun 2016	SD, BM, OM,ESP
Staffing	Interview and Hire school staff (Star Search)	April 2016	July 2016	ESP, SD
HR	Complete fingerprinting background checks	June 2016	Jul 2016	SD, OM
PD	Prepare Summer training materials	Jun 2016	Aug 2016	SD, ESP
PD	Conduct Summer Institute	July 2016	July 2016	ESP, SD
PD	Develop staff growth plans	Sep 2016	Oct 2016	SD, Staff
Academic	Finalize curriculum maps and create project plans	Aug 2015	Aug 2016	SD, Staff, ESP

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.

John Carver suggests that “the most important work of any governing board is to create and recreate the reason for organizational existence.” This will be an ongoing and perpetual process not just in our transition from a founding board to a more permanent governing board but throughout our maturity. However, as our group transitions from founding board members to a more permanent governing board a focus on our reason for organizational existence will be the central theme with an emphasis on strategical planning that reflects our Mission and Vision. Upon approval, our founders' board will begin to create committees and accomplish its operational work.

In order to transition from a founders' board to a more permanent governing board, we will form a Board Development Committee who will meet with potential candidates and make a nomination(s) to the full Board. Nominated candidates will be given five minutes to introduce themselves to the board, followed by an opportunity for a question answer session. At the following board meeting, a vote will be held to decide which candidate will fill any vacancy(ies). In accordance with HRS §302D-12, an emphasis will be made to include members with experience in non-profit governance, strong financial and academic management, human resource, and fundraising experience. Emphasis will be placed on recruiting members with this experience and qualifications. ILEAD Schools and, Board on Track affiliates will conduct orientation and training of all iLEAD Kauai board members. iLEAD Schools will provide intensive initial and ongoing training to our board members on a regular basis.

Domain	Action	Start Date	End Date	Responsible
Governance	Ratify bylaws and code of ethics	Jan 2014	March 2015	BOD
Governance	Appoint board officers	Sept 2015	Sept 2015	BOD
Governance	Form Board Development Committee	Oct 2015	Oct 2015	BOD

Governance	Create letter of employment for School Director	October 2015	October 2015	ESP, BOD
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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.

Two individuals 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. These two individuals will be Dr. Kani Blackwell and Ms. Deena Fontana Moraes. These individuals will be compensated by iLEAD Schools Development.

Our parent volunteers, although not paid, are continuously assisting Ms. Moraes and Dr. Blackwell, especially the three HUI parent members who work part-time and allocate the other part-time work with helping the proposed iLEAD Kauai Alaka'i O Kauai Charter School to become a reality.

The following additional tasks will also be completed in Start-Up:

Domain	Action	Start Date	End Date	Responsible
Operations	Obtain 501c3 status	Jan-2015	June 2015	ESP
Operations	Obtain student records: obtain permission from parents, contact previous schools, etc.	May 2016	July 2016	OM, SD
Academic	Research and secure curriculum resources	Mar 2016	Aug 2016	SD
Academic	Research and secure intervention resources	Mar 2016	Aug 2016	SD
Academic	Research and secure standardized assessments	Mar 2016	Aug 2016	SD
Technology	RFP for technology infrastructure	Mar 2016	Jun 2016	SD

Operations	Explore food service options: coordinate vendor evaluation of kitchen capacity, solicit proposals,	Apr 2016	July 2016	BM, SD, OM EMS
Operations	Explore transportation need: coordinate bus routes and stops, inform parents of options	Apr 2016	Jul 2016	BM, SD, OM
Operations	Develop and distribute student handbook	March 2015	July 2016	ESP, SD, OM
Technology	Install technology infrastructure	May 2016	Aug 2016	SD
Academic	Prepare school calendar and distribute to families	May 2016	May 2016	OM
Technology	Install software programs	Jun 2016	Jul 2016	SD
Operations	Secure IEPs and student records	Jul 2016	Aug 2016	OM
Operations	Create a draft safety plan	Jul 2016	Aug 2016	BM, OM, SD
Operations	Purchase SISs and train staff	Jul 2016	Aug 2016	SD, ESP

Attachment HH- Admissions & Enrollment Policy

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

- 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;

iLEAD Kauai Admission Timeline	
Applications made available	September 2015
Applications accepted	December 1, 2015-August 1, 2016
Poll current iLEAD Kauai Families for next school year	N/A- Start-up
Poll response deadline	N/A- Start-up
Phone calls to iLEAD Kauai families who do not return poll	N/A- Start-up
Written space relinquishment sent home to those who are not returning	N/A- Start-up
Deadline for lottery applications	N/A- Start-up
Lottery Selection	N/A- Start-up
Notification of acceptance by phone	N/A- Start-up
Deadline to accept placement or spots will be awarded to student on the waiting list	N/A- Start-up

In the start-up period year, iLEAD Kauai will hold several parent information sessions to inform parents about our school's philosophy, teaching methods and enrollment process. At each session we will accept Intent to Enroll, date, time stamp each application and distribute parent enrollment packets. Once all the spots are filled we will begin our waiting lists. We will make applications available in September and start accepting enrollment paperwork in December. We will follow-up with phone calls to ensure that all parents turn in the appropriate paperwork needed to start on the first day of school—i.e., birth certificate, immunization records.

In subsequent years, iLEAD Kauai will set a lottery date and give parents three weeks after the lottery to accept their spot and to turn in enrollment paperwork. We will receive applications at our designated location keep all applications in one place and separate by grade. We will also utilize a very

detailed spreadsheet that shows when the parent accepted the spot and when the packet was submitted to process applications.

b. A timeline and plan for student recruitment or engagement and enrollment;

Upon charter approval, we will apply for booths at community events so as to do our outreach to parents and the community as early on as possible. We will hold an informational meeting every other month and spend two weekends/ month performing community outreach at local supermarkets, parking lots, apartment building, etc. in order to inform people about our school and invite them to attend our parent information meetings. At these meetings we will have founders, school director, and or iLEAD Kauai Hui providing information for our parents and giving them more details about our school. We will answer questions and schedule tours of our facility when our facility is ready.

c. Procedures for lotteries, waiting lists, withdrawals, re-enrollment, and transfers; and

Procedures for Lotteries

Beginning with year one (for enrollment in year two), iLEAD Kauai will hold our lottery during the spring. We will start accepting Intents to Enroll in December and stop accepting them the day prior to our lottery. We will schedule additional tours and community events prior to the lottery for potential families' convenience during the time when they are trying to figure out where they will be sending their children for the upcoming school year. All Intents will be kept in one place and, separated by grade, and tracked on an excel sheet. We then will have post cards and mailing labels with the child's name, grade and address printed. iLEAD Kauai will keep a saved copy of lottery names to cross reference with the post cards to make sure all names have been included. Once we have all the post cards ready, we will put them into the lottery bag. Parents will be welcome to attend the lottery but are not required to do so. At the lottery, once sufficient cards have been selected to fill all available spaces, we will mail out the selected cards. Our lottery is on a Thursday and we aim to mail the post cards out by the following Monday, but no later than Tuesday. Parents are given three weeks to accept spot and to turn in enrollment paperwork.

Procedures for waiting lists—Upon receipt of Intents, we will write down the date and time that the Intent was received and input this info into a an excel sheet. Once a spot becomes available we will consult the sheet and call the next family in line and offer the spot. We will offer 24 hours to accept or decline the spot. If a spot is not accepted, the child will go to the bottom of the list. Children will not be removed from the wait list unless parents tell us to do so or if we don't hear back from them after we offered them a spot.

Procedures for withdrawals— For withdrawals, we will ask parents to fill out a form declaring their intention to withdraw their child. We encourage families to have an exit meeting with us so that we can identify their motivation for withdrawal and analyze any specific actions we can take to prevent other children from withdrawing. We will use these exit interviews for chances for improvement if suggestions are given.

Procedures for re-enrollment—In February, we will send out a form for parents to fill out asking them if their child will be returning and/or if they have any other children who will be attending our school.

Procedures for transfers—if a parent wants to transfer their child they will need to complete an Intent to Withdraw form and indicate the name of the new school. Once the new school contacts our school, we will forward the student's records.

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

All families will be required to attend a public meeting or a tour and submit all necessary enrollment paperwork in order to have their children enrolled in our school.

Attachment II- Existing Evidence of Support from Community Partners

DAVID Y. IGE
GOVERNOR



KATHRYN S. MATAYOSHI
SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF THE COMPLEX AREA SUPERINTENDENT
KAUAI SCHOOLS
3060 EIIWA STREET, ROOM 305
LIHUE, HAWAII 96766

January 14, 2015

Hawaii State Charter School Commission
1111 Bishop Street, Suite 566
Honolulu, Hawaii 96913

To Whom It May Concern:

This is a letter of support for iLEAD Kauai (Alaka'i O Kaua'i) Charter School. I fully support their efforts to gain charter approval of their school. I have known and worked with Deena Fontana Moraes, a former teacher at Waimea High School and Dr. Kani Blackwell, Coordinator of the "Grow Your Own Teacher" Program on Kauai.

As the Complex Area Superintendent of Kauai, I understand the diverse learning needs of students in our community. iLEAD Kauai provides the educational opportunity for students in learning foreign languages and cultures to make learners be compassionate, open-minded world citizens; to practice leadership from a young age preparing students for a lifetime of listening, collaborating, inspiring—leading; encouraging learners to work in teams, take risks and learn from failure nurtures the ability to innovate and ignites their entrepreneurial spirit; creating and exploring the world through the artistic experience enhances all subject areas for our learners; and participating in project-based learning leads to more meaningful experiences and a deeper understanding for learners.

The strength of our island lies in our ability to work together with iLEAD Kauai for the common purpose in providing a variety of educational experiences. They will help us to improve and support the overall health of our learning community and prepare students with the skills and knowledge necessary for academic and career success in the 21st Century.

I have invited Ms. Moraes and Dr. Blackwell to join our island wide Kauai Educational Leadership Alliance (KELA) of school leaders in public, private, charter and home schools for the purpose of providing the best education to all students on Kauai.

Please consider the needs of our Kauai O'hana and approve the iLEAD Kauai Charter.

You may contact me at 808-274-3502, if you have any questions or need more information regarding this letter of support. Mahalo!

Aloha,
A handwritten signature in black ink that reads "William N. Arakaki".

William N. Arakaki
Kauai Complex Area Superintendent



HOUSE OF REPRESENTATIVES

STATE OF HAWAII
STATE CAPITOL
HONOLULU, HAWAII 96813

November 24, 2014

Ms. Catherine Payne, Chairperson
State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI 96813

RE: 2014 iLead Kauai Charter School Application

Chairperson Payne and Members of the State Public Charter School Commission:

As the State House Representative for District 14, East and North Kauai, I am pleased to submit a letter of support for the 2014 iLead Kauai Charter School application. It is my perspective to support new approaches to education that accommodate the individual needs of students and provide the State with successful templates that can dramatically improve Hawaii's educational standards for the twenty-first century.

As charter schools continue to become a visible component of the education system, it must also be held to a high degree of public accountability and academic viability. It is my understanding that the 2013 iLead Kauai Charter School application was denied due to a lack of measurable standards required by law. However, as there continues to be a strong community support for an iLead charter school in East Kauai, the applicant has persevered and addresses the 2013 deficiencies in its 2014 application.

The recent passage of Act 99, SLH 2014, clearly stipulates the criteria for a pre-opening of a charter school to satisfactorily meet the required performance and organization framework before a certification is granted. Further, it is my understanding that the Public Charter School Commission's role has been expanded and granted stronger oversight for compliance and cost-effective operations by all state-wide charter schools.

It is my hope that we pursue opportunities to implement innovative community based education models for our current and next generation of students.

Thank you for your consideration. Please feel free to contact my office at 586-8435 or email to repkawakami@capitol.hawaii.gov.

With Warm Regards,

Representative Derek S.K. Kawakami

District 14, East and North Kaua'i
Assistant Majority Leader & Vice Chair, Consumer Protection & Commerce Committee
State Capitol Building, Room 314, Honolulu, Hawaii 96813
Phone (808) 586-8435 • Email: repkawakami@capitol.hawaii.gov

Bernard P. Carvalho, Jr.
Mayor



Nadine K. Nakamura
Managing Director

OFFICE OF THE MAYOR
County of Kauai, State of Hawaii
4444 Rice Street, Suite 235, Lihue, Hawaii 96766
TEL (808) 241-4900 FAX (808) 241-6877

February 20, 2015

Re: 2015 iLEAD Kauai Alaka'i O Kauai Charter School

Dear Review Committee Members:

Thank you for the opportunity to offer my support for the iLEAD Kauai Alaka'i O Kauai Charter School application (proposed Fall 2016).

As Mayor of the County of Kauai, education for our keiki is a top priority. In order to be successful in this endeavor, it is crucial that we provide educational opportunities that are innovative and specific to the needs of the individual student.

It is my understanding that the iLEAD Kauai Charter School has addressed concerns raised in its previous application, and there continues to be steadfast community support for an iLEAD Charter School.

For these reasons, I support the application and hope that we can look forward to implementing the proposed education model for our Kauai families.

Mahalo nui loa,

A handwritten signature in black ink, appearing to read "Bernard P. Carvalho, Jr.", is written over a horizontal line.

BERNARD P. CARVALHO, JR.
Mayor, County of Kauai

COUNTY COUNCIL
Mel Rapozo, Chair
Ross Kagawa, Vice Chair
Mason K. Chock
Gary L. Hooser
Arryl Kaneshiro
KipuKai Kualii
JoAnn A. Yukimura



Council Services Division
4396 Rice Street, Suite 209
Lihue, Kauai, Hawaii 96766

OFFICE OF THE COUNTY CLERK

Ricky Watanabe, County Clerk
Jade K. Fountain-Tanigawa, Deputy County Clerk

Telephone (808) 241-4188
Fax (808) 241-6349
Email cokcouncil@kauai.gov

March 2, 2015

Mr. Mitch D'Olier, Chair
Applications Committee
Hawaii State Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, Hawaii 96813

Dear Mr. D'Olier:

RE: iLEAD KAUAI CHARTER SCHOOL APPLICATION

I write as an individual member of the Kauai County Council in support of iLEAD Kauai's application for charter approval.

While public education is not the *kuleana* of local government in Hawaii, it affects everything in the county's *kuleana*: voter registration and civic participation; Kauai's potential for economic development, the new economy and small business development; job readiness of our young people for county and other jobs; the health and wellbeing of our families; adolescent drug use, teen pregnancy and whether our young people have viable futures; whether we as a community can plan well for the future.

While my preference is for transformation of the public school system from within, I am clear that, in the meantime, we must offer choices for parents and students seeking affordable, high quality, integrated, value-based education that produces self-realized young people ready and able to function effectively and contribute to their community in the 21st century. I believe iLEAD Kauai Charter School will offer such an option.

I base my support on two things: First, the quality and depth of the curriculum and the way it integrates academics, life skills, project based learning, languages and the arts. Second, the leadership ability of Deena Fontana Moraes, her commitment to excellence and her desire to serve young people and their families in her home community of Kauai. Also key is the involvement of Dr. Kani Blackwell, founder of the "Grow Your Own Teacher"

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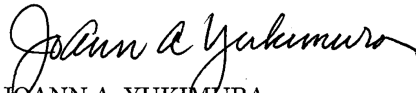
AN EQUAL OPPORTUNITY EMPLOYER

Mr. Mitch D'Olier, Chair
Applications Committee
RE: iLEAD Kaua'i Charter School Application
March 2, 2015
Page 2

program on Kaua'i. The history of the Kaua'i Grow Your Own Teacher leaves no doubt about Dr. Blackwell's ability to surmount insurmountable obstacles; her commitment to the young people of Kaua'i is also very clear.

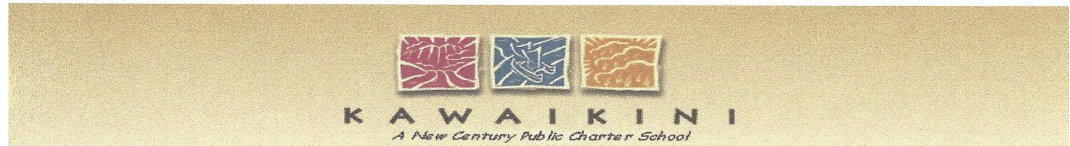
We must be strategic in providing the best educational options for the young people of Kaua'i. For this reason, I urge you to approve the charter for iLEAD Kaua'i Charter School. Should you have any questions, please feel free to contact me at (808) 652-3988 or jyukimura@kauai.gov

With warmest regards,



JOANN A. YUKIMURA
Councilmember, Kaua'i County Council

JY:wa



Kawaikini New Century Public Charter School
3-1821J Kaumuali'i Hwy Lihu'e, HI 96766
(808) 632-2032, (808)246-4835 fax

February 25, 2014

Hawaii State Charter School Commission
1111 Bishop Street, Suite 566
Honolulu, HI 96913

To All Commissioners:

I am writing in support of iLEAD Kaua'i (Alaka'i o Kaua'i) Charter School. I am in full support of iLEAD's efforts to become a charter school on the mokupuni of Kaua'i. I have come to know their leader Deena Fontana Moraes and I look forward to working with her and iLEAD Kaua'i. I have worked with Dr. Kani Blackwell, Coordinator of "Grow Your Own Teacher" Program on Kaua'i, in the past, as a mentor teacher for a student teacher in my classroom at Kawaikini Charter School. It's a pleasure to work with her again.

Deena, Dr. Blackwell and I have already spoken about working together in the future sharing professional development and best practices of place and project-based learning, one of the pillars of iLEAD. As a charter school of seven years, we are able to offer our knowledge of project-based learning and some technical assistance.

Another charter school on Kaua'i allows the various 'ohana of Kaua'i another choice to educate their child(ren). We have a unique advantage and ability to work together and support each other, providing options and opportunities to our island community. Friends, such as as Bill Arakaki, Complex Area Superintendent of Kaua'i, is very supportive of this community mindset having started KELA (Kaua'i Educational Leadership Alliance) group, which includes leaders of various school types on Kaua'i.

I am available at 808-632-2032 if there are any questions.

Ke aloha mau,

S. Kaleimakamae Ka'auwai,
Kawaikini NCPCS, Executive Director



UNIVERSITY
of HAWAI'I
MĀNOA

February 20, 2015

To Whom It May Concern

I am writing this letter in support of the creation of iLead's new Charter School, Alaka'i O Kaua'i Charter School. We support the creation of educational opportunities for Hawaii's children. As an Academic Advisor for the College of Education, I frequently talk with teacher licensure students on Kauai about employment prospects after they finish their teacher licensure programs, and I share information about public, charter and private schools. I look forward to adding iLead's new charter school, Alaka'i O Kaua'i Charter School, to that body of information.

Sincerely,

A handwritten signature in black ink that reads "Karen Wilson".

Karen Wilson, Academic Advisor
Office of Student Academic Services, College of Education
University of Hawai'i at Mānoa



To: State Public Charter School Commission

1111 Bishop Street, Suite 516

Honolulu, HI. 96813

info@spcsc.hawaii.gov

Tel: 808-586-3775

Fax: 808-586-3776

November 18th, 2014

Dear Hawaii State Charter School,

I am writing this letter on behalf of iLEAD Kauai to inform the Hawaii State Charter School Commission that we are familiar with their efforts to start a highly needed school here on Kauai. We have met with the founders of iLEAD to begin a partnership in which we offer our fully licensed & credentialed Pediatric Physical, Occupational, & Speech Therapy services to the students of ILEAD Kauai.

iLEAD is fully aware and make it a priority for their students with disabilities to have access to receive physical, occupational, & speech therapy services at their planned school. As you are aware, since the 1975 passage of the Individuals with Disabilities Education Act (IDEA), which served as the original impetus for school-based therapy, the law stipulates that students with disabilities must have access to the therapy if they need it to benefit from special education. In 2001, Congress passed the No Child Left Behind (NCLB) Act, which requires schools to improve the academic achievement of all students, including those with disabilities. In 2004, the reauthorization of IDEA extended the availability of therapy services to all students, not just those with disabilities, in order to fully participate in school. iLEAD and Kauai In-Home Therapy LLC have collaborated our efforts to meet this need for iLEAD 's Kauai students who meet this need.

Mahalo for your consideration of iLEAD Kauai. Should you have any questions regarding our planned collaboration with iLEAD or require additional information regarding our therapists, credentials & expertise with pediatric clients, please contact me at your convenience.

Sincerely,

Melinda Murray, OTR/L

Owner: Kauai In-Home Therapy LLC



Planting seeds of creativity via visual arts, dance music and lyrics.

February 24, 2015

To whom it may concern:

On behalf of Kauai UnderGround Artists I would like to express our support in the planting of an iLEAD school on the island of Kauai and specifically in the south-west region.

A few simple points as to why our community needs a school like this are as follows:

- Lack of educational options for children. There are no public charter schools in our area.
- Public schools are obviously undergoing a reworking of there system with implementation of the common core standards which has resulted in a mass exodus of teachers who have already left or are not returning next school year. This has left the overall morale of the school and classrooms to suffer.
- Art is needed back in the day to day activities of learning. Art education has been cut out of required learning and this is a vital part of the development of a creative thinker.

This last point is where KUGA would be a collaborative partner to bring visual arts, dance, music and creative writing back into the classroom as a core subject. KUGA instructors are experienced dance performers, designers, and recording artists who also carry the gift of teaching which we hope to add to the iLEAD curriculum.

iLEAD Kauai carries the mission to see Kauai children know about themselves, the world in which they live and how they as individuals can contribute to the community. These are the same values KUGA holds in high esteem. We want our young children to be life long learners, active thinkers and able stewards of this island and it all starts with how they learn to learn.

We look forward to helping Kauai be a forerunner in the way education is performed.

Mahalo for your time,

Lila Metzger -*Director*

(808) 651-4383

kuganow@gmail.com



November 23, 2014

To The Hawaii State Charter School Commission,

On behalf of Farm to Keiki, I support and encourage the development of iLEAD Kauai. Farm to Keiki is a statewide Farm to school program that encourages schools to promote healthy eating habits in the early years. We work with schools to provide healthy, locally grown foods to children and to teach school standards and life skills through hands on learning with school gardens. We are looking forward to partner with iLEAD and hoping that they can also be a leader for other schools throughout Hawaii by their best practices in education, including teaching to the whole child and caring for their nutrition through implementing Farm to Keiki.

I have had the pleasure to personally know Deena for many years and know that her past experience in school leadership, foresight and trusting character are all qualities that will not only support the success of this highly needed school on Kauai, but also ones we look for in a role model for the children of Kauai.

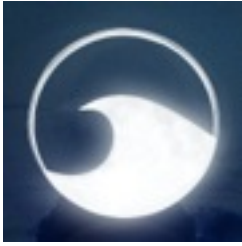
iLEAD has also expressed interest for bringing students on learning experiences to the National Tropical Botanical Gardens. I lead the school trips at the North shore location, Limahuli Garden and Preserve and we are very pleased that Deena and iLEAD would like to bring their students on learning experiences to the gardens. This intention shows that iLEAD and its leadership know the value of having their students experience and be involved in service-learning on Kauai and the importance of connecting students to nature and concepts of indigenous sustainability.

We encourage the development of iLEAD Kauai and are looking forward to becoming part of the learning experience for children through our community partnership.

Mahalo nui loa,

Tiana Kamen

Farm to Keiki, Founder and Director



Kaiāulu Anahola Traditional Knowledge Marine
Education Program 808-212-
4356 www.kaiauluanahola.org

ILEAD Kauai Charter School Application Document from Kaiāulu Anahola

This document is being written to provide support for the ILEAD Kauai Charter School Application. This document focuses on forging a partnership between the school and Kaiāulu Anahola Traditional Knowledge Marine Education Program (KA), a culture, project, place, and strength-based marine education program that is based in Wailua Bay, Kauai, just minutes away from Kapa'a, where the charter school is hoping to build its campus. KA supports project & place based education in the context of the Hawaiian resource management concept, 'āhupua'a. Although we teach our curriculum from an indigenous world-view, our foundation is in Science, Math, and Language Arts.

The mission of Kaiāulu Anahola Traditional Knowledge Marine Education Program (KA) is to increase the number of social domains on Kaua'i in which Traditional Ecological Knowledge (TEK) and Hawaiian Language are relevant. KA does this by working with community to identify challenges in our coastal environments and design plans with TEK as a major strategy to solve these challenges. In doing so, KA validates the important role that TEK played in the past to maintain sustainable coastal ecosystems as well as provide opportunities for our native population and allies to engage in updating TEK practices in a modern context. Another, ongoing and major goal of KA is to partner and collaborate with area educational institutions whose goals are similar to our core values and mission. We believe that ILEAD Kauai has a similar mission as our program.

One of the purposes of KA is to partner with educational institutions like ILEAD Kauai to establish long-term monitoring programs to document the cultural and natural resources along the northeast coastline of Kauai. With the advent of global warming, there is a change in weather and ocean conditions and residents find marine resources scarcer now than in the past. There is also constant mention in our local newspapers and academic journals about the diseased coral reefs along Kaua'i shorelines.

There is currently no project or program in the Northeast Kauai area that is dedicated to providing information about the state of marine resources in our coastal waters. Kapa'a and the surrounding towns are home to several large hotels, is often used as a film location for Hollywood Movies, and is one of the major economic hubs for our local economy. Historically, the larger area is the home to many Kaua'i ali'i (royalty) and is an area in which expression of traditional culture, language, and values is widely embraced and celebrated. Hence, a program like KA is

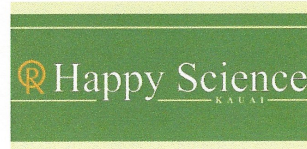
important because it can play a role in educating everyone about the fragile ecosystems and allows for regular opportunities for students and staff at ILEAD Kauai to do outreach for visitors, community, and to engage in conversations with government agencies and others to improve overall management of our coastal marine resources.

I humbly submit this document in support of ILEAD Kauai. I look forward to providing more details in future documents necessary for the Charter School Application. Please do not hesitate to call me at 808-212-4356 for any questions or clarification.

Respectfully Submitted,

Kamealoha Smith

Kamealoha Smith, Project Director Kaiāulu Anahola TKME
www.kaiauluanahola.com



To: State Public Charter School Commission
Ms. Catherine Payne, Chairperson
1111 Bishop Street,
Suite 516 Honolulu, HI. 96813
info@spcsc.hawaii.gov
Tel: [808-586-3775](tel:808-586-3775)
Fax: [808-586-3776](tel:808-586-3776)
February 27th, 2015

Re: iLEAD Kauai Charter School Applications

Dear Ms. Catherine Payne and Members of Hawaii State Charter School Commission,

I am writing this letter on behalf of iLEAD Kauai to inform the Hawaii State Charter School Commission that I strongly support the iLEAD directors and their efforts to start a highly needed school here on Kauai. I value the social and emotional development of our Children here in Kauai. I also support the new approaches which iLEAD represents because I feel it brings about a much more proactive education. iLEAD also has a positive academic structure which embraces each individual's unique gifts and talents. This kind of focus on the individual develops a wide range of diverse skills within a community and this has the power to strengthen society as a whole. This quality of education would without doubt be of even greater benefit to a tight knit island community such as ours.

Mahalo for your consideration of iLEAD Kauai. Should you have any questions, please feel free to contact me at your convenience.

Sincerely,

A handwritten signature in black ink, appearing to read 'Nicole Sakurai', with a stylized flourish at the end.

Nicole Sakurai/Reverend of Happy Science Kauai
4504 Kukui Street, Suite 21
Kapaa, HI 96746
Tel: 808-822-7007 fax: 808-822-6007
nicole.sakurai@gmail.com



Nov 26, 2014

To Whom it May Concern,

My name is Robert Sherrill, president of Firegarden a custom software company founded in 1999. I am writing to inform the Hawaii Charter School Commission that Firegarden has partnered with iLEAD Kauai to design and publish the iLEADKauai.org website. Also Firegarden has been working in cooperation with iLEAD staff in spreading the word and introducing the possibilities to Kauai. When I first heard about iLEAD Kauai I knew that it was something special and that it deserved my full attention. I have recently been seeking alternative educational opportunities on Kauai for my 3 and 4 year old children. In speaking to other parents, teachers and community members I am finding there are slim options for parents who are interested in the non-traditional form of schooling. My wife, Nicola, and I have been considering home schooling as our only comfortable option to truly maximizing the non-traditional educational model of which we hold to the highest standard, until hearing about the proposal for iLEAD Kauai. We are now very enthusiastic.

As soon as I came into contact with the iLEAD team I knew that there could be a place, within the public school system, for our children's education here on Kauai. We support making this vision a reality. iLEAD represents a sense of genuine care and honor for the children and school that is being proposed. I believe this sort of uniqueness should be embraced by the Hawaii Charter School Commission for the better of our community, island and state. I also believe that this kind of education will breed leaders, thinkers and the kind of children we can be proud to call future leaders of Hawaii.

There is no doubt in our mind that Kauai is asking for such a school and that it will be extremely well received and supported by both parents and teachers. I am already dedicated to Project Based Learning and think this is a more efficient way of educating to prepare my children for the real world. While talking with other parents about the possibility of iLEAD Kauai the one thing they want to know is "How can I help?" There are many volunteers and supporters of iLEAD Kauai. We are grateful for our connection with iLEAD and Firegarden will continue to do everything in its power to make this dream a reality on Kauai.

Aloha,

Robert Sherrill Firegarden

A handwritten signature in black ink that reads 'Robert Sherrill'.

Firegarden 4-831 Kuhio Hwy Suite 438-321 Kapaa, HI 96746
1.877.222.7818

April 3, 2014

To The Public Charter School Commission of Hawaii,

I am writing this letter as a board member of the iLEAD Kauai proposed charter school for the island of Kauai. Having been vice principal and acting principal of a number of well-respected public schools on the island, I am always looking for new ideas to infuse into our community. I first came across the iLEAD Kauai Charter School proposal in a presentation at our Kauai Lodge of Free and Accepted Masons and was deeply intrigued by the ideas and approaches of iLEAD. I also attended the public meeting held on the island and was pleasantly surprised to see such a wide turn out of important community members who were present to learn more and lend their support to the project. As I shared with Deena, there was significant positive sentiment in the room that night and an overwhelming response that Kauai was ready for this new school alternative amongst the many people present.


As an educator and administrator with a long-standing record on the island, I was initially cautious about lending my support, but as I learned more about the project and about the successes that they experienced at their other schools, I was infused with enthusiasm for a well-structured system for project-based learning that is so needed on the island. The iLEAD ideas and approaches deeply resonate with my beliefs in public education and with the needs that we have on the island to provide free and appropriate alternative learning options. With all of this in mind, I am enthusiastic to lend my support to the iLEAD Kauai governing board. I am confident that although the iLEAD concepts originated in California, the structure of their system will be easily adaptable to the reality of our island and our state.

I am even more confident to lend my support to the project after observing Deena Fontana Moraes' leadership abilities and style. Deena is a talented and articulate local Kauai girl who left the island to gain education and experience in the global community. She is passionate to return to her home and dedicate her energy and efforts to create the very best institution possible for our kids. Deena was my teaching colleague at Waimea High School and has deep roots on our island. Due to the fact that she has spent the last several years working in an International School environment, one way that I believe that I can support the iLEAD Kauai effort is by helping to advise the team about the intricacies of our current Hawaii DOE system.

On behalf of the island of Kauai, I urge the board to approve the iLEAD Kauai proposal for the 2015-2016 school year.

Please feel free to contact me if you should have any questions.

Sincerely,



Paul Zina
Public School Administrator

Hartwell H.K. Blake
P.O. Box 159
Koloa, Kaua'i, Hawai'i 96756
2 April 2014
State of Hawai'i
Board of Education

RE: ILead Kaua'i
Petition for Public Charter School

To Whom It May Concern:

ILead Kauai is petitioning the State of Hawai'i for approval, recognition, and funding as a public charter school. If approved, it will be open to all students on Kaua'i. The parents and educators who seek to establish ILead believe the educational needs of their children can be more positively addressed in a motivational environment geared to an individual approach specific to each student. We are fortunate to be able to pattern the program after two successful ILead Charter Schools already established on the continent. Adaptation of this template permits time and resources to be allocated to structure and obviates having to 'reinvent the wheel'.

In addition to the individual student-specific approach, the school intends to recognize and incorporate matters of importance to our island community. Hawaiian values will be emphasized. These universal values will be reflected in Hawaiian terms. It is important because the simplicity of the language permits a single word, e.g., 'aloha', to encompass all of the nuances of a definition otherwise provided by a long list of synonyms.

Character development and ethical behavior will be an important aspect of the curriculum.

Deena Fontana Moraes is imminently qualified to incorporate these standards into the requirements of the basic state curriculum. She was born and raised on Kaua'i, educated in our public schools, matriculated to Reed and Sarah Lawrence, has taught school in Brazil, and holds a MEd. She took all of the Hawaiian culture classes offered in her schools and also learned to dance the hula.

I can personally vouch for her initiative and personal work ethic, having supervised her as a student clerk in the Office of the County Attorney. My daughter and Ms. Fontana were classmates at Kaua'i High School. I am informed that Deena was well-liked and respected by her school mates and instructors. Her reputation and character are attributable to positive parental influence and her understanding, acceptance, and appreciation, of our folkways and mores. Please approve the ILead application.

/s/ Hartwell H.K. Blake

Mr. John Bettencourt
421 A Kaholalele Rd
Kapaa, HI 96746
jgalenb@gmail.com

November 19, 2014

Ms. Deena Moraes,
iLEAD Kauai (i Alaka'i Kaua'i)
5650 Kaehulua Road
Kapaa, HI 96746

Dear Ms. Moraes,

Dr. Kani Blackwell (DrB) has shared with me that she is partnering with you to open a proposed Charter School in Kapaa, iLEAD Kauai. I have worked many years (16 years to be exact) assisting DrB, first at California State University Monterey Bay as her faculty assistant with technology and then, when I moved to Kauai in 2004, I continued to assist DrB, in various projects.

I was technology assistant to 7th & 8th grade teachers at Kapaa Middle School for three years and then joined an independent publishing company here on Kauai, where I work online from home. I have also been sub-contracted to work as a technology assistant on a Department of Education Math Grant and later for Kauai Central Complex's Technology Grant offered by the Department of Education Curriculum Division.

It is with pleasure that I commit (only part-time) in assisting with the iLEAD Kauai proposed Charter School. I will be happy to assist with anything in the way of technology that I might be able to help do. My expertise is in problem solving technical issues and explaining them to faculty or staff in everyday language.

I look forward to this Charter School becoming a reality for Kapaa for both Kapaa Elementary School and Kappa Middle School are so over crowded and a Charter School like iLEAD Kauai would be a great addition to our community.

Sincerely yours,



John Bettencourt
Technology Assistant

November 20, 2014

To Whom it May Concern,

Aloha, my name is Elizabeth Reeves and I have recently volunteered and been appointed to iLEAD Kaua'i school's board of directors representing the students' parents. I have lived on Kaua'i for the past 12 years. First and foremost. I am a parent to 2 wonderful boys, ages 6 and 7. My husband is British, a business owner in Wailua, and we all follow a spiritual tradition from India. I am also a business owner in Kapa'a while my children are in Kindergarten and 1st grades at Kapa'a Elementary School.

Like most parents of school-aged kids here, I was nervous about their education. The public schools have a bad reputation. I was anxious and hopeful to send them to the Kanui Kaponu charter school because of the small size and outdoor, in the field-style learning environment they advertise. But we didn't make it through the lottery. So by default, due to financial constraints, we sent our son to Kapa'a Elementary.

What a relief it was that in fact the school was not as bad as people make out. His teacher was great and overall it was a positive experience. However, what I have determined to be the main problem with the schools is overpopulation. While classroom time may be acceptable, it is all of the other aspects of the school experience that fall short. For example, children cannot have the classic field day of athletic games because "there are just too many kids" to make it work; therefore, only 5th grade has one. Imagine being 4 or 5 years old and it's your first time away from home and family, there are 200 kindergarteners running wild on the playground; it's a 15 minute wait for a 20 seconds turn on the swing, the climbing frame is too crowded, etc. Freedom and creativity are thwarted in order to keep order. This has been our experience.

I currently volunteer once a week in my younger son's kindergarten class. I witness the huge range of abilities and wonder how are some children going to get the chance to catch up and how are the advanced students being challenged enough to stay interested?

These are just some of the concerns I have as an involved parent who cares about the opportunities for all of the island's children. When I heard about iLEAD Kaua'i, I was very attracted to their ideals and concepts. But to be honest, it was mostly because of the fact that this innovative school could be free to attend. We are a working-class family like most other families here working multiple jobs just to pay an exorbitant rent. Some say it's worth the struggle to have a healthy quality of life on a paradise island. But why should our children's education, their entire young life, have to suffer for low budgets and overpopulation?

Kaua'i, especially the East side of Kaua'i (the most densely populated part of the island where our schools are also the most populated in the entire state), desperately needs more school options. Kanui Kaponu has a massive waiting list; they are maxed out. If not just to help alleviate the problem of overcrowding, then to offer an alternative to the traditional system. We know the traditional system is failing our kids here on Kaua'i when Kapa'a elementary ranks number 169 out of 191 elementary schools in the state. I don't know all the reasons why, but I am

focused on creating a solution that can help reduce some of the burden too many kids may create. And if the state is unable to build another public school then that is when parent and community leaders step up to make it happen.

Our keiki deserve to experience an education that plants the seed of lifelong enthusiasm for learning and growing as human beings in a global village. iLEAD Kaua'i perfectly suits our island way of life. Look around you and notice the diversity of people; some are native Hawaiian, some families have been rooted here for generations after immigrating from all parts of the world, and some are newly transplanted from the mainland or another corner of the globe. We are a microcosm of the macrocosm. Take my family, for example. I am American, my husband is from Europe, our children are citizens of both but we are immersed in Pacific island culture while we are also practicing traditions from India. Even though we are white skinned, we are a multicultural family.

Many people here complain that the cost of living is so high it is forcing our young adults to move away, far from their families here. What if those children were raised and educated in an environment that emphasized their leadership, technology, entrepreneurial and communication skills in such a way that they could stay and raise their future families here? Isn't that what we want? And what if it was meant to be for those who travel and move away; those children have also been prepared to lead with the same innovative education that has emphasized the value of cultural differences. Other aspects of Kaua'i life are outdoor and family activities. Island kids are active, they would rather have freedom to move around, learn kinesthetically. That is not an option in traditional mainstream schools. Living in multigenerational households, family gatherings every weekend, these are facets of Hawaiian culture. iLEAD's team-based projects teach children the skills of cooperation, listening, respect, give and take, etc.

This school system is not an imposition on Hawaiian values or culture; rather it embraces and emulates Hawaiian values and intends to perpetuate its culture. I raise my own children to respect the variety of cultural traditions and their favorite class at Kapa'a Elementary is Hawaiian class with Kumu Aloha. iLEAD Kauai's project-based learning system can allow the children to experience, through immersion, Hawaiian culture as well as every other subject because they are not separate in this model.

I cannot honestly think of any reason why this school should not receive charter approval. Any argument against it I will gladly address and defeat. I know I am not the only passionate parent, and I am speaking on behalf of all of us who want more for our keiki on Kaua'i. I am in constant contact with other parents as well as non-parent residents who are very hopeful and excited for this to happen.

I am honored to represent the parents on iLEAD's board of directors! I am eagerly looking forward to every step of the process we have ahead of us. Please contact me for further conversation, I am happy to discuss any concerns.

In Service,



Elizabeth Reeves (808) 635-2164

* Please consult <http://www.ileadkauai.org/testimonials/> to view 84 additional community testimonies in support of iLEAD Kauai Public Charter School. We also included a link for parents to register their interest in enrolling in our school and parents expressed an interest to enroll 140 students at iLEAD Kauai. Although the later number does not appear on the webpage for the protection of Kauai families and Keiki, we have these reports available for the Commission's review.

**Attachment JJ- Lease Information
(no page limit)**

a. 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.

The proposed school governing board does not intend to enter into any type of lease, lease purchase agreement, or any other facility or financing relationships with the service provider.

Attachment KK- Proposed management agreement with the Service Provider- Draft

**MASTER AGREEMENT FOR EDUCATIONAL SERVICES
BETWEEN
iLEAD KAUAI Alaka'i O Kaua'i Charter School
AND
iLEAD SCHOOLS DEVELOPMENT**

This MASTER AGREEMENT FOR EDUCATIONAL SERVICES (this "Agreement") is made this ____ day of _____, 2015 (the "Effective Date") by and between iLEAD Kauai - Alaka'i O Kaua'i Charter School (iLEAD Kauai), a public charter school and iLEAD Schools Development, an Educational Services Provider ("ESP"), having addresses as stated in signature block of this Agreement. ESP and iLEAD Kauai are also referred to in this Agreement individually as a "Party" and collectively as the "Parties."

PRELIMINARY STATEMENTS.

- A. iLEAD Kauai Alaka'i O Kaua'i Charter School is a Hawaii public charter school authorized by the State of Hawaii.
- B. iLEAD Kauai desires to implement iLEAD's School Design with fidelity such that it can commercially use the iLEAD name and affiliation with regards to its school.
- C. iLEAD Schools Development (ESP) is a California nonprofit public benefit corporation organized under California law for public and charitable purposes, including to support, promote, and carry out the purposes of iLEAD Schools Design and other public charter schools based on the iLEAD Schools Design.
- D. ESP is the sole owner or master licensee of all Proprietary Rights to trademarks and related technology that is referred to herein as the iLEAD Schools Design, and will remain the sole property of ESP during and after the term of this Agreement.
- E. ESP and iLEAD Kauai desire to enter into this Agreement so that ESP authorizes iLEAD Kauai to use the iLEAD Schools Design including associated Property Rights, ESP may perform the charitable functions historically provided by iLEAD Kauai, and ESP may provide iLEAD Kauai schools with day-to-day school management, programmatic support services, staff development and supervisory oversight, as such services may be requested by iLEAD Kauai from time to time and are mutually agreed in writing.

THE PARTIES AGREE AS FOLLOWS.

Therefore in consideration of the mutual promises and covenants contained herein, and subject to underwriting of the Kauai Alaka'i O Kaua'i Charter School as a Hawaii public charter school authorized by the state of Hawaii, each Party agrees as follows:

1. DEFINITIONS

- 1.1. “iLEAD Schools Development,” means ESP ’s learning environment and educational leadership design principles, including related patents, copyrights, trademarks, trade secrets and know-how. See **Attachment A** for an expanded description of “iLEAD Schools Development”.
- 1.2. “Mandatory Services” means the grouping of services that ESP makes available to iLEAD Kauai, pursuant to the terms of this Master Agreement and as identified in **Attachment B**.
- 1.3. “Proprietary Rights,” means ESP ownership rights associated with the “iLEAD Schools Development” as defined herein, together with related intellectual property, technologies, and methods.
- 1.4. “Rights Granted” means rights that ESP grants iLEAD Kauai, which are limited, non-exclusive use rights of the ESP “iLEAD Schools Development” for the Term of this Agreement. During the Term of this Agreement iLEAD Kauai:
 - 1.4.1. will hold non-exclusive use rights within the defined Territory of the ESP “iLEAD Schools Development”
 - 1.4.2. has the right to operate a charter school with the non-exclusive use rights of the ESP “iLEAD Schools Development”.
- 1.5. “Service and licensing fees” mean amounts that iLEAD Kauai hereby agrees to pay ESP and which iLEAD Kauai warrants that it will pay per the service and licensing fee requirements.
- 1.6. “Service and licensing fees” mean payments of all fees that are provided for under this Agreement, and which shall accrue in the calendar-quarter during which the associated deliver or service is performed. Fees shall be non-refundable and be calculated and paid based upon the schedule as defined in this Agreement. All Fees are due monthly unless otherwise specified and payable by the 20th day of the month.
- 1.7. “Territory” means the island of Kauai.
- 1.8. “Trademark” means all marks that ESP uses in commerce to express its “iLEAD Schools Development” and market presence, including both marks registered with the US Patent and Trademark Office (PTO) and non-registered marks.

2. GRANT OF LICENSE

- 2.1. License Grant. ESP agrees to license its Proprietary Rights to iLEAD Kauai. iLEAD Kauai agrees to license the Proprietary Rights from ESP. Except as expressly provided in subsections 2.1.1, 2.1.2, and 2.1.3 below, ESP hereby grants to iLEAD Kauai a non-exclusive use license in the Territory of the Proprietary Rights.

- 2.1.1. ESP shall retain a right to practice the Proprietary Rights as stated elsewhere in this Agreement.
- 2.1.2. ESP does not grant to iLEAD Kauai the right to grant sublicenses of the Proprietary Rights to third parties.
- 2.1.3. All rights and licenses granted by ESP to iLEAD Kauai under this Agreement are subject to:
 - 2.1.3.1. Any limitations imposed by the terms of any government grant, government contract or government cooperative agreement applicable to the Proprietary Rights; and/or
 - 2.1.3.2. Applicable requirements of 35 U.S.C. Sections 200 et seq., as amended, implementing federal regulations and policies as relates to the Proprietary Rights.

2.2. Further Covenants

- 2.2.1. The Parties agree that ESP owns and maintains all rights to the Proprietary Rights and the name “iLEAD”, including iLEAD Kauai, iLead Kauai, and iLEAD Alaka’i O Kaua’i with or without Charter School attached to the aforementioned iLEAD names.
- 2.2.2. The Parties agree that ESP grants exclusive rights to iLEAD Kauai for the use of iLEAD Kauai and the Hawaiian name for the duration of this agreement.
- 2.2.3. The Parties agree that this Agreement does not involve any transfer of ownership associated with the name “iLEAD or iLead ” or the Proprietary Rights.
- 2.2.4. The Parties agree that a primary focus of this License is establishing a context in which iLEAD Kauai can utilize the Proprietary Rights.
- 2.2.5. The Parties agree that ESP is free to pursue advertising, relating to the Proprietary Rights, as it desires and at its sole expense.

3. SERVICES.

- 3.1. **Mandatory Services.** The school has agreed to utilize the mandatory services outlined in Attachment B.
- 3.2. **Requesting Additional Services.**
 - 3.2.1. iLEAD Kauai shall request additional services by providing ESP with a written list of requested services in substantially the form attached hereto as Attachment B (“List”). Upon receipt of such request by iLEAD Kauai, ESP shall notify iLEAD Kauai within thirty (30) days whether or not it will provide the additional services on

the List and fees related to the services requested. The parties may work collaboratively to revise the List from time to time as necessary. If iLEAD Kauai and ESP mutually agree, ESP and iLEAD Kauai shall execute the List and ESP shall provide the services to iLEAD Kauai under the terms of this Agreement. The services should not be unreasonably denied or delayed.

4. COMPENSATION.

4.1. iLEAD Kauai agrees to compensate ESP under this Agreement for License of ESP's Proprietary Rights.

4.2. iLEAD Kauai agrees to compensate ESP for the services rendered in alignment with the fee schedule outlined in Exhibit 1.

4.2.1. **Fee Payments.**

4.2.1.1. Licensing and service fees are right-of-use payments under the iLEAD Kauai License of ESP's Proprietary Rights.

4.2.1.2. iLEAD Kauai agrees to pay ESP licensing and service fees agreed upon by the parties as outlined in Exhibit 1. The fees can be reviewed annually at the request of either Party. If the Parties do not mutually agree to change the fees before extinguishment of a given annum in a signed writing, similar to EXHIBIT 1, the fee structure shall continue in force without change during the subsequent annum, and shall repeat for the Term.

4.3. **Invoicing and Payments.** ESP shall invoice iLEAD Kauai every month for services performed and fees due. iLEAD Kauai shall submit payment to ESP within twenty (20) calendar days after deposits by the State, or other of its payers, associated with ESP services performed.

5. TERM AND BREACH.

5.1. This Agreement shall continue in effect for a term of five (5) years unless restricted to a lesser term by applicable state law, beginning on the date of execution hereof, and ending on five (5) years thereafter. If state law restricts the term of this Agreement, the term shall be the maximum allowed by applicable state law. This Agreement shall automatically renew at the end of this term, and for consecutive successive terms, on the same terms and conditions herein, unless terminated by either Party in accordance with Section 5.2 below.

5.2. This Agreement may be terminated by either iLEAD Kauai or ESP for cause, which shall be defined as an event of a breach by the other Party of any one or more representation, warranty, covenant or agreement under this Agreement, where the effect of such breach is to cause the conditions—to the obligation ESP that enable iLEAD Kauai to use the iLEAD Schools Design and that enable ESP provide iLEAD Kauai

schools to provide day-to-day school management, programmatic support services as requested by iLEAD Kauai—not to be capable of being satisfied, and where such breach is not cured by the breaching Party within 120 days of receiving written notice from the terminating Party of the breach or alleged breach, which written notice shall state that unless such breach is cured in accordance with this Section 5.2 the terminating Party intends to terminate this Agreement.

- 5.3. This Agreement may be terminated by either party upon 120 days prior written notice to the other Party, without cause upon payment of penalty and start-up costs defined in Exhibit 2.

6. LIABILITY.

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

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

6.3. Insurance.

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

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

- 6.3.3. Each Party is responsible for obtaining and maintaining workers' compensation coverage and unemployment insurance for its employees. The Parties agree that employees of each Party are solely employees of that party and that Party bears all responsibilities for only that Party's employees.

7. NOTICE.

7.1. Any notice required or permitted by this Agreement will be in writing and will be delivered as follows with notice deemed given: (i) by personal delivery when delivered personally; (ii) by overnight courier upon written verification of receipt; iii) by facsimile transmission upon acknowledgment of receipt of electronic transmission; or (iv) by certified or registered mail, return receipt requested, upon verification of receipt. Notice will be sent to the addresses set forth in the signature block or such other address as that Party may specify in writing.

8. FIDUCIARY OBLIGATIONS.

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

9. HEADINGS.

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

10. ASSIGNMENT.

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

11. ENTIRE AGREEMENT.

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

12. AMENDMENTS.

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

13. WAIVER.

13.1. Any failure by any Party to enforce any other Party's strict performance of any provision of this Agreement will not constitute a waiver of its right to subsequently

enforce such provision or any other provision of this Agreement. No delay or omission in the exercise of any right or remedy shall impair such right or remedy or be constructed as a waiver. A consent to or approval of any act shall not be deemed to waive or render unnecessary consent to or approval of any other or subsequent act. No waiver shall be binding unless executed in writing by the Party making the waiver.

14. CONTROLLING LAW.

- 14.1. This Agreement and for all matters arising under or relating to this Agreement shall be governed in all respects by the laws of the United States of America and by the laws of the State of Hawaii excluding any choice of law provisions.

15. ATTORNEYS' FEES.

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

16. ARBITRATION.

- 16.1. Any controversy or claim arising out of this Agreement, or the breach thereof, shall be settled by arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association, and judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction.
- 16.2. Negotiation. The Parties agree that they will attempt to resolve any controversy, claim, or dispute ("Dispute") relating to or arising from this Agreement by prompt, good faith negotiations. Any Dispute which is not settled by the Parties within thirty (30) days after written notice of a Dispute is given by one Party to the other shall be referred to arbitration pursuant to Clause 16.3 below.
- 16.3. Arbitrating. Any dispute, claim or controversy, including but not limited to, errors and omissions arising out of, or relating to, this Agreement or any alleged breach, termination, enforcement, interpretation or validity of this Agreement (including the determination of the scope or applicability of this Agreement to arbitrate), which is not resolved pursuant to Clause 16.2 above, shall be settled by arbitration in Los Angeles, CA, before a panel consisting of one individual, with knowledge of such matters as are described in this Agreement. Such arbitration will be administered by JAMS, The Resolution Experts ("JAMS") pursuant to its Comprehensive Arbitration Rules and Procedures. The award of the arbitration panel shall be final and binding, and judgment upon the award granted may be entered in any court of competent jurisdiction. Damages that are inconsistent with any applicable agreement between the parties, that are punitive in nature, or that are not measured by the prevailing Party's actual damages, shall be unavailable in arbitration or any other forum. In no event, even if any other portion of these provisions is held to be invalid or unenforceable, shall the arbitration panel have

power to make an award or impose a remedy that could not be made or imposed by a court deciding the matter in the same jurisdiction. The arbitrator will, in the award, allocate all of the costs of the arbitration, including the fees of the arbitrator and the reasonable attorneys' fees of the prevailing Party, against the Party who did not prevail.

16.4. THE PARTIES UNDERSTAND THAT BY SIGNING THIS AGREEMENT, THEY AGREE, TO THE EXTENT PERMITTED BY LAW, TO SUBMIT ANY FUTURE CLAIMS ARISING OUT OF, RELATING TO, OR IN CONNECTION WITH THIS AGREEMENT, OR THE INTERPRETATION, VALIDITY, CONSTRUCTION, PERFORMANCE, BREACH, OR TERMINATION THEREOF TO BINDING ARBITRATION, AND THAT THIS ARBITRATION CLAUSE CONSTITUTES A WAIVER OF THEIR RIGHT TO A JURY TRIAL AND RELATES TO THE RESOLUTION OF ALL DISPUTES.

17. AUTHORITY TO CONTRACT.

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

18. ENFORCEMENT.

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

19. Severability. Should any provision of this Agreement be held by a court of law to be illegal, invalid or unenforceable, the legality, validity and enforceability of the remaining provisions of this Agreement will not be affected or impaired thereby.

20. Arbitration.

20.1. The Parties agree that the following steps will be used to settle any controversy or claim concerning establishment of this Agreement or arising from this Agreement.

21. Assignment.

21.1. No Party may assign their rights or duties under this Agreement to another Party without that Party's prior written consent.

22. Amendment or Modification.

22.1. Any amendment or modification of these provisions shall be in writing, executed by duly authorized representatives of the Parties, and shall not be effective unless it specifically identifies this Agreement, including reference to the Parties hereto and date of its execution.

23. Entire Agreement.

- 23.1. This Agreement constitutes the entire agreement between the Parties, with respect to all subject matter included in this Agreement. The Parties intend this Agreement as a complete and exclusive statement of all terms with respect to all subject matter included in this Agreement.

24. Prior Understandings.

- 24.1. The Parties intend that this Agreement is their final expression of agreement with respect to all subject matter included in this Agreement. It supersedes all prior or contemporaneous oral or written agreements, all negotiations, stipulations, understanding, representations and warranties, if any, with respect to the subject matter included in this Agreement.

25. Drafting Ambiguities.

- 25.1. Each Party to this Agreement has reviewed and had the opportunity to revise this Agreement. Each Party to this Agreement has had the opportunity to have legal counsel review and revise this Agreement. The rule of construction that any ambiguities are to be resolved against the drafting Party shall not be employed in the interpretation of this Agreement or of any amendments or exhibits to this Agreement.

26. Counterparts.

- 26.1. This Agreement may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute a single integrated document.

SIGNATURE PAGE

By signing this Agreement each Party acknowledges he has read this entire Agreement and agree to all terms and provisions hereof and have the authority and capacity to sign this Agreement.

Party: iLEAD Schools Development (ESP)

Party: iLEAD Kauai

Signed, for Party

Signed

Name

Name

Address Line 1

Address Line 1

Address Line 2

Address Line 2

Phone Number Fax Number

Phone Number Fax Number

Email:

Email:

ATTACHMENT A

iLEAD SCHOOLS DEVELOPMENT, AN EXPANDED DESCRIPTION

This Attachment A provides an expanded description of iLEAD Schools design.

iLEAD Schools Development is inspired by the research of some of the greatest educational theorists, such as Vygostky, Freire and Piaget and improving on best practices from successful school designs around the world. iLEAD Schools Development incorporates the following design elements.

1. Empowering Culture. Establishing and sustaining a strong culture of trust, respect and responsibility that empowers and inspires.
2. Rich project-based-learning curriculum that integrate standards. Creating authentic hands-on and relevant learning experiences based on students' interests and passions through project-based learning that integrate academic standards, life skills, work skills and arts. Students receive more than 75% of their learning through project-based learning. At the end of each project, students present what they have learned to the school community in a Presentation of Learning. These POLs allow students to use a variety of media to demonstrate their learning using a project-specific rubric.
3. High expectations and rigor for college and career readiness. Encouraging rigorous work that enables each student to possess the knowledge, skills and confidence to master academic standards, gain acceptance to the best colleges and universities and access the most satisfying careers.
4. Authentic ongoing assessment. Student-led portfolio-based conferences help ensure that learners are accountable to their families, their teachers and the school community as a whole. Individualized learning plans (ILPs) are developed for each student based on their strengths, interests and needs and become the coordinating plan between the student, family and teachers. iLEAD Schools administer a variety of periodic benchmark assessments in core subject areas including NWEA and early assessments in preparation for college entrance such as SAT and ACT as well as State mandated assessments. Formative assessments are conducted 3 times per year including at the beginning of each year and the end of each year.
5. International experiences. Rigorous curriculum on global connectivity, foreign language, foreign exchange programs and tours give students a sense of belonging in the changing world and prepare students to fit in the global marketplace upon graduation and post-college. Specific ways that iLEAD Schools integrates international experiences for students include the requirement of students taking at least 2 years foreign language, conducting an annual multicultural culinary feast, integrating international aspects into student projects, international travel opportunities for students, and bringing foreign students into iLEAD through an international exchange program.
6. Multi-age grouping. Multiage classroom environments with two or more grades allow students the flexibility to progress at their own pace along a continuum of learning.
7. Family engagement. Families are engaged in meaningful and authentic ways to help their child's learning through school learning tours, student-led conferences and online learning

to help families understand the philosophy and methods of the school and how they can support their child by leveraging these same methods at home. Parent University – 7 Habits.

8. Community/Service Learning and Leadership. Opportunities are provided for students to make a difference in their community and utilize their developing leadership skills both inside and outside the school. Younger students gain by exposure to careers and older students gain valuable work experience.
9. Futurist learning spaces. The facilities design, layout and décor are tailored to support the student's highest learning style. Schools have open floor learning spaces that also include special areas to support archetypal types of campfire, cave and watering hole inspired by futurist David Thornburg.
10. iLEAD Star Search and Support. All candidates go through a specifically designed recruitment process that identifies the best teacher and school leader candidates with the right attitude, mindset, capacity and capability by subjecting candidates to situations that are designed to highlight desirable or non-desirable attributes and behaviors. Candidates that pass through this initial screening process receive intensive professional development that may include shadowing other teachers and leaders at existing schools for several weeks. Teachers and school leaders receive coaching support as well as calibration experiences at least weekly throughout the year.
11. Blended learning environment. Technology is used as a tool that is integrated into the learner's experience that provides: (a) access to online specialized courses and projects for advancement or remediation; (b) one-to-one device to learner ratio anytime access for research, connection to other project team mates, access subject matter experts, and track progress and achievements; and (c) a creativity and productivity tool to create work product. iLEAD strongly supports the BYOD (Bring Your Own Device) model and provides devices to students who are not able to have their own device.
12. Focus on social/emotional growth. Principles of Love and Logic are integrated throughout the learning environment, empowering students to take responsibility for their actions, learn from mistakes, seek guidance from adults, and monitor personal progress toward goals outlined in their ILP.

ATTACHMENT B

MANDATORY SERVICES

The following services shall be provided by iLEAD Schools Development to iLEAD Kauai pursuant to the terms of the Master Agreement between iLEAD Schools Development to iLEAD Kauai. Mandatory services are organized into the following categories.

1. ESP/National Team Mandatory Services

- 1.1. School Leader and Board Support and Development
- 1.2. Community cultivation and support development, public relations and Federal/local/state government advocacy.
- 1.3. Charter authorization
- 1.4. Growth strategy, planning and evaluating performance.
- 1.5. Cultivation of regional management organization and support of schools within a new region.

2. ESP/BOOST Mandatory Services

- 2.1. Financial Management
- 2.2. Annual and multi-year budgets and cash flows using the Abila accounting system including budget submissions as required by the Board, State and/or Authorizer.
- 2.3. Updated monthly budget forecasts –tracking budget to actuals and updates the budget forecast on a monthly basis (if forecasts move materially off budget, we recommend a budget revision).

3. Compliance Support.

- 3.1. General. The Parties agree that state and federal compliance and accountability are the responsibility of iLEAD Kauai. ESP will provide advice on some compliance and accountability matters, but this information is not comprehensive. Because compliance and accountability rules, regulations and interpretations regularly change, iLEAD Kauai should seek independent verification of such compliance and accountability from their attorneys or other sources.

EXHIBIT 1
ANNUAL PRICING AGREEMENT

Licensing and service fees are as follows:

\$100,000 for the agreement services listed in Attachment B.

EXHIBIT 2
CONTRACT CANCELLATION

Consequence for early contract withdrawal without cause are noted as follows:

- 2.1 Repayment of all start-up costs; ESP to provide accounting of all expenses.
- 2.2 Repayment in-full of all loan obligations and related costs for all loans and other financing means that were secured by ESP for the start-up and operation of iLEAD Kauai including principal, interest, fees and penalties as required by originating loan agreements.
- 2.3 Penalty payment of 20% of annual operating expenses.

EXHIBIT 3

In addition to pursuing philanthropic and grant resources, iLEAD Schools Development will assist iLEAD Kauai to secure up to \$100,000 in private funding to cover costs associated with start up and first year of operations.

If iLEAD Schools Development provides the loan to iLEAD Kauai, the terms of the loan will be as follows:

- Estimated 9% APR which may be higher or lower depending on risk profile subject to underwriting of the lender.
- Possible interest only payment for the first three (3) years of operations.
- It is important that iLEAD Kauai will be self-sustaining at the beginning of year three (3) of operations and preferably year two (2). The degree of sustainability and available cash flow will have an impact on lender underwriting and terms of any loans---including whether iLEAD Kauai qualifies to receive a loan or not.
- Principle and interest to be fully repaid at the end of year 5 to 7 subject to underwriting by the lender.

Attachment NN- Budget Narrative and Attachment OO- Evidence of Commitment

Attachment NN- Budget Narrative

1. 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. Memoranda of Understanding for facilities are attached.

Budget Narrative –

The assumptions for the attached budget are:

REVENUES:

1. State per pupil based on \$6,200 per student with 125 in year 1, 159 in year 2 and 212 in year 3.
2. Title I at \$35,000 per year for years 1 thru 3.
3. Title II at \$6,700 per year
4. Federal Impact Aid at \$185 per student per year.
5. Bus income from students at \$18,750, \$37,440 and \$56,160 for years 1 thru 3. The assumption is that student riders pay \$72 per quarter (Based on DOE charges) and 65 riders (the capacity of the bus) for yr. 1. Year 2 there will be two buses and year 3, three buses. This income is contingent upon the facility ultimately selected.
6. Lunch Income – The assumption is that the school will apply for NSLP (National School Lunch Program) and benefit from its reimbursements for free/reduced students. It assumes that 55% of the students are free/reduced, 45% free and 10% reduced. Also, 30% of the students who do not qualify for free/reduced will still purchase a fully paid meal at \$3.25 per meal. Lunch will be served four days per week with one day being designated as a “home lunch” day for all students. At four days per week, the reimbursement from NSLP will be \$39,344, \$50,045 and \$66,727 respectively for years 1 thru 3, while the families who do not qualify for free/reduced meals will pay \$7,898, \$10,046 and \$13,394 respectively for years 1 thru 3.

7. Income for Special Education services is assumed at \$8,500, 13,000 and 16,500 respectively for years 1 thru 3 based on the estimated number of students who are eligible for special education services. We recognize that DOE will provide support for our special education students that may significantly impact this assumption.

8. Year 0 revenues of \$100,000 are a loan from ILEAD Schools Development. The loan is at 9%, with “interest only” payments for the first three years.

STAFFING LEVELS

1. Year 1 – Director (\$80,000), four and a half teachers, all HQ (\$50,232 each), one Educational Assistant (\$27,022), one special teacher (\$21,600), Business Manager (\$55,488), SASA (\$36,557), and a Maintenance/Custodian (\$35,547). Increases in salaries are based on collective bargaining with HSTA, HGEA and UPW. The estimated increases used for years 2 and 3 are, 3% HSTA (teachers), 4% for EA’s, Business Manager and SASA (all HGEA BU 3,13 and 4) and 6% for the Director (HGEA BU 6). The Maintenance/custodian is a UPW member and the estimated yearly increase is 2%.

In addition, there is a SPED position funded by DOE.

2. Year 2 – In addition to the positions in year 1, the following positions are added for year 2 if enrollment projections are met: 1 additional teacher (\$50,232), 1 additional Educational Assistant (\$27,022) and 1 Special Teachers (\$21,600).

3. Year 3 – If enrollment projections are met, we will add an Assistant Director (\$70,000), 3 Teachers (\$50,232), 1 Educational Assistant (\$27,022), .75 FTE Special Teacher (\$21,600).

All increases year to year are based on estimates provided by the three (HSTA, HGEA and UPW) unions.

MAJOR EXPENSE ASSUMPTIONS

1. \$10,000 each year for the annual audit to be performed by an auditor that is qualified to analyze Hawaiian Charter Schools and selected by the governing board.

2. \$100,000 in management fees paid to ILEAD Schools for support services.

3. \$5,000, \$10,000 and \$10,000 respectively for years 1 thru 3 for Tech Support to assist with setting up/installing new computer equipment.

4. \$5,000, \$15,000 and \$20,000 respectively for years 1 thru 3 for Substitute Teachers.

5. \$11,000 in year 0, then \$11,500, \$16,500 and \$16,500 in years 1 thru 3 for professional development. This will be for staff and teachers, both at the school and off island.

6. \$13,989, \$10,000, \$17,500 and \$25,000 respectively for years 0 thru 3 for Classroom Technology. This includes Chrome Books, ipads, Laptops, printers, storage carts, etc.

7. Contingency/Transportation services - \$45,000 (1 bus yr1), \$90,000 (2 buses, yr. 2) and \$135,000 (3 buses, yr. 3). This expense is dependent upon which site is ultimately selected. We anticipate an expense of approximately \$45,000 for transportation services OR a similar amount devoted to refurbishing a facility to which students would not need transportation services.

8. Lunch costs - \$73,980, \$94,103, and \$125,470 respectively for years 1 thru 3.

9. Rent expense of \$100,000 annually for each of three years.

10. Utility expenses of \$20,000, \$20,000 and \$20,000 respectively for years 1 thru 3.

11. Networking and telecommunication expenses of \$5,000, \$10,000 and \$10,000 respectively for years 1 thru 3 to setup and install a secured wireless network, printers, etc.

12. Furniture and Equipment - \$5,000 in year 1, thereafter \$25,000 each year. . This includes office and classroom furnishings, office equipment and instructional equipment.

13. Year 0 expenses for three staff to begin prior to the school opening. These are the Director (2 months prior to opening), SASA (2 months prior to opening) and Business Manager (1 month prior to opening). All three will be paid as a “contractor” until the school receives its “pre-opening” status and can hire staff as “State” employees. Professional Development (\$11,000) to fund teacher days prior to the start of school. Facilitators will be flown in from the mainland as well as providing services via Skype.

b. Discuss the proposed school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

The school has a contingency plan in place in case revenues and/or enrollment are lower than expected. Since revenues are tied to enrollment, the school will know very quickly whether the revenue predictions will be met initially. If not, the school has the ability to delay purchases of equipment, trim staff, and lower overall spending to bring expenses in line with the enrollment. In addition, the non-profit organization iLEAD Hawaii will begin fundraising for the school as soon as we receive approval. We will also pursue lines of credit if necessary to meet fiscal obligations. Attendance is as equally important as enrollment to the cultural and fiscal health of the school. Staff will work collaboratively with parents and students to maintain excellent attendance rates. At the end of the first school month, enrollment numbers will be used to modify the budget. The budget will be used as the guide to adjust revenue projections and expenses. Enrollment numbers and budget projections are presented to the governing board monthly to ensure all stakeholders are aware of the fiscal health of the school.

c. Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening:

If iLEAD Kauai experiences Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening, we can use CAM and Charter School Capital for cash flow advances. We also will hire facilitators in alignment with our staffing plan. The philosophy of project-based learning and individual learning plans is best served through multi-age classroom configurations, which also allow greater flexibility in assigning staff to meet the needs of enrolled students.

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.

(VII.A.6 – word limit not applicable; attachment only)

Attachment 00- Evidence of Commitment



Growing Our Own Teachers on Kauai

A 501(c)(3) Educational Organization

Dedicated to assisting aspiring elementary and secondary teachers.

February 16, 2015

Hawaii State Charter School Commission
1111 Bishop Street, Suite 566
Honolulu, HI 96746

Officers

George Corrigan
PRESIDENT/TREASURER

PRESIDENT-ELECT

Jonathan McRoberts
VICE-PRESIDENT

Sally Motta
SECRETARY

Directors

Dr. Kani Blackwell

Thomas Gross

Nancy Kanna

Helen Cox

Len Tyler

To Whom It May Concern:

Growing Our Own Teachers on Kauai (GOOT-OK) is a non-profit 501(c)(3) educational organization. We are pleased to support the proposed iLEAD Kauai Alaka'i O Kaua'i Charter School. Ms. Deena Moraes, proposed School Director gave an enlightening presentation to GOOT-OK and to Hanalei Bay Rotary Club in January 2015 regarding the proposed school, iLEAD Kauai.

While iLEAD Kauai is seeking their own non-profit status, our Board of Directors voted to allow them to use our organization for any donations they might receive in order to have those donations tax-deductible.

Sincerely yours,

George Corrigan
President/Treasurer, Board of Directors

P.O. Box 223333, Princeville, Hawaii 96722 (808) 828-6191
Website: <http://growkauaiteachers.org>
Tax Exempt # 42-1761212



Educational Service Provider Finance Option for iLEAD Kauai

In addition to pursuing philanthropic and grant resources, iLEAD Schools Development will assist iLEAD Kauai secure up to \$100,000 in private funding to cover costs associated with start up and first year of operations.

If iLEAD Schools Development provides the loan to iLEAD Kauai, the terms of the loan will be as follows:

- Estimated 9% APR which may be higher or lower depending on risk profile subject to underwriting of the lender.
- Possible interest only payment for the first three (3) years of operations.
- It is important that iLEAD Kauai will be self-sustaining at the beginning of year three (3) of operations and preferably year two (2). The degree of sustainability and available cash flow will have an impact on lender underwriting and terms of any loans---including whether iLEAD Kauai qualifies to receive a loan or not.
- Principle and interest to be fully repaid at the end of year 5 to 7 subject to underwriting by the lender.