

The Kapolei Charter School
by Goodwill Hawaii



A Public Charter School Proposed by
Goodwill Industries of Hawaii, Inc.

Application to the Hawaii State Public Charter School
Commission

February 12, 2016

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I. School Overview

A. Executive Summary

1. Mission. A mission describes the fundamental purpose of the school. The proposed school's mission statement should:
 - a. Describe the core school design components, what the proposed school will accomplish in concrete terms, and what methods it will use;
 - b. Be attainable and consistent with high academic standards;
 - c. Reflect the key values that teachers, administrators, and students know and support;
 - d. 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
 - e. Be able to operationalize and guide the work and school culture.

The Kapolei Charter School by Goodwill Hawaii (KCS) will interrupt generational poverty by providing customized, meaningful, and alternative educational opportunities to students who may not be successful in the traditional educational system. With high academic standards, KCS will assist 9th - 12th grade students to graduate with a high school diploma, while providing enriching wrap around services to help them navigate challenges and overcome barriers, allowing them to reach academic success. Students will also graduate with a post-secondary certification and/or community college credits to ensure a smooth transition into the workforce and become contributing citizens of their local communities through the power of education and work.

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

The Vision Statement of KCS is to "Interrupt generational poverty through the opportunity for gaining meaningful education and employment to achieve personal fulfillment and self-sufficiency."

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

The proposed location for KCS is Goodwill Industries of Hawaii's Ohana Career and Learning Center (OCLC), located at 2140 Lauwiliwili Street, Kapolei, HI, 96707. Goodwill's OCLC houses valuable employment and training programs for the communities of West Oahu. Programs range from a day center for adults with disabilities, a positive youth development program that helps at-risk youth get their GED and go to college, and workforce development programs for low-income individuals and families. The proposed school will supplement these programs. All of Goodwill's programs help people with employment barriers reach their full potential and achieve

self-sufficiency. The OCLC, constructed in 2010, is 2 stories and 30,000 square feet. It contains classrooms, conference rooms, computer rooms, offices, and a cafeteria space. Goodwill's OCLC has all the requirements needed to house a public charter school, including ample space, high-level technology, transportation access, central air conditioning, and an array of support programs.

The City of Kapolei has a diverse and growing population. From 2009-2013, nearly one in five residents (19.1%) were foreign-born, while almost 25% (24.5%) of residents ages 5 and over spoke a language other than English at home. Only 30% had a Bachelor's degree or higher (persons age 25+).ⁱ Projections indicate Oahu's population will grow 9% over the next 20 years; while Kapolei's population is projected to grow by 53%.ⁱⁱ

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.

Goodwill Hawaii proposes to serve the communities of West Oahu through its KCS. Composite data for West Oahu show a total population of over 255,000; with more than 1 in 5 residents (21.7%) aged 5-19 years old. Only 21% of residents are a college graduate, while 35% have attended some college.ⁱⁱⁱ One in ten residents (10.7%) have less than a high school diploma.

Data from the ARCH Hawaii educational database regarding the student population of the Leeward District Department of Education schools indicate the anticipated student population pool is low-income (51.2% Free or Reduced Lunch) and has special education needs (13.8% Special Education); approximately 5% need English as a Second Language support (4.7% English Language Learner). Thus, the school is likely to encounter challenges affiliated with low socio-economic status (i.e. need to provide support for basic needs), and a student population wherein approximately 14% will have a disability and 5% will not speak English as their primary language. Through its array of Mission Services programs, Goodwill has extensive experience serving low-SES populations, individuals with disabilities, and English Language Learners.

As a public charter school, all students will be welcome to enroll in KCS. It is anticipated KCS will strongly appeal to students who have dropped out of high school and are seeking to reengage in their education, are at-risk of dropping out of high school, or would otherwise benefit from a non-traditional education setting, including those students who are severely under-credited compared to their cohort. Many students struggle to complete their education because skill deficits and life challenges impede their progress. Many alternative education settings focus on remediating skill deficits, but do not strategically work to address the many non-academic barriers that hinder many at-risk students from completing their high school education. To be effective, education programs must provide supports and flexibility to help students overcome the various challenges to their continued education. Below is a summary of barriers the Kapolei Charter School's anticipated student population will face – which may impact their success in earning a high school diploma – and the ways the proposed school will work to address and overcome those barriers.

Barrier: Low credit attainment and academic skill gaps. Students will have different levels of credit attainment and skill levels. In some cases, students may have a transcript that shows they earned certain course credits but, when assessed, their scores may indicate they do not have mastery over the material.

Solution: Meet students where they are. KCS will work with students at all levels, designing an educational program that meets students' needs. To ensure the school is fulfilling its top priorities – providing students with an opportunity to earn a high school diploma and preparing them for “what comes next” – KCS will dedicate considerable resources to helping students be prepared and successful. KCS will have dedicated remedial efforts for students who are not academically ready for high school-level coursework and will evaluate progress by regular assessment as well as case conferences (when appropriate).

Barrier: Lack of focus. Having previously dropped out of high school, or being at-risk of dropping out, may cause students to struggle to reengage in their education.

Solution: Addressing challenges outside of the classroom. Life Coaching in The Excel Center model, on which KCS is based, addresses the life barriers and issues that prevent students from being successful. KCS's coaches will be responsible for keeping students engaged in school and motivated to be successful. The relationships that coaches create with each student will be a critical factor in student success; those relationships will provide security, confidence, and encouragement for students to continue when the work becomes challenging and life barriers become difficult to manage. The life coaches work with students to identify potential barriers to students' continued education, whether short-term barriers (such as food assistance or transportation) or long-term challenges (including student self-efficacy and self-confidence).

Barrier: Identifying a career pathway and setting goals. For most of KCS's students, earning a high school diploma will be the primary reason to return to school, but few students will have thought about which career to enter after graduating.

Solution: Preparing students for “what comes next.” KCS will spend a significant amount of time introducing students to high growth, high demand fields where there exist good prospects of finding stable employment and a career. KCS's goal is to prepare individuals for self-sufficiency. A high school diploma is an essential start, but a credential beyond a diploma is critical for ensuring long-term employability in the modern job market: Approximately 79% of all jobs in Hawaii require some postsecondary education.^{iv}

Beyond the challenges the anticipated student population will face, as with any new venture, KCS anticipates some challenges associated with starting a new school. These include attracting and recruiting the best talent to staff the school and navigating the educational environment as a start-up charter school. Despite these anticipated challenges, the school team has been proactive and identified multiple ways it will address each of these challenges so the new school opens successful.

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.

Goodwill Hawaii recognizes the value of community support of any new proposed program. In preparation for its proposed charter school, Goodwill Hawaii has conducted several activities to inform and engage the community, including connecting with the following:

- Secondary schools in the proposed service area (i.e. Ka Waihona o ka Na'auao Charter School)
- Post-secondary educational institutions (Leeward Community College, University of Hawaii-West Oahu, Windward Community College, University of Hawaii at Manoa)
- Community social service organizations

6. [Contribution to Public Education System](#). Describe any anticipated contribution the proposed school would make to Hawaii's public education system as a whole, including, if applicable, the Priority Needs identified in [Section I.C of the RFP](#). If the proposed school would address either or both Priority Needs, provide an analysis, with relevant data, about that Priority Need and how the school would help address it. In addition to the Priority Needs, the examples of contributions to the public education system could include things like serving student demographic groups that the existing system has had challenges 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.

As described above and below in Section II.A., Goodwill Hawaii anticipates its student population will consist of some high-need, under-represented student groups. Further, Goodwill Hawaii's proposed charter school will address both Priority Needs identified by the Commission. With respect to Priority Need 1, the average of the past 3 years' enrollment rates for West Oahu schools was nearly 91%. With respect to Priority Need 2, when the composite percentages of West Oahu schools is used, in multiple areas the schools are under-performing when compared to the State average.

There is a clear need for a school like KCS. In Honolulu County, 2012 data shows only 83% of students graduated within four years of entering the 9th grade^v; recent data shows West Oahu schools have a drop-out rate of 18.6%.^{vi} Although a significant number of youth do not complete high school, there are very few educational opportunities for them to reengage in their education. There remains a need to serve these high school-aged students who have either already dropped out or are at risk of dropping out of high school. KCS will be the first of its kind in Hawaii. It will be equipped to serve a largely underserved population, working to re-engage students in their education and provide them with meaningful opportunities to earn a high school diploma and industry certification or college credit to ensure a smooth transition into career success. Goodwill Hawaii will utilize communication channels available within both the Public Charter School Commission and the Public Charter Schools Network to disseminate any information gained on lessons learned and best practices. Additionally, Goodwill will maintain its network of partnerships to include; Ka Waihona o ka Na'auoa Charter School as a feeder-school, other public schools in the area, University of Hawaii West Oahu, Leeward Community College, and local community businesses in the area.

7. Reason for Conversion (Conversion applicants only). Explain the rationale for applying to convert to a charter school.
 - a. How will the charter school model lead to improved academic outcomes and non-academic operations?
 - b. Describe the stakeholder groups that were engaged in the conversion decision making process, and explain their roles in the transition process.

Not applicable because the proposed school is not a conversion charter school.

8. Conversion Transition (Conversion applicants only). Explain if and how any programmatic elements of the school design will change or evolve with the transition to operation as a charter school, as opposed to the current school model.

Not applicable because the proposed school is not a conversion charter school.

B. Enrollment Summary

1. Enrollment Plan. Complete the Enrollment Plan (Exhibit 1), and include it as **Attachment A (required form)**, illustrating the proposed school's five year enrollment plan. Include a breakdown between students receiving a primarily on-site, face-to-face learning experience (brick-and-mortar) or *blended learning* and students receiving a primarily *online learning* experience (*virtual learning*).

The Enrollment Plan is provided in **Attachment A**.

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.

Goodwill Hawaii proposes to serve grades 9th through 12th in Year 1 and in subsequent years thereafter. The number of students proposed for each grade level reflects a composite of factors: The number of community residents; public school enrollment in the proposed service area; and the capacity of the proposed facility.

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 (no page limit)**.

Evidence justifying the enrollment plan is provided in **Attachment B**.

II. Academic Plan

A. Academic Plan Overview, Academic Philosophy, and Student Population

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.

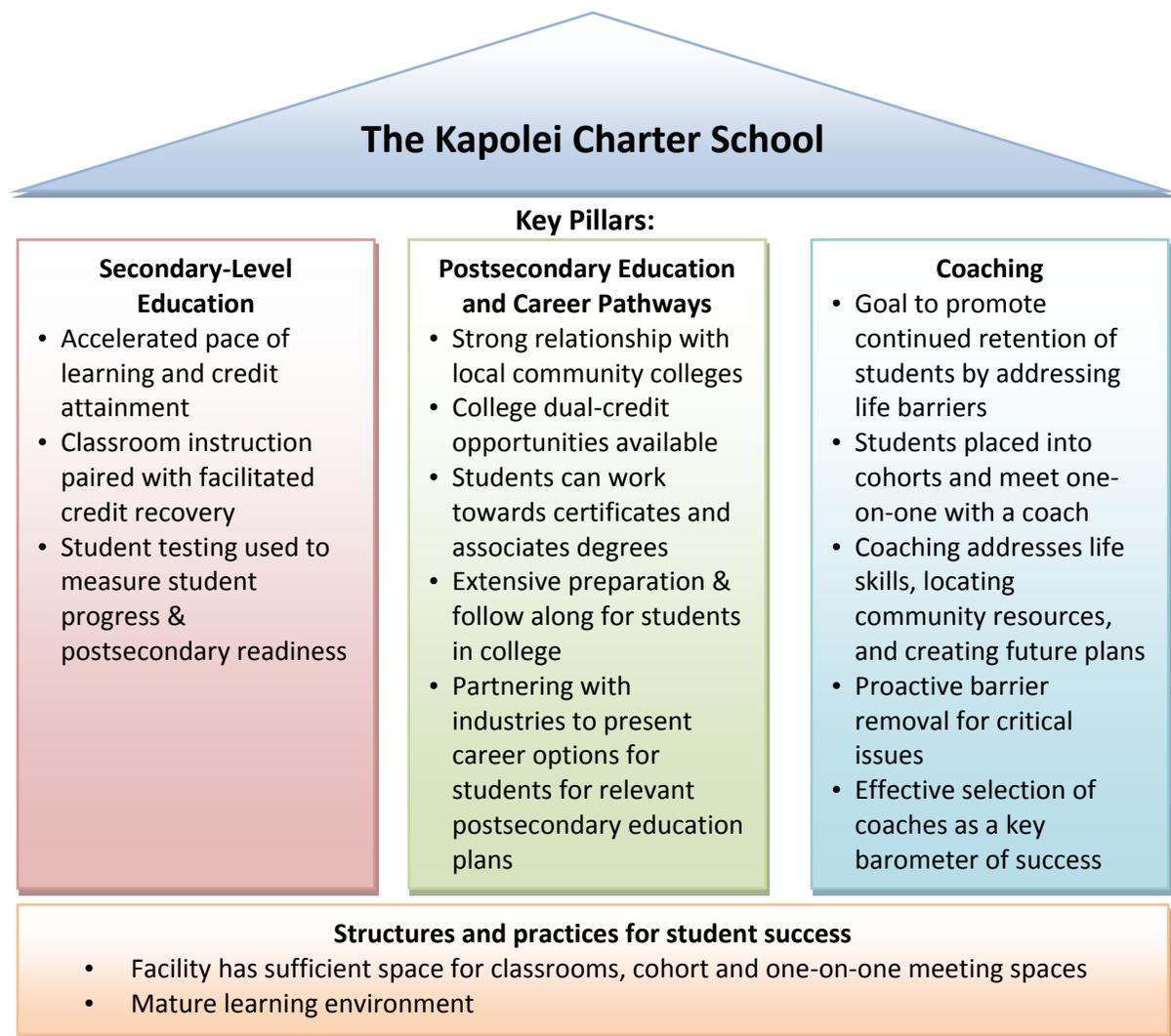
Note: Goodwill Education Initiatives, Inc. (GEI), the Kapolei Charter School by Goodwill Hawaii's (KCS) selected Educational Service Provider, currently operates the Indianapolis Metropolitan High School, which serves traditional-age high school students in a non-traditional academic environment, and The Excel Center, which currently operates in eleven (11) locations across Central Indiana. The Excel Centers have graduated 1,658 students since the first school opened in 2010. Of those graduates, nearly 82% have earned an industry certification, and 26% have earned at least three college credits at the time of graduation. GEI has also licensed its Excel Center model and has assisted with the opening of an Excel Center in Austin, Texas in fall 2014; the school was approved for and successfully expanded in the fall of 2015. Also in the fall of 2015, licensed Excel Centers opened in South Bend, Indiana and Memphis, Tennessee. Another Excel Center has been authorized and approved to open in Washington, DC in 2016. KCS is modeled after The Excel Centers, which have demonstrated this model is effective in engaging older youth and young adults who have dropped out of school and leading them to earn high school diplomas and beyond. Some of the language in this proposal will be the same as that used in other proposals that GEI has authored in other charter applications.

The Excel Center's academic plan has three main pillars: (1) an academic philosophy that meets the goals and needs of at-risk students, (2) a concentrated focus on **College and Career Readiness**, and (3) a coaching platform designed to address barriers that impede a student's continued educational success. These three main pillars are also foundational to the KCS school model. Please see the graphic on the following page.

Academic Instruction for students who have dropped out or are at-risk requires flexibility in the design of the educational program. Students will enroll in KCS at various skill levels, have different numbers of credits to achieve, and many will balance their education with life obstacles, including work and family obligations. Therefore, KCS will use a "one student at a time" method where each student will establish his or her educational goals and move at his or her own pace to achieve learning goals. Every student at KCS will have a unique education plan.

The environment within KCS is designed to meet students' learning needs by encouraging them to see the relevance and importance of their education while providing a mature environment for learning and discussion. The school is designed to reflect the characteristics of educational environments that benefit young adult learners, including open discussion, self-directed learning and personal accountability.

KCS will mirror The Excel Center’s learning environment that meets students where they are academically. Students participate in fixed-time classes where they cover key academic subjects in language arts, mathematics, social studies and science. These courses are designed to build skills, learn material, and engage with students. However, many students come to KCS requiring significant remediation and special supports. For these students, reading, math, and basic skills labs allow them to learn critical information when they need it. Additional resources support the unique needs for students outside of the fixed-length core courses. In addition, students who have demonstrated high skill levels (as shown by high scores on the ACT or other college entrance exam) will be eligible to enroll in dual credit courses, thereby beginning their pathway and success in working towards postsecondary education goals.



Technology features in the design and delivery of academic content in KCS. Coursework is presented in multimedia formats, reaching different personalities and groups. In addition, students are able to participate in computer-based instruction, facilitated by teachers, for credit recovery, diagnostic assessment, and for tutoring-based work.

Postsecondary Education and College and Career Readiness prepares students to learn the general skills necessary to become successful in 21st-century workplaces. The *Partnership for 21st Century Skills* developed a framework that identified many of the critical competencies and skills essential to students preparing to enter the workforce in the 21st century. These skills are grouped into four general categories: strong mastery of core subjects and knowledge of 21st century issues; life and career skills; learning and innovation skills; and information, media and technology skills.^{vii} Building upon the Common Core's focus on 21st Century Skills, KCS emphasizes these skills so students are better prepared in the modern workforce. Students will build on themes and case studies applied in workplace contexts, encouraging them to develop and demonstrate skills that will be valuable in workplace environments. Opportunities for students to demonstrate these skills are woven into core content. The school's emphasis on these skills will enable each student to understand how mastery of the skills introduced in the core curriculum will be important in his or her career.

Many individuals who have dropped out of school will re-enter the education system when they find there are few employment opportunities available for individuals who lack a high school diploma. To respond to this demand, KCS's coursework and learning environment enables students to access greater career opportunities. Students' educational plans will build towards post-secondary certificates and/or degrees that lead to high growth, high demand careers with better-than-average growth potential in the local economy. These academic goals will include courses at post-secondary institutions, such as Leeward Community College and U.H.-West Oahu.

KCS will prepare students for and introduce them to post-secondary education through opportunities that are relevant to their educational and career goals. Students will cover the basic requirements to receive a high school diploma and enroll in some form of postsecondary education, whether a certificate or credential program or a track moving towards an associate's or bachelor's degree.

KCS promotes students' awareness and access to valuable careers by introducing students to the benefits, details, and possibilities of a number of careers, and helping to outline the path a student may take to enter a career in a given field. KCS will prioritize high growth, high demand industries in the West Oahu area, including hospitality, healthcare, and information technology. The school will also prioritize providing Certified Business Professional and Customer Service Professional industry certifications that will give students a leg up and a higher likelihood for upward movement in high-demand government and customer service jobs. For most of the KCS students, earning a high school diploma was the primary reason for them to go to school, but few students have thought about which career to enter after graduating. Therefore, KCS will spend significant amounts of time introducing students to industries and fields where there are good prospects of finding stable employment and finding a career with growth potential.

Life Coaching, as adapted from The Excel Center model, is a means to address the life barriers and issues that prevent students from becoming academically successful. The school's life coach is responsible for keeping students engaged and motivated in the school. The relationship that coaches create with each student is a critical factor in student success, as that relationship will provide security, confidence and encouragement for students to continue when the work becomes challenging and life barriers become difficult to manage. Coaches will work with

students to identify potential barriers to students' continued education, whether through short-term barriers (such as housing and transportation) or long-term challenges (including student self-efficacy and self-confidence).

Many of these struggles indicate that traditional approaches to re-engaging the at-risk population are often insufficient to address the array of challenges faced. The 2006 Gates Foundation report, "The Silent Epidemic", surveyed high school dropouts about the reasons they left school. The research indicated failing in school was cited by only 35 percent as a reason for dropping out, and a substantial portion of students left school for non-academic reasons. In particular, life circumstances such as needing to work, pregnancy and parenting, or caring for other family members were most prominent.^{viii} These challenges also affect the structure of how students continue their education.

Evidence of Success: Complete College America's 2011 report, "Time is the Enemy", highlights how, for many adults in college, an extended period of time to progress through school is a major detriment to their lasting success. Although the report's findings focused on postsecondary education, its lessons have been incorporated into the design of KCS for youth and young adults. The following elements of Complete College America's recommendations have been incorporated into the academic design of KCS:

- *Use schedules with fixed and predictable classroom meeting times.* KCS's classes operate for 60 minutes each day, with student schedules fixed for each trimester.
- *Simplify the registration process.* Students enroll in one coherent program during student orientation and receive substantial help from life coaches, teachers, and other staff to understand their path to earn a high school diploma and a certification and/or college credits.
- *Form peer support and learning networks.* Students build relationships with other students and teachers in KCS's small school environment. In addition, life coaches work to ensure students remain engaged in the school's academic program and feel like they belong in the school's culture.
- *Embed remediation into the regular educational design, so students don't waste time before they start earning credits.* Foundations Math and Competency English allow students to earn elective credit, helping students connect their remedial work to the goal of earning credits towards their high school diploma.^{ix}

KCS is modeled after The Excel Centers, which were founded in Indianapolis, Indiana. The Excel Centers in Central Indiana have demonstrated this model is effective in engaging young adults who have dropped out of school and leading them to earn high school diplomas and beyond. There are now eleven Excel Centers, serving approximately 3,500 students in five cities in Indiana. Since the school opened in 2010, nearly 82% of the 1,658 graduates have earned an industry certification, and 26% have earned at least three college credits at the time of graduation.

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.

The Excel Center model, which KCS has been modeled after, was designed with “the 3 R’s” at its foundation: Relationships, Relevance, and Rigor. Students benefit from strong relationships with peers and staff. These relationships provide consistent support for student education, strengthen motivation to achieve goals, and build resiliency to overcome obstacles that may impede progress. Students who have previously dropped out of school or are at risk of dropping out require flexibility in their educational programs. Students will enroll in KCS at various skill levels and abilities and will balance their education with many life obstacles and obligations. Many students may also enroll in KCS with a history of poor academic performance or other educational obstacles such as cognitive disabilities or a language barrier. Therefore, KCS will use a “one student at a time” method in which each student will establish his or her educational goals and move at his or her own pace to achieve learning goals. KCS’s primary focus is to develop each student’s ability to be successful in post-secondary environments and to develop the skills required in the modern workforce.

- 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.

As a free public charter school, all students will be welcome to enroll in KCS. KCS will welcome students who have dropped out of high school and are seeking to reengage in their education, are at-risk of dropping out of high school, or would otherwise benefit from a non-traditional education setting, including students who are severely under-credited compared to their cohort.

KCS anticipates a disproportionately high number of low-income students will enroll in the school; more than half (51.2%) of students at nearby schools qualify for free and reduced price lunch. Research shows low-income and underrepresented and minority student groups are more likely to drop out of school. Academically low-achieving students, students with disabilities, and other at-risk youth all have higher rates of not completing school than others.

Many students struggle to complete their education because skill deficits and life challenges impede their progress. Many alternative education settings focus on remediating skill deficits, but do not strategically work to address the many non-academic barriers that hinder many at-risk students from completing their high school education. As described in Section II.A, research has shown a substantial portion of students leave school for non-academic reasons.^x

A significant number of both youth and young adults who have dropped out of school nevertheless show a strong desire to continue their education. The combination of high enrollment numbers at West Oahu schools, coupled with the fact that nearly 20% of West Oahu high school students drop out of school and even more are at risk of dropping out, KCS does not anticipate a shortage of students to enroll in the school. The school will provide an attractive, flexible learning environment with small classes and individualized attention and instruction to ensure all students who enter the school are able to become academically successful. The school

will also provide the structure and resources to enable students to progress through the curriculum quickly compared to a traditional high school and identify a pathway towards a career.

A listing of the DOE complex area KCS's prospective students will most likely come from, including a listing of both public and private schools serving high school students, is provided in **Attachment C**.

B. Curriculum and Instructional Design

1. A clear description of course outcomes for each course at each grade level.

Developmental Reading and Writing

Students will utilize the System 44 and Read 180 curricula to raise their reading and writing achievement to the high school level. Students will engage with and evaluate texts across a range of types and disciplines – with a strong emphasis on informational text – and consider multiple perspectives that represent a variety of periods, cultures, and viewpoints. Students will compose both on-demand and process writing as well as short, focused research projects. Students become proficient with the key writing types: informative essay, argument essay, and narrative essay. Students will repeat this course as needed until they are reading and writing at a high school level as measured by their Lexile level and mastery of course materials.

English Language Arts 1

Students read a wide range of quality texts that span the canonical to the contemporary. The English Language Arts 1 curriculum balances classic works by William Shakespeare, Sophocles, and Emily Dickinson with contemporary writing by authors such as Temple Grandin, Karen Russell, and Marc Aronson. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. Students begin by learning and applying key routines and practices for close reading and collaborative discussion, which students will use and refine throughout the year. Students develop skills in text analysis, evidence-based discussion, and informative writing before being introduced to the research process and argument writing.

English Language Arts 2

Students read a variety of rich texts that engage students in analysis of literary and journalistic nonfiction as well as poetry, drama, and fiction. Classic and contemporary authors represented in the English Language Arts 2 include Christopher Marlowe, Amy Tan, Martin Luther King, Jr., Alice Walker, Malala Yousafzai, E.B. White, William Shakespeare, and Niccolò Machiavelli. Working with these texts, students build knowledge, analyze ideas, delineate arguments and develop writing, collaboration, and communication skills. Students engage with literature and nonfiction texts and explore how complex characters develop through their interactions with each other, and how these interactions develop central ideas in the texts. Students read, discuss, and analyze poems and informational texts focusing on how authors use rhetoric and word choice to develop ideas or claims about human rights; explore how nonfiction authors develop arguments with claims, evidence, and reasoning; and engage in an inquiry-based, iterative process for research. Building on work with evidence-based analysis, students explore topics that have multiple positions and perspectives by gathering and analyzing research based on vetted sources to establish a position of their own. Students read, discuss, and analyze nonfiction and

dramatic texts, focusing on how the authors convey and develop central ideas concerning imbalance, disorder, tragedy, mortality, and fate.

Expository Writing 1

Students study and apply the various types of informational writing intended for a variety of different audiences. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Students complete a project, such as an extended essay or report explaining the main idea or thesis by using the expository strategies of classification, illustration by example, definition, comparison and contrast, process analysis, cause and effect, definitions, or some combination of these strategies, which demonstrates knowledge, application, and writing progress in the Expository Writing course content.

World Literature

Students study ancient and modern representative works by major authors around the world. Students examine a wide variety of literary genres and themes. Students analyze how the ideas and concepts presented in the works are both interconnected and reflective of the cultures and historical periods of the countries represented by the authors.

Group Communication & Leadership

Students become effective members and leaders of groups. Students will understand and apply concepts relating to interpersonal communication, group dynamics, collaboration, conflict resolution, and decision making in small group situations. They will use various problem solving and collaborative methods to resolve an issue, identify a solution, or complete a task. Through their experiences, students will develop a better understanding of how their behaviors and those of other group members are influenced by group norms, styles of leadership, processes by which decisions are made, and patterns of communication.

Argumentation and Debate

Students develop their ability to analyze an issue and prepare and present sound arguments to support a position on the issue. Debate is a process that involves research followed by a critical examination and consideration of ideas. It is a tool that enables careful analysis of problems and issues and a diligent search for viable solutions. Students will develop skills of reasoning, analysis, and research. They will explore the nature of persuasion and prepare a case using a variety of strategies.

Mathematics Workshop/Algebra 1

Students formalize and extend the mathematics that was learned in the middle grades. The lessons and units deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. By the end of this course, students will be able to: interpret the structure of expressions; perform arithmetic operations on polynomials; create equations that describe numbers or relationships; understand solving equations as a process of reasoning and explain the reasoning; solve equations and inequalities in one variable; represent and solve equations and inequalities graphically; understand the concept of a function and use function notation; interpret functions that arise in applications in terms of the context; and interpret linear models.

Geometry

Students formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. By the end of the course students will be able to: understand congruence in terms of rigid motions; prove geometric theorems; understand similarity in terms of similarity transformations; prove theorems using similarity; define trigonometric ratios and solve problems involving right triangles; use coordinates to prove simple geometric theorems algebraically; and apply geometric concepts in modeling situations.

Algebra 2

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. By the end of the course students will be able to: extend the properties of exponents to rational exponents; interpret the structure of expressions; write expressions in equivalent forms to solve problems; understand the relationship between zeros and factors of polynomials; understand solving equations as a process of reasoning and explain the reasoning; represent and solve equations and inequalities graphically; interpret functions that arise in applications in terms of the context; build a function that models a relationship between two quantities; and make inferences and justify conclusions from sample surveys, experiments and observational studies.

Physical Science

Students focus on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Students develop their understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations and by evaluating and communicating the results of those investigations according to accepted procedures.

Biology

Students develop an understanding of fundamental life processes, relationships between structure and function, relationships between organisms and their biological and physical environments, environmental adaptations, classification, reproduction, genetics, and evolution. Emphasis is on the use of scientific investigations to develop inquiry process skills and strategies and to clarify the basic concepts of life and the impact of humans and technology on the quality of life.

Earth System Science

Students study the physical environment on earth and in space, emphasizing the unifying concepts and principles from the earth sciences and other science disciplines. This course involves an in-depth study of geology, oceanography, atmospheric science, and astronomy. The focus of the course is to use science investigation and analysis of the relationships between science, technology, and society, to understand the study of theories of the origin of the universe; origins and evolution of the solar system; life cycles of a star; estimation of geologic time; plate tectonic movements; forces that shape the earth; heat and energy within the atmosphere, hydrosphere and earth layers; climate and weather patterns; and wind and ocean currents.

Modern Hawaiian History

Students examine the technological and multi-cultural development of modern Hawaii and how the decisions of the past account for and impact present circumstances. This course examines contemporary Hawaii, engages students in in-depth historical inquiry focusing on the historic, geographic, socio-political, and economic structures in the context of the complex interactions and interrelationships that have shaped and continue to influence major decisions facing Hawaii.

Participation in a Democracy

Students actively engage in civic discourse and participation and examine government, political activity, contemporary issues, decision-making and the democratic process. This course focuses on the principles, values and ideals of American constitutional government, global interactions and interconnections, and issues and roles of American citizens.

US History and Government

Students examine the development of the United States through historical concepts of change, continuity, and causality; through civics concepts of governance, democracy, conflict, and cooperation; through geographical and anthropological concepts of diversity and unity of human/cultural systems; and through the economic concepts of interdependence, limited resources, and functions of markets/ Students judge the past on its own terms, not by present day or current standards, to understand people in the context of their times, and to understand that standards and ideas are constantly changing. This course allows students to examine key ideas, events, people, and movements in the United States, assisting them in developing their own personal, national, and world views necessary to make informed decisions.

World History and Culture

Students examine the development and dynamics of human experience through such themes as migration, imperialism, trade, exchanges, and transfers. This course provides a foundation and a rationale for active participation in our global community. Students examine diverse perspectives, diverse interpretations and historical empathy, and they explore global conflict and cooperation. This course engages students in historical inquiry focusing on the historic, technologic, socio-political, geographic, and economic development of past and contemporary civilizations. Students examine decisions, events, and ideas of the past to make informed judgments on contemporary issues, decisions, and events.

Economics

Students examine the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students will explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national economic performance, the role of financial institutions, economic stabilization, and trade.

American Problems

Students use the tools and methodology of the political scientist, the economist, and the sociologist or anthropologist to investigate current social, political, and economic issues in contemporary America. Students develop competence in: recognizing cause and effect relationships; recognizing fallacies in reasoning and propaganda devices; synthesizing knowledge

into useful patterns; stating and testing hypotheses; and generalizing based on evidence. Problems or issues selected will have contemporary historical significance and will be studies from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

Advisory

Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals. In grades 9-11 students earn credits in Career and Life Planning and focus on self-assessment and discovery, decision-making and employment, and developing a college and career portfolio respectively. Grade 12 students complete the Personal Transition Plan, earning credit upon completion. Students work on community-based problem solving projects and develop workplace readiness skills.

Beginning in Year 2, additional offerings include the following Career and Technical Education (CTE) courses:

Business Economics

Students apply elements of micro and macroeconomic concepts in the context of a business with an emphasis on consumer behavior. How economics influences business decisions and how these decisions are affected by external economic forces will be the focal point of the course.

Public and Human Service

Students will learn essential human relations concepts that will provide a solid foundation for further study in preparation for careers dealing in public service. Using an interdisciplinary approach, the following concepts will be covered: creation and management of organizational systems to promote quality service; communication skills; safety and healthy workplace behaviors; and legal and ethical principles.

Health Services

Students will gain essential knowledge, skills and attitudes in healthcare systems, legal and ethical principles, technology, safety practices (infection control, hazardous conditions, body mechanics), communication, employment expectations and the interdependence of major body systems as they relate to health and wellness. Students will learn to apply cultural sensitivity, coping skills and effective communication in dealing with patients and personnel in the delivery of quality health care.

Industrial and Engineering Technology

Students explore the following technological systems: Design and Engineering Technology, Transportation Technologies, Manufacturing Technologies, Building and Construction Technologies and Electronics and Computer Systems. The curriculum is designed around exploration of these systems and their impacts on society. Students develop problem solving and decision making skills to relate technology to materials science, forces and motion, energy and power transformation, the design process, and improving a career plan. Emphasis is placed on broad exploration in cooperative and individualized activities with skill development in workplace communication and safety.

2. A clear description of the rigorous academic standards that will be used at the proposed school. The description must include, provided as **Attachment D (no page limit)**, a map or list of each standard that will be addressed in each course at each grade level and demonstrates vertical alignment from grade level to grade level. The description must also

include a rationale for inclusion each set of standards that proposed school plans to adopt that demonstrates an understanding of how each set of standards will contribute to the success of student learning under the Academic Plan.

All courses at KCS are aligned to Hawaii’s Content and Performance Standards (HCPS), which include the Common Core State Standards (CCSS) for English language arts and mathematics courses and HCPS III for science courses. In addition to being Hawaii’s adopted standards, these college and career readiness standards emphasize content knowledge as a means to an end: the content stimulates students to engage in deeper levels of thinking. HCPS are designed to represent a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of majors and careers. The vertically aligned standards ensure that curriculum objectives are specific and build upon one another, that prerequisites are mastered, gaps are eliminated, and that there is an increasing sophistication and rigor in concepts, processes, and skills across the grades. **Attachment D** lists the standards to which each course is aligned and illustrates this vertical articulation.

3. A description of the materials that have been selected and an explanation that clearly demonstrates how the materials support the Academic Plan. For grade levels and courses that do not have curriculum materials selected, a reasonable and sound timeline and description of how the materials will be developed or selected and a list of individuals that will be involved in the development or selection process. If the proposed Academic Plan includes a *virtual or blended learning program*, include a clear description of the online learning curriculum program(s) and a reasonable rationale for the selection of the curriculum program(s).

Goodwill Education Initiatives (GEI) facilitated the development of standards-aligned curricula and instructional materials that have proven success with traditionally-aged high school students, over-aged and under-credited students, and with students who have dropped out or are at risk of dropping out of high school. All curricula have been vetted by GEI curriculum experts and undergo regular revision to ensure rigor and alignment to CCSS and HCPS.

Curricular and instructional resources are housed in the Blackboard Learn learning management system, which is maintained by GEI. Teachers access their instructional materials via Blackboard Learn, and students are provided a level of access that will allow them to download course notes and take part in content discussions outside of the classroom. GEI adjusts curriculum and instructional materials to the requirements of CCSS and HCPS and posts teacher and student resources for schools. In addition to these locally developed instructional materials, KCS utilizes the materials listed in the table below. GEI has also developed facilitated online courses for credit recovery that students take directly in the Blackboard Learn learning management system; these courses are facilitated in the classroom by a teacher or para-professional. Credit recovery is used on a limited basis for students who may only need one credit or a partial credit in a subject required for graduation. Scholastic System 44 and READ 180 are used for the remedial reading program. SAS Curriculum Pathways are utilized as an additional instructional resource for English Language Arts, Mathematics, Science, Social Studies, and English students additionally use noredink.com for supplemental grammar instruction.

Instructional Resources by Course
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Developmental Reading	Read 180 and System 44
English 1	GEI-developed course materials SAS Curriculum Pathways Pearson online textbooks No Red Ink (noredink.com)
English 2	GEI-developed course materials SAS Curriculum Pathways Pearson online textbooks No Red Ink (noredink.com)
Expository Writing	GEI-developed course materials SAS Curriculum Pathways Pearson online textbooks No Red Ink (noredink.com)
World Literature	GEI-developed course materials SAS Curriculum Pathways Pearson online textbooks No Red Ink (noredink.com)
Group Communication & Leadership	GEI-developed course materials
Argumentation & Debate	GEI-developed course materials
Mathematics Workshop I/Algebra I	GEI-developed course materials SAS Curriculum Pathways Pearson online textbooks Khan Academy resources IXL resources
Geometry	GEI-developed course materials SAS Curriculum Pathways Pearson online textbooks Khan Academy resources IXL resources
Algebra II	GEI-developed course materials SAS Curriculum Pathways Pearson online textbooks Khan Academy resources IXL resources
Physical Science	GEI-developed course materials SAS Curriculum Pathways Pearson online textbooks Khan Academy resources Bozeman Science
Biology	GEI-developed course materials SAS Curriculum Pathways Pearson online textbooks Khan Academy resources

	Bozeman Science
Earth system Science	GEI-developed course materials SAS Curriculum Pathways Pearson online textbooks Khan Academy resources Bozeman Science
Modern Hawaiian History	GEI-developed course materials
Participation in a Democracy	GEI-developed course materials SAS Curriculum Pathways
U.S. History & Government	GEI-developed course materials SAS Curriculum Pathways Pearson online textbooks
World History and Culture	GEI-developed course materials SAS Curriculum Pathways Pearson online textbooks
Economics	GEI-developed course materials SAS Curriculum Pathways Pearson online textbooks
American Problems	GEI-developed course materials

Resources for All Student Populations

KCS anticipates some students will have a native language other than English. School staff will connect English Language Learners (ELLs) with the resources they need to learn and remain engaged in schoolwork. Additional resources utilized by English Language Learners include the Cambridge University Press Ventures program, bilingual dictionaries, Scholastic READ 180 Lbooks, and the Read & Write Gold program, which provides reading and writing supports. The Cambridge University Press Ventures program is a six-level standards-based ESL series for adult education. Ventures features an integrated-skills approach that teaches practical communication in an educational, workplace, family, or community setting.

Students with disabilities are provided all accommodations outlined in their IEPs and additionally often utilize the Read & Write Gold program that provides text-to-speech reading support, study skills and research support, and writing and self-editing support. Students who are reading far below grade level utilize Scholastic System 44 and READ 180. Students whose math skills are below 7th grade utilize locally developed resources for Mathematics Workshop, including additional support from Khan Academy and IXL Math. Students performing above grade level are able to access college level courses as well as industry certification courses.

Examples of Success

These instructional resources have been used with The Excel Center students in Central Indiana since 2010, with proven success. Students often enter The Excel Center with zero credits and reading and mathematics skills that are equivalent to an elementary school level. These students are able to progress through The Excel Center’s course offerings utilizing the instructional materials and resources listed above, completing courses, passing standardized assessments, earning job certifications and dual credits.

4. A clear list of academic goals and targets and a description of how the proposed school assesses the progress of individual students, student cohorts, and the school as a whole on the identified goals and targets. The description must clearly explain the how the identified assessments will accurately measure progress toward the identified goals and targets.

KCS will utilize a competency-based approach to measuring student mastery of standards-aligned curricula in lieu of seat time requirements. All courses offered will require students to demonstrate mastery of material via standards-aligned formative and summative assessments. KCS course progression is carefully designed to build upon previously learned concepts and skills. Students will demonstrate competency based on classroom performance and formative and summative assessments in order to earn course credit. KCS will utilize standards-based grades to indicate the level of competency and mastery of the course material.

Based on its anticipated demographics, KCS may not have high initial standardized test scores, but these scores will help determine which content and coursework will be important for students' academic success. KCS will use a number of indicators to measure progress and to refine instruction and organizational performance, which will be relevant at the individual and school-wide levels.

While test scores do provide a point-in-time assessment of student skill attainment, KCS will focus on promoting student growth. At enrollment, students will take the Reading Inventory (RI). RI is a computer adaptive reading assessment that provides immediate, actionable data on students' reading levels and growth over time. RI assesses a student's level of reading comprehension and generates a Lexile score for each student. RI is aligned to CCSS and provides an assessment of a student's reading level from grades K-12, allowing this test to be used for students with both very high and very low skill levels. Students enrolled in the remedial reading program, System 44 or READ 180, as well as in the core English language arts courses will take the RI at the beginning and end of each trimester. Students and teachers will track growth in reading comprehension ability, and teachers will utilize this information in instructional decision-making. In math, students will take a locally developed standards-aligned mathematics placement assessment that determines their placement into KCS's mathematics course progression. The placement test is standards-aligned and consists of two parts: part one assesses students on grades 2-4 CCSS mathematics standards, and part two assesses students on grades 5-7 CCSS mathematics standards. The placement assessment is built into the Blackboard Learn learning management system. Because each item is aligned to particular standards, the Blackboard Learn program provides disaggregated data regarding student mastery of standards and their individual strengths and areas of need. Students who do not demonstrate mastery of the content and skill necessary for success in Algebra I place into Mathematics Workshop A (Grades 2-4 equivalency) or Mathematics Workshop B (Grades 5-7 equivalency). These courses focus on deep understanding and mastery of the essential skills and concepts necessary to unlock algebra and advanced mathematics and are built around a focused and coherent curriculum that enables students to progress swiftly and successfully toward the high school level curriculum.

Mandatory Assessments

KCS will ensure all of its students will complete all mandatory state assessments prior to the end of 11th grade. All students will take the ACT prior to the end of 11th grade, and these results will

determine which students are ready for college dual-credit coursework during their senior year. Additionally, upon completion of the courses in their CTE pathway, students will take examinations required for industry-recognized certification.

5. A clear and comprehensive description for how instructional leaders and teachers will use student data to 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. The description must clearly explain the roles and responsibilities of the instructional leadership team in overseeing teachers' progress toward helping students meet their identified goals and targets and clearly describe the formalized process and supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.

Classroom assessments at KCS will be standards-aligned and part of a dynamic embedded process that engages students simultaneously in learning and assessment of that learning. Student performance tasks supplement more traditional forms of teaching and learning, where students extend and apply their learning. Through a competency-based system, students demonstrate mastery of learning targets and standards and provide evidence of critical thinking, collaboration, effective communication and academic mindset. In addition to a traditional grade book, KCS teachers will maintain a mastery tracker for each of their classes. These mastery trackers will document students' level of mastery on the learning targets to which the course is aligned, and teachers, coaches, and students are always aware of progress toward target learning goals.

On an ongoing basis, individual students will be monitored on a number of key indicators, including attendance, credit attainment, GPA (including intermediate grades while enrolled in classes), and increases in learning target mastery and RI scores over time. Teachers will be responsible for logging intermediate metrics, including grades and attendance, into the school's student information system. Attendance metrics will be gathered daily and reported weekly, and RI and classroom assessment percent-to-mastery scores will be recorded by remediation and special education staff. These ongoing metrics will be used by the school director, who evaluates the data points as a means of monitoring growth. These indicators will be used to help teachers reevaluate the student's lesson plans and suggest alternative teaching and learning practices to address subjects or areas of concern. The school leadership team will conduct regular data reviews to monitor school and student performance. Data reviews will take place each week during staff meetings, with a final data review taking place at the end of each trimester. The leadership team and teachers will review the attendance and percent-to-mastery statistics for each course and utilize this information in making instructional and intervention decisions.

Notification of Student Progress and Achievement

Students will be kept informed of their progress through weekly progress reports, regular check-ins with their life coach, and online access of the student information system. Aligning all coursework with standards such as the CCSS, HCPS, NCTM Standards, and end of course assessments ensures students passing these courses and end of course assessments will be ready for college and careers. All CTE coursework will align with industry standards. Students must pass

assessments to demonstrate mastery of these expectations. KCS's curriculum and instruction will undergo continuous analysis and revision to meet changing post-secondary expectations.

Teachers will collect student performance data in the form of classroom assignments and benchmark assessments. Teachers, coaches, and the School Director will hold weekly data meetings to analyze student data and instructional strategies. Teachers and coaches will extend the professional learning community to include regular communication with students regarding their levels of mastery of particular skills, set goals, and monitor progress.

Students will place into coursework based on the diagnostic assessments they take upon enrollment. Students needing remediation will find greater success when placed into remedial reading and/or math coursework during their first term and immediately begin tracking their own progress. Students will move through the course sequence when ready based on their reading level (Lexile score), passing prerequisite courses, and passing end of course assessments. While some students may not meet the graduation requirements in the timeframe planned for them, KCS will offer individualized intensive remediation in the form of tutoring sessions before, during and after school. These tutoring sessions may be facilitated by college work-study students and/or volunteers as appropriate. Goodwill has a strong history of engaging volunteers in its programs, particularly those that work with at-risk youth.

6. A clear description of the instructional strategies that the proposed school will use that adequately explains how these strategies support the mission, vision, and academic philosophy of the proposed school and are well-suited to the anticipated student population. The description must also include the interventions and modifications that will be made to instructional strategies if students are not meeting identified goals and targets. If the proposed school's Academic Plan contains a *virtual or blended learning program*, the description must adequately explain how the proposed instructional strategies will work with the online learning components to result in a coherent instructional program.

Students who have dropped out of school or who are at risk of dropping out bring with them a wealth of diverse backgrounds and experiences. Designing a successful high school educational plan for these students requires embracing and responding to the learners' diverse needs. A student-centered, teacher-facilitated classroom provides the quality instructional support and differentiation these students need. Most KCS classrooms will utilize a student to teacher ratio of 25:1 or less to maximize teacher to student contact and to provide the optimum conditions for students to learn content and skills. Students will earn most course credits through the student-centered, teacher-facilitated classroom. However, students who are close to graduation and need one course may earn the credit through a teacher-facilitated individualized online learning environment. Courses are structured into 60-minute periods allowing for compacted content and intensive work. Courses span 1 to 3 trimesters based on the content and credits awarded, with remedial reading and mathematics courses spanning 3 trimesters.

All of KCS's course offerings will be taught via direct instruction utilizing the instructional approaches outlined below. Students who come to KCS with partial credits in courses may complete certain courses via standards-based e-learning classes on Blackboard Learn. Students who take an e-learning course will do so in a KCS classroom with a teacher-facilitator who can answer student questions, set goals with students, and track student progress.

The structure of KCS courses allows students to progress at a rate that best aligns with their education and life. The motivation to increase their education and create better opportunities for employment and/or postsecondary education will be central to the academic environment and the culture of the school. KCS's individualized and self-directed approach will require highly motivated students who can develop the initiative to use the school's various resources and instructional methods in the way that best fits their unique needs. However, teachers and coaches will monitor and meet with students regularly to provide encouragement and keep students' motivation high. Interactions between students and KCS staff will be an opportunity for students to develop communication skills that will be useful in a professional environment. The school will offer a number of daily opportunities for students to interact and demonstrate appropriate workplace behavior. Students must learn to navigate the school's learning system: they must be able to sign up for classes, seniors may set their own schedule and will arrive on time to their appointments. In addition, students will refine their presentation skills and develop confidence to speak in front of large groups of people. In addition, students will learn peer-to-peer interactions through their teams and in group projects.

Teachers will structure the classrooms using the gradual release of responsibility instructional approach in which teachers deliver and students interact with new content in a sequence of whole group, teacher-facilitated small group, student-driven small group, and finally independent student practice. The goal of every course is independent student mastery of the content, skills and standards to which the course is aligned. Teachers at KCS will know that all students require teacher and peer supports as they practice toward independent mastery. The gradual release of responsibility instructional approach begins with the teacher modeling the new task, "I do;" next comes "We do it together," in which the teacher facilitates as groups of students work through the task, often taking turns coming to the whiteboard to model their thought processes. The teacher's role is reduced more during the student-driven pair or small group phase of the learning, "You do it together," when students facilitate one another's learning with the teacher present as a consultant, posing inquiry questions to students rather than giving answers. Finally, student independent practice leading to independent mastery occurs during the "You do it alone" phase of the lesson. All KCS lesson plans explicitly incorporate the gradual release of responsibility instructional strategy and its four phases.

Curriculum and instructional design center around a metacognitive framework that focuses on four dimensions: knowledge-building, cognitive, personal, and social, ensuring students acquire the schema necessary to build the critical thinking skills needed to comprehend and interact with new content. In all courses, teachers utilize modeling and speaking meta-cognitively about the academic tasks. Students who have not experienced success in high school require instruction in how to approach math problems, how to make sense of a complex text, and how to more deeply engage with the learning process. All course scope and sequence documents outline the "Goals and Objectives for Shaping Attitudes toward Learning," in addition to the subject matter content and skills.

Poor literacy skills hinder the academic success of young adult learners, an effect compounded for English language learners. Data collected from these Excel Center sites as well as scientifically based research performed by the U.S. Department of Education indicate explicit instruction in disciplinary literacy strategies positively affects reading comprehension and student self-

confidence. KCS’s teachers will embed disciplinary literacy strategies into all areas of curriculum and instruction, making it clear to students how an expert reader of a particular discipline reads and makes meaning of text. Incorporating disciplinary literacy strategies with the gradual release of responsibility model requires extensive teacher modeling, leading to independent student mastery.

Accommodating the Needs of All Students

Teachers plan for differentiation and include differentiation strategies in all lesson and unit plans in order to accommodate the learning styles and needs of all students. Based upon student need, differentiation strategies employed in the KCS’s classrooms may include using vertical text sets, student choice, heterogeneous and homogeneous grouping, parallel tasks, and incorporating opportunities for multiple learning modalities. Vertical text sets provide students with opportunities for students to read standards-aligned content at reading levels that match or slightly stretch their reading level. In addition to vertical text sets, students continue to interact with complex disciplinary texts, practicing vocabulary acquisition and improving reading comprehension skills. The gradual release of responsibility instructional strategy described above includes a great deal of cooperative group work, and teachers must select strategic grouping techniques to maximize instructional time and to provide for differentiation. Ensuring differentiated curriculum and instruction remain aligned to standards, teachers author parallel tasks, tasks that are aligned to the content of the standard but utilize a slightly simplified process. Teachers whose students include ELLs will additionally employ the Sheltered Instruction Observational Protocol (SIOP), in which teachers plan explicitly for content adaptations, building background knowledge, creating comprehensible explanations and scaffolded learning experiences, and providing opportunities for review prior to mastery assessments.

KCS will create partnerships with local institutions of higher education, which will further extend opportunities for differentiated learning for students across multiple spectrums of academic preparation. The partnerships will not only provide accelerated learners with an ability to earn dual enrollment credits at the high school and collegiate level, but the program will also provide differentiated instruction for students away from KCS’s model.

7. Graduation Requirements.

- a. A clear description of the course and credit requirements for graduation, including a description of how GPA will be calculated, that meets BOE’s graduation requirements.

Course and Credit Requirements (24 credits)	
English/Language Arts	4 credits 1 credit: English 1 1 credit: English 2 .5 credit: Expository Writing 1 .5 credit: World Literature .5 credit: Group Communication & Leadership .5 credit: Argumentation & Debate
Social Studies	4 credits .5 credit: Modern Hawaiian History

	.5 credit: Participation in a Democracy 1 credit: U.S. History & Government 1 credit: World History & Culture .5 credit: Economics .5 credit: American Problems
Mathematics	3 credits 1 credit: Algebra I 1 credit: Geometry 1 credit: Algebra II
Science	3 credits 1 credit: Physical Science 1 credit: Biology 1 credit: Earth System Science
Career and Technical Education	2 credits CTE Pathway Courses
Physical Education (P.E.)	1 credit .5 credit: Physical Education Lifetime Fitness .5 credit: Physical Education basic elective
Health	.5 credit .5 credit: Health Today and Tomorrow
Personal Transition Plan	.5 credit .5 credit Personal Transition Plan (Advisory)
Electives	6 credits Students are encouraged to select the remaining 6 credits from their Career Cluster Pathway; preference should go toward courses leading to industry recognized certification

Student grade point average (GPA) will be calculated on a 4-point scale, with dual credit college courses receiving an additional weight of 1.0. Courses leading to an industry-recognized certification qualify for the weight only if they are dual credit courses. GPA will be calculated at the end of each term and averaged across terms to calculate GPA at graduation. Most students who enroll in KCS will have earned high school credits and thus have a GPA on their transcript. The School will use previously earned grades and credits in its GPA calculations.

Grade Point Average (GPA) Calculation Procedure:

Numerical Course Grade (%)	Letter Grade	Grade Points	Dual Credit Grade
93-100	A	4.0	5.0
90-92	A-	3.7	4.7
87-89	B+	3.3	4.3
83-86	B	3.0	4.0
80-82	B-	2.7	3.7
77-79	C+	2.3	3.3
73-76	C	2.0	3.0

70-72	C-	1.7	2.7
67-69	D+	1.3	2.3
64-66	D	1.0	2.0
63 and Below	NC (no credit)	No grade points	No grade points

Calculation: GPA Per Course = Number of Credits Earned in the Course x GPA (from table) + 1
(For Dual Credit Course)

Trimester GPA = Sum of all Per Course GPAs / Number of Credits Earned in the Trimester

- b. If graduation requirements for the proposed school will differ in any way from BOE Policy 4540, an explanation of how they will differ (including exceeding BOE graduation requirements), including compelling reasons and justification for the differences, and a reasonable and sound plan for adjusting graduation requirements (including any necessary adjustments to other components of the Academic Plan) in the event the BOE does not grant a waiver from its policy.

The graduation requirements of KCS do not differ from BOE Policy 4540.

8. Virtual and Blended Learning.

These criteria are not applicable because the proposed school does not contain a virtual or blended learning program.

C. Special Populations and At-Risk Students

1. An outline of the overall plan to serve *educationally disadvantaged students* and students with special needs that demonstrates an understanding of, and capacity to fulfill, state and federal obligations and requirements pertaining to *educationally disadvantaged students* and students with special needs, including but not limited to the following subgroups: 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. The plan must identify any other special needs populations and at-risk subgroups 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, and describe the evidence or data that was used to determine that the proposed school should anticipate serving the population.

Available data from the ARCH website^{xi} from the schools serving West Oahu indicate the following concerns:

SCHOOL	DROP OUT RATE	FREE & REDUCED LUNCH	ELL	SPECIAL EDUCATION
<i>Campbell</i>	12.3%	48.0%	3.0%	8.7%
<i>Kapolei</i>	18.7%	31.8%	1.4%	11.6%
<i>Pearl City</i>	17.0%	29.0%	2.9%	11.8%
<i>Waianae</i>	23.4%	69.2%	4.7%	16.2%
<i>Waipahu</i>	18.7%	56.2%	10.2%	10.3%
<i>Nanakuli (H/I)</i>	21.2%	72.8%	5.7%	24.3%
Composite	18.6%	51.2%	4.7%	13.8%

These data depict an anticipated population for KCS that is low-income (51.2% Free or Reduced Lunch), has special education needs (13.8% Special Education), and will need English as a Second Language support (4.7% English Language Learner). Thus, the school is likely to encounter challenges affiliated with low socio-economic status (i.e. need to provide support for basic needs), and a student population wherein approximately 14% will have a disability and 5% will not speak English as their primary language. Students who have dropped out of high school or who are at risk of dropping out are often characterized by even higher rates of poverty and special education identification; thus, these subgroups may be overrepresented in KCS.

The goal of special education at KCS is to identify and serve students who meet the federal and state criteria as a student with a disability and provide specialized services that empower students to become active members of society based on their individual strengths and abilities. We are committed to ensuring the school is best meeting the needs of all learners through high quality individualized education programs which are vitally important to the success of those individual students and the entire school.

General Policies and Timelines

All applicable policies, procedures, and timelines follow the guidelines set forth by Hawaii laws and regulations, IDEA, Section 504 of the Rehabilitation Act, and ADA. KCS has at least (1) Special Education Coordinator who acts as the Teacher of Record for all students with an IEP. This Coordinator will hold a valid Hawaii Special Education Teaching License. Staffing decisions are always driven by students' IEP service needs and goals. In addition, staff could be added in the event that service times exceed one TOR's ability to provide service. This decision would be at the discretion of the school director. Finally, TORs may need to be added or contracted in the event a student with a low incidence eligibility area enrolls.

A case conference is held for each student at least **once** annually:

- Any new student must have a move-in case conference within **10 days** of enrollment
- Staff must make at least **3 documented attempts** to include the student (or guardian) to participate in the case conference. If these attempts are unsuccessful then the conference may be held without the student (or guardian)
- After IEP development, school must provide a copy of the finalized IEP to the student (or guardian) within **10 business days**.
- Written permission (Signature of Implementation) must be obtained from student (or guardian) to provide services.
- All students will have a developed transition plan that includes post-secondary goals.
- Students who have or may have a disability covered under IDEA or Section 504 have certain rights—called procedural safeguards. Copies of those safeguards are offered at each meeting held.

Comprehensive Services for Students with Disabilities

Educational Continuum and Least Restrictive Environment

Students receiving services spend a majority of their instructional day with their instructors. The remainder of the day they may utilize services as indicated in their IEP in their least restrictive environment. These services will be provided through one-on-one instruction, pull-out services, or related services.

The small class size allows for every student to enjoy an increased level of attention from his or her instructor and coach which allows for placement of every special education student into a regular education and least restrictive educational situation. All classes are inclusionary, and none are comprised solely of special education students; however, the school has the ability to provide intense individualized services if necessary. KCS will ensure continuum of service based on the IEP and may take the form of an alternate schedule, reduced day, online courses, resource room setting (where a student works with a TOR or tutor), homebound instruction, and/or separate facility/institution. In the event a more restrictive environment were needed (e.g., separate facility), the IEP Team would make this determination through Hawaii's Placement Process and secure a location. KCS will always make every attempt to keep the student at their facility and educate them appropriately.

Secondary Transition Planning

For all identified special education students, at the move-in case conference, the IEP Team will develop a transition plan to help the student begin working on the skills needed to meet his/her goals for after graduation. While some students who enroll may already have a transition plan in place, the transition plan is always re-developed during the move-in case conference. Transition goals may include postsecondary education, job certification, connecting with and applying for services from the Department of Health, Developmental Disability Services, and independent living skills.

In order to develop an appropriate transition plan for the student, KCS will collect data and information on the student that will be used to help plan for his/her life after graduation. Each student will participate in a transition assessment, such as career interest inventory, goal-setting sessions, and assessments relating to training, education, and employment. A transition plan would include: information from age appropriate transition assessments on the student's strengths, preferences, and interests; SMART post-secondary goals; graduation plan; and identify the transition services needed to help him/her reach postsecondary goals.

Continuum of Alternative Placements

KCS ensures a continuum of alternative placements is available to meet the needs of students with disabilities for special education and related services.

- Alternative placements include instruction in: regular classes; special classes; special schools; home instruction; and instruction in hospitals and institutions
- Provision for supplementary services, such as resources rooms and itinerant instruction are available in conjunction with regular class placement.

Itinerant Services

Itinerant services are designed to support students in the academic setting, and KCS's itinerant program is a supportive learning environment of students who benefit from additional instructional or organizational support. The program promotes a cooperative instructional partnership between general education teachers, special education teachers and support staff, and students, supporting students so they can maintain their least restrictive environment placement. In addition to pull-out programming, students enrolled in an itinerant program per their IEP typically are seen in small group sessions on a regularly scheduled basis, usually 1 to 4 times per week based on the student's needs. The primary goal of the itinerant program is to

help students establish work and self-advocacy skills to become independent learners who can request support when needed.

Related Services

KCS will use contract services for Physical Therapy, Occupational Therapy, Speech-Language Therapy, and Psychological services.

Access to the General Education Curriculum

The long-term relationship between instructors, coach, and TOR will provide the special education student with a team who is familiar with his or her case. This relationship will provide the instructors and coach with knowledge and a better understanding of the student's needs, which can then be included in the IEP Team meeting. Student progress will be monitored on schedule with the general education population. The students' IEPs will reflect their needs as they participate in the general education curriculum with accommodations and/or modifications which are deemed appropriate by the Teacher of Record.

All general education curriculum and extracurricular activities will be made available to students receiving services, unless indicated otherwise in a student's IEP. Physical education will be provided in accordance with a student's IEP.

Assurance of FAPE

KCS will provide a Free and Appropriate Public Education to all enrolled students with disabilities up to 22 years of age prior to the start of the school year.

Aggregating Data for Exceptional Needs across Disability Labels

Special education teachers will input all relevant exceptional needs demographics including disability label, LRE, and age into the student information system. This data will be aggregated within the student information system for reporting purposes. This information will align with state and federal special education reporting requirements, and all special education reports will be run and reported accordingly.

Child Find

IDEA requires that all school districts must identify, locate, and evaluate students with disabilities. Schools must adhere to the child find mandate for all students from birth through age twenty-one (21). The Child Find process occurs during an enrollment period but is also ongoing. Within 24 hours of new student enrollment, the special education TOR will conduct Child Find and also throughout the term as appropriate. The TOR will request to the appropriate schools, and as records are received, the TOR will update the Student Information System, IEP data system, and will arrange the move-in conference. KCS will fully utilize, implement, and enter accurate and complete data into the statewide special education data system for all aspects of special education practice, and ensure that an accurate, complete, and up to date record exists in the statewide special education data system for every student with an IEP enrolled in the school.

Personnel

All personnel employed or contracted by KCS to provide or supervise the provision of special education and related services shall be appropriately licensed or certified to provide such services. The school director and special education TOR will ensure all contracted related service providers are appropriately licensed prior to entering into any contract.

Availability and Utilization of Personnel

KCS TORs and Resource Specialists will be trained on all applicable policies, procedures, and guidelines set forth by Hawaii laws and regulations, IDEA, Section 504 of the Rehabilitation Act, and ADA. The TOR should have a special education license, minimum of a Masters Degree, and special education teaching experience.

KCS will have at least one special education teacher. This person will hold an appropriate license to serve students across all disability categories. This teacher will serve as TOR for all students with an IEP. In addition, there may also be additional staff (general education teachers) who are dual licensed in special education and are able to provide another layer of support. In the event of a high population of special education students, additional special education staff will be added. The resource specialists will provide high quality special education services to students. In addition, Teachers of Record also will be responsible for coordinating transition services and related services. Any paraprofessionals hired will be highly trained and closely supervised by special education staff.

How and what services will be delivered will always be dependent on the student's IEP. Services and service times will always be driven by what the student needs in order to access the general education curriculum. In general this could include: specific accommodations, testing accommodations, related services (e.g., speech, OT, PT), alternate schedules, access to remedial courses, access to tutoring, transition services, direct and indirect service time with a special education staff member, and assistive technology.

Parent Involvement and Community Relationships

For students over the age of 18, parent involvement is at their discretion unless the parents maintain legal guardianship because of the severity of the disability. Parents, where applicable, are encouraged to participate in school functions: Open House; Community Days; Conferences. Case conferences will be scheduled via telephone or in person with the student or guardian parent. Appointment times are flexible to accommodate students, guardian parents' schedules, including the use of technology to facilitate meetings.

Assurance of Compliance with all Applicable Federal and State Regulations

KCS will comply with all applicable state and federal statutes and regulations related to providing services to students with disabilities.

Evaluation Process

In general, educational evaluations will be completed to assess any areas of educational need. These evaluations are used to help the IEP Team make informed decisions regarding educational services for students. In order to initiate an educational evaluation the school, guardian, or student must make a request (written or verbal) to evaluate. Guardian and/or student must provide written consent for the evaluation to begin.

Procedures after a request has been made:

1. Complete Appropriate forms in IEP
2. Contact the School Psychologist and provide name, age, gender, DOB, school name and address, and areas for evaluation
3. Complete Social Development History, Teacher Report Form, Student Report Form

4. Scan all forms to School Psychologist
5. Work with School Psychologist to set up times for testing
6. After evaluation testing is complete and final report is ready schedule the case conference

After a written request has been made, the evaluation team must complete the evaluation and hold a case conference within 60 days. The Evaluation Team may include the general education teacher, special education teacher, contracted school psychologist*, speech/language pathologist, coach, related service providers, guardian, and student.

*The School Psychologist will always attend initial/reevaluation conferences.

*Note: All other applicable time lines for completing educational evaluation are to be followed as per District guidelines.

Written Notice

Within 10 school days after a request to evaluate is made, school must provide written notice responding the request. This notice should include a copy of procedural safeguards.

English Language Learners

English Language Learners may be identified for Special Education placement if they meet the following criteria:

1. Consistent, objective monitoring indicates that the ELL student is significantly struggling, and as collaboratively identified by EL program staff, classroom teacher(s), and other staff.
2. The student's academic struggles are not related to second language acquisition.
3. An interpreter must be furnished if the child's dominant language is other than English. It is preferable that the psychologist is proficient in the native language of the child, but if that is not possible, an interpreter may be used who is from the culture and language of the child. It cannot be a family member and must represent a non-biased party.

Response to Intervention (Rti) Process

There is a developed Rti process in place. This includes tiered interventions for students who may need additional educational or behavioral supports. If a student is struggling, staff may utilize Rti interventions to support the growth of students. These interventions should be implemented with fidelity and monitored for progress. If a student does not make education gains, a referral for special education evaluation may be made.

Due Process and Mediation Procedures

Due Process

Pursuant to IDEA, KCS will implement policies and procedures to ensure that children with disabilities and their parents are guaranteed procedural safeguards with respect to the provision of a free appropriate public education (FAPE). KCS will be responsible for responding to any due process complaint made in respect of a student enrolled in the school.

1. Request must be made in writing
2. Within **10 days** of receiving the parent's request for a due process hearing, the school must send the parent(s) a written response about the issues in the due process hearing request.

3. The school must schedule the meeting within **15 days** of the date it received the parent's request for a due process hearing
4. If an agreement is reached, both parties have **3 business days** to change or cancel the agreement. After this date, it is a legally binding document.
5. If no agreement is reached, school must request due process hearing within **30 days**.

Mediation

KCS will ensure procedures are implemented to allow parties to dispute any matter, including matters arising prior to the filing of the due process complaint, to resolve through a mediation process.

- Mediation may be requested by the parent or the school, is voluntary, and must be agreed to by both the parent and the school in order for the mediation to occur.
- There is no cost to the parents or the school.
- Mediation sessions are scheduled in a timely manner, in a location convenient to both parties.
- All discussions that occur in a mediation session are confidential and cannot be used as evidence in a due process hearing or court proceeding.
- Mediation may be requested before or at the same time as a request for a due process hearing.
- If the disagreement is resolved through mediation, the parties must put their agreement in writing.
- The written mediation agreement:
 - Must be signed by both the parent and the school's representative,
 - Must describe the parties' agreement,
 - Must state that all discussions that occurred during the mediation are confidential and will not be used as evidence in a due process hearing or other civil court proceeding, and
 - Is a legally binding agreement that may be enforced through the district complaint process or in federal or state court.

IEP Team Recommendation

If an IEP team recommends special education and related services for an enrolled student with a disability that the school does not immediately have available, the school as soon as possible following the development of the IEP, will be responsible for making these services available in accordance with the student's IEP, which may be arranged through an agreement with another school or through other appropriate means (e.g., contracting for services).

Maintaining Placement in the Least Restrictive Environment

No student will be removed from education in regular classrooms solely because of needed modifications in the general education curriculum. If KCS anticipates it is unable to meet its obligation to provide FAPE to a student with a disability enrolled in its school, KCS will contact the Hawaii State Department of Education for technical assistance regarding the provision of FAPE. As soon as any IEP team member has reason to suspect that the school is unable to meet its obligation to provide FAPE, KCS will provide notice to the Hawaii State Department of Education at least thirty (30) days prior to the IEP meeting at which a possible change in

placement to a more restrictive environment will be discussed. The IEP team may request an expedited IEP meeting.

Assessments

KCS will ensure all students participate in the SEA's approved statewide annual assessments, according to the procedures and guidelines issued by the Hawaii State Department of Education. KCS will administer the approved statewide alternative assessment only in the limited circumstances allowed under state guidelines and only to those students whose IEP specifically requires and deems the student eligible according to state guidelines. Unless specifically required by a student's IEP, the alternative assessment will not be substituted for the standard statewide assessment.

Section 504^{xiii}

Section 504 is federal civil rights law under the Rehabilitation Act of 1973. It provides protection against discrimination for individuals with disabilities. A student is entitled to a Section 504 Accommodation Plan if they have been identified and the evaluation shows that the individual has a **mental or physical impairment that substantially limits one or more major life activities**. This determination is made by a team of knowledgeable individuals, including the parents, who are familiar of the student and his/her disability.

The Following is the procedure used for the implementation of a 504:

1. Academic Life Coach evaluates Special Services Eligibility during enrollment process
 2. Academic Life Coach and/or Special Education Teacher of Record (TOR) fills out Child Find Form to search for any previous records
 3. Academic Life Coach helps students who answer "yes" to any question obtain needed documentation
 4. Within 10 days of Step 3, a 504 conference is scheduled at a mutually convenient time for all team members
 5. An accommodation plan is developed
 6. Student signs "Consent for Section 504 Services" on Plan
 7. Completed 504 plan goes into student information system as attachment and is placed in student's file
 8. 504 services and accommodations are implemented
2. For each of the aforementioned subgroups of students with special needs (and any other subgroups the applicant identifies), a comprehensive and compelling plan or explanation for:
- a. The percentage of the anticipated student population that will likely have special needs and how the evidence or data that was used to make this determination was derived;
 - b. The curriculum, daily schedule, staffing plans, instructional strategies, and resources that will be designed to meet the diverse needs of all students;
 - c. Methods for appropriate identification of 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. Monitoring, assessing, and evaluating the progress and success of students with special needs, including plans for ensuring each student with special education needs attains IEP goals and for exiting ELL 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*, a clear description of how the virtual component addresses students with special needs, which may include IEP meetings and modifications, as necessary, for transitioning to a fully or partially online learning program.

a. Goodwill Hawaii proposes to serve the communities of West Oahu through KCS. Data from the ARCH Hawaii educational database regarding the student population of the Leeward District Department of Education schools indicate that 13.8% of the anticipated population will have special education needs, and 4.7% will be English language learners. Through its array of Mission Services programs, Goodwill has extensive experience serving low-SES populations, individuals with disabilities, and English Language Learners.

b. Based upon students' IEPs, ILPs, and 504 plans, KCS educates special student populations alongside the general education population. To every extent possible, the curriculum, student course schedule, staffing plans, instructional strategies and resources of KCS are tailored to the diverse needs of individual students.

c.-g. These procedures are outlined in the comprehensive Special Education Plan described above.

h. N/A, the school does not contain a virtual or blended learning program.

3. A 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 beyond special education that will support underperforming students in meeting and exceeding standards.

Students will arrive at KCS at a variety of academic levels; students will have different levels of credit attainment and different skill levels. In some cases, students may have a transcript that shows they earned certain course credits but, when assessed, their scores may indicate they do not have mastery over the material.

Solution: Meet students where they are. KCS will work with students in each of these profiles, designing an educational program that meets students' needs. To ensure the school is fulfilling its top priorities – providing students with an opportunity to earn a high school diploma and preparing them for “what comes next” – KCS will dedicate considerable resources to helping

students be prepared and successful. KCS will have dedicated remedial efforts for students who are not ready for high school-level coursework, and evaluate progress by regular assessment as well as case conferences (when appropriate).

4. A clear description of how the proposed school will identify students who would benefit from accelerated learning opportunities through its assessment of students' needs, a clear illustration of how the proposed curriculum will accommodate those performing above grade level, and a comprehensive description of the supports and instructional strategies that will ensure these students are challenged and able to access the level of rigor that aligns with students' individualized needs.

KCS may appeal to students working above grade level because it will provide students with ample opportunities to earn dual credit opportunities, work with local employers and local institutions of higher education, and participate in other campus-based learning opportunities. At the same time, KCS will provide programs that help students to transition from high school to college and college-level courses. Teachers will differentiate instruction so that advanced students will work at higher levels of design-based learning, a specific type of design-based learning where students are presented with a problem and must design a solution to address the challenge, will be implemented in order to fully engage intellectually gifted students. Through this method of learning, students will be guided to stretch beyond simply solving a problem to rather find the root cause of a problem and identify barriers to a solution including social, economic, and political situations. Students in grades 11 and 12 will have the opportunity to earn dual high school and college credits in core content areas and in many of the CTE pathway courses. Students who could benefit from these accelerated learning opportunities are identified through placement assessments, records from previous schools, classroom grades, and teacher recommendation.

D. School Culture

1. A clear and coherent description of the shared beliefs, attitudes, traditions, and behaviors of the proposed school community, and a detailed plan describing how these shared beliefs, attitudes, customs, and behaviors will be developed and implemented and 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.

The environment within KCS is designed to meet the learning needs of youth and young adults by encouraging them to see the relevance and importance of their education while providing a mature environment for learning and discussion. The school's format reflects the characteristics of educational environments that benefit older youth and young adult learners, including open discussion, self-directed learning and personal accountability.

The academic environment of KCS is designed to prepare students for post-secondary education, which requires self-direction, initiative and personal discipline. The school will provide a variety of academic opportunities for growth that fit students' needs and learning styles. The Excel Center Model is designed around students who have dropped out or are at-risk of dropping out of school, and will provide supports to students to continue in their education by helping overcome life barriers and set realistic goals to mark and continue their progress.

Specifically, students will develop confidence in their own abilities, receive encouragement and support from teachers and coaches, and earn college dual credits, providing them a successful head start in the postsecondary environment. These supports are intended to develop each student's sense of self-efficacy in achieving educational and career goals.

2. A sound plan for developing a proposed school culture that is conducive to a safe learning environment for all students and how the proposed school will adequately identify, assess, monitor, and address the social, emotional, behavioral, and physical health needs of all students on an ongoing basis.

KCS staff may be working with a challenging student population, so staff development often focuses on the ways in which staff can interact with students in productive ways. A critical component of KCS's success will be the hiring process, where teachers are selected, in part, based upon their emotional intelligence and ability to build relationships with students. This need is even more critical with at-risk students, who respond better in a learning environment that respects the perspectives and experiences students bring to the classroom. Building positive relationships and maintaining high expectations for all students forms the cornerstone of KCS culture. Administrators from other schools, including Excel Center sites, also assist new staff in learning how to work with this population and to share ideas and best practices on means of promoting student engagement and success.

New Student Orientation

Many students do not realize fully the level of commitment that is required of them to earn a high school diploma. For many students – especially under-credited students – setting realistic expectations of how quickly they can progress through school and earn their high school diploma is a critical first step. To illustrate this path, and to introduce students to the structure of KCS, new students go through a new student induction program to learn about the school and what their educational path will be. Students are given the opportunity to ask and discuss questions about the school.

The new student orientation introduces students to the culture of the school and its expectations. At the beginning of the school year and as new students enroll, the orientation introduces students to their coach, performs initial diagnostic assessments, and establishes motivation and goal-setting for their time in KCS. The orientation also exposes students to what post-secondary opportunities exist after earning a high school diploma.

3. A reasonable and sound plan for the school culture and staff that will intentionally expose students to post-secondary educational and career opportunities at all grade levels. The plan must identify the curricular or extracurricular programs that will provide students with access to college or career preparation and include research-based evidence that these programs increase educational aspirations for the anticipated student population.

The school will be built on innovative partnerships with local community colleges as well as a goal to ensure a diverse student body succeeds in the 21st century economy. In order to make this possible, the school will adopt a college and career readiness approach to education, at all times ensuring it is preparing students for “what comes next.” It is a blending of secondary and post-secondary education based on the skills and knowledge that are needed in high growth, high

demand sectors of local industry. KCS, in partnership with postsecondary institutions, will seek to create campus-based learning opportunities to further aid the high school's instruction and introduce students to the postsecondary college environment.

Students in grades 11 and 12 will have the opportunity to earn dual high school and college credits in core content areas and in many of the CTE pathway courses. Research indicates students who participate in dual enrollment courses are significantly more likely to complete a bachelor's degree than comparison groups, and those benefits are even greater for students whose parents never attended^{xiii}. The majority of the dual credit courses will be transferable of these credits to all Hawaii public community college and university campuses, assuming adequate grades.

4. A clear description, provided as **Attachment E (1 page limit)**, of 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 that aligns with the proposed school's vision and plan for school culture.

A description of a student's typical school day is provided as **Attachment E**.

5. Student Discipline.

- a. A clear description of the proposed school's philosophy on cultivating positive student behavior and a 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.
- b. Legally sound policies for student discipline, suspension, dismissal, and crisis removal, including the proposed school's code of conduct and procedural due process for all students, including students afforded additional due process measures under IDEA.
- c. Appropriate plan for including teachers, students, and parents or guardians in the development and/or modification of the proposed school's policies for discipline, suspension, dismissal, and crisis removal.
- d. Legally sound list and definitions of offenses for which students in the school must (where non-discretionary) or may (where discretionary) be suspended or dismissed.

KCS and its staff will take every reasonable precaution in order to maintain a safe and orderly environment and to protect the health and safety of its students and faculty. In order to maintain a safe and secure environment, all faculty will be made aware of the school's policies, procedures and discipline policies during staff orientation, and all students will be made aware of the same policies and procedures during an intense, two-day student orientation (see the previous section for more information on the student orientation). Staff will also participate in Crisis Prevention Institute (CPI) Training to learn strategies for dealing with and de-escalating a crisis so it does not lead to violence.

The philosophy of KCS regarding student behavior and discipline is that all students – regardless of race, gender, age, background, ability, or any other factor – have the basic right to an education and the opportunity to earn a high school diploma as well as maintaining their basic health, safety and security. KCS expects all members of the school community conduct themselves in a manner

to uphold and maintain these rights. Students or faculty who engage in behaviors that negatively impact students or any individual's health or safety will be dismissed from KCS immediately. This philosophy is consistent with the school's model, mission and educational philosophy because it places an emphasis on students and enabling them to overcome any and all barriers in order to achieve a high school diploma.

KCS takes discipline very seriously and views suspensions and expulsions as a "last resort" option to ensure a safe and secure school environment. These steps are taken to help ensure students are well prepared for the workforce after graduation and to ensure students are provided ample opportunities to adjust their behavior prior to leading to a suspension or expulsion. The school's discipline plan is outlined below.

Restorative Justice and Positive Behavioral and Interventions Support

KCS employs Restorative Justice to build community and respond to student misconduct, with the goals of repairing harm and restoring relationships between those impacted. The Restorative Justice program utilizes a three-tiered model of prevention/intervention/supported re-entry in response to conflict/harm. KCS' practice of restorative justice emphasizes the importance of:

1. Identifying the harm,
2. Involving all stakeholders to their desired comfort level, and
3. True accountability – taking steps to repair the harm and address its causes to the degree possible.

KCS is committed to creating and maintaining a safe, positive, learning community that nurtures and inspires every student to thrive academically, socially, and emotionally. Restorative practices are used to build a sense of school community and resolve conflict by repairing harm and restoring positive relationships through problem-solving sessions where students and educators work together to set academic goals, develop core values for the classroom community, and resolve conflicts. Goals of the School Discipline Policy include^{xiv}:

- Set high expectations for behavior and adopt an instructional approach to discipline.
- Involve families, students, and school personnel, and communicate regularly and clearly.
- Ensure clear, developmentally appropriate, and proportional consequences apply for misbehavior.
- Create policies that include appropriate procedures for students with disabilities and due process for all students.
- Remove students from the classroom only as a last resort, ensure alternative settings provide academic instruction, and return students to the classroom as soon as possible.

Grounds for Disciplinary Action

All students are subject to disciplinary action when involved in any of the acts listed below, while on school grounds or at a school activity, during breaks (on or off campus), or while going to or coming from school or any activity. Severe behavioral infractions may lead to immediate suspension and/or recommendation for expulsion. Grounds for disciplinary action include: violence/threat of physical aggression; possession of a weapon on school property; being under the influence and/or being in possession of illegal substances (alcohol, drugs, drug paraphernalia, tobacco, lighter); bullying; cheating/plagiarism; theft or vandalism; chronic misbehavior,

including disrespect and classroom disruption; chronic insubordination; and chronic tardiness and/or absences.

Suspension Procedure

When the School Director determines a student should be suspended out of school, the following process is initiated:

- 1) Incident Review: A discussion between the staff member requesting a student suspension and the School Director will be held prior to the suspension of any student and parent/guardian notification, unless circumstances dictate a more immediate removal of the student from school premises. Follow-up discussion regarding the situation and consequences will take place as soon as possible after the incident.
- 2) Parent Notification: The parent/guardian of the suspended student will be notified of the misconduct, length of suspension, and any other corrective actions taken.
- 3) Intake Meeting: Upon return from suspension the student will participate in an intake meeting with the School Director; if determined as necessary, the student's parent/guardian may participate. At this time, a behavior contract may be introduced, stating that further misbehavior will result in a recommendation for expulsion.

Expulsion

After a proper investigation and hearing, a student may be expelled when his or her behavior renders it appropriate. Repeated offenses can lead to expulsion. When the School Director or designee makes a recommendation for expulsion of students, the School Director or designee may suspend the students until the conclusion of expulsion proceedings. This may occur if the school director believes the students must be suspended immediately to prevent or substantially reduce the risk of:

- Interference with an educational function or school purposes, or
- A physical injury to themselves, other students, school employees, or visitors to the school

Expulsion Procedure

When the School Director determines a student should be expelled, the following process is put in motion:

- 1) Incident Review: The staff member requesting a student expulsion consults with the School Director explaining the reason(s) for the recommendation. The student's discipline history is also revisited at this time. A determination is made to go forward with the recommendation or determine other consequences or course of action.
- 2) Parent Incident Notification: The parent/guardian of the suspended student pending expulsion will be notified of the recommendation.
- 3) Parent Due Process Notification by Mail: Parents/guardians will receive through certified mail notice of the recommendation for expulsion and their recourse in the expulsion appeal process. The parents/guardians have 10 days upon receipt of this letter from the School Director to file for an appeal. The appeal will be overseen by an independent authority, typically an uninvolved member of the school leadership team. Failure by the student's parent/guardian to request an appeal will be deemed a waiver of rights administratively to contest the expulsion.

- 4) Notice of the appeal meeting being granted will be delivered in writing by certified mail or in person, and contain the reason(s) for the expulsion and the date, time, place, of the meeting.
- 5) At the expulsion appeal hearing, the School Director will present evidence to support the charges against the student. The student and parent/guardian will have the opportunity to answer the charges against the student and to present evidence to support the student's position and make a case for reinstatement.
- 6) If an expulsion meeting is held, the Appeal Officer will make a written summary of the evidence heard at the meeting, determine whether to uphold the expulsion or reinstate the student. The Appeal Officer's decision will be sent by mail to the student's parent/guardian. This decision is final unless the parent/guardian wants to seek an appeal with the Juvenile Courts.

Discipline for Students with Disabilities

KCS will use the following discipline procedures for students with an IEP^{xv}:

1. "School personnel may remove the student with a disability who violates the code of conduct from his or her current placement to an appropriate interim alternative educational setting (IAES), another setting, or suspension, for not more than 10 consecutive school days to the extent those alternatives are applied to students without disabilities.
2. School personnel may remove the student with a disability who violates the code of conduct from his or her current placement for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct as long as those removals do not constitute a change of placement.

School personnel may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures that would be applied to students without disabilities, if:

- In the MANIFESTATION DETERMINATION review, the behavior that gave rise to the violation of the code of conduct is determined not to be a manifestation of the student's disability;
- SERVICES DURING PERIODS OF REMOVAL are provided to the student; and
- Notification of a CHANGE OF PLACEMENT is given to the student.

School personnel must provide the students removed to a disciplinary alternative education program with written notice of the school's obligation to provide the student with an opportunity to complete coursework required for graduation that: Includes information regarding all methods available for completing the coursework; and States that the methods available for completing the coursework are available at no cost to the student. School personnel may remove the student to an IAES without regard to whether the behavior is determined to be a manifestation of the student's disability, if: There are SPECIAL CIRCUMSTANCES; and The removal is for not more than 45 school days." Students will be removed from the school immediately for the same length of time as a student without an IEP if the expulsion is the result of drugs or bringing a weapon to school.

Disclosure

The school's Governing Board reserves the right to amend the school discipline policy at any time during the school year as the result of an independent review, occurrence of a situation not covered under this policy, or a recommendation by a school representative, parent or other stakeholder. The school discipline policy may only be amended with a majority vote of the Board of Directors during a time at which the Board is conducting regular school business. In the event the school discipline policy is amended during the school year, parents/guardians and students will be promptly notified.

E. Professional Culture and Staffing

1. Professional Culture

- a. A 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. Professional development and evaluation is covered in [Criteria II.E.2](#) and should not be discussed here.

The proposed school's professional culture will be modeled on that of Goodwill Hawaii – a professional organization consisting of caring relationships between staff and for participants, consistent support from Supervisors, and ongoing feedback among teams. This will be embedded in the culture of the proposed school as the staff works as a team to help students complete their education and initiate a career path toward independence and self-sufficiency. KCS's professional culture will also consist of supportive relationships among staff and students; collaboration-strong sense of being part of a team; and continuous quality improvement.

KCS will establish a professional culture that is data-driven and student-centered. To that end, school staff must be committed to continuous improvement and laser-focused on student success. The teachers will help to develop the academic plan, and work to continually improve it based on methods that are proving successful with the student population. This continuous improvement feedback loop will occur at regular staff meetings throughout the year, and at the staff training each summer prior to school opening. There will be ongoing opportunity for feedback and teachers will feel their opinions are sought and valued, through group and individual listening sessions / meetings with school leadership. Because KCS will operate in trimesters, it is critical staff be organized so they are able to receive immediate feedback regarding instruction and to make any instructional adjustments immediately. School staff will be organized in a manner to provide teachers with easy access to instructional experts and to streamline the academic program of the school.

The School Director will provide overall leadership to the school. Lead teachers (who will start in Year 3) - one for humanities subjects and one for math and science - will act as the academic leaders of KCS and as mentor teachers to other instructional staff. These lead teachers will be experts in curriculum and pedagogy and oversee school instruction and the evaluations of teaching staff. In Years 1 and 2, the School Director will provide this instructional leadership until the school size warrants hiring lead teachers. Working in close, small teams, teaching staff will be best prepared to receive immediate feedback on their instructional practices and learn new strategies and techniques to best serve students. Staff will also regularly meet to discuss student

data to identify areas that need improvement and to make quick adjustments during the school year. Staff will be highly engaged in student and school outcomes and will continuously be analyzing data and identifying new ways and initiatives to help drive student success.

KCS will cultivate leadership and expertise from within. It is realized there are multiple forms of school leadership, and school administrators will facilitate the growth of teachers as leaders. Teachers with strong instructional skills who possess leadership capabilities but who wish to remain classroom teachers rather than become administrators may be selected to become lead teachers, maintaining a partial course load but also mentor teachers and lead professional development. Bonus pay tied to teacher evaluation scores and student achievement results as well as a differential pay scale for lead teachers will be explored as options to motivate the teaching staff to commit to continued employment at KCS. The school will reward high performing teachers via merit increases. (All options will follow requirements and the established Collective Bargaining Agreement.)

- b. 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.**

Research shows low-income and underrepresented and minority student groups are more likely to be at risk of dropping out, or drop out of school. KCS anticipates a high number of low-income students will enroll in the school. KCS will work to address many of the barriers that led to students dropping out of school or the barriers that make them at risk of dropping out of school. The school will be proactive and provide a structured environment that meets the particular needs of youth and young adult students as they work towards a high school diploma.

Students will arrive at the school at a variety of academic levels: different levels of credit attainment, years spent in school, grade designations, and demonstrable skills. KCS will establish a learning environment that meets students where they are academically. Students will participate in fixed-time classes in which they cover key academic subjects in language arts, mathematics, social studies and science. These courses are designed for students to build skills, learn material, and engage with one another. However, because many students will come to KCS requiring significant remediation and special supports, students will be enrolled in reading, math, and basic skills labs that will allow them to learn critical information when they need it.

Teachers and the life coach will monitor and meet with students regularly to provide encouragement and keep students' motivation high. At-risk youth benefit from strong relationships with peers and staff which provide consistent support for education, strengthen motivation to achieve goals, and build resiliency to overcome obstacles. The core of KCS's academic model is fixed-time classes with face-to-face instruction. Classes will remain small and will include between 15 and 25 students in each course.

Additional non-academic barriers exist to students' educational success, many of which were prominent reasons placing them at risk in the first place. Effective educational opportunities for at-risk youth must provide supports and flexibility to promote student achievement while maintaining a learning environment that helps students overcome the various challenges to their

continued education. The school environment will be flexible enough to give each student a realistic path for their educational success and a possible career.

Life Coaching is a means to address the life barriers and issues that prevent students from being academically successful. KCS life coaches are responsible for keeping students engaged and motivated in the school. The relationship the coach creates with each student is a critical factor in student success, as that relationship will provide security, confidence and encouragement for students to continue when the work becomes challenging and life barriers become difficult to manage. The coach will work with students to identify potential barriers to students' continued education, whether through short-term barriers or long-term challenges and work proactively to secure other community resources to address these barriers. The coach will monitor attendance and academic progress for the students with whom they are working, and identify students who fall into at-risk status (as noted by indicators including gaps in attendance and student mastery of standards falling below 75%).

Goodwill Hawaii has a history of serving individuals and families in Hawaii with educational and employment barriers, including economically disadvantaged individuals and families. This institutional knowledge and experience will be captured and instilled in the teachers and staff. KCS will support its students to identify a career path and set relevant, realistic goals. This future planning, to lead to self-sufficiency and career success, will help to break the cycle of inter-generational poverty.

- c. A clear description, provided as **Attachment F (1 page limit)**, of 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 that aligns with the proposed school's vision and plan for professional culture.

A description of a teacher's typical school day is provided as **Attachment F**.

2. Professional Development

- a. A clear description of the appropriate goals and data-driven strategy of the proposed school for ongoing professional development, including whole staff development, grade/level/course teams, and instructional coaching. The description must explain 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. The description must also include the process for evaluating the efficacy of the professional development.

Ongoing professional development (PD) will be a mainstay of KCS. Its goal is to ensure staff feel well-equipped to deliver the academic content and also provide the life coaching to address the students' non-academic challenges. The focus of the professional development will be based on the outcomes of the regular performance evaluations, analysis of student performance data, classroom observations, staff self-reflections, and other qualitative feedback from the staff. Ultimately, the PD strategy will be guided by staff needs and preferences regarding learning topics, and identified gaps in student learning and achievement.

PD will encompass different categories such as academic, student relationships, classroom management, culture (i.e. of school, of Hawaii), and vocational (e.g. technology training). The

specific topics will include, but not be limited to, Hawaii’s Common Core standards and Strive-HI performance evaluation framework; differentiated instruction, training on single subjects (e.g. math), and different teaching modalities.

Each staff will have an individual PD plan, created jointly between the staff and School Director. PD will be offered at multiple levels, including all-staff (i.e. annual induction period, quarterly meetings) and regular individual meetings / instructional coaching. PD will be offered both within (i.e. workshops) and outside of school. Individual teachers can also access courses through other resources (e.g. college course for credit) that will benefit the school.

The impact of PD will be assessed through performance evaluations (i.e. improvement in skill level) and student outcome data.

b. A description of 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. The description must explain what will be covered during the induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional framework and methods.

The PD at KCS will consist of 5 mandatory days of PD prior to school opening and 4 PD days throughout the school year; and one additional teacher day to close out school grades and complete other work. The 5-day induction period is mandatory, and will consist of a week-long training and planning session with all school staff during the first week of August. The induction period will provide education and training on the following: school mission & vision; Common Core Standards; school year schedule; school administrative policies; academic curricula; school culture; special education; assessment procedures; and community resources (to assist with addressing students’ non-academic barriers). Additional topics for the induction period may be added as needs are identified.

In addition to the 5 days of PD during the induction period, there will be an additional week of PD before the school year starts. This will be an optional week of PD which teachers will be strongly encouraged to attend. This optional week of PD is scheduled to occur the last week of July. The PD schedule is reflected in **Attachment K- School Calendar**.

The PD will be provided by other teachers, school administrative staff, and external subject matter expert consultants in accordance with KCS’s service agreement with the selected education service provider (ESP). The professional development will be offered both on-site at the school and via other resources; for example, teachers may access the State Department of Education resources regarding available professional development, including online courses/modules.

The School Director, with the support of the school administrative staff, will take responsibility for driving the professional development, including ensuring teachers’ feedback regarding topics is obtained, that it is data-driven (i.e. by performance evaluations and student outcome data), securing additional resources, and identifying and scheduling external presenters.

- c. A clear description of the expected number of days or hours for regular professional development throughout the school year that includes an explanation of how the proposed school’s calendar, daily schedule, and staffing structure accommodate this plan; the time scheduled for common planning or collaboration; and an explanation for how such time will typically be used. The description must identify ways the professional development scheduling conflicts with Master Collective Bargaining Agreements, explain any specific amendments that may be needed through supplemental agreements, and provide an adequate contingency plan in the event such amendments cannot be negotiated under supplemental agreements.

KCS will follow the requirements outlined in the HSTA Master Collective Bargaining Agreement regarding allotted time for PD. Per the Agreement, teachers are allowed up to 10 PD days. As shown in **Attachment K- School Calendar**, KCS’s school year will consist of a 5-day induction PD period prior to school opening, 4 PD days throughout the school year, and one additional teacher day to close out school grades and complete other work. Supplementing this will be one additional week of optional PD, scheduled the week before the induction period (end of July).

- d. A description identifying the person or position with the time, capacity, and responsibility for coordinating professional development and a reasonable plan for identifying ongoing professional development needs, including sufficient funds and resources (Title II funds, etc.) for implementing the professional development plan.

The School Director, supported by the school administrative staff, will be responsible for coordinating the PD. Ongoing PD needs will be informed by staff self-assessment, performance evaluations, and student outcomes. Most of the professional development will be planned by the school’s induction period so staff can be briefed on the upcoming training topics. However, a certain amount of time will be kept open for any new PD needs that are identified throughout the school year.

As part of the management agreement with Goodwill Industries of Hawaii, GIH’s Human Resources and Fund Development Departments will provide assistance to KCS. GIH’s HR Department has developed extensive training topics and modalities for within GIH; this expertise will be extended to the school to help deliver the professional development. GIH’s Fund Development staff will assist in identifying and submitting grant applications for any additional funds to support professional development; these may include Federal, local, or private foundation opportunities. The School Director will be responsible for assisting with authoring and directly administering all state and federal grants, including those used for professional learning opportunities such as Title II, Title III, and Special Education – Personnel Development grants.

3. Staff Structure

- a. A complete staffing chart for the proposed school, using the Staffing Chart Template ([Exhibit 2](#)) and provided as **Attachment G (required form)**, 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.

A staffing chart is provided as **Attachment G**.

- b. A description of a reasonable rationale for the staffing plan, as demonstrated in the staffing chart, that clearly explains how the relationship between the proposed school’s leadership or management team and the rest of the staff will be managed and includes justifiable teacher-student and total adult-student ratios for the proposed school.

KCS will open with 100 students in grades 9-12, and due to budgetary constraints imposed by the small student population, Year 1 of the school sees a correspondingly small number of faculty and staff. Year 1 staff includes the School Director, Office Manager, and one teacher for each core content area. A highly qualified paraprofessional will facilitate online credit recovery courses in the computer lab, and a special education teacher will conduct case conferences, write and update IEPs, and deliver special education services. While the staff size is small initially, class sizes are kept as small as possible so as not to sacrifice the quality of educational programming. In Years 1 and 2, all staff members report directly to the School Director, who is responsible for all staff performance evaluations and growth plans. By Year 3, Lead Teachers in STEM and humanities are added to the staff, and manage staff from these respective disciplines. The Lead Teachers report to the School Director and assist with teacher evaluations and growth plans. The average student to licensed teacher ratio is 20:1 in Year 1 (11:1 adult-student ratio) and is 18.75:1 (12:1 adult-student ratio) at full capacity, ensuring the small school model these students need to be successful.

- c. If the proposed school has a *virtual or blended learning program*, a clear description for the identification of the position(s) dedicated to IT support and a reasonable plan that 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.

Not applicable because the proposed school does not contain an online learning program.

4. Staffing Plans, Hiring, Management, and Evaluation

- a. A clear description of the proposed school’s recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong teaching staff that meet “Highly Qualified” requirements in accordance with the Elementary and Secondary Education Act (“ESEA”) and are well-suited to the proposed school, including other key selection criteria and any special considerations relevant to the proposed school’s design. The description must also explain strategies, including compensation packages, that are likely to attract and retain high-performing teachers.

Hiring a high quality and effective school staff is critical to the success of any school, particularly a new school. Hiring top talent will be a challenge for KCS. To overcome this challenge, KCS will do the following:

- Recruit local talent and develop crucial partnerships with teacher preparation programs in Hawaii.
- Recruit from the current Excel Center network of schools. KCS will recruit top talent from the national Excel Center Network who are interested in relocating to Hawaii.
- Leverage the talent and expertise of GIH’s knowledgeable and experienced Human Resources staff.

- Raise awareness. KCS will need to heavily market the school not only to make the community aware of the benefits of enrolling in the school, but also so the talent pool is aware of KCS as a potential place of employment. GIH's Marketing Department will provide assistance for this.
- Continue to develop robust partnerships with organization that assist with teacher placement and source staffing and teacher candidates via networking, website job posting, and event participation with the following organizations: National Association of Secondary School Principals; National Association of Public Charter Schools; CareerBuilder; LinkedIn; and area schools of education.
- Begin hiring and issuing offer letters to school staff in the spring of 2017 to reduce competition for selecting top talent.
- Solicit guidance and Goodwill Education Initiatives' (the school's selected ESP) experience and lessons learned from opening eleven Excel Centers and other high school across Central Indiana as well as assisting other organizations in other parts of the country open Excel Centers at full capacity.

The on-boarding process and other procedures related to staff hiring will follow all guidelines established in the Collective Bargaining Agreement.

b. *If the proposed school offers a virtual or blended learning program, a clear description of the proposed school's recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in strong online learning teachers that have the requisite subject-matter knowledge, technological proficiency, communication skills, and other capabilities necessary to teach effectively in the online learning environment.*

Not applicable because the proposed school does not offer a virtual or blended learning program.

c. *A clear description of realistic and legally sound procedures for hiring and dismissing school personnel, including procedures for conducting criminal history record checks.*

KCS will be committed to providing its staff with the necessary resources to better equip them to deliver the highest quality of services to students. Policies and Procedures will be established for the following: Qualifications and Verification of Requirements for Staff; Criminal History Background Check Prior to Hire and Annually; Performance Evaluation Process for Staff; and Grievance Policy.

Goodwill's policies prohibit discrimination against any individual on the basis of their race, color, age, marital status, disability, religion, citizenship or sexual orientation. Goodwill has a comprehensive hiring procedure to ensure staff meets all the requirements and qualifications established for each position. All candidates are required to present documentation related to the right to work in the United States, all degrees and certificates and/or licenses claimed by the applicant and as required by the position, or any standards of qualification that have been established by recognized professional groups for the position prior to employment. As part of the hiring procedures, employment and reference checks are conducted. In addition, Goodwill will ensure all KCS staff do not have a criminal history or background that poses a risk to youth. Criminal history record checks will be conducted prior to providing direct services to youth, and

on an annual basis thereafter. All staff are required to complete a FBI Criminal History check, Sex Offender Registry check, and Child Abuse & Neglect Registry check.

All hiring and dismissal procedures will comply with the HSTA Collective Bargaining Agreement.

- d. A thoughtful plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff, including a description of the processes, protocols, framework, criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching. The plan must cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. If already developed, the plan should provide any leadership evaluation tool(s) as **Attachment H (no page limit)** and any teacher evaluation tool(s) as **Attachment I (no page limit)** that are likely to be effective. 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. If amendments will be needed, the plan must describe the specific amendments that would be necessary to implement the evaluation tool(s), demonstrate an understanding of the employment environment, and include a reasonable plan for contingencies if the amendments cannot be negotiated under a supplemental agreement.

KCS will evaluate all certificated employees, including Teachers and the School Director annually. The School Director will evaluate teachers, and the school board will evaluate the School Director. **Attachments H** and **I** illustrate the School Director and teacher evaluation tools, respectively. These tools have been adapted from the RISE rubrics used by The Excel Center network at schools in Indiana. KCS will transition to using an evaluation system adopted by the State of Hawaii in the future. The RISE rubrics are research-based and proven to represent excellence in instruction and to guide teacher development. The teacher evaluation rubric was developed for three key purposes:

1. To shine a spotlight on great teaching: The rubric is designed to assist school leaders in their efforts to increase teacher effectiveness, recognize teaching quality, and ensure that all students have access to great teachers.
2. To provide clear expectations for teachers: The rubric defines and prioritizes the actions that effective teachers use to make gains in student achievement.
3. To support a fair and transparent evaluation of effectiveness: The rubric provides the foundation for accurately assessing teacher effectiveness along four discrete ratings.

While drafting the Teacher Effectiveness Rubric, the development team examined teaching frameworks from numerous sources, including: Charlotte Danielson's *Framework for Teachers*; Iowa's *A Model Framework*; KIPP Academy's *Teacher Evaluation Rubric*; Robert Marzano's *Classroom Instruction that Works*; Massachusetts' *Principles for Effective Teaching*; Kim Marshall's *Teacher Evaluation Rubrics*; National Board's *Professional Teaching Standards*; North Carolina's *Teacher Evaluation Process*; Doug Reeves' *Unwrapping the Standards*; Research for Bettering Teaching's *Skillful Teacher*; Teach for America's *Teaching as Leadership Rubric*; Texas' *TxBess Framework*; Washington DC's *IMPACT Performance Assessment*; and Wiggins & McTighe's *Understanding by Design*.

KCS's evaluation plan provides teachers regular feedback and opportunities for professional growth and recognition when they do exceptional work. The evaluation plan utilizes evaluations that are fair, accurate, and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn. The School Director collects evidence regarding the teachers' work and conducts a total of at least five observations of the teacher's work—at least two extended observations and three short observations with feedback as shown below:

- Unannounced short observations—20-30 minutes (Trimesters 1, 2, 3), written feedback uploaded within two school days of observation.
- Announced extended observations—full class period (Trimesters 2,3), written feedback uploaded and conference held within five school days after observation, first observation is announced within a one-week window in second trimester with pre/post-observation conferences, one unannounced in second semester with post-observation conference. (If teacher and evaluator agree, the post-observation meeting can occur after the five-day window.)
- The director may opt to do other unscheduled short observations during the school year as needed.

Evidence for an observation will consist of script, coded rubric sections that are applicable to scripted evidence, and comments offering additional actionable feedback or coaching specific to any area coded as needing improvement or ineffective. Artifacts may also be uploaded to Blackboard by either a staff member or administrator and tied to the rubric. The School Director may also use the Blackboard to assign the employee specific professional development tasks to complete tied to indicators on the rubric showing patterns of performance needing improvement.

All conferences between the School Director and Teachers will be documented with notes about the points discussed, uploaded to the Blackboard as an artifact, and tied to the appropriate rubric indicators if evidence emerges during the conference. Templates have been developed for conducting and preparing for these conferences and have been shared with all evaluators. Announced observations include a pre-observation and post-observation conference, while unannounced observations include a post-observation conference.

Actionable feedback based upon observations will be shared with the teacher, and the teacher may use Blackboard at any time to see the total collection of coded evidence to date on the Teacher Effectiveness Rubric.

- e. [An effective plan that explains how the proposed school intends to promote or incentivize satisfactory and exceptional school director, management team, and teacher performance and handle unsatisfactory school director, management team, or teacher performance, including effective planning for turnover.](#)

KCS's evaluation system includes a teacher career path and expanded leadership component comprised of lead teachers, lead coaches, and career teachers. This career path distributes school and instructional leadership and creates different job expectations and responsibilities for different types of teachers. Lead teachers have responsibilities and job expectations in addition to those of career teachers including instructional coaching and mentoring, and data reviews. This is a comprehensive school improvement model that intentionally aligns systems for

recruiting, promoting, supporting, evaluating and compensating talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality. The plan is defined by four aligned and related elements: multiple career paths for teachers, instructionally-focused accountability, ongoing applied professional growth opportunities, and performance-based compensation. By implementing this evaluation plan, KCS is providing the right incentives and targeted assistance through rigorous evaluation directly tied to individualized professional development in order to restructure practices and revitalize the teaching profession.

After each classroom/lesson observation, the teacher being observed receives written and/or oral feedback from the individual evaluator in a post-conference meeting. This post-conference occurs no more than 2 days after the lesson observation. At the end of each school year and/or at the beginning of the next, administrators individually meet with teachers to discuss each teacher's summative rating.

All KSC teachers receive weekly coaching by the School Director (and Lead Teacher beginning in Year 3) to support the area of refinement determined by the evaluation process. The School Director also provide support to all teachers in their area of refinement during weekly meetings, through follow-up support (e.g. co-lesson planning, co-teaching, providing model lessons, observations and feedback, etc.), and through the monitoring of and feedback on each teacher's Individual Growth Plan (IGP).

Additional observations, coaching, and/or mentoring is provided for new and struggling teachers. KCS's definition of inadequate performance is when teacher receives an average score of a 2 or below on the 4-point teacher evaluation rubric scale. If a teacher receives a rating of ineffective or improvement necessary, the evaluator and the teacher shall develop a remediation plan of not more than ninety (90) school days in length at the start of the next school year to correct the deficiencies noted in the certificated employee's evaluation using locally-developed forms to document the plan and progress monitoring. The plan will include options for professional development including, but not limited to, locally developed workshops, observing effective teachers, web-based and print resources, printed resources and selected sample video clips, help from a Lead Teacher to co-plan/co-teach, additional formative observations with coaching, and use of license renewal credits for additional training.

The KCS school board will conduct two summative evaluations of the School Director using the School Director Evaluation Rubric (**Attachment H**) each year. The first will be completed within the first trimester, and the second by the end of the third trimester. The School Director will be provided a completed copy of the evaluation summary, and the School Director and the school board will work together to establish and weight as appropriate the goals to be attained by the Director during the remainder of the year or the following school year. Goals shall reflect the goals as set forth in the budget and the short and long-range plans established by the board. The Governing Board will explore the option to budget incentive bonus compensation for highly effective summative ratings and will take steps to remove the School Director after two consecutive unsatisfactory evaluations.

f. A satisfactory explanation of any deviations in staffing plans, including salaries, from Master Collective Bargaining Agreements, including identification of amendments that would be

needed in a supplemental agreement and a reasonable plan for contingencies if such amendments cannot be negotiated under a supplemental agreement.

There is no deviation in the staffing plan, including salary, from the Master Collective Bargaining Agreement.

- g.** If developed, reasonable and legally sound personnel policies or an employee manual, provided as **Attachment J (no page limit)**.

The school's Personnel Policies will be developed to reflect all applicable requirements of the DOE and Collective Bargaining Agreement, as well as meeting all federal and state labor laws and codes. Goodwill Industries of Hawaii's Employee Handbook will be used as a basis, and revised and tailored as appropriate to meet the needs of the school. GIH's Employee Handbook can be found in **Attachment J**.

F. School Calendar and Schedule

- 1.** A school calendar for the proposed school's first year of operation, including total number of days and hours of instruction, provided as **Attachment K (no page limit)**, and a satisfactory explanation of how the calendar aligns with and clearly reflects the needs of the Academic Plan.

KCS understands the importance of adhering to collective bargaining agreements of the teachers that will be employed in the school and will operate a traditional school calendar with 180 student days of instruction. The typical school week will be Monday through Friday and students will attend school from 8:30 a.m. to 3:35 p.m., with instructional time taking place during six of those seven hours. In total, KCS will provide 1,080 hours of instruction throughout the school year. The school will operate with three trimesters. The trimester schedule, along with the school's course design and class structure, will provide students with the same amount of instructional material in one trimester as a traditional public school would provide in one semester. This accelerated schedule is designed to keep instruction relevant and to keep students engaged in school. Understanding the anticipated majority of students will enter the school behind their cohort and below grade level, the accelerated nature of the trimester schedule will also provide students with ample opportunity to get up to grade level.

KCS will also feature two Immersion Weeks, one week at the end of the first trimester and another week at the end of the second trimester. Students in grades 9-12 who have grades of a C or above in all courses from the preceding trimester are eligible to participate in programs that allow them to explore the world outside of the school walls. They can choose from a wide range of experiences including traveling and serving others, lending a hand to neighbors in the local community, and learning new skills in the arts, sciences, and technology. Accompanied and guided by their teachers, students grow as leaders, listeners, and thinkers, reflecting on their own lives and future endeavors. Students drive their own learning experiences for each of the two immersion weeks. From designing their curriculum, executing planned activities, to developing the assessments by which they will be held accountable, students will have the choice to explore learning opportunities relating to college and career readiness. The goal of the Immersion Weeks is to engage students by providing them voice and choice in their learning. Whether they choose academic prep time, career exploration, a life skills class, job shadowing, college readiness

activities, a class they think would be interesting, or service learning opportunities, the goal is to develop students' abilities to take more responsibility for their own learning.

Students who earned a course grade from the preceding trimester of a D or F or 11th and 12th graders who have not yet passed the state graduation assessments will participate in small group learning communities at school for most of the school day during the Immersion Week. Students may utilize the week to re-engage with coursework and projects from the preceding trimester to improve their levels of mastery and resulting course grade. Teachers facilitate this work, consulting with small groups of students throughout the week. Students who have not passed the required 11th grade state summative assessments will work with teachers to build appropriate intermediate level skills, advanced reasoning skills, reading skills and strategies, and mathematics skills and strategies. Additionally, these students will have the opportunity to engage in off campus learning activities for part of the school day during the immersion week.

Please see **Attachment K** for KCS's anticipated school calendar for the 2017-2018 school year.

2. A clear description of the structure of the proposed school's day and week that aligns with and clearly reflects the needs of the Academic Plan, including the following:
 - a. A description of the length and schedule of the school week.
 - b. A description of the length and schedule of the school day including start and dismissal times.
 - c. The minimum number of hours or minutes per day and week that the proposed school will devote to academic instruction in each grade.
 - d. The number of instructional hours or minutes in a day for core subjects.
 - e. A satisfactory 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.
 - g. A sample daily and weekly schedule for each division of the proposed school, provided as **Attachment L (no page limit)**.

The student school week is Monday through Friday 8:30 a.m. – 3:35 p.m., and the teacher school week is Monday through Friday 8:15 a.m. – 3:45 p.m. If students arrive before their scheduled start time, they will be directed to a common area to wait until the school opens. Students will enter the school through the OCLC's main front doors.

At each grade level, six hours of instruction will be devoted to academic instruction each day. The typical school day will have five, one-hour long traditional class periods. In order to meet the needs of learners with significant skill gaps, 60 minute class periods keep students engaged in learning while working at an accelerated pace. The students' day ends with an advisory period in which they are able to spend time with their life coach, work on their personal transition plan and workplace readiness skills, and participate in career and academic planning. It is important this is at the end of the school day, as it prepares students to think about how to apply the skills they have learned during the school day into their lives and encourages them to make positive

life decisions outside of school. The typical school day is outlined in the chart below. Sample student schedules for a ninth and twelfth grade student are provided as **Attachment L**.

Period 1	8:30 – 9:30
Period 2	9:35 – 10:35
Period 3	10:40 – 11:40
Lunch A or Period 4 Part 1	11:45 – 12:15
Lunch B or Period 4 Part 1	12:20 – 12:50
Period 4 Part 2	12:55 – 1:25
Period 5	1:30 – 2:30
Advisory/Personal Transition Plan	2:35 – 3:35

Ninth and tenth grade students typically spend a minimum of 4 hours in core subjects (English language arts, mathematics, social studies, and science). As students matriculate to twelfth grade they spend less time in the core subjects, usually 3 hours per day, as they participate in industry certifications, job shadowing, and other work-based learning experiences.

Teachers receive 1 hour of teacher planning time; however special education teachers of record receive an additional hour in order to accomplish their special education duties including, writing and updating IEPs, holding case conferences, and delivering services.

G. Supplemental Programs

1. If applicable, a description of a sound plan for any summer school programs the proposed school will offer that will meet anticipated student needs, including a clear explanation for how the programs are integral to the proposed school’s academic plan, a reasonable schedule and length of the program, and sound funding plan for the programs. If the programs will not be implemented in the first year of operation, the plan must describe the timeline for implementation.

Not applicable because the proposed school does not plan to offer any summer school programs.

2. If applicable, well-designed plans and identified funding for any extracurricular or co-curricular activities or programs the proposed school will offer that will meet anticipated student needs and provide enrichment experiences that are in alignment with the Academic Plan. The plans must describe how the activities and programs 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, the plans must describe the timeline for implementation.

Not applicable because the proposed school does not plan to offer any extracurricular or co-curricular activities or programs. In future years the school will consider providing extracurricular activities based on student interest or need.

H. Third-Party Service Providers

1. Service Provider Selection and Track Record

- a. A reasonable explanation of why the applicant is seeking to contract with a Service Provider rather than operate the proposed school(s) directly.

KCS has selected Goodwill Education Initiatives, Inc. (GEI) as its Education Service Provider (ESP). KCS will be directly operated and governed by the school board. KCS is modeled after The Excel Center, which was founded by GEI. The Excel Center is designed to serve individuals, including those who have dropped out of high school and have decided to return to school to reengage in their education and earn their high school diploma. Components of the school model are being adopted to meet the needs of youth and young adults who have dropped out of high school or are at-risk of dropping out of high school. GEI currently operates the Indianapolis Metropolitan High School, which serves traditional-age high school students in a non-traditional academic environment, and The Excel Center, which currently operates in eleven (11) locations across Central Indiana. In total, GEI's schools have nearly 3,500 students, serving primarily disadvantaged and low-income student populations.

Having met a significant amount of success in starting up The Excel Center model, GEI has created a licensing option for other organizations to license The Excel Center name and school model. Through this agreement, GEI has assisted with the opening of an Excel Center in Austin, Texas in fall 2014 and the school was approved for and successfully expanded in the fall of 2015. Also in the fall of 2015, licensed Excel Centers opened in South Bend, Indiana and Memphis, Tennessee. Another Excel Center has been authorized and approved to open in Washington, DC in 2016. Additionally, GEI provides school design and implementation support to new school models. With the support of GEI, Marion Academy opened in the fall of 2015 in Indianapolis, Indiana to serve adjudicated and previously adjudicated youth. Similarly, Purdue University contracted with GEI to assist with the school design and charter application process for Purdue Polytechnic Indianapolis High School which is approved to open in fall 2017.

b. A description of a thorough process that the applicant used to identify, vet, and select the Service Provider. The description must 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, including a summary of the findings of the reference checks conducted by the applicant.

Across the United States, many Goodwills work to address the most challenging social problems they face in their local communities. As previously stated, the dropout rate of West Oahu schools hovers around 20%. Further, there exists a pending skills gap: By 2020, 75% of jobs will require a high school diploma or higher level of education.^{xvi} Goodwill Hawaii began investigating ways to address these concerns, and the leadership team learned of the success of The Excel Centers in Central Indiana. In fall 2015, key leaders from Goodwill Hawaii visited The Excel Centers in Indianapolis to explore the school model and learn more about its success and impact. After their visit, Goodwill selected to work with GEI and adapt The Excel Center model to work within Hawaii's state laws and regulations in order to address the needs of the dropout and at risk student population because of the positive impact it is proving to have in the communities where they are located. Equally appealing, is the fact The Excel Center model is structured to provide strong academic supports while also maintaining flexibility to form strong, community-based partnerships to help support the school and be sensitive to the Hawaiian culture and community.

Prior to entering into a licensing agreement, Goodwill staff contacted other Goodwills that have entered into contract with GEI to operate schools. The results from these reference checks indicate GEI is a strong ESP with extensive experience and expertise in advising the opening and maintenance of charter schools. References indicated they could not have completed the process without GEI's support, and would absolutely partner with them again.

- c. If the Service Provider is providing academic services, evidence demonstrating academic success, especially in the grade levels the proposed school intends to serve, including academic performance data of all clients of the Service Provider that demonstrates the provider's services lead to *high-quality charter schools*, as defined in the RFP. Provide, as **Attachment M (no page limit)**, academic performance data for each of the Service Provider's charter school clients that shows evidence of strong academic results for the past three years (or over the life of the charter school, if the school has been open for fewer than three years), based on the following factors:
 - i. Increased student academic achievement and attainment (including, if applicable and available, high school graduation rates and college and other postsecondary education enrollment rates) for all students, including, as applicable, *educationally disadvantaged students*, as defined in the RFP, served by the charter school;
 - ii. Either—
 - 1. Demonstrated success in closing historic achievement gaps for the following subgroups of students at the charter school: low-income students, students from major racial and ethnic groups, students with disabilities, and English language learners; or
 - 2. No significant achievement gaps between any of those subgroups of students at the charter school and significant gains in student academic achievement for all populations of students served by the charter school; and
 - iii. Results (including, if applicable and available, performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college and other postsecondary education attendance rates, and college and other postsecondary education persistence rates) for low-income and other *educationally disadvantaged students* served by the charter school that are above the average academic achievement results for such students in the state.

Please see academic performance data for GEI in **Attachment M**.

- d. A listing and explanation of 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 that does not indicate that the Service Provider lacks the necessary capacity or display inconsistencies in its academic, organizational, or financial performance. The explanation must reference the other jurisdictions where the Service Provider operates or services other charter schools and provide, as **Attachment N (no page limit)**, a list of all the charter schools operated or managed by the Service Provider, the

respective authorizer for each of those charter schools, and contact information for each authorizer.

Goodwill Education Initiatives, Inc. was formed in 2004 and has not had any management contract terminations, charter revocations, non-renewals, or withdrawals or non-openings in its history. A list of all the charter schools operated or managed by GEI, their authorizers, and contact information for each authorizer is provided as **Attachment N**. Attachment N also provides a full listing of the charter schools that are operating or plan to operate an Excel Center under a licensing agreement.

- e. A list or description of all charter schools operated or managed by the Service Provider that are accredited, if any, including a list or description of the accrediting organization for each accredited school and a current accreditation report from one of those schools, provided as **Attachment O (no page limit)**, that demonstrates strong organizational health attributable to the Service Provider.

The following chart provides a complete list of all the charter schools owned, operated, and managed by GEI. The authorizer acts as these schools’ authorizing entity.

Name of School	Authorizer
Indianapolis Metropolitan High School	Indianapolis Mayor’s Office
The Excel Center – Michigan Street	Indianapolis Mayor’s Office
The Excel Center - Richmond	Indiana Charter School Board
The Excel Center – West	Indianapolis Mayor’s Office
The Excel Center – Kokomo	Indiana Charter School Board
The Excel Center – Lafayette	Indiana Charter School Board
The Excel Center – Franklin Road	Indianapolis Mayor’s Office
The Excel Center – Meadows	Indianapolis Mayor’s Office
The Excel Center – Decatur	Indianapolis Mayor’s Office
The Excel Center - Anderson	Indiana Charter School Board
The Excel Center – University Heights	Indianapolis Mayor’s Office
The Excel Center – Noblesville	Indiana Charter School Board

Attachment O provides the most recent accountability report for The Excel Centers located in Marion County, Indiana that operate under one charter. The report demonstrates the strong organizational health of these schools.

2. Legal Relationships

- a. Full disclosure of 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 and a satisfactory explanation as to how such existing or potential conflicts of interest will be addressed.

There are no potential or existing conflicts of interest between the proposed school Governing Board, any potential employees, Goodwill Education Initiatives, and any affiliated business entities. **Attachment V** contains the proposed Governing Board Code of Ethics and Conflict of Interest Policy, which outlines how potential conflicts of interest would be addressed.

- b. A list of all subsidiaries or related entities that are affiliated or owned in whole or in part by the Service Provider, a description of the nature of those entities' business activities, an explanation as to whether the proposed school has or will have any relationship with or receive any services from any of those entities, and a reasonable justification for any such relationship.

Indiana Network of Independent Schools, LLC (INISchols) is affiliated with Goodwill Education Initiatives, Inc. and Goodwill Industries of Central Indiana, Inc. and operates under a nonprofit designation. INISchools' mission is to support schools by providing administrative functions within a cost structure that maximizes the flow of revenue into the classroom. INISchools, through the school's services agreement with GEI, will provide the Kapolei Charter School by Goodwill Hawaii with data analysis services.

- c. If the Service Provider will have supervisory responsibilities, a description of the supervision of the proposed school employees by the Service Provider that is reasonable, legally sound, and aligns to Master Collective Bargaining Agreements and gives the proposed school Governing Board oversight over the Service Provider's supervisory responsibilities. The description must explain the supervisory responsibilities of the Service Provider, 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.

Not applicable because the Service Provider will not have supervisory responsibilities.

- d. 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, draft facility or financing agreements, or other evidence, provided as **Attachment P (no page limit)**, that:
 - i. Demonstrate such agreements are separately documented and not part of or incorporated in the proposed school's management contract; and
 - ii. Ensure any agreements are 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 Licensing and Services Agreement between Goodwill Education Initiatives, Inc., the Educational Services Provider, and Goodwill Industries of Hawaii, Inc., the entity applying to open the public charter school, can be found in **Attachment P**.

- e. A description of any loans, grants, or investments made between the Service Provider and the proposed school or the proposed school's associated nonprofit organization, including a legally sound explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the proposed school or the proposed school's associated nonprofit, as applicable.

Not applicable because the Service Provider has not made any loans, grants, or investments between the proposed school nor the proposed school's associated nonprofit organization.

3. Service Provider’s Organizational Structure

a. A draft management agreement, provided as **Attachment Q (no page limit)**, that includes:

- i. The duration of the management agreement;
- ii. Clear roles and responsibilities of the parties;
- iii. A clear and well-defined scope of services and costs of all resources;
- iv. A clear compensation structure and payment schedule that identifies all fees, bonuses, and other compensation to be paid to the Service Provider;
- v. Reasonable conflict of interest provisions that adhere to state law;
- vi. Reasonable renewable provisions that describe the conditions and procedures (including timeframes, notice, and decision-making procedures) for renewal, how often will the management agreement be renewed, and the conditions that both the Service Provider and the proposed school must satisfy for the management agreement to be renewed;
- vii. Reasonable termination provisions that describe the conditions and procedures (including timeframes, notice, and decision-making procedures) for termination and the grounds that the Service Provider or the proposed school may terminate the management agreement for cause as well as the grounds for termination without cause; and
- viii. Reasonable indemnification provisions in the event of default or breach by either party.

The Licensing and Services Agreement between Goodwill Education Initiatives, Inc., the Educational Services Provider, and Goodwill Industries of Hawaii, Inc., the entity applying to open the public charter school, can be found in **Attachment Q**.

b. A detailed description of the roles and responsibilities of the Service Provider that adequately and accurately describes how the Service Provider fits into the proposed school’s organizational structure and how the organizational structure ensures the proposed school Governing Board is independent from the Service Provider and self-governing, including a satisfactory description of independent legal representation and arm’s-length negotiating.

GEI will not have a governance or supervisory role in the school’s operations; rather, GEI will be a vendor, which provides services to the school and only bills the school to recover its costs for the services it provides. The responsibilities and services GEI will provide are outlined in Appendix A of **Attachment P**.

GEI was selected because it has ample experience successfully serving the same target population as the proposed charter school. GEI has opened eleven (11) new locations in the last five (5) years - each time mobilizing teams of HR, finance, marketing and facilities management staff in order to prepare for new school openings. More importantly, GEI uses one of its key principles – continuous improvement – as a guide for how each location should open. GEI leaders are constantly looking for ways to improve processes and gain efficiencies in opening schools. To that

end, GEI is developing a national office that is dedicated to providing services to schools, like KCS, to ensure the success of schools that are working to interrupt generational poverty through the opportunity for gaining meaningful education to achieve personal fulfillment and self-sufficiency.

The School Board will be expected to evaluate GEI's performance, permitting the School Board to hold GEI accountable under its services agreement. The School Director and School Board will have continuous communication with GEI and hold it accountable to all terms of the services agreement. Further, the School Board will monitor school performance to determine whether GEI is having a significant impact on the school's academic and organizational performance. Furthermore, the services agreement between the school and GEI contains a termination clause, which provides the school with the authority to terminate its relationship with GEI at anytime should the Board find GEI no longer needed or not delivering on its intended benefit.

- c. [A satisfactory business plan that demonstrates the Service Provider will be able to provide the services in the management agreement. The business plan must explain how the Service Provider will grow, scale, or adjust its operations to ensure quality service to the proposed school.](#)

In 2004, Goodwill Industries of Central Indiana's leadership created Goodwill Education Initiatives, Inc. (GEI), a not-for-profit entity formed to operate charter schools. That year, the Mayor of Indianapolis authorized a charter for the Indianapolis Metropolitan High School. GEI opened The Excel Center with one location in 2010 and quickly grew to three locations in 2011, five locations in 2012 and nine locations in 2013. Two new locations were added in 2015. This growth has been largely due to community demand as opposed to a concentrated expansion effort. The Excel Center has reached a unique need in educational landscape with few alternative options for young adults. As the success of The Excel Center has spread, other organizations have indicated interest in licensing the school model (or adapted versions of the school model that will operate in accordance with local state laws and regulations) and opening schools in their own communities. In these locations, a local partner may be more effective in creating a new school by licensing the core model elements from GEI. This is particularly true when a proposed school is located a significant distance away from Goodwill Industries of Central Indiana's Indianapolis headquarters and outside of its territory.

The various Goodwill organizations throughout the nation operate as a federation in their respective geographical territories. Each Goodwill organization has a defined territory and is entitled to operate exclusively within that territory. Goodwill Industries of Central Indiana and Goodwill Education Initiatives, Inc. ("GEI") have taken the position, and Goodwill Industries of Hawaii agrees, that before any Goodwill or Goodwill affiliate can conduct any activities outside of its home territory, it should obtain the consent of the "local" Goodwill organization. Accordingly, GEI has developed a license option in order to extend The Excel Center Model by partnering with capable and appropriate partner organizations. GEI's vision is to create a network of schools that leverages the collective expertise of school leaders, teachers and staff from all over the country to enable individuals to break the cycle of poverty and achieve economic self-sufficiency through education.

Today, GEI has 46 central office, administrative employees that consist of leadership, curriculum experts, special education experts, data analysts, and a number of other individuals who

collectively have well over 100 years of education policy, strategy, and school operational experience. These staff demonstrate GEI's capacity to provide quality services to schools. In order to most effectively provide services to schools across the country, GEI is developing a National Office that will be fully operational in spring 2016. GEI is hiring for positions that will be solely dedicated to providing on-site support services to schools it enters into a services agreement outside of Indiana. In addition to GEI's current and existing staff, GEI employs 215 high quality and experienced Excel Center employees that may be mobilized to provide additional support in the event the National Office and central office staff needs to adjust its operations to ensure quality service to KCS.

- d. An effective and comprehensive oversight and evaluation plan for overseeing the Service Provider. The oversight and evaluation plan must include the school-wide and student achievement results that the management organization is responsible for achieving, the methods the proposed school Governing Board will use to review and evaluate the Service Provider's progress toward achieving agreed-upon goals, the frequency of such reviews and evaluations, an explanation whether there will be an external evaluator to assess the Service Provider's performance, and the conditions, standards, and procedures for the proposed school Governing Board intervention, if the Service Provider's performance is deemed unsatisfactory.

The School Board will be expected to evaluate the performance of GEI, permitting the School Board to hold GEI accountable under its services agreement. The School Director and School Board will have continuous communication with GEI and hold it accountable to all terms of the written performance agreement. Further, the School Board will monitor school performance to determine whether GEI is having a significant impact on the school's academic and organizational performance. Furthermore, the services agreement (**Attachment P**) between the school and GEI contains a termination clause, which provides the school with the authority to terminate its relationship with GEI at anytime should the Board find GEI no longer needed or not delivering on its intended benefit. GEI will not have a managerial role in the school's operations; rather, GEI will be a vendor, which provides services to the school and only bills the school to recover its costs for the services it provides.

- e. A comprehensive description of the respective financial responsibilities of the proposed school Governing Board and the Service Provider that allows for reasonable financial controls from the proposed school Governing Board. The description must include details about who will own property purchased with public funds, which operating and capital expenditures each party be responsible for, the types of spending decisions the Service Provider can make without obtaining board approval, the reports the Service Provider must submit to the proposed school Governing Board on financial performance and the schedule for reporting, and how the proposed school Governing Board will provide financial oversight.

GEI will not have an operational, managerial, or fiduciary role in the school. The School Board will maintain all financial controls over the school. The KCS Board, in conjunction with the GIH V.P. of Finance, will oversee and account for ownership of materials purchased with public money.

- f. A comprehensive and adequate plan for the operation of the proposed school in the event of termination of the management agreement.

Not applicable because GEI will not have an operational role in the school.

I. Conversion Charter School Additional Academic Information

This section is not applicable. The proposed school is not a conversion charter school.

III. Organizational Plan

A. Governance

1. A clear description of the mission and vision of the proposed school Governing Board that is aligned with the proposed school’s mission and vision, if different from the proposed school’s mission and vision, and a clear and concise description of the governance philosophy that will guide the proposed school Governing Board, including proposed school Governing Board’s bylaws and any other governing policies (except the Code of Ethics and Conflict of Interest policy, which will be provided separately) that are comprehensive and sound, provided as **Attachment R (no page limit)**, and the completed and signed Statement of Assurances (Exhibit 3), provided as **Attachment S (required form)**.

The mission and vision of the Governing Board for the proposed KCS is that of the school itself. The governance philosophy that will guide the proposed Governing Board centers on creating and supporting an infrastructure that will insure adherence and compliance to all allied requirements while enabling the school’s vision and mission to come to fruition. The Board will help to represent the proposed school in the community, to garner and sustain long-term support.

The Governing Board’s proposed bylaws and governing policies, and the completed and signed Statement of Assurances can be found in **Attachments R** and **S**, respectively.

2. Organizational charts, provided as **Attachment T (no page limit)**, that clearly indicate all positions and illustrate the proposed school governance, management, and staffing structure in: a) Year 1; and b) all subsequent years until full capacity is reached. The organizational charts must 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 must also document clear lines of authority and reporting between the proposed school Governing Board and proposed school and within the proposed school.

The organizational chart is provided as **Attachment T**.

3. A description of an effective 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. The description must include the size, current and desired composition, powers, and duties of the proposed school Governing Board that will foster the proposed school’s success; identify key skills or areas of diverse expertise that are or will be effectively represented on the proposed school Governing Board; and adequately 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 effectively 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.

The Governing Board is primarily responsible for the school’s financial, organizational, and academic performance, and for the execution of the charter. The Board will also oversee the Agreement with GEI, the Education Services Provider, as well as the establishment and maintenance of the Management Agreement with Goodwill Industries of Hawaii, Inc., which will enable GIH to provide support to the school in various domains (e.g. Accounting, H.R., Fund Development, I.T.). GIH’s Executive Leadership Team oversees all Departments that will be providing support to the school.

The Governing Board is a composite of individuals having the requisite experience and skills needed to open and manage a successful public charter school: Academic, Human Resources, Financial, Fund Development, and Legal Affairs. The proposed school Governing Board will consist of the following five members:

Board Member	Proposed Role / Area of Expertise	Summary of Qualifications
Dr. Judy Oliveira	Academic management	Over 20 years’ experience in administration, teaching, counseling, and leadership positions; student affairs, programs that serve underrepresented or underserved populations. Knowledge of college programs funded through federal or private grants.
Malcolm Lau	Financial management	25 years of finance, banking, financial planning, and leadership experience. 7 years of community organization Board member experience.
Christina Enoka	Human resources	28 years of Human Resources experience; inclusive of employee and labor relations, Risk Management, Corporate Compliance, Privacy and Support Services. 14 years of community organization Board member experience.
Laura Smith	Fund development	25 years as Senior Executive of non-profit organization; several successful fund development and capital campaigns. 25 years of community organization Board member experience.
Katy Chen	Legal affairs	17 years as Senior Executive of non-profit organization. 30 years of community organization Board member experience. Experience and expertise in non-profit law.

The Governing Board will oversee the School Director. The Board will meet monthly; part of these meetings will be time with the School Director to receive updates on school performance, financials, and any other activities. These frequent updates will enable the Board to regularly evaluate the performance of the school and its Director, and to address issues that arise in a timely manner. Participation by, and feedback from, other key stakeholders including parents

and guardians will also be a part of the Governing Board's regular meetings. Parents/guardians will be asked to participate in certain meetings to provide their input on the discussion topics.

The School Director will oversee the school staff: Teachers, Registrar/Office Manager, Life Coach, and Para-Professionals. The Director will also interact with the school's ESP, Goodwill Education Initiatives, regarding academic areas of discussion.

4. 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 that ensures the effective oversight of the online learning program, including a clear and realistic description of the requisite knowledge of online learning that the proposed Governing Board currently possesses or will endeavor to possess.

Not applicable because the proposed school does not contain an online learning program.

5. Demonstrated will, capacity, and commitment of current and proposed Governing Board members to govern the proposed school effectively by providing the following:
 - a. A list of all current and identified proposed school Governing Board members and their intended roles;
 - b. A clear summary of members' qualifications for serving on the proposed school Governing Board, including an adequate explanation of how each member meets any of the considerations in HRS §302D-12 and will contribute a wide range of knowledge, skills, and commitment needed to oversee a *high-quality charter school*, including academic, financial, legal, and community experience and expertise;
 - c. Completed and signed Board Member Information Sheets ([Exhibit 4](#)) and resumes for each proposed Governing Board member, provided as **Attachment U (required form; no page limit)**, that demonstrates board members share a vision, purpose, and expectations for the proposed school; and
 - d. If not all board members have been identified, a comprehensive and sound plan and timeline for identifying and recruiting Governing Board members with the necessary skills and qualifications, including a description of such skills and qualifications.
 - e. If the current board will transition from an Applicant Governing Board to a more permanent Governing Board, a comprehensive and sound plan for such a transition, including a reasonable timeline for recruiting and adding new members; a brief description of 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; a description of the priorities for recruitment of additional or replacement proposed school Governing Board members and the kinds of orientation or training new members will receive; and identification of any bylaws, policies, or procedures changes that will be necessary for such a transition.

a/b. The Board will consist of the following members:

Board Member	Proposed Role / Area of Expertise	Summary of Qualifications
Dr. Judy Oliveira	Academic management	Over 20 years' experience in administration, teaching, counseling, and leadership positions; student affairs, programs that serve underrepresented or underserved populations. Knowledge of college programs funded through federal or private grants.
Malcolm Lau	Financial management	25 years of finance, banking, financial planning, and leadership experience. 7 years of community organization Board member experience.
Christina Enoka	Human resources	28 years of Human Resources experience; inclusive of employee and labor relations, Risk Management, Corporate Compliance, Privacy and Support Services. 14 years of community organization Board member experience.
Laura Smith	Fund Development	25 years as Senior Executive of non-profit organization; several successful fund development and capital campaigns. 25 years of community organization Board member experience.
Katy Chen	Legal affairs	17 years as Senior Executive of non-profit organization. 30 years of community organization Board member experience. Experience and expertise in non-profit law.

c. The completed Board Member Information Sheet and résumés for each member can be found in **Attachment U**.

d. No new Board members will be recruited for Years 0-1.

e. The Applicant Governing Board will serve as the Governing Board for KCS.

6. A clear description of effective governance procedures, including an explanation of the procedure by which current proposed school Governing Board members were selected and how any vacancies will be filled; an explanation of how often the board will meet both during start-up and during the school year; any plans for a committee structure and identification of chairs for any proposed committee(s); and a description of 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).

The proposed school's Governing Board members were selected based on their level of knowledge and expertise in their noted realms, and due to their familiarity with the needs of

Hawaii's communities. Each member was approached to ascertain interest in serving on the Board, and experience and qualifications that would support their governing role. The Board spent significant time familiarizing themselves with the Excel Center model, and the student data and demographics of the West Oahu communities. While the board is small in size (5), this provides an advantage, especially in the first several years of start-up/operations to work closely to make any policy decisions that would benefit the charter school.

The initial board size will be a minimum of 5 directors, but not more than 15 directors. The initial board will be appointed by the incorporators and elected at the first meeting for a term of three years. Initial board officers shall be elected for a term of two years. Board members may serve three consecutive 3-year terms for a total of 9 years, at which time they would rotate off the board. One-third of the directors, but not less than three, will constitute a quorum for the purpose of conducting the business and exercising the power of the corporation. The officers of the board shall consist of a Chairman of the Board, a Vice Chairman of the Board, a Secretary and a Treasurer.

The board may authorize committees as necessary to carry out the duties and responsibilities. The officers will be appointed as the Executive Committee and will have all of the powers and authority of Board of Directors in the intervals between meetings. The executive committee will report any decision made or actions taken at subsequent board meetings. All board members will be asked to complete a conflict of interest statement annually to disclose any potential conflict of interest that may exist, and all board members will be asked to sign a Code of Ethics. Training will be provided annually for board members on these two items.

To facilitate board meetings, an electronic board book product will be used that will allow board members to access all materials of current/past meetings and house corporate documents. This software package, Board Bookit, is currently in use with Goodwill's other board of directors and allows access from a variety of platforms such as a personal computer, tablet or phone and is available for users of Windows, iOS, and Android platforms. Additionally, board agendas and minutes will be posted on the school's website as required by the Charter School agreement.

The following Committees will be established in Year 1: Credentialing and Student Council. Additional Committees will be identified and established as needed. The Credentialing Committee will consist of the School Director (Committee Chair), and representatives from local post-secondary education institutions and businesses representing the identified career pathway industries.

As stated in the bylaws, regular meetings of the Governing Board will be held at least monthly, with one meeting designated as an annual meeting set by the board. Special meetings of the Governing Board may be called at any time and for any purpose by the Chair or by any three members of the board. Notices of any special meetings will be given to each director at least three days prior to the day of the special meeting. Meetings are expected to be held onsite at the charter school campus in Kapolei. This will help to keep the board in close touch with the operations of the school and to establish a close working relationship with the staff. Telephonic and/or web based options will be provided to facilitate board meeting attendance and participation.

The meeting notices will be posted on-site at KCS, on the KCS's and Public Charter School Commission's websites, and distributed to parents and community members via a listserv that will be established for the school. The meetings will be open to the public – individuals may attend in-person or via audio-web conference: The KCS facility already has technology established to facilitate audio-web conferencing, including built-in web cams, wireless internet, and an audio-web conferencing system that generates unique web links and conference call phone numbers.

Should a vacancy on the board exist, the board of directors may elect a successor at the next regular meeting for the unexpired term of office. In the case of a temporary absence of any officer or director, the board of directors may appoint a member to perform the duty of the director during the absence or vacancy. Goodwill has a board policy in place to oversee the selection and orientation of new member – *Policy 303: Selection and Orientation of New Members of the Board of Directors* provides the framework for the board.

The Board will work to identify potential members for the Governing Board, based on the needs of the school. Once a potential candidate for service has been identified, the Board will extend an invitation to consider becoming a Director of the Board to the prospective member. The prospective member is invited for an overview of the school. This overview shall include information on:

- a. Review of the school's mission and a tour of the school.
- b. Review of accomplishments as well as present needs of the school.
- c. Review of the mission of KCS.
- d. Review of the Board Manual, which will include the following information:
 - Organization (Mission; By-Laws of the Corporation; 3-year Strategic Plan; Annual Operating Plan)
 - Board of Directors (Board Policies; Current Board Members Listing)
 - Committees (Standing Committee Descriptions; Committees and Members; Meeting Schedule)
 - School Information (Organizational Chart; School Contact Information)
 - Finance (Financial Statements; Annual Operating Budget; Any completed Audits)
- e. Discussion of responsibilities and duties of the Governing Board.
 - Annual Declaration of Conflict of Interest and Principles of Ethical Conduct

The prospective member shall agree to meet board membership criteria of the following:

- Code of Ethical Conduct
- Conflict of Interest
- Ability to Attend and Participate in board meetings
- Active Participation in assigned board committee

The prospective member's interest and qualifications are reviewed by the Board and a recommendation is made for election. Once the new member is elected by the Board, he/she begins a three-year term of service. The new member then participates in the board orientation to learn more about the organization.

7. A clear description of any existing relationships that could pose actual or perceived conflicts if the application is approved, the specific steps that the proposed school Governing Board will take to avoid any actual conflicts and to mitigate perceived conflicts, and appropriate Code of Ethics and Conflict of Interest policies or procedures, provided as **Attachment V (no page limit)**, that will minimize real or perceived conflicts and align to applicable laws.

With respect to the current proposed Governing Board members, there are no existing relationships that could pose actual or perceived conflicts if our application is approved. Should in the future, a potential or perceived conflict arise, the following steps will be taken to mitigate the perceived conflict^{xvii}:

- Well-designed Policies and Procedures, including Conflict of Interest Policy, that provide clear guidelines and processes for addressing such situations.
 - o Board members annually sign a 'Conflict of Interest Policy and Disclosure Form'.
- Effective orientation of Board members, coupled with ongoing training and development, which ensure clear understanding of Policies and Procedures and expectations surrounding potential perceived conflict(s).
- Utilize a disclosure and recording process to assess the depth of a potential conflict, and maintain trust and candor among Board members.
- Recusal of involved Board Member from meetings and/or decisions that may contribute to a perceived conflict.
- Obtain a third-party evaluation of a situation involving a potential perceived conflict to ensure that no such conflict has occurred.

The proposed Governing Board's Code of Ethics and Conflict of Interest Policies can be found in **Attachment V**.

8. A clear description of sound plans for increasing the capacity of the proposed school Governing Board, orientation of new members, and ongoing training and development for members, including reasonable timelines, specific and thoughtful topics and capacities to be addressed, and requirements for participation.

The school Governing Board will be provided with a variety of options to continue to increase capacity, provide orientation to new members, as well as ongoing training and development using several components with its board.

Orientation of New Board Members: The board orientation is much like the orientation for a prospective new member. Conducted by the Governing Board and staff, the new board member receives access to a variety of information about the school, as detailed above in Question #6.

Annual Board Assessment and Development of a Training Plan: Goodwill plans to conduct an Annual Board Performance and Effectiveness Survey of the board members. This survey is divided into various sections that include Board Performance and Effectiveness, Board Operations and Narrative, and Individual Board Self-Assessment. It is meant on an annual basis to allow each member of the Governing Board to review their own participation as well as the functioning of the entire board; the board engages in an anonymous electronic survey. The collective results are reported to the board who then identifies one or more areas for improvement or training

based on the collective requests. This allows the board to target training to their specific needs or interests.

Strategic Planning: The Governing Board shall engage every three (3) years in the development of a strategic planning effort, which will produce a written plan for the next three year period. Using an external consultant familiar with the strategic planning process, this allows for the board to review both an internal as well as external scan of the school's progress. The process uses interviews with key community stakeholders to provide feedback on performance, as well as review of relevant data and projections. The result is a written strategic plan identifying several goals to move the school to its next desired state. This plan is presented to the board for review and updated on an annual basis; aligned to the plan are annual operational goals designed to meet the overall goals of the strategic plan.

Use of External Advisors: Recognizing that Governing Board members have significant experience and expertise in a wide variety of areas, some governance decisions are complex and will require specialized advice. In depth training on topics may include the use of an Expert consultant or advisor which may range from contracted services in areas such as financial audits and investment management to short-term/episodic engagement such as academic oversight, compensation experts or attorneys for legal issues. In many instances, the policies governing the specific activity outline the use of expert advisors. When expert advice is sought, staff will research and liaison with professional(s) in the specific subject area, coordinating their work performance and their attendance at any applicable board meetings.

Attendance at Conferences and external trainings: Governing Board members are encouraged to seek out conferences and trainings that will assist them to increase their knowledge and capacity in a wide range of areas, in turn making them better Governing Board members. Local conferences will be available for any Governing Board member to attend, webinars and other types of training that may be local or national will also be made available. On an annual basis, Goodwill Education Initiatives holds an annual Charter School conference at which local school management is invited to attend, along with one or more Governing Board members.

9. A clear description of any advisory bodies or councils, including clear roles and duties, the planned composition, the strategy for achieving that composition, and resumes of any individuals that have been identified to serve on these advisory bodies or councils, provided as **Attachment W (no page limit)**. The description must include an explanation of an effective relationship between the advisory bodies or councils and the proposed school Governing Board and the proposed school's leadership team or management team, including 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.

Not applicable because the proposed school and Governing Board do not plan to have any advisory bodies or councils.

B. Performance Management

1. Comprehensive and effective plans for evaluating and monitoring academic, financial, and organizational performance that explain how the proposed school will measure and evaluate performance data, including:

- a. Academic Performance Data Evaluation Plan. A comprehensive and effective plan and system for:
 - i. Collecting, measuring, and analyzing student academic achievement data 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—including identification of the student information system to be used;
 - ii. Using the data to refine and improve instruction, including descriptions of training and support that school directors, any management team, teachers, and Governing Board members will receive in analyzing, interpreting, and using academic performance data to improve student learning; the qualified person(s), position(s), and/or entities that will be responsible for managing the data, interpreting it for teachers, and leading or coordinating data-driven professional development to improve student achievement; and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned collection, analysis, management, interpretation, and coordination of data-driven professional development; and
 - iii. Reporting the data to the school community.

Through its services agreement with GEI, KCS will receive data services to provide advanced analytics on school performance. The data warehouse used equips schools with an increased capacity to analyze data and drive instruction to fulfill the school’s mission. GEI’s data warehouse draws upon the data collected within KCS’s SIS database, presenting that data via dashboards and ad-hoc reports that provide additional insights to patterns and indicators, making it easier for teachers and the School Director to make data-informed adjustments to the school’s academic program. The dashboards provide an easy-to-follow presentation of current performance.

Data from the SIS will be linked to the data warehouse, allowing KCS staff to use the reporting interface and analytical tools. GEI maintains this warehouse in a custom Structured Query Language (SQL) database that selects relevant data from schools’ SIS databases. The warehouse uses an instance of Tableau Software® to present the data in dashboards, canned and user-defined reports, a process guided by GEI’s director of data services. Tableau Software is a vendor that provides web-based analytics, data visualization via online dashboards, and decision-making tools for businesses, schools, and other organizations. The data warehouse will provide “canned” reports to view key operational indicators and will also allow KCS staff to create their own reports, giving staff summary-level reports with the ability to drill down to student-level data.

The data warehouse dashboards were designed by teachers. These business intelligence tools have been used elsewhere to save school staff time and resources by eliminating the need for manual calculations and data walls and improve analysis of key factors that drive academic performance through cross-tab analysis across a multiple of variables (test scores, student demographics, attendance, discipline, etc.).

For a description of how data are used to refine and inform instruction, see Section II.B.5.

[Financial Performance Data Evaluation Plan.](#) A comprehensive and effective plan and system for maintaining, managing, compiling, and interpreting financial data monthly, quarterly, annually, and for the term of the Charter Contract, including descriptions of the qualified 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 and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned maintenance, management, compiling, and interpretation.

Under the established Management Agreement with Goodwill Industries of Hawaii, the GIH Accounting Department will be responsible for all financial performance, activities, and evaluation of KCS. GIH’s Accounting Department has an established infrastructure poised to manage the proposed school. It has strong capacity to add on the financial scope of the proposed school, given its depth of experience, range of positions, and knowledge of various contractual and compliance requirements. The Department currently manages three companies with a total combined annual revenue of over \$30 million.

GIH’s Accounting Department consists of seven (7) full-time staff:

Position	Key Responsibilities	Minimum Qualifications
Vice-President, Finance	Responsible for the overall direction, coordination and management of the accounting and finance functions (i.e. budgeting, audit, tax, accounting, purchasing, and insurance activities)	Master's degree (M. A.) or equivalent; or four to ten years related experience and/or training; or equivalent combination of education and experience.
Director, Accounting Services	Plans and directs the activities of the Department (i.e. accounts payable, accounts receivable, payroll, purchasing, and audits) to ensure policies, procedures and internal controls are being adhered to	B.A. or equivalent; 2-4 years related experience/training; or equivalent combination of education & experience
Senior Accountant	Compiles and prepares financial statements and reports; supervises Department in absence of Director	Bachelor’s degree (B.A.) in Accounting or Business preferred and four or more years related experience and/or training; or equivalent combination of education and experience.
Accounts Payable Clerk	Compiles and maintains accounts payable records	High school diploma or general education degree (GED) and one to two years related experience and/or training; or equivalent combination of education and experience.
Accounts Receivable Clerk	Invoices and records payments to customers’ accounts, and maintains accounts receivable records	Associate’s degree (A.A.) or equivalent from a two-year college or technical school; or six months to

		one year related experience and/or training; or equivalent combination of education and experience.
Payroll Clerk	Compiles payroll data to maintain payroll records	High school diploma or general education degree (GED) and one to two years related experience and/or training; or equivalent combination of education and experience.
Accounting / Purchasing Clerk	Audits daily financial reports and records information; reconciliation; monthly reports; compiles information and records to prepare purchase orders	High school diploma or GED; six months to one year related experience and/or training; or equivalent combination of education and experience.

GIH’s Accounting Department has a deep menu of established Policies and Procedures that guide the compilation, maintenance, management, and interpretation of financial data including: Financial Planning and Management; Approval of Expenditures; Cash Management; Working Capital Reserve; Management of Accountable Property; Invoicing Procedures; Payroll Processing; Annual Independent Audit; Financial Reporting; and Insurance Review. In supplement to the GIH Financial Policies and Procedures, the Accounting Department utilizes an established Accounting Manual that further guides activities. These Policies, Procedures and Manual, developed for Goodwill Industries of Hawaii, will be extended to cover the proposed charter school; they will be replicated and customized as needed.

GIH’s Accounting Department currently analyzes financial data on monthly, quarterly, and annual bases – financial statements are prepared monthly; quarterly financial reports are prepared for the GIH Board of Directors and Management Team; and an overall annual financial report and analysis is completed. The financial reporting consists of both current month- and year-to-date information and comparisons to prior year budgets, as applicable. In addition to the reporting, GIH also regularly computes financial ratios (e.g. Current Ratio, Quick Ratio, Net Worth Ratio); these metrics assist to monitor the financial strength and stability of the organization.

Lastly, GIH assembles an annual “Dashboard” – a compilation of financial and operational data. The Dashboard is used as an analytical and historical snapshot of the year, providing an overview of the organization’s finances and outcomes achieved. This Dashboard can be created for the proposed Kapolei Charter School.

The GIH Vice-President of Finance will be primarily responsible for interpreting the proposed school’s financial data and performance for the School Director, who will then provide this information to the school Governing Board at regular intervals.

- b. [Organizational Performance Data Evaluation Plan.](#) A comprehensive and effective plan and system for maintaining, managing, compiling, and interpreting organizational performance data monthly, quarterly, annually and for the term of the Charter Contract, including descriptions of the qualified 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 and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned compiling and interpretation.

As part of the management agreement with Goodwill Industries of Hawaii, the experienced GIH Quality Assurance team will assist in monitoring the proposed school’s Organizational Performance. For 55 years, Goodwill has operated as a responsible non-profit organization whose finances are transparent to our funders and the public. Goodwill understands quality and compliance are essential to the success of any business; thus we embrace and instill superior quality practices within our culture. Goodwill has instituted comprehensive quality assurance systems and an established methodology to ensure we are providing high quality services and meeting and/or exceeding contract and other legal requirements. Goodwill has developed effective internal controls and evaluations that promote strict adherence to contract requirements as well as Federal and State laws and regulations. Goodwill’s Senior Management Team and program staff dedicate a substantial amount of time, energy and resources to this essential process. Our quality assurance systems ensure Goodwill’s teams practice the highest standard of conduct while fulfilling the organization’s fundamental mission to help people served overcome barriers and become self-sufficient in Hawaii.

Goodwill understands a comprehensive outcome management process is crucial to accurately measure organizational performance and achieve effective performance improvement. The main goal of measuring and managing performance outputs and outcomes is to analyze and improve business so that highly effective services are provided. Specific outcome measurements – Key Performance Indicators (KPI) – will be established for organizational performance in areas such as performance management, ongoing operations, student recruitment, and parent involvement. Specific performance indicators correlate to achieving completion of task, timeframe, percentage completed, and other specifics as deemed critical. These will be tracked monthly, quarterly and annually. Sample KPIs are included in the Table below:

	Task	Timeframe	Outcome Measure
<i>Student recruitment & enrollment</i>	Enroll minimum # of projected students/year	Deadline: Early July	# of enrolled students / # of projected students
<i>Performance Management</i>	Conduct all required performance evaluations	Annual	% of required performance evaluations completed on-time

Goodwill’s QA Department utilizes a battery of tools and systems to provide critical data and analytical information that demonstrates Goodwill’s commitment to excellence:

- Monthly Quality Audits and Case File Reviews
- Customer Satisfaction Survey
- Regular Management and Staff Meetings

Goodwill Hawaii’s Quality Assurance Director and staff routinely conduct internal audits on a rotating basis and onsite document reviews for all operations; and provide regular guidance and assessment with program staff for meeting KPIs, and recommendations for continuous improvement in meeting project objectives.

Goodwill is fully accredited by an external and independent organization, the Commission on Accreditation of Rehabilitation Facilities (CARF). The CARF accreditation process reviews all organizational aspects including: Human Resources, Financial Management, Organizational Leadership, Quality Individualized Services, Case Management and Services Coordination. Goodwill's current accreditation was again awarded for the highest level, three-years. Goodwill has successfully met CARF standards for over 30 years.

Goodwill Hawaii's Senior Director of Mission Services Operations serves in the role of Quality Assurance Director. This Senior Director will interpret the organizational performance data for the School Director, who will then report it to the Governing Board as part of regular quarterly reports (and more frequently as needed/requested).

2. A clear description of thoughtful, appropriate corrective actions the proposed school will take if it falls short of:
 - a. Student academic achievement expectations or goals at the school-wide, classroom, or individual student level, including an explanation of what would trigger such corrective actions and the person(s), position(s), and/or entities that would be responsible for implementing them;
 - b. Financial performance standards set in the Financial Performance Framework, including an explanation of the actions that would be taken 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; and
 - c. Organizational performance standards set in the Organizational Performance Framework, including an explanation of the actions that would be taken 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. Data will be used to monitor progress at the individual student, classroom and school levels. In the event that progress falls short of the school's goals, an array of strategies will take place to improve student outcomes:

- At the individual level, assessment data will reveal student progress is not up to proper standards. Staff will meet to discuss alternate ways of providing supports for students, including increasing the amount of one-on-one attention a student receives;; working with the coach to identify any potential life barriers that may be impeding academic progress; or altering the pace at which the student is learning.
- At the classroom level, poor performance indicates instructional staff have not been successful at monitoring and encouraging student growth. If data indicates students are not demonstrating mastery, then the instructor is in need of additional supports to improve skills and work, including corrective action plans In the rare instance of extremely poor performance, it may be necessary to move that teacher into another assignment and have staff work on achieving better outcomes.

- At the school level, consistent poor performance may be the result of a number of factors, including organizational culture, poor process orientation, and leadership deficiencies. At the request of the school the ESP will schedule intensive trainings and peer mentoring. In cases where a school consistently falls short of expectations, the Board may deem it necessary to find other leadership to operate the school.

b. Contingency planning will be an integral part of the budget process so that unforeseen events, such as temporary gaps in funding or lower than anticipated financial results and/or lower than expected enrollment, can be addressed in a timely and efficient manner without disrupting the normal operations of the school.

GIH's Accounting Department will perform regular monitoring of financial performance, including working capital reserves and any operating losses, to identify, as early as possible, any concerns or deficiencies that will affect the financial performance of the school. Timely and accurate monthly financials will facilitate this process on a day-to-day basis. Through rigorous and disciplined monthly reporting and adherence to budget goals, as well as close daily monitoring of expenses / anticipated disbursements, the Board believes cash flow disruptions will be properly managed to minimize interruptions to the school's operations. The disciplined monthly reporting process of comparing actuals to budget will provide school leadership and the Board the opportunity to review and address significant variances to budget and make revisions to future expenditures in a timely manner. In addition, monthly reporting to the Board will include a cash flow analysis highlighting projected overruns or cash shortfalls in order for appropriate action to be taken in a timely and efficient manner. By continually reviewing the fiscal health of the school, the Board and school team anticipates assuaging any financial concerns before they negatively impact the school. Should a concern be identified, a deeper analysis will be performed to identify and take immediate corrective action, involving controls over expenditures to ensure they are necessary and reasonable. In the event the school is issued a Notice of Concern or Deficiency or the school has a corrective action plan, all issues will be promptly brought to the attention of the Board.

Various strategies will be implemented to maintain the fiscal health of the school.

- If budget shortfall is tied to low student enrollment, the school would invest additional resources into increasing community involvement; more partner organizations that can provide referrals, increased penetration into hard-to-serve populations (including Goodwill's own employee population).
- Goodwill would seek out additional funding sources to support the school's operations. Grants, private donations, and additional funding streams for adult education would be considered.
- Reductions in staff size may be considered as a last resort.

c. KCS will make every effort to remain in compliance with all state and federal code, rules, policies and standards. However, in the event the school is in need of corrective action related to organizational performance standards, these concerns will be brought to the immediate attention of the Board. The topics related to organizational performance are vast and therefore, every effort will be made to mitigate issues and quickly bring the school back to compliance. The

Board will review the area in which the school is out of compliance, identify the reasons why the school became out of compliance, and take immediate action to remedy the issue.

3. If already developed, School-Specific Measures, provided as **Attachment X (no page limit)** and using the School-Specific Measures Template ([Exhibit 5](#)), that propose reasonable assessments that are aligned with the Academic Plan.

Please see the proposed School-Specific Measures in **Attachment X**.

C. Ongoing Operations

1. If the proposed school will provide daily transportation, a sound plan describing the transportation arrangements for prospective students, including a description of how the proposed school plans to meet transportation needs for field trips and athletic events.

Not applicable because the proposed school will not provide daily transportation. Students will be able to access KCS by way of public transportation (The Bus stop located less than 1-mile from facility; the Kalaeloa Shuttle, a free shuttle managed by Goodwill Hawaii, provides transportation from the Kapolei Transit Center to Goodwill's Ohana Career and Learning Center); vehicular (either dropped off or drive and park at the Center); and/or walk.

2. Sound plans for safety and security for students, the facility, and property, including descriptions of policies and 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*, the description must include physical or virtual security features to deter theft.

KCS will prioritize the safety and security of its staff and students at all times. Several security modalities are already in place at the proposed school facility, including: Cameras at strategic points within the building and around the exterior with capability of remote monitoring access; alarmed entrances with issued codes to limited personnel; key access that limits entrance to essential personnel; security door at front entrance; fixed windows (i.e. door-only access); and exterior lighting in the late afternoon (e.g. along walkways and in parking lot). In addition, the facility is already equipped with a robust fire monitoring system and smoke detection devices that are regularly checked for maintenance. Monthly safety checks are performed on the facility. Training for crisis / security situations will be included in the new staff training and orientation and as annual booster sessions. Goodwill Hawaii retains extensive safety and security policies and procedures that will be adapted and implemented in KCS.

Student safety is the top priority of KCS. The school will ensure students are in a safe and healthy learning environment at all times. KCS will adhere to the Family Educational Rights and Privacy Act (FERPA), maintaining all student educational records and not releasing them without parental consent (or student consent if the student is 18 years or older) except under the conditions outlined in 34 CFR § 99.31. KCS will also adhere to all Internet safety policies and technology protection measures outlined in the Children's Internet Protection Act (CIPA), including blocking all web content that contains pictures or information that is obscene, pornographic, inappropriate for children or minors, or harmful to children or minors. KCS will adopt Internet safety policies that address: (1) Access by minors to inappropriate matter on the Internet; (2) the safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications; (3) unauthorized access, including so-called "hacking," and other

unlawful activities by minors online; (4) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (5) measures restricting minors' access to materials harmful to them. Furthermore, KCS will monitor the online activities of its students and all online activity taking place using school resources and will educate students about appropriate online behavior, which includes interacting with other individuals on social networking websites and in chat rooms, and cyber-bullying awareness and response.

3. If the proposed school will provide food service, a sound plan describing the proposed school's plan for providing food to its students, including plans for a facility with a certified kitchen, transporting food from a certified kitchen, or other means of providing food service that is in compliance with applicable laws.

KCS will contract with Sodexo school food services to provide lunch to its students. The school will assist families to apply for school meal support through the National School Lunch Program.

D. Student Recruitment, Admission, and Enrollment

1. A sound, thoughtful, and comprehensive plan for student recruitment and marketing that will provide equal access to interested students and families and specifically describes 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 plans for promoting socioeconomic and/or demographic diversity, including a description of how the proposed school will attempt to make itself attractive to families with relatively higher incomes and/or levels of formal education if the proposed school is projecting a high percentage of free and reduced lunch and intends to achieve socioeconomic and/or demographic diversity.

Marketing efforts within Goodwill Hawaii: Goodwill Hawaii provides a spectrum of human service programs to Hawaii's communities. Information regarding KCS will be distributed to all of Goodwill Hawaii's program participants; in West Oahu, 2,442 residents were served in the last program year. This will ensure information about the school reaches families with low socioeconomic status, students with disabilities, and those with a history of low academic success and/or at risk of academic failure.

The following additional marketing efforts will be used to ensure an adequate saturation: Ads in local newspapers/print materials (e.g. Honolulu Star-Advertiser, MidWeek); attendance and presentations at community meetings (e.g. Neighborhood Board, PTA) and presence at community events; and information distributed through Goodwill Hawaii's established community partners (e.g. other social service providers, local government agencies). A contact list of interested parents and community members will be created and maintained, through which information about the school will be regularly disseminated.

To help ensure diversity, the focus on college and career readiness will help to make KCS also attractive to families with relatively higher levels of income and/or education. The end goal of the school is not a high school diploma; rather, students are encouraged and supported to begin to access post-secondary education and obtain industry credentials, and to formulate their career plan – thus setting the goal of financial stability and self-sufficiency. The focus on higher education will be appealing to families with a history of completing higher education.

This combination of methods will ensure information regarding KCS will reach a wide spectrum of families, including in the proposed service area and along the socioeconomic and academic achievement continuums.

2. If applicable, the identification and description of any enrollment preferences that the proposed school would request that are in compliance with federal and state law and any Commission policies or guidelines, including a reasonable justification for the enrollment preference request.

Not applicable because the proposed school will not seek any enrollment preferences.

3. An admission and enrollment policy, provided as **Attachment Y (no page limit)**, that complies with applicable laws and any Commission policies or guidelines, ensures the proposed school will be open to all eligible students, and includes:
 - a. A reasonable timeline and comprehensive plan for the application period, including admission and enrollment deadlines and procedures and an explanation of how the school will receive and process applications;
 - b. A reasonable timeline and comprehensive plan for student recruitment or engagement and enrollment;
 - c. Effective procedures for lotteries, waiting lists, withdrawals, re-enrollment, and transfers in accordance with state and Commission requirements; and
 - d. Descriptions of reasonable pre-admission activities for students and parents or guardians, including an explanation of the purpose of such activities.

The draft Admission and Enrollment Policy for KCS is provided as **Attachment Y**.

E. Parent Involvement and Community Outreach

1. A clear description of the proposed school's philosophy on parent and community involvement and the role of parents or guardians and the community in the proposed school, including a summary of what has been done to assess and build parent and community interest in the proposed school and the results achieved.

KCS's board and leadership team understand its students will not live in a silo; rather, they are surrounded by families and communities. As such, a high value will be placed on parent and community involvement in the proposed school to ensure the students' success – and the relay of that success to their broader familial and community networks. The Excel Center model encompasses a strong focus on addressing the students' non-academic barriers that impede their academic and career success. The life coaching the students will receive will focus on these barriers- which can include poor familial relationships and need for services within the family. As such, given this strong non-academic focus, the school's philosophy will center on involving parents and families in its students' success.

As part of the planning efforts for the proposed school, Goodwill engaged with many of its partners in West Oahu, including fellow human service providers, secondary and post-secondary

institution staff, and community members. The results of these efforts reinforced the need for an alternative learning model for the West Oahu communities that could capably serve at-risk youth and steer all students on a career path.

2. Sound parent engagement plans that are welcoming and accessible to all parents or guardians from the time that the proposed school is approved through opening and after the proposed school is opened, including plans for building family-school partnerships that strengthen support for learning and encourage parental involvement and any commitments or volunteer activities the proposed school will seek from or offer to parents or guardians.

A variety of activities will be planned for parent and community involvement in the proposed school; these include, but are not limited to:

- Strong family-school partnerships will be built through family members' regular involvement with the school through the life coaching activities, which will help students' address any family concerns, strengthen family relationships, and identify resources for family members in need of services;
- Local businesses will be approached to serve as mentors and to provide internship programs;
- Volunteer opportunities for parents to participate in school activities (i.e. field trips, community service activities);
- Parents can help with various administrative activities including assisting with developing school marketing material (e.g. internal newsletter, flyers);
- Family resource days at the school will be held at the beginning of each school year (invite local social service providers).

There will not be a set amount of volunteer time required from the parents.

3. Effective strategies describing how the proposed school will inform and engage parents or guardians and the community about the proposed school's development.

Regular information regarding the progress of the proposed school's development will be shared with parents and community members through the school listserves, information sent home with students, information posted on the school's website, and presentations at community meetings.

4. A description of any community resources and partnerships the proposed school has established with community organizations, businesses, or other educational institutions that will benefit students and parents or guardians, including the nature, purposes, terms, and scope of services of any partnerships and existing evidence of commitment and support from identified community partners, provided as **Attachment Z (no page limit)**, such as letters of intent or commitment, memoranda of understanding, and/or contracts.

Goodwill Hawaii has extensive relationships with numerous community organizations providing a range of support services that can provide assistance to Goodwill's participants. In West Oahu, these include: Child and Family Service; Waianae Coast Comprehensive Health Center; Lighthouse Outreach Center; Maililand (transitional homes); Kealahou West Oahu (homeless shelter); Waianae Homeless Shelter (Civic Center); the YMCA; and Nanakuli A+ Center. Goodwill's

partnerships with these organizations, among others, will be leveraged and used by the KCS life coach and staff to connect students and families with needed resources to address their non-academic challenges and needs.

In addition to these community resources, Goodwill also maintains positive relationships with post-secondary institutions; these include Leeward Community College, Windward Community College, and the University of Hawaii at Mānoa and West Oahu. Goodwill strongly understands the importance of achieving post-secondary credentials and degrees to facilitate attainment of higher-wage employment. Throughout all of Goodwill Hawaii's Mission Services programs, there is an intentional emphasis placed on connecting participants to post-secondary education and training. Goodwill's teams help participants identify potential programs / degree paths through career pathway planning, apply to schools / programs, register for classes, and navigate the educational system; in most cases, Goodwill is also able to leverage various sources of funding to offset tuition costs and associated fees.

Please find the following Letters of Support in **Attachment Z**: Ka Waihona o ka Na'auao Public Charter School, University of Hawaii at Mānoa, Leeward Community College, and Windward Community College.

F. Nonprofit Involvement

1. If applicable, a clear and comprehensive description of the proposed school's associated nonprofit organization, including its current tax status and/or the plan and timeline for obtaining tax exempt status and the nonprofit's mission and purpose. The description must specifically identify ways that the proposed school's associated nonprofit organization will support the proposed school (such as community fundraising, developing partnerships, finding alternative funding sources, writing grants, and finding other ways to leverage existing resources) and specify any grants or programs that the nonprofit is planning to use. If the nonprofit's mission is not to solely support the proposed school, the description must also adequately explain any competing interests for the nonprofit's time and resources and how the proposed school will ensure such competing interests will not hinder the school's ability to operate and obtain outside supports.

KCS will exist as a non-profit corporation- the Kapolei Charter School by Goodwill Hawaii, Inc. Upon approval of the application to open a charter school, Goodwill Hawaii will file for the 501c3 status of the Kapolei Charter School by Goodwill Hawaii, Inc. The filing is anticipated to occur in August-September 2016, with receipt of 501c3 status anticipated to occur by end of December 2016. Goodwill Hawaii's leadership team is well-versed in the paperwork and submission process for establishing a 501c3 organization. The mission of the Kapolei Charter School by Goodwill Hawaii, Inc. is the mission of the school: To interrupt generational poverty by providing customized, meaningful, and alternative educational opportunities to students who may not be successful in the traditional educational system.

The Kapolei Charter School by Goodwill Hawaii, Inc. will have a Management Agreement established with Goodwill Industries of Hawaii, Inc (GIH). From this aspect, GIH will provide support to the Kapolei Charter School. GIH is an established 501c3 non-profit organization. Currently, GIH uses a similar arrangement through management agreements with two other

organizations: Goodwill Contract Services Hawaii, a 501c3 nonprofit that exists to provide employment to people with severe disabilities through federal set-aside contracts, and Goodwill Beretania Center, which is an LLC and holds the property at Goodwill’s Beretania location.

The Management Agreement with GIH will enable the Kapolei Charter School by Goodwill Hawaii, Inc. to obtain various types of support from GIH including: Finance (Accounting/Payroll), Human Resources, Quality Assurance, Marketing, Information Technology, and Facilities. These supports are further described in the Organizational Plan Capacity Section. In addition to these areas, GIH will also provide support to Kapolei Charter School by Goodwill Hawaii, Inc. in the areas of fund development and strategic partnership development. GIH’s fund development team will identify and prepare proposals to applicable funding opportunities for the school; potential grant opportunities include federal charter school funding and local foundation support. In addition, GIH’s extensive and strong relationships with numerous community partners will be leveraged for the Kapolei Charter School to build the school’s capacity and create additional opportunities for its students to gain knowledge, skills and experience. The proposed Management Agreement with GIH, along with GIH’s Business and Conflict of Interest Policies, can be found in **Attachment EE**.

2. A list of all current and identified nonprofit board members that is in compliance with the State Ethics Code and their intended roles and a description demonstrating that the nonprofit board members have the necessary experience and qualifications relevant to the above means of supporting the proposed school. If none of the current nonprofit board members have the requisite experience or capacity, the description must explain a comprehensive plan to identify and recruit individuals with the necessary experience and capacity.

The proposed school Governing Board serves as the Board of the Kapolei Charter School by Goodwill Hawaii, Inc. All Board members are in compliance with the State Ethics Code. The below table summarizes their intended roles and a brief description of their experience / qualifications.

Board Member	Proposed Role – Area of Oversight	Experience / Qualifications
Dr. Judy Oliveira	Academic management	Over 20 years’ experience in administration, teaching, counseling, and leadership positions; student affairs, programs that serve underrepresented or underserved populations. Knowledge of college programs funded through federal or private grants.
Malcolm Lau	Financial management	25 years of finance, banking, financial planning, and leadership experience. 7 years of community organization Board member experience.
Christina Enoka	Human Resources	28 years of Human Resources experience; inclusive of employee and labor relations, Risk Management, Corporate Compliance, Privacy and Support Services.

		14 years of community organization Board member experience.
Laura Smith	Fund Development	25 years as Senior Executive of non-profit organization; several successful fund development and capital campaigns. 25 years of community organization Board member experience.
Katy Chen	Legal affairs	17 years as Senior Executive of non-profit organization. 30 years of community organization Board member experience. Experience and expertise in non-profit law.

To be clear, several of the Governing Board members serve with other Goodwill corporations. Malcolm Lau is currently on the board of Goodwill Industries of Hawaii and serves as its treasurer; Christina Enoka is currently on the board of Goodwill Contract Services Hawaii; Laura Smith is the employed President/CEO of Goodwill Industries of Hawaii; and Katy Chen is the employed Chief Administrative Officer of Goodwill Industries of Hawaii. Dr. Judy Oliveira does not sit on any other board affiliated with Goodwill. The original Governing Board has been structured in this manner to assure that once approval is provided to open the charter school, a solid board of experts is in place and ready to begin to operate in the development of governance policies and school practices. The proposed board above has reviewed the Memorandum issued by the State Ethics Commission regarding conflict of interest and intends to assure proper controls are set so there is an arm’s length process for any perceived conflict of interest in its decision making process.

Currently, Goodwill Industries of Hawaii has an extensive conflict of interest policy in place for its board and staff. On an annual basis, each board/staff member is required to complete or update their conflict of interest disclosure form. This form includes a definition of a “Conflict of Interest” as defined to include, but is not limited to, any activity, financial interest in, or relationship with another person or entity that: Would impair or appear to impact a Director’s independent judgment in the discharge of his/her duties to Goodwill; could cast doubt on a Director’s ability to act with total objectivity with regard to Goodwill’s interests; conflict with the interests of the Board; results in a personal profit or advantage to a Director at the expense of Goodwill; involves a direct or indirect business, investment or family financial interest; or utilizes confidential or proprietary information belonging to Goodwill.

Goodwill board members are provided with scenarios in which a conflict of interest may exist to help them to gauge any potential conflict they may have. Examples of situations which may result in a conflict of interest or potential conflict of interest include:

- Holding office, serving on the board, owning or participating in the management of, or being otherwise employed by, any third party negotiating a transaction or arrangement with Goodwill;
- Situations where the director may be divided between personal interests, family interests, or the interests of another organization and the best interests of Goodwill, including close personal relationships such as cohabitation, dating, personal friendships

in which a party is: A Director or Officer of an organization that Goodwill is contracted or in competition with, including State, County and other Governmental entities;

- Receives compensation for services, goods or facilities provided to Goodwill; receive services from Goodwill, or does business with Goodwill;
- Engages in other outside business, professional conduct, or other activities that may be directly or indirectly adverse to the interest of Goodwill;
- Solicits or accept gifts, gratuities, loans or other items of value that may create the appearance of special treatment with respect to Goodwill’s matters;
- Other action(s) that may give the appearance of impropriety.

Any potential conflicts of interest are required to be disclosed to the Board of Directors on an annual basis. Additionally, any Goodwill Board Member who is aware of a potential conflict of interest with respect to any matter before the board shall disclose all relevant information. While having a conflict or potential conflict does not preclude someone from being a board member, the board member should be prepared to recuse themselves from any vote/business that comes before the Board in regards to the conflict. The Chairman of the Board will make a determination regarding a conflict. Once disclosure of potential conflicts is completed, a list of potential conflicts is distributed to the entire board, and kept at each board meeting by the board secretary to have at the ready should discussion or action be required in an area where a conflict might exist.

G. Geographic Location and Facilities

1. Geographic Location.

- a. A description, with reasonable specificity, of the geographic location of the proposed school’s facility, including the DOE complex area(s) in which the proposed school will be located.**

KCS will be located at 2140 Lauwiliwili Street, Kapolei, in Goodwill Hawaii’s Ohana Career and Learning Center facility. The school would service the DOE Leeward District Complex Area, consisting of the Campbell-Kapolei, Pearl City-Waipahu, and Nanakuli-Waianae Complexes.

- b. A reasonable rationale for selecting the geographic location and a comprehensive description of the research conducted, if any, to support that rationale.**

The Leeward District Complex Area was identified as the site of KCS due to both the number of students living in the area (both current and projected), and the recent academic outcomes of the complex area schools. With respect to the number of students, the average of the past 3 years’ enrollment rates for West Oahu schools was 91%; the enrollment was 11,835.^{xviii} With the anticipated population growth in West Oahu, the number of students needing access to public education will exponentially increase and quickly surpass the capacity of the current schools in the area.

The below table provides recent Strive HI outcomes for the high schools operating in the communities KCS would serve^{xix}:

SCHOOL	MATH MEETING STANDARD (11 th grade)	ELA/LITERACY MEETING STANDARD (11 th grade)	SCIENCE PROFICIENCY (11 th grade)	11TH GRADE ACT	COLLEGE GOING RATE
Campbell	26%	51%	44%	31%	56%
Kapolei	24%	50%	26%	35%	60%
Pearl City	41%	69%	32%	50%	73%
Waipahu	28%	48%	27%	24%	56%
Waianae	9%	23%	18%	14%	43%
Nanakuli (H/I)	10%	21%	7%	7%	42%
<i>Composite</i>	23%	44%	26%	27%	55%
State	41%	48%	41%	39%	62%

When the composite percentages of these schools is used, the schools are under-performing in each listed area when compared to the State average. The Excel Center model has proven effective at improving the academic outcomes of at-risk youth. KCS anticipates that, after Year 3 of operations, the academic outcomes of the students will begin to exceed those of the surrounding schools. Due to the expected number of high-risk students attending KCS, it is projected their academic outcomes will initially be equivalent, or poorer, than the surrounding schools. Other outcomes, including student retention, remediation success, and preparation for college and career are postulated to immediately be higher than surrounding schools. In particular, given the focus of the model on college and career readiness, and Goodwill’s established partnerships with post-secondary institutions, it is anticipated the College Going Rate for students attending KCS will exceed the state average.

2. Facilities.

- a. [If the proposed school has obtained a facility](#), a description of the facility—including address, square footage, square footage rent, amenities, previous use, and what needs to be done in order for the facility to be in compliance and meet requirements to serve as a school—demonstrating that the facility is reasonably adequate for the intended purposes, has a sound plan and timeline for renovating and bringing the facility into compliance with applicable building codes, and will meet the requirements of the Academic Plan, including the needs of the anticipated student population. If the proposed school has a *virtual or blended learning program*, or relies heavily on technology, the description must adequately explain how the facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity. The description must reference and provide, as **Attachment AA (no page limit)**, a letter of intent, Memorandum of Understanding (“MOU”), or other proof of intent to secure a specific facility.

The proposed location for KCS is Goodwill Industries of Hawaii’s Ohana Career and Learning Center (OCLC), located at 2140 Lauwiliwili Street, Kapolei, HI, 96707. GIH owns the OCLC – it purchased the land and built the facility to enable provision of its services in West Oahu. Proof of facility securement is provided in **Attachment AA**. The OCLC, constructed in 2010, is 2 stories and 30,000 total square feet. It contains classrooms, conference rooms, computer rooms, offices, and break rooms. Goodwill’s OCLC has all the requirements needed to house a public charter

school, including ample space, high-level technology, transportation access via parking lot or free transit on the Kalaeloa Shuttle, central air conditioning, and a composite of support programs that students may access. The OCLC meets all safety and ADA requirements.

The proposed school will occupy classrooms and office space on the OCLC’s 1st and 2nd floors. The following rooms/space are proposed for Year 1:

OCLC Room	Square Footage / Capacity	Proposed Purpose
Classrooms		
Room 209A	30 persons, 575 sq. ft.	Classroom- Mathematics
Room 209B	30 persons, 575 sq. ft.	Classroom- Science
Room 210	38 persons, 717 sq. ft.	E-Learning Lab
Room 211	44 persons, 894 sq. ft.	Classroom- Social Studies
Room 101	54 persons, 1,152 sq. ft.	Classroom- English Language Arts (including Developmental Reading)
Offices / Open Space		
Room 206	4 persons, 116 sq. ft.	Office- School Director
Room 214	18 persons, 797 sq. ft.	Offices- Teachers, Registrar, Life Coach
1 st floor – open room		Cafeteria space

Each classroom has a computer, wall-mounted projector and wireless access. The classrooms are already equipped with student desks/tables and chairs. The E-Learning Lab has 25 computer workstations set up and wired; Room 101 has desks, chairs, computers for student use, and small group meeting space. The School Director’s office is equipped with a desk, chairs, computer and phone. The office space for the Teachers, Registrar, and Life Coach will be equipped with office partitions, desks, chairs, computers, phones, file cabinets, and a copier/printer with existing Goodwill Industries of Hawaii resources. The first floor contains a large open room with tables and benches; this will be used for cafeteria space.

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

KCS will utilize space in Goodwill Hawaii’s Ohana Career and Learning Center, in Kapolei, for school operations. The maximum student capacity of the designated facility space – consisting of classrooms, conference rooms, and office space – is 300 students. It is proposed that in Year 1, KCS will serve 100 students. Between Years 2 and 5, the student population will increase. By Year 5, the maximum student population – 300 – will be reached:

Academic Year	Projected # of Students
Year 1 (2017-18)	100
Year 2 (2018-19)	150
Year 3 (2019-20)	200
Year 4 (2020-21)	250

Academic Year	Projected # of Students
Year 5 (2021-22)	300
<i>At Capacity: 2021-22</i>	300

As the facility can serve up to 300 students, no facility growth needs to occur.

H. Start-Up Period

1. A comprehensive, reasonable, and sound management plan for the start-up period, provided as **Attachment BB (no page limit)**, that aligns with the Academic, Organizational, and Financial Plans (including the start-up year (Year 0) budget in the Financial Plan Workbook). The management plan must detail the start-up plan for the proposed school, including specific tasks, timelines, milestones, and responsible individuals for each of the following areas:
 - a. Plans to obtain financing for the proposed school’s facility, highlighting the alignment of the financing plan with the timing of obtaining and renovating the facility, as described in Criterion III.G.2;
 - b. Plans to fund the start-up period, including all plans for fundraising and grant writing and a description of any specific fundraising opportunities and grants the applicant has identified;
 - c. 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, including any other ways the applicant plans to achieve its projected enrollment;
 - d. Plans to hire teachers, administrative staff, and support staff during the start-up period, if any, incorporating the timelines for hiring teachers, described in Criteria II.E.4, and delivering the professional development, described in Criteria II.E.2;
 - e. Plans to identify, recruit, select, and add or replace new Governing Board members that align with the recruitment plan described in Criterion III.A.5.d, the Governing Board transition plan described in Criterion III.A.5.e, and any Governing Board training described in Criterion III.A.8, as applicable; and
 - f. Any other plans for activities that will need to be completed during the start-up period, such as the selection of curriculum materials, as applicable.

A management plan for the start-up period is provided as **Attachment BB**.

2. A sound plan for leading the development of the school during its pre-opening phase, including identification of capable individuals 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 a description of a viable plan to obtain the funding necessary to compensate these individuals that is aligned with the budget.

The School Director will begin to work full-time 6 months prior to the school's opening, to initiate planning activities to open KCS. The School Director will be assisted by various GIH Departments, covered under the referenced Management Agreement. The school's Registrar/Office Manager will start 2-months prior to the start of Year 1, to assist the School Director with the various administrative tasks. Further, the school's Governing Board members will regularly check in with the School Director to ascertain progress, assist with any decision-making, and provide overall support. The funding for the Year 0 operating costs, including to support the personnel, will be from the following:

- ◆ Fund development activities. GIH's fund development team will aggressively identify available funding for charter school start-up periods that would cover the Year 0 operating costs. Potential grant opportunities include federal charter school funding and local foundation support.
- ◆ Line of credit from Goodwill Industries of Hawaii. GIH will extend a line of credit, up to a maximum of \$400,000, to the Kapolei Charter School by Goodwill Hawaii to cover the necessary Year 0 operating expenses (not covered by grant funding).
- ◆ Gift from Goodwill Industries of Hawaii. GIH is prepared to provide a gift to the charter school to assist with initial start-up funding. GIH has not determined the full gift amount; this determination will be made upon establishment of the Kapolei Charter School by Goodwill Hawaii, Inc.

I. Conversion Charter School Additional Organizational Information

This section is not applicable. The proposed school is not a conversion charter school.

IV. Financial Plan

A. Financial Oversight and Management

1. A clear description that gives reasonable assurance that the proposed school will have sound systems, policies, and processes for financial planning, accounting, purchasing, and payroll, including an adequate explanation of how the proposed school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements. The description must also explain the plans and procedures for conducting an annual audit of the financial and administrative operations of the proposed school that is in accordance with state law, including a reasonable annual cost estimate of the audit that is included in the Financial Plan Workbook.

One of GIH's strengths is its financial management and accounting systems; per the Management Agreement, these systems will be utilized by KCS. GIH complies voluntarily with all standards for Voluntary Health and Human Service Organizations as well as the Financial Accounting Standards Board. In addition, the national office, Goodwill Industries International, has set forth guidelines for local Goodwill agencies to meet in order to remain fiscally solvent and responsible.

Goodwill utilizes Traverse by Open Systems as its accounting package and GoodTrak for its participant information tracking system. Traverse is a multifunctional software which allows the organization to conduct a number of accounting functions including payroll, accounts payable, accounts receivable, general ledger and financial statements. The proposed school will utilize the DOE payroll system. With a staff of seven in the accounting department, internal controls are in place to assure all work completed is accurate and thorough; Section III.B Performance Management contains descriptions of these positions. Contracts are billed either monthly or quarterly as follows: Regular fixed amount, actual expenditures, or actual units delivered. When processing billing, the Senior Accountant prepares separate accounting statements from the Traverse accounting system by program codes to calculate the actual expenditures incurred and allowable under the provisions of the contract.

Most institutions that GIH has contracts with require the use of their respective standard invoice forms. These standard forms are prepared in triplicate copies if requested. Pre-numbered invoices from the Traverse accounting system are generated for internal purposes by the Accounts Receivable Clerk. Before mailing the invoices, the Senior Accountant must verify the required financial reports and documents are complete as provided in the contracts, i.e. detailed expenditure reports. Expenditure reports are prepared by the Senior Accountant and approved by the Vice President of Finance. The Accounts Receivable Clerk is responsible for the follow up on overdue accounts. Each month a report on accounts receivable with an aging schedule is produced. Invoices that are overdue for more than 90 days are identified to follow up for collection. The Vice President of Finance is responsible for assisting the Accounts Receivable Clerk in the follow up of the overdue accounts.

As aforementioned, GIH's Accounting Department has a deep menu of established Policies and Procedures and an established Accounting Manual that guide the compilation, maintenance, management, and interpretation of financial data. These Policies, Procedures and Manual,

developed for Goodwill Industries of Hawaii, will be extended to cover the proposed charter school; they can be replicated and customized as needed.

Goodwill's Quality Assurance (QA) Department monitors the submittal of all Financial and Programmatic reports. The QA Department reviews all reports for accuracy and timeliness. Any issues are addressed immediately. Goodwill conducts regular internal reviews and audits to ensure the integrity of its extensive fiscal control system. In addition, GIH's team conducts random periodic audits of petty cash, as well as comprehensive reviews and testing of sample client billings, accounts payable transactions, and accounts receivable.

Each year, a certified public accounting firm is engaged to complete a full audit of the Goodwill accounting system and financial statements. For the calendar year ending December 31, 2014 Goodwill received an unqualified audit opinion from N&K CPAs, Inc. reflecting the soundness of the accounting system and financial records. In addition to conducting a financial audit for the agency, they also conduct an A-133 audit, which is required for organizations that receive federal funds above a certain level. The A-133 audit currently includes review of seven programs that Goodwill operates which receive federal funds. In an A-133 audit, the auditors perform test of compliance with provisions of law contracts grants, which could have a direct and material effect on the financial statement. In addition, they review internal controls in regards to compliance with OMB Circular A-133. Goodwill was found to be compliant in all material respects with the requirements that are applicable to each of the major federal programs it operates. In addition, Goodwill has been designated as a "low-risk" auditee, which indicates it has had no findings for over a three-year consecutive period. In fact, Goodwill has had no audit exceptions and no findings or reportable conditions in over a 10-year period, indicating it holds to the highest accounting standards. A cost estimate for the annual audit has been included in the Financial Plan Workbook.

2. A clear description of the roles and responsibilities that demonstrates a strong understanding of the appropriate delineation of such roles and responsibilities among the proposed school leadership team or management team and proposed school Governing Board regarding school financial oversight and management.

The School Director will have responsibility for the daily spending – day-to-day financial activities – of KCS, based on the approved budget. The GIH Vice-President of Finance will be responsible for generating the school financial statements and projections that will identify any possible financial risk, and propose plans to mitigate. The GIH Vice-President of Finance will interpret the proposed school's financial data and performance for the School Director, who will then provide this information to the school Governing Board at regular intervals. The school's Governing Board will be responsible for approving the school's annual budget.

3. A description of sound criteria and procedures for selecting vendors or contractors for any administrative services, such as business services, payroll, and auditing services, including reasonable anticipated costs that are reflected in the Financial Plan Workbook.

All financial activities for the organization, with the exception of payroll which will be conducted utilizing the DOE payroll system, will be performed by GIH's Accounting Department. GIH's Financial Policy regarding annual independent audit (Policy #211) will be referenced to select the

company to perform the required auditing services. The cost of an annual audit has been budgeted for the proposed school, as reflected in the Financial Plan Workbook.

B. Operating Budget

- 1. Complete, realistic, and viable start-up and three-year operating budgets, provided through the Financial Plan Workbook ([Exhibit 6](#)) as **Attachment FF (required form)**, that align to the Academic and Organizational Plans.

The start-up and three-year operating budgets are provided as **Attachment FF**.

- 2. Budget Narrative. A detailed budget narrative that clearly explains reasonable, well-supported cost assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative must specifically address the degree to which the school budget will rely on variable income (especially for grants, donations, and fundraising) and must include the following:
 - a. A description indicating the amount and sources of funds, property, or other resources expected to be available not only via per-pupil funding but also through corporations, foundations, grants, donations, and any other potential funding sources. The description must note which are secured and which are anticipated; explain evidence of commitment, and provide such evidence as **Attachment GG (no page limit)**, for any funds on which the proposed school’s core operation depends (*e.g.*, grant award letters, MOUs); and describe any restrictions on any of the aforementioned funds.
 - b. A sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including contingencies for scenarios where the official enrollment of the proposed school is substantially lower than projected and/or anticipated variable income is not received. The contingency plan must also include a Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.
 - c. If the proposed school has a *virtual or blended learning program*, a clear and comprehensive description of the necessary costs for delivery of such program, including costs associated with hardware, software, peripheral needs (cases, headphones, chargers, etc.), storage, and network infrastructure needs, as applicable.

Budget Narrative

Year 0 expenses will be supported through a combination of funds provided by Goodwill Industries of Hawaii, Inc. and grant funding. In addition, GIH will extend a line of credit to KCS to cover any other necessary expenses.

Personnel Costs: KCS will have the following staff positions in Year 1:

Position Title	Number of Positions
School Director	1 position
Teachers	5 positions
Life Coach	1 position
Paraprofessional	1 position

Registrar / Office Manager	1 position
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The School Director will start 6-months into Year 0; the Teachers and Registrar will start 2-months prior to start of Year 1, while the paraprofessional will start 1-month prior to start of Year 1. The category of Step 5-Class II is utilized for the Teachers, with a budgeted starting annual salary of \$55,155 (per the HSTA-BOE Agreement, 2013-17). For each year following Year 0, 3% merit increases have been budgeted for each position.

Costs for a Special Education Teacher have been included in the budget. Goodwill understands the Department of Education will provide funding for the Special Education teaching staff indicated per the student population’s needs. These costs are estimates, as Goodwill understands the exact level of need for special education services will not be known until the student population is determined and assessments are completed.

In Year 3, two Lead Teachers will be added to the team. Given their additional responsibilities, a 5% increase in salary, over the Teacher salary, has been budgeted; Goodwill understands this is contingent on regulations/requirements established in the Collective Bargaining Agreement.

Travel: \$14,000 each year has been budgeted for KCS staff to travel to the mainland for training by Goodwill Education Initiatives (GEI) (the ESP) and for GEI staff to travel to Oahu for training and school development. GIH will cover any Year 0 travel expenses.

Contracted Services

GIH Management Agreement: As afore-described, the Kapolei Charter School by Goodwill Hawaii will enter into a Management Agreement with Goodwill Industries of Hawaii, Inc., which will allow GIH to provide support to KCS in the following areas: Accounting, Human Resources, Fund Development, Quality Assurance, Information Technology, Marketing, and Facilities. The costs of this Management Agreement will start with the initiation of school operations in Year 1:

Year	Annual Cost
Year 1	\$33,990
Year 2	\$41,976
Year 3	\$57,552

The costs are derived from the projected time that staff in each Department will spend supporting operations of KCS. The costs increase each year, due to the expansion of school personnel and operations.

Audit Services: \$12,000 has been budgeted for the annual independent audit, beginning Year 1.

Goodwill Education Initiatives (ESP): GEI is the named Educational Services Provider for KCS. To support the costs of the ESP’s work to assist in school start-up and operations, \$25,000 (Year 1), \$37,500 (Year 2), and \$50,000 (Year 3) has been budgeted. These costs are based on a unit cost of \$250/student.

Payroll Software: KCS will utilize the Department of Education’s payroll system. Costs have been budgeted for this.

Learning Software: KCS will purchase Read 180 from Houghton Mifflin Harcourt. The Read 180 program is a learning solution for students who are struggling in their reading skills; it is designed for Grades 4-12. Approximately \$50,000 is budgeted per year for the program, beginning Year 1.

Learning Management System: KCS will purchase *Blackboard*, a virtual platform for school staff to digitally access curriculum, lesson plans, and other materials. \$3,000 per year has been budgeted, starting Year 1.

Legal Services: It is anticipated that legal services will be procured to facilitate the application, establishment, and maintenance of the Kapolei Charter School by Goodwill Hawaii, Inc., which will be filed as a 501c3 non-profit organization in Hawaii. \$5,000 is budgeted per year. Any legal services in Year 0 will be supported by Goodwill Industries of Hawaii.

Benefits & Other Fixed Charges

Insurance: \$5,000 is budgeted per year for general liability, automobile, directors, and officer's insurance costs. This cost will begin in Year 1.

Operations & Maintenance of Plant

Lease/Rental of Equipment: \$8,400 is budgeted each year for the cost of equipment necessary to carry out the school's operations. This includes the lease/rental of a copy/fax machine and postage meter. Year 0 equipment costs will be supported by GIH.

Lease/Rental of Space: KCS will negotiate to lease space from Goodwill Industries of Hawaii, Inc. in its Ohana Career and Learning Center in Kapolei, for school operations. An amount of \$2,000/month has been budgeted to rent classrooms, computer lab, and office space. The lease negotiations are anticipated to result in the lease cost starting in Year 1.

Repair and Maintenance: \$5,000 is budgeted each year for equipment and building upkeep. These costs will start Year 1.

Telecommunications: \$5,000 is budgeted each year for phones lines and Internet access. Year 0 costs will be supported by GIH.

Utilities: \$3,600 is budgeted each year for the school's pro-rated share of the OCLC's utilities bill. This cost will start Year 1 (per the anticipated lease agreement with GIH).

Pupil Services- Other

Postage, Freight, and Delivery: \$1,000 is budgeted each year for postage, freight, and delivery costs. Year 0 costs will be supported by GIH.

Other Administration

Publication and Printing: \$1,500 is budgeted each year for producing recruitment/outreach ads, forms, brochures, business cards, stationery, and subscriptions necessary for school operations.

Professional Development: Funding has been budgeted each year for staff training / professional development activities. GIH will support the costs of Year 0 professional development.

Materials, Equipment, & Technology

Supplies: Funding is budgeted each year for required school supplies, printer, paper, folders, and other necessary items.

Computers: The proposed facility space for the school currently has a functional eLearning Lab and various other computer workstations in the classrooms. Expenses to replace/upgrade computers are built into the budget.

a. Goodwill Industries of Hawaii has approved a gift of startup funds for KCS in the amount of \$75,000 - \$100,000. This support will be used for such expenses as funding to the proposed ESP; personnel and operations expenses (to prepare for school opening); and furniture fixtures and equipment. In demonstration of its commitment, GIH has already provided \$25,000 of its gift towards the school’s startup, in payment to the Educational Service Provider, Goodwill Education Initiatives.

In addition, Goodwill has a strong track record of securing grant funding. Upon granting of the charter, GIH’s Fund Development Department will be dedicated to aggressively identifying and applying for grants from federal, state, and local government, and private foundations. Should grant funding not be secured to cover all expenses, Goodwill Industries of Hawaii, Inc. will extend a line of credit to the school.

Source of Funding, Property, Other Resources	Year	Amount	Secured / Anticipated
Per-Pupil Funding	Year 1	\$684,600	Secured (if charter awarded)
Grants	Year 0	\$107,282	Anticipated
Gift- from GIH	Year 0	\$75,000 - \$100,000 (\$25,000 already provided)	Anticipated*
Line of credit- from GIH	As needed	Up to \$400,000	Secured

*The GIH Board of Directors passed a Resolution supporting the application for the proposed charter school; this Resolution can be found in **Attachment GG**. This Resolution demonstrates the GIH Board’s commitment to support the proposed school. GIH has not determined the full amount of a gift to KCS; this determination will be made upon establishment of the Kapolei Charter School by Goodwill Hawaii, Inc.

b. KCS has a contingency plan in place should the revenue not be realized at the amounts anticipated, or the actual school enrollment be significantly lower than projected. Goodwill Industries of Hawaii, Inc. will extend a line of credit to the school as contingency to cover any gap in needed funding.

c. N/A- the proposed school does not have a virtual or blended learning program.

V. Applicant Capacity

A. Academic Plan Capacity

1. Evidence that the key members of the proposed school's academic team have the collective qualifications and capacity (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 *high-quality charter school*) to implement the school's Academic Plan successfully. The evidence must include a description that:
 - a. Clearly identifies the key members of the applicant's academic team that will play a substantial role in the successful implementation of the Academic Plan, including 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; and
 - b. Describes the academic team's individual and collective qualifications for implementing the proposed school's Academic Plan successfully, including sufficient capacity in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent or guardian and community engagement.

The academic team consists of individuals from GIH and GEI, and represents a broad range of expertise that will positively impact the academic development of the school. These areas of expertise include: school administration, school design and development, education policy, school operations, curriculum and instructional design, professional development, instructional practices, and human resources. The following individuals are included in KCS's academic team:

Scott Bess, President and COO, Goodwill Education Initiatives, Inc. (GEI). Scott has served as Chief Operating Officer for GEI since 2005. During that time, Scott helped design and found the first Excel Center. Under Scott's leadership, GEI has grown in enrollment from 120 students to more than 3,500, with community demand for additional Excel Centers on the rise. Scott provides the overall leadership for GEI, which includes over 300 staff, two school models, and a business arm that provides administrative support services to charter schools. Scott has been a teacher, has worked in the information technology field for a Fortune 500 company, and was an independent business owner. Scott also serves as a Senior Vice President at Goodwill Industries of Central Indiana, Inc. and has served for 16 years as a school board member of his local school district.

Jeffrey Hoover, National Office for The Excel Centers Director, GEI. A 28-year veteran of secondary education, Jeffrey has experience as a teacher and administrator. Most recently, Jeffrey has served as the School Director of The Excel Center located in Lafayette, Indiana. In his current position, he facilitates the development and operation of Excel Centers and adapted versions of The Excel Center across the country. His expertise includes school improvement, instructional

improvement, and human resource development. During his tenure in Lafayette, Jeffrey was responsible for elevating the school to highest performing school in GEI's network.

Dr. Judy Oliveira, Vice Chancellor for Student Affairs, University of Hawaii – West Oahu. See Section V.A.2 for Dr. Oliveira's bio.

Kim Reier, Director of Network Development and Advancement, GEI. Kim works with organizations that are interested in starting new schools and operating schools under The Excel Center school model or new school models. Kim has extensive background in education policy, having served at both the Indiana Department of Education and the Indianapolis Mayor's Office of Charter Schools. During her tenure with GEI, she has helped expand The Excel Center from five sites to 13 sites across the country and growing. She has also assisted a number of other founding school boards through the charter application and school development process and has managed grant writing processes that have helped schools receive over \$1 million in startup funding.

Janet Rummel, Chief Academic Officer, GEI. In this role, Janet supports the curriculum development of 13 Excel Centers and the Indianapolis Metropolitan High School. Janet has a Master's of Science in Education and is a doctoral candidate (PhD Curriculum and Instruction, Purdue University). Her professional experience includes years of service as a master teacher as well as administrative leadership roles, both in schools and in the Indiana State Dept. of Education and the Center for College and Career Readiness. Janet is a national expert in curriculum and provides consulting services to clients nationwide. Janet has assisted every Excel Center with ensuring its curriculum is aligned to state standards. Her experience developing curricula has ultimately led to over 1,000 adults earning their high school diplomas through Excel Centers.

Wanda Villareal, Vice President of Mission Services, GIH. See Section V.A.4 for Ms. Villareal's bio.

2. A description of the academic team's clear 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.

Goodwill Industries of Hawaii's mission is to "help people with employment barriers to reach their full potential and become self-sufficient." Last year, Goodwill served 11,374 individuals, placing 1,494 into employment. Over the past 5 years, Goodwill has provided employment and training services to over 38,000 individuals with barriers to employment, successfully placing over 9,000 in jobs statewide. GIH has been serving the communities of West Oahu for many years; its Ohana Career and Learning Center, where KCS will be housed, opened 5 years ago.

Dr. Judy Oliveira, a proposed Governing Board member, will serve as the academic experience for the Board. As Vice Chancellor for Student Affairs at the University of Hawaii – West Oahu, Dr. Judy Oliveira is responsible for campus-wide planning and policy formulation and ensures that student affairs programs, services and activities are aligned with the academic mission and strategic goals of UH West Oahu. Dr. Oliveira thus has strong ties to the West Oahu communities and understands the academic needs of the anticipated student population.

3. A description that identifies any organizations, agencies, or consultants that are essential partners to the successful planning and establishing of the proposed school and/or implementation of the Academic Plan; explains the current and planned roles of such

essential partners and any resources they have contributed or plan to contribute to the proposed school's development; and includes evidence of support, provided as **Attachment HH (no page limit)** (such as letters of intent or commitment, memoranda of understanding, and/or contracts), from such essential partners demonstrating these partners are committed to an ongoing role with the proposed school, if applicable.

GEI assisted in the development of the school design, based on its successful Excel Center model. GEI is KCS's selected ESP and will provide services to the school, as outlined in Section II. H. 3b. A copy of the services agreement between KCS and GEI is provided as **Attachment P**.

4. School Director.

If the school director is known, a description that:

- a. Identifies the school director;
- b. Summarizes the school director's academic and organizational leadership record and includes this individual's resume, provided as **Attachment II (no page limit)**;
- c. Discusses and demonstrates evidence of the proposed school director's experience in and ability to design, launch, and lead the proposed school in achieving its mission and effectively serving the anticipated student population, as well as evidence that the proposed school director is well qualified to implement the Academic Plan.
- d. Describes a thorough recruiting and selection process for selecting the school director, including the rigorous criteria used for screening and selecting candidates based on experience and ability to design, launch, and lead a *high-quality charter school*.

Ms. Wanda Villareal is the proposed School Director. Wanda currently serves as the Vice-President, Mission Services for Goodwill Hawaii. In this capacity, Wanda oversees the administration of approximately 25 contracts, ensuring compliance with regulations and high-quality performance outcomes. Wanda holds a B.A. in Human Resources Development from Hawaii Pacific University and a M.A. in Education from the University of Phoenix. Wanda first joined Goodwill in 2002 as a Program Director. Previous to Goodwill, Wanda was with the Special Education Center of Hawaii, where she managed operations of a community center and coordinated service delivery. Wanda has more than 20 years of work experience in Hawaii's non-profit human services field. She has worked in various capacities including direct service, supervisory, and administrative. Wanda, a Native Hawaiian, understands diverse populations including at-risk youth, adults with developmental disabilities, and current issues facing Native Hawaiians. Wanda's resume can be found in **Attachment II**.

Wanda has extensive experience with the start-up and implementation of new initiatives. In her current role as Vice-President, Wanda is responsible for the initiation, management, and evaluation of multi-million dollar service programs. Wanda was vetted against other potential Director candidates, and was found to be the most experienced in terms of expertise with program, personnel, and budget management, and an innate understanding of the needs of West Oahu's families and communities.

Specific to education, Wanda has experience teaching individuals with disabilities in a classroom environment; she taught for 6 years prior to being promoted to an Administrator. At Goodwill, Wanda has taught in a classroom environment (reading, math, living skills) in the Adult Day Health Program. Wanda has also supervised Goodwill’s GED Program for at-risk youth for 3 years.

The proposed job description for KCS’s School Director can be found in **Attachment JJ**.

5. Management Team. A description of the positions that will make up the proposed school’s leadership or management team beyond the school director, if any, including appropriate responsibilities and qualifications for such positions. The description must:

- a. If known, identify the individuals who will fill these positions and provide, as **Attachment KK (no page limit)**, the resumes for these individuals as evidence that the individuals demonstrate the qualifications, capacities, and commitment to carry out their designated roles to ensure the success of the proposed school.

The proposed Year 1 staffing for KCS includes the School Director (previously described), Registrar/Office Manager, Teachers, and Para-Professional. The school’s Management Team primarily consists of the School Director. Through the proposed Management Agreement, Goodwill Industries of Hawaii will provide support in various domains to the school, as outlined below. Resumes for GIH’s Management Team can be found in **Attachment KK**; they will be responsible for overseeing the provision of services per the Management Agreement:

Position	Responsibilities
<i>Laura Smith, President/CEO</i>	Oversight of GIH
<i>Katy Chen, Chief Administrative Officer</i>	Oversight of: Human Resources, Information Technology, Facilities & Risk Management, PR & Communications Departments
<i>Carol Taira, Vice-President, Finance</i>	Oversight of Accounting Services
<i>Katherine Keir, Vice-President, Mission Advancement</i>	Oversight of Fund Development and Community Partnerships
<i>Anthony Reyes, Senior Director, Human Resources</i>	Human Resources Department
<i>Marla Sakoda, Director, Accounting Services</i>	Accounting Department

B. Organizational Plan Capacity

1. Evidence that the key members of the proposed school’s organization team have the collective qualifications and capacity (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 *high-quality charter school*) to implement the school’s Organizational Plan successfully. The evidence must include a description that:

- a. Clearly identifies the key members of the applicant’s organization team that will play a substantial role in the successful implementation of the Organizational Plan, including current or proposed Governing Board members, school leadership or management, and

any essential partners who will play an important ongoing role in the Organizational Plan; and

- b. Describes the organization team’s individual and collective qualifications for implementing the proposed school’s Organizational Plan successfully, including sufficient capacity in areas such as staffing, professional development, performance management, general operations, facilities acquisition, development (such as build-out or renovations), and management.

With KCS being Goodwill Hawaii’s first venture as a charter school, navigating the educational environment may present some unique challenges. To overcome these, KCS will do the following:

- Develop and maintain high quality school Governing Board that has close ties to the community and has diverse backgrounds and experiences, including experience and expertise in education and fund development.
- Enter into a licensing and services agreement with Goodwill Education Initiatives (GEI). The school will leverage the experience and expertise of GEI in starting up and operating the proposed charter school.
- Hire a talented and experienced School Director and school staff. A high quality and highly effective school staff is critical to the success of any school, particularly a new school.
- Develop relationships with existing and local organizations and resources. Connecting with reputable organizations that have experience in education and the Hawaii public charter school community will help KCS with knowledge and lessons learned in starting a new school in Hawaii. In particular, the school’s Director will work to develop a positive relationship with local public schools. Goodwill acknowledges the importance that local schools view KCS as a partner in educating the community as opposed to competing for the same student body and resources. Further, developing a positive relationship with local public schools will likely help to streamline obtaining transcripts of students who have previously dropped out of high school. Additionally, KCS will maintain its connection with the Hawaii Public Charter Schools Network.

Primarily, the proposed school Governing Board and School Director will be responsible for the successful implementation of the Organizational Plan. As described in Section III.A. Governance, the proposed Governing Board members have a wealth of expertise to contribute to the successful initiation and continuation of KCS. The Governing Board will establish the school’s charter performance contract with the Hawaii State Public Charter Commission. It will be responsible for the school’s financial, organizational, and academic performance, and for the execution of the charter.

Additionally, a contract will be established and executed between Goodwill Industries of Hawaii, Inc. (GIH) and the Kapolei Charter School by Goodwill Hawaii, Inc. The Kapolei Charter School by Goodwill Hawaii, Inc. will pay a management fee to GIH, which will allow GIH to provide support and technical assistance on such matters and organizational elements including:

Area of Expertise	GIH Department
Financial management	<i>Accounting Department</i>

Staffing (recruitment, hiring, selection, retention), professional development, and performance management	<i>Human Resources Department</i>
Identify, prepare, and submit grant proposals for Federal, State, local, and private opportunities	<i>Fund Development / Mission Advancement Department</i>
Quality Assurance / Evaluation, performance management	<i>Quality Assurance Department</i>
Public relations, marketing, and communication	<i>P.R. & Communications Department</i>
Operations (i.e. Facilities, Safety)	<i>Facilities and Risk Management Department</i>
Information Technology	<i>Information Technology Department</i>
Overall Management support	<i>Executive Leadership Team</i>

GIH’s Human Resources Department has extensive experience in recruitment for hard-to-fill positions, including those requiring a disability, working with difficult populations, and for urban and rural locations. GIH’s HR Department also manages the organization’s annual performance management process, which involves multiple types of performance management evaluations for a variety of staff positions. Thirdly, GIH’s HR Department is responsible for the training and staff development of GIH’s 500+ employees; and thus has developed an extensive battery of training materials and methodologies, and is well-versed in effective training modalities.

The proposed location for KCS is the Ohana Career and Learning Center, in Kapolei. This facility is owned and managed by Goodwill Industries of Hawaii. With respect to overall experience with facility management, GIH has extensive experience with lease negotiations, and facility development and management. It currently manages approximately 25 leases for various types of uses. GIH also provides total facility management for multiple of its facilities, responsible for ongoing janitorial/custodial and maintenance support (preventive and reactive).

- 2. A description that identifies any organizations, agencies, or consultants that are essential partners in planning, establishing, or implementing the proposed school’s Organizational Plan; explains the current and planned roles of such partners and any resources they have contributed or plan to contribute to the proposed school’s development of its Organizational Plan; and includes evidence of support, included in **Attachment HH** (as referenced in [Criterion V.A.3](#)), from such essential partners demonstrating these partners are committed to planning, establishing, and/or implementing the Organizational Plan.

The vast majority of activities to plan, implement, and manage the proposed school’s Organizational Plan will be performed either by school staff or the GIH Departments included in the Management Agreement between Goodwill Industries of Hawaii, Inc. and the Kapolei Charter School by Goodwill Hawaii, Inc. Legal expertise may be contracted to assist with, for example, the establishment of the Kapolei Charter School by Goodwill Hawaii, Inc.; this will occur once the charter for the proposed school has been approved. As such, there are no specific agencies to list in Attachment HH.

C. Financial Management Capacity

1. Evidence that the key members of the proposed school's financial team have the collective qualifications and capacity (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 *high-quality charter school*) to implement the school's Financial Plan successfully. The evidence must include a description that:
 - a. Clearly identifies the key members of the applicant's financial team that will play a substantial role in the successful implementation of the Financial Plan, including 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 Financial Plan; and
 - b. Describes the financial team's individual and collective qualifications for implementing the proposed school's Financial Plan successfully, including sufficient capacity in areas such as financial management, fundraising and development, accounting, and internal controls.

As noted, Kapolei Charter School by Goodwill Hawaii, Inc. will have a Management Agreement with Goodwill Industries of Hawaii, Inc., which will enable various GIH Departments and personnel to provide administrative, financial, and operational support to KCS. GIH's Accounting Department currently manages the finances of three separate companies, with total annual revenue of over \$30 million. The Accounting Department is led by the Vice President of Finance, Carol Taira. Carol holds a Bachelor of Business Administration, Accounting, from the University of Hawaii at Mānoa, and is a Certified Public Accountant. Carol has served as Goodwill's VP of Finance/CFO since 2005, previously serving as the Director of Finance and I.T. Carol is responsible for the financial management, preparation and analysis of financial statements, preparation of annual budgets, and contractual reporting and compliance. The Director of Accounting Services, Marla Sakoda, plans and directs the activities of the Department to ensure GIH's policies, procedures and internal controls are being adhered to. Marla has been with GIH for 20 years.

GIH is a fiscally responsible organization structured with internal financial operating policies and controls meeting the highest standards of fiscal accountability as mandated by our operating charter. Agency by-laws mandate prudent policies and procedures accounting for fiscal integrity in accounting practices, financial reporting, and annual independent audits of operations and financials. Agency financial reviews and operations are mandated for compliance with established financial policies governing strong financial reporting focused on budgeting, guidelines for management of cash and cash reserves, procurement policies, accounting of physical assets and properties, and financial reporting to governing authorities.

Goodwill understands the potential high cost associated with project start-up and has experience in securing initial capital funding. It works to identify reasonable steps in the financial funding of the startup process with mutual agreement to support prudent capital outlay; providing options

of leasing versus purchase of major equipment requirements, and other negotiated terms and conditions that may assist with minimizing overall funding requirements where possible.

Fund development activities will be included in the Management Agreement, allowing the proposed school to access GIH fund development resources. GIH has successful Fund Development activities, led by its Vice-President of Mission Advancement, Katherine Keir. Ms. Keir continually researches, reviews, and applies for funding opportunities at the federal, state, local, and private foundation level. In 2015, she successfully secured over \$8 million in funding for GIH's Mission Services programs. Further, GEI, the proposed ESP for KCS, has extensive experience in identifying and securing funding for charter school operations; GEI will provide technical assistance to ensure all available opportunities are communicated and applied for.

In addition to the GIH Accounting Department, the School Director will be responsible for managing the school's day-to-day budget, and working closely with the GIH Vice-President of Finance to ensure healthy cash flows and financial ratios are achieved and maintained. The School Director will draft the school's annual budget in conjunction with the GIH Vice-President of Finance, and submit it to the Governing Board for review and approval. As previously noted, GIH has extensive Financial Policies and Procedures that can be extended and modified to cover the proposed school; these will also be submitted to the Governing Board for review and approval. The school Governing Board will have overall oversight of the school's financial performance, and will be kept informed through regular financial reports.

Financial Reserve

All Goodwill organizations continually meet strong cash flow management. Goodwill understands the importance and value of building and maintaining an organizational financial reserve, and thus seeks to establish reserve funds of each organizational entity. Goodwill Industries of Hawaii, Inc. has an established policy, the "Working Capital Reserve Policy" that states:

Goodwill Industries of Hawaii is committed to maintaining reserve funds sufficient to provide for ordinary business cycles as well as for unforeseen business declines. The organization will maintain funds sufficient to meet all of the organization's obligations on a timely basis as well as to allow for healthy growth of the organization.

KCS will adapt and implement this policy to ensure the prioritization of the establishment and maintenance of reserve funds sufficient to support a minimum of 3 months of operating capital.

2. A description that identifies any organizations, agencies, or consultants that are essential partners in planning, establishing, or implementing the proposed school's Financial Plan; explains the current and planned roles of such partners and any resources they have contributed or plan to contribute to the proposed school's development of its Financial Plan; and includes evidence of support, included in **Attachment HH** (as referenced in [Criterion V.A.3](#)), from such essential partners demonstrating these partners are committed to planning, establishing, and/or implementing the Financial Plan.

GIH's Accounting Department will have primary responsibility for all financial performance and activities including, but not limited to, budgeting, audits, tax, accounting, purchasing, and insurance. For the required audit, KCS will procure services from an external auditor. In addition, the school will utilize the DOE payroll system to provide payroll services for KCS staff.

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