Attachment A

Enrollment Plan

Grade Level	Number of Students											
	Year 1 2020		Year 2 2021		Year 3 2022		Year 4 2023		Year 5 2024		Capacity 2025	
Brick & Mortar/ Blended vs. Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual
K	25		25		25		25	--	25	--	25	--
1	25		25		25		25		25		25	
2	25		25		25		25		25		25	
3	25		25		25		25		25		25	
4	25		25		25		25		25		25	
5	25		25		25		25		25		25	
6	25		50		50		50		50		50	
7	25		50		50		50		50		50	
8			50		50		50		50		50	
9					75		75		75		75	
10							75		75		75	
11									75		75	
12											75	
Subtotals	200	0	300	0	375	0	450	0	525		600	0
Totals	200		300		375		450		525		600	

All students will be enrolled in a face-to-face, “brick and mortar” school model. The enrollment figures within this exhibit comprise of 1 class per K-5 grades, 2 classes per 6-8 and 3 classes per grade 9-12 until reaching capacity in 2025.

Attachment B – Enrollment Plan Support Documents

Item 1- Waipahu Area Complex - Individual School Enrollment – Self Generated
Sources: Hawaii Department of Education –
1. DOE Official Enrollment Figures for School Years (SY) 2015-16, 2016-17, 2017-18.
2. Trends Report, School Status and Improvement Report (SSIR) and StriveHI Reports for SY 2016-17.

Waipahu and Complex Student Demographics –
Table 1-Enrollment – Waipahu Schools (SY 2016-17)
Table 2-SPED-ELL-FRL Waipahu Schools-Comparison (SY 2016-17)
Table 3-Preschool Attendance – Waipahu Complex
Table 4-Test Achievement Summary – Waipahu Complex
Table 5-Top Five Largest Campuses in Hawai'i (SY 2016-17 and 2017-18)
Table 6-Annual High School Statistics (SY 2016-17)
Table 7-SPED-ELL-FRL Neighboring Schools-Comparison (SY 2016-17)
Table 8-Area Private School List
Table 9-Academic Achievement-Complex Comparison (SY 2016-17 ELA, MATH, SCIENCE)
Table 10-Enrollment – Neighboring Complex Areas
Table 11-Population Estimates for Children Ages 5-19 of Students Attending Public Schools

HI DOE Consensus Data – Tables from School Status and Improvement Reports
HI DOE Trend Reports for each complex

Compiled from each individual school reports

Table 1 – Enrollment – Waipahu Schools

	2015-16		2016-17		2017-18	
School	Students	**School Level Total**	Students	**School Level Total**	Students	**School Level Total**
AUGUST AHRENS	1291		1262		1249	
HONOWAI	723		705		648	
KALEIOPUU	867		856		833	
WAIKELE	604		585		589	
WAIPAHU ELEM	1078		1015		1026	
ELEMENTARY (School Level K-6)		**4563**		**4423**		**4345**
WAIPAHU INTER (School Level 7-8)	**1339**	**1339**	**1314**	**1314**	**1294**	**1294**
WAIPAHU HIGH (School Level 9-12)	**2475**	**2475**	**2463**	**2463**	**2554**	**2554**
Total		**8377**		**8200**		**8193**

Sources: Hawaii Department of Hawaii – DOE Official Enrollment Figures for School Years (SY) 2015-16, 2016-17, 2017-18.

Table 2 – Waipahu Schools Comparisons Special Education – English Language Arts – Free and Reduced Lunch									
	Waipahu Schools SY 2016-17			Special Education		English Language Learners		Free and Reduced Lunch	
	Schools	Grades	# of Student	SPED Students	%	ELL Students	%	FRL Students	%
1	August Ahrens	K-6	1,262	80	6.3%	253	20.0%	674	53.4%
2	Honowai	K-6	705	46	6.5%	137	19.4%	426	60.4%
3	Kaleiopuu	K-6	856	62	7.2%	55	6.4%	400	46.7%
4	Waikele	K-6	585	54	9.2%	83	14.1%	205	38.2%
5	Waipahu	K-6	1,015	70	6.8%	389	38.3%	844	83.1%
6	Waipahu Inter	7-8	1,314	99	7.5%	216	16.4%	739	56.2%
7	Waipahu High	9-12	2,463	259	10.5%	270	10.9%	1278	51.8%
Waipahu Totals			**8,200**	**670**	**8.17%**	**1,403**	**17.11%**	**4,566**	55.68%

Sources: Hawai'i DOE School Trends Report for SY 2016-17

Table 3 - Preschool Attendance Waipahu Schools		
	%	Last Yr Reported
August Ahrens	37%	2012-13
Honowai	35%	2012-13
Kaleiopuu	48%	2012-13
Waikele	61%	2012-13
Waipahu	9%	2013-14
Waipahu Inter	N/A	--
Waipahu High	N/A	--

Source: Hawai'i DOE School Status and Improvement Report (SSIR) from individual schools for SY 2014-15

Table 4 Achievement Performance – Test Scores – By School – Waipahu Complex														
Waipahu Complex SY 2016-17			**English**				**Math**				**Science**			
School	Grades	# Students Enrolled	**# of Students NOT Met**	Met %	Complex	State	**# of Students NOT Met**	Met %	Complex	State	# of Students NOT Met	Met %	Complex	State
August Ahrens	K-6	1262	**656**	48%	54%	51%	**568**	55%	56%	48%	**644**	49%	60%	58%
Honowai	K-6	705	**465**	34%	54%	51%	**430**	39%	56%	48%	**484**	48%	60%	58%
Kaleiopuu	K-6	856	**488**	43%	54%	51%	**488**	43%	56%	48%	**460**	46%	60%	58%
Waikele	K-6	585	**281**	52%	54%	51%	**252**	57%	56%	48%	**344**	43%	60%	58%
Waipahu	K-6	1015	**650**	36%	54%	51%	**660**	35%	56%	48%	**582**	46%	60%	58%
Waipahu Inter	7-8	1314	**854**	35%	46%	49%	**828**	37%	44%	38%	**844**	42%	47%	43%
Waipahu High	9-12	2463	**1,108**	55%	63%	58%	**1,675**	32%	38%	32%	**1,733**	33%	35%	36%
Totals		**8,200**	**4,502**				**4,900**				**5,091**			

Source: Hawai'i DOE StriveHI School Accountability Reports – SY 2016-17

Table 5a – SY 2016-17 – Top Five Largest Campuses in Hawaii (SY 2016-17)					
High Schools Grades 9-12	**Students Enrolled**	**Intermediate Middle**	**Students Enrolled**	**Elementary Grades K-6**	**Students Enrolled**
Campbell*	3125	Mililani Middle (6-8)*	1837	August Ahrens*	1262
Mililani*	2556	Kapolei Middle (6-8)*	1402	Holomua*	1184
Waipahu*	2463	Waipahu Inter (7-8)*	1314	Ewa*	1199
Farrington	2370	Maui Waena (6-8)	1183	Waipahu Elem*	1015
Kapolei*	2020	Kalakaua Middle (6-8)	1117	Keoneula Elem*	972

*- Central Leeward Area School

Source: Hawaii DOE School Enrollment Tables for SY 2016-17

Table 5b – SY 2016 – Top Five Largest Campuses in Hawaii (SY 2017-18)					
High Schools Grades 9-12	**Students Enrolled**	**Intermediate Middle**	**Students Enrolled**	**Elementary Grades K-6**	**Students Enrolled**
Campbell*	3110	Mililani Middle (6-8)*	1873	August Ahrens*	1249
Mililani*	2571	Kapolei Middle (6-8)*	1521	Holomua*	1163
Waipahu*	2554	Waipahu Inter (7-8)*	1294	Ewa*	1070
Farrington	2309	Maui Waena (6-8)	1176	Keoneula Elem*	1037
Kapolei*	2035	Kalakaua Middle (6-8)	1075	Waipahu Elem*	1026

*- Central Leeward Area School

Source: Hawaii DOE School Enrollment Tables for SY 2017-18

Table 6 - Annual High School Statistics – Central Leeward Area SY 2016-17					
High Schools	**Students Enrolled 2016-17**	**% of Drop Outs**	**# of Drop Outs**	**4 yr % of Graduate**	**# of Students NOT Graduating**
Waipahu	2463	18.10%	446	78.30%	534
Kapolei	2020	14.20%	287	83.80%	327
Campbell	3125	10.10%	316	87.70%	384
Mililani	2556	5.80%	148	92.80%	184
Leilehua	1644	17.90%	294	80.50%	321
State		**14.40%**		**82.50%**	
Total # of High School Students in Complex	**11,808**		**1,491**		**1,751**

Source: Complex Trend Reports and School Status & Improvement Reports – SY 2016-17

Item 2 – Neighboring Complex Areas – Student Enrollment

1. HI DOE Official Enrollment Figures for School Years (SY) 2014-15 and 2015-16.

2. School Status and Improvement Report (SSIR) for SY 2015-16. Compiled from each individual school reports

Table 7 - Complex Comparisons Special Education – English Language Arts – Free and Reduced Lunch											
	Complex Comparisons 2016-17		**# Students Enrolled**		**Special Education**			**English Language Arts**			**Free and Reduced Lunch**	
					SPED Students	%		ELL Students	%		FRL Students	%
	STATE		169,268		16,621	9.82%		12,699	7.50%		85,113	50.28%
1	**Waipahu**		**8,200**		**670**	**8.17%**		**1,403**	**17.11%**		**4,566**	**55.68%**
2	Kapolei		6,551		656	10.01%		219	3.34%		2,565	39.15%
3	Campbell		10,839		811	7.48%		484	4.47%		4,377	40.38%
4	Mililani		7,972		683	8.57%		127	1.59%		1,592	19.97%
5	Leilehua		7,693		820	10.66%		455	5.91%		4,257	55.34%
	Complex Total		**41,255**		**3,640**			**2,688**			**17,357**	
	Complex % of State		**24.4%**		**21.9%**			**21.2%**			**20.4%**	
	Waipahu % of State		**4.8%**		**4.0%**			**11.0%**			**5.4%**	
	Waipahu % of Complex		**19.9%**		**18.4%**			**52.2%**			**26.3%**	

Source: Hawai'i DOE - Complex Trends Report SY 2016-17

Table 8 - Private Schools in Central Leeward Area Ewa, Ewa Beach, Kapolei, Mililani Pearl City, Wahiawa, Waipahu					
	Schools	**Grades**	**Location**	**Students**	**Costs**
1	American Renaissance Academy	K-12	Kapolei	84	$14360-$15,383
2	Central Christian School	PK-K	Mililani	42	$520/month
3	Friendship Christian Schools	PK-12	Ewa	318	$4750
4	Hanalani Schools	PK-12	Mililani	724	$10,995-12,410
5	Ho'ala Schools	K-12	Wahiawa	79	$8,887-10262
6	Island Pacific Academy	K-12	Kapolei	508	$13,700-15,975
7	Lanikila Baptist Schools	K-12	Waipahu	156	$7,400-7,500
8	New Hope Christian	PK-8	Waipahu	186	$6,500
9	Our Lady of Perpetual Help	K-8	Ewa Beach	174	$6,100-6,300
10	Pearl Harbor Christian Academy	PK-8	Waipahu	180	$6,800-6,950
11	Saint John's Catholic Pre-School	PK-K	Mililani	??	$7,425-8,510
12	St Joseph School	PK-8	Waipahu	294	$8,688-7,975
13	Trinity Lutheran School	PK-8	Wahiawa	160	$7,500-8,400
Total Students				**2905**	

Honolulu Magazine - Private School Guide 2017

Waipahu – 816 students

Other areas – 2089 students

(P)K-12 – 6 campuses – 1 in Waipahu

Table 9a - Academic Achievement – Complex Comparison											
	SY 2016-17 - ELA		4th Grade ELA			8th Grade ELA			11th Grade ELA		
	Complex	# Students Enrolled	# of 4th graders	# of Students NOT Met	Met %	# of 8th graders	# of Students NOT Met	Met %	# of 11th graders	# of Students NOT Met	Met %
	STATE	169,268	14,046	7,206	48.70%	11,783	6245	47.00%	10,550	4,526	57.10%
1	Waipahu	8,200	666	408	38.70%	598	374	37.40%	547	253	53.70%
2	Kapolei	6,551	472	249	47.30%	400	188	53.10%	443	209	52.90%
3	Campbell	10,839	836	451	46.00%	828	432	47.80%	722	276	61.80%
4	Mililani	7,972	600	173	71.10%	574	168	70.80%	540	175	67.60%
5	Leilehua	7,693	594	289	51.40%	437	218	50.20%	350	165	52.90%
	Central Leeward Total	**41,255**	**3,168**	**1,571**		**2,837**	**1,379**		**2,602**	**1,078**	

Source: HI DOE Complex Trends Reports SY 2016-17 and Enrollment Report

Table 9b - Academic Achievement – Complex Comparison											
	SY 2016-17 - MATH		4th Grade MATH			8th Grade MATH			11th Grade MATH		
	Complex	# Students Enrolled	# of 4th graders	# of Students NOT Met	Met %	# of 8th graders	# of Students NOT Met	Met %	# of 11th graders	# of Students NOT Met	Met %
	STATE	169,268	14046	7,262	48.30%	11783	7,294	38.10%	10550	7,237	31.40%
1	Waipahu	8,200	666	378	43.20%	598	361	39.60%	547	377	31.10%
2	Kapolei	6,551	472	249	47.20%	400	215	46.30%	443	335	24.40%
3	Campbell	10,839	836	475	43.20%	828	547	33.90%	722	508	29.60%
4	Mililani	7,972	600	161	73.10%	574	263	54.10%	540	282	47.70%
5	Leilehua	7,693	594	303	49.00%	437	235	46.20%	350	252	27.90%
	Central Leeward Total	**41,255**	**3,168**	**1,567**		**2,837**	**1,622**		**2,602**	**1,755**	

Source: HI DOE Complex Trends Reports SY 2016-17 and Enrollment Report

Table 9c - Academic Achievement – Complex Comparison											
	SY 2016-17-SCIENCE		**4th Grade SCIENCE**			**8th Grade SCIENCE**			**11th Grade SCIENCE**		
	Complex	# Students Enrolled	# of 4th graders	# of Students NOT Met	Met %	# of 8th graders	# of Students NOT Met	Met %	# of 11th graders	# of Students NOT Met	Met %
	STATE	169,268	14,046	5,998	57.30%	11,783	6,752	42.70%	10,550	6,784	35.70%
1	Waipahu	8,200	666	364	45.30%	598	353	41.00%	547	365	33.30%
2	Kapolei	6,551	472	241	48.90%	400	226	43.40%	443	316	28.60%
3	Campbell	10,839	836	400	52.20%	828	456	44.90%	722	310	57.10%
4	Mililani	7,972	600	107	82.10%	574	235	59.00%	540	217	59.90%
5	Leilehua	7,693	594	241	59.50%	437	208	52.40%	350	254	27.40%
	Central Leeward Total	**41,255**	**3,168**	**1,353**		**2,837**	**1,479**		**2,602**	**1,462**	

Source: HI DOE Complex Trends Reports SY 2016-17 and Enrollment Report

Table 10a - Enrollment – Neighboring Complex Schools						
Schools	2015-16 32893	School Levels	2016-17 33055	School Levels	2017-18 32767	School Levels
HOOKELE EL	453		660		727	
MAUKA LANI	595		621		600	
MAKAKILO	517		489		481	
BARBERS POINT	496		476		518	
KAPOLEI EL	894	2955	883	3129	848	3174
KAPOLEI MID	1438	1438	1402	1402	1521	1521
KAPOLEI HIGH	2038	2038	2020	2020	2035	2035
Kapolei Total		**6431**		**6551**		**6730**
KAIMILOA	663		658		633	
KEONEULA	926		972		1037	
POHAKEA	582		545		511	
EWA BEACH EL	777		780		747	
EWA EL	1086		1100		1070	
HOLOMUA	1231		1184		1163	
IROQUOIS POINT	711	5976	632	5871	674	5835
EWA MAKAI MID	928		957		882	
ILIMA INT	873	1801	886	1843	870	1752
CAMPBELL HIGH	3049	3049	3125	3125	3110	3110
Campbell Total		**10826**		**10839**		**10697**
KIPAPA	586		560		590	
MILILANI WAENA	763		786		766	
MILILANI 'IKE	784		726		653	
MILILANI MAUKA	841		846		813	
MILILANI UKA	638	3612	641	3579	656	3478
MILILANI MID	1836	1836	1837	1837	1873	1873
MILILANI HIGH	2514	2514	2556	2556	2571	2571
Mililani Total		**7962**		**7972**		**7922**
HALE KULA/INOUYE	763		762		735	
HELEMANO	593		621		552	
ILIAHI	415		408		366	
KAALA	406		406		407	
WHEELER EL	742		718		766	
SOLOMON	924		933		885	
WAHIAWA EL	513	4356	540	4388	405	4161
WAHIAWA MID	834		851		775	
WHEELER MID	785	1619	810	1661	799	1574
LEILEHUA HIGH	1699	1699	1644	1644	1683	1683
Leilehua Total		**7674**		**7693**		**7418**

Sources: Hawaii Department of Hawaii – DOE Official Enrollment Figures for School Years (SY) 2015-16, 2016-17, 2017-18.

Table 10b - Central Leeward Complex Total Students Enrolled 2017-18 School Year		32767
Complex	**Schools**	**Totals**
Kapolei – 7 Schools		**6730**
K-5	Mauka Lani, Hookele, Makakilo, Barbers Point, Kapolei	3174
6-8	Kapolei Middle	1521
9-12	Kapolei High	2035
Campbell – 10 Schools		**10697**
K-6	Kaimiloa, Keoneula, Pohakea, Ewa Beach, Ewa, Holomua, Iroquois Point	5835
7-8	Ewa Makai & Ilima Intermediate	1752
9-12	Campbell High	3110
Mililani – 7 Schools		**7922**
K-5	Kipapa, Mililani Waena, Mililani 'Ike, Mililani Mauka, Mililani Uka	3478
6-8	Mililani Middle	1873
9-12	Mililani High	2571
Leilehua – 10 Schools		**7418**
K-6	Inouye, Helemano, Iliahi, Kaala, Wheeler, Solomon, Wahiawa	4161
6-8	Wheeler & Wahiawa Middle	1574
9-12	Leilehua High	1683

Table 10c Enrollment Summary – Neighboring Complex			
All Neighboring Complex Areas	**32893 2015-16**	**33055 2016-17**	**32767 2017-18**
Kapolei	**6431***	**6551**	**6730**
K-5	2955	3129	3174
6-8	1438	1402	1521
9-12	2038	2020	2035
Campbell	**10826**	**10839**	**10697**
K-6	5976	5871	5835
7-8	1801	1843	1752
9-12	3049	3125	3110
Mililani	**7962**	**7972**	**7922**
K-5	3612	3579	3478
6-8	1836	1837	1873
9-12	2514	2556	2571
Leilehua	**7674**	**7693**	**7418**
K-6	4356	4388	4161
7-8	1619	1661	1574
9-12	1699	1644	1683

* Hookele Elementary (K-5) opened in SY 2015-16

Table 11 Population Estimates for Children Ages 5-19 to Students Attending Public Schools Central Leeward Area			
Complex Areas	Totals Population Estimate of Children Ages 5-19	Number of Students Enrolled in Public Schools 2016-17	Students not in Public Schools
Waipahu	**12,300**	**8,200**	**4,100**
Kapolei	**9,239**	**6,551**	**2,688**
Campbell	**14,555**	**10,839**	**2,716**
Mililani	**11,384**	**7,972**	**3,412**
Leilehua	**9,601**	**7,693**	**1,908**
Total for Neighboring Areas	**44,779**	**33,055**	**11,724**
Total Eligible Students for Central Leeward Area	**57,079**	**41,255**	**15,824**

Compiled from most recent US Census Data (2010) from associated SSIRs (Tables presented below)

School Setting

Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii's HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

	Based on the 2010 U.S. Census	
Waipahu HSC Complex	School Community	State of Hawai`i
Total population	60,305	1,360,301
Percentage of population aged 5-19	20.4%	18.4%
Median age of population	36.7	38.6
Number of family households	12,372	313,907
Median household income	$75,980	$66,420

The estimate of 12,300 eligible students in Waipahu is based on the total population aged 5-19

School Status and Improvement Report *School Year 2014-15*

School Setting

Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii's HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

	Based on the 2010 U.S. Census	
Campbell HSC Complex	School Community	State of Hawai`i
Total population	62,735	1,360,301
Percentage of population aged 5-19	23.2%	18.4%
Median age of population	32.9	38.6
Number of family households	14,271	313,907
Median household income	$70,223	$66,420

The estimate of 14,555 eligible students in Campbell is based on the total population aged 5-19

School Setting

Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii's HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

Based on the 2010 U.S. Census

Kapolei HSC Complex	School Community	State of Hawai`i
Total population	38,818	1,360,301
Percentage of population aged 5-19	23.8%	18.4%
Median age of population	32.9	38.6
Number of family households	9,249	313,907
Median household income	$81,804	$66,420

The estimate of 9,239 eligible students in Kapolei is based on the total population aged 5-19

School Status and Improvement Report *School Year 2014-15*

School Setting

Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii's HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

Based on the 2010 U.S. Census

Mililani HSC Complex	School Community	State of Hawai`i
Total population	53,951	1,360,301
Percentage of population aged 5-19	21.1%	18.4%
Median age of population	37.2	38.6
Number of family households	14,309	313,907
Median household income	$96,528	$66,420

The estimate of 11,384 eligible students in Mililani is based on the total population aged 5-19

School Setting

Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii's HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

Based on the 2010 U.S. Census

Leilehua HSC Complex	School Community	State of Hawai`i
Total population	44,040	1,360,301
Percentage of population aged 5-19	21.8%	18.4%
Median age of population	26.0	38.6
Number of family households	9,844	313,907
Median household income	$50,592	$66,420

The estimate of 9,601 eligible students in Leilehua is based on the total population aged 5-19

Updated as of 11/16/2017

834 *Waipahu Complex*

Trend Report:
Educational and Fiscal Accountability

Complex Report for School Year 2016-2017

A *Guide to Understanding Trend Reports* explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2016-17. The *Guide* is available on-line at http://arch.k12.hi.us.

Background Total number of schools in Complex: 7

Student Enrollment	*Total*	*SPED*		*ELL*		*Free & Reduced-Cost Lunch Program*	
School Year	#	#	%	#	%	#	%
2014-2015	8,413	705	8.3%	1,300	15.4%	5,024	59.7%
2015-2016	8,377	693	8.2%	1,169	13.9%	4,918	58.7%
2016-2017	8,200	670	8.1%	1,403	17.1%	4,566	55.6%

Teachers	*Total*	*Licensed*	*Years Experience*	*5+ Years at This School*	*Classes Taught by Teachers Meeting NCLB Requirements*	*Advanced Degree*
School Year	#	%	Average	%	%	%
2014-2015	526	97.1%	14.1	67%	96%	34.4%
2015-2016	534	95.8%	13.1	67%	94%	32.5%
2016-2017	524	98.0%	13.6	69%	96%	34.1%

Academic Achievement

HI Statewide Assessment Program	*ELA % Meeting Standard by Grade Level*							*Math % Meeting Standard by Grade Level*						
School Year	3	4	5	6	7	8	11	3	4	5	6	7	8	11
2014-2015	34.7	31.0	34.2	44.9	31.1	34.8	46.7	38.0	33.6	32.1	41.3	28.7	35.5	27.3
2015-2016	38.0	36.7	45.8	43.0	32.5	35.1	48.9	47.6	40.5	35.8	42.1	32.3	28.8	30.6
2016-2017	38.9	38.7	45.3	43.5	31.7	37.4	53.7	48.1	43.2	40.6	44.5	31.7	39.6	31.1

HI Statewide Assessment Program	*Science % Proficient by Grade Level*		
School Year	4	8	HS
2014-2015	36.1	42.7	27.0
2015-2016	40.9	34.9	29.8
2016-2017	45.3	41.0	33.3

School Year	*Retention Rate %*			*Dropout Rate %* (4-year rate)	*Graduate On-Time %*	*Others %*
	Elementary	Middle	Grade 9			
2014-2015	0%	2%	12.1%	16.6%	80.6%	2.7%
2015-2016	0%	3%	12.9%	17.1%	79.8%	2.9%
2016-2017	0%	1%	8.8%	18.1%	78.3%	3.4%

*Results suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)

Updated as of 11/16/2017

Hawaii Department of Education
Trend Report:
Educational and Fiscal Accountability
State Summary of School Reports for School Year 2016-2017

A *Guide to Understanding Trend Reports* explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2016-17. The Guide is available on-line at http://arch.k12.hi.us.

Background Total number of schools: 256

Student Enrollment	Total		SPED		ELL		Free & Reduced-Cost Lunch Program **	
School Year	#		#	%	#	%	#	%
2014-2015	170,462		16,551	9.7%	11,896	7.0%	85,942	50.4%
2015-2016	169,967		16,585	9.8%	10,826	6.4%	85,261	50.2%
2016-2017	169,268		16,621	9.8%	12,699	7.5%	85,113	50.3%

Teachers	Total		Licensed	Years Experience	5+ Years at Same School	Classes Taught by Teachers Meeting NCLB Requirements	Advanced Degree
	FTE	Head Count					
School Year	#	#	%	Average	%	%	%
2014-2015	10,809.5	10,864	96.5%	13.4	60%	92%	36.8%
2015-2016	10,881.5	10,942	95.9%	12.4	59%	91%	36.6%
2016-2017	10,901.5	10,955	95.9%	12.5	58%	89%	36.9%

Academic Achievement

HI Statewide Assessment Program	ELA % Meeting Standard by Grade Level							Math % Meeting Standard by Grade Level						
School Year	3	4	5	6	7	8	11	3	4	5	6	7	8	11
2014-2015	46.8	48.5	54.3	47.0	43.5	46.6	52.7	49.9	46.3	42.7	38.7	37.7	39.6	29.7
2015-2016	49.4	50.5	56.5	51.7	47.1	48.6	55.4	53.5	47.2	42.6	39.8	37.1	37.9	30.4
2016-2017	48.6	48.7	53.7	49.5	49.1	47.0	57.1	53.1	48.3	42.6	41.1	36.4	38.1	31.4

HI Statewide Assessment Program	Science % Proficient by Grade Level		
School Year	4	8	HS
2014-2015	54.3	36.8	30.6
2015-2016	56.0	37.4	33.3
2016-2017	57.3	42.7	35.7

National Assessment of Educational Progress (NAEP) National Comparison		Reading % Proficient & Advanced				Math % Proficient & Advanced				Science % Proficient & Advanced			
School Year	Grade Level	4		8		4		8		4		8	
		Nation	Hawaii	Nation	Hawaii	Nation	Hawaii	Nation	Hawaii	Nation	Hawaii	Nation	Hawaii
2015		35%	29%	33%	26%	39%	38%	32%	30%	37%	30%	33%	23%
2016		–	–	–	–	–	–	–	–	–	–	–	–
2017		–	–	–	–	–	–	–	–	–	–	–	–

** Starting from 2015-16, one or more schools in the state participate in the Community Eligibility Provision (CEP) program where 100 percent of the students enrolled in CEP schools are included in the Free and Reduced Cost Lunch Program count.

Updated as of 11/16/2017

822 *Mililani Complex*

Trend Report:
Educational and Fiscal Accountability

Complex Report for School Year 2016-2017

A *Guide to Understanding Trend Reports* explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2016-17. The *Guide* is available on-line at http://arch.k12.hi.us.

Background Total number of schools in Complex: 7

Student Enrollment	*Total*	*SPED*		*ELL*		*Free & Reduced-Cost Lunch Program*	
School Year	#	#	%	#	%	#	%
2014-2015	7,848	700	8.9%	99	1.2%	1,622	20.6%
2015-2016	7,962	701	8.8%	99	1.2%	1,694	21.2%
2016-2017	7,972	683	8.5%	127	1.5%	1,592	19.9%

Teachers	*Total*	*Licensed*	*Years Experience*	*5+ Years at This School*	*Classes Taught by Teachers Meeting NCLB Requirements*	*Advanced Degree*
School Year	#	%	Average	%	%	%
2014-2015	466	97.4%	14.3	70%	96%	37.7%
2015-2016	459	96.9%	13.6	69%	95%	39.4%
2016-2017	467	96.5%	13.8	66%	91%	39.8%

Academic Achievement

HI Statewide Assessment Program	*ELA % Meeting Standard by Grade Level*							*Math % Meeting Standard by Grade Level*						
School Year	3	4	5	6	7	8	11	3	4	5	6	7	8	11
2014-2015	69.8	72.2	74.4	61.8	59.3	69.3	66.4	73.8	71.8	61.9	50.2	51.5	52.0	54.8
2015-2016	71.5	72.1	78.7	70.4	67.5	70.6	61.2	73.0	67.8	65.8	52.4	54.7	47.7	44.2
2016-2017	71.0	71.1	72.2	72.7	69.4	70.8	67.6	73.8	73.1	61.8	56.2	52.1	54.1	47.7

HI Statewide Assessment Program	*Science % Proficient by Grade Level*		
School Year	4	8	HS
2014-2015	78.1	40.2	52.7
2015-2016	79.5	55.1	50.9
2016-2017	82.1	59.0	59.9

School Year	*Retention Rate %*			*Dropout Rate %* (4-year rate)	*Graduate On-Time %*	*Others %*
	Elementary	Middle	Grade 9			
2014-2015	0%	0%	2.5%	6.3%	92.2%	1.3%
2015-2016	0%	0%	3.8%	5.2%	92.9%	1.7%
2016-2017	0%	0%	3.8%	5.8%	92.8%	1.2%

*Results suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)

Updated as of 11/16/2017

821 *Leilehua Complex*

Trend Report:
Educational and Fiscal Accountability

Complex Report for School Year 2016-2017

A *Guide to Understanding Trend Reports* explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2016-17. The *Guide* is available on-line at http://arch.k12.hi.us.

Background Total number of schools in Complex: 10

Student Enrollment	Total	SPED		ELL		Free & Reduced-Cost Lunch Program	
School Year	#	#	%	#	%	#	%
2014-2015	7,813	849	10.8%	371	4.7%	4,368	55.9%
2015-2016	7,674	818	10.6%	355	4.6%	4,188	54.5%
2016-2017	7,693	820	10.6%	455	5.9%	4,257	55.3%

Teachers	Total	Licensed	Years Experience	5+ Years at This School	Classes Taught by Teachers Meeting NCLB Requirements	Advanced Degree
School Year	#	%	Average	%	%	%
2014-2015	528	96.4%	13.3	59%	92%	41.0%
2015-2016	520	95.9%	12.9	63%	91%	41.9%
2016-2017	523	94.4%	12.5	61%	89%	40.7%

Academic Achievement

HI Statewide Assessment Program	ELA % Meeting Standard by Grade Level							Math % Meeting Standard by Grade Level						
School Year	3	4	5	6	7	8	11	3	4	5	6	7	8	11
2014-2015	50.5	49.5	58.2	41.8	47.7	46.4	54.4	52.0	46.1	43.1	35.3	39.8	40.5	37.1
2015-2016	52.5	53.0	64.4	53.0	50.7	54.9	60.5	57.5	45.5	43.9	36.2	43.3	49.1	30.3
2016-2017	51.9	51.4	56.6	49.9	53.7	50.2	52.9	53.4	49.0	40.5	45.1	42.7	46.2	27.9

HI Statewide Assessment Program	Science % Proficient by Grade Level		
School Year	4	8	HS
2014-2015	57.5	47.3	30.2
2015-2016	57.3	53.2	23.2
2016-2017	59.5	52.4	27.4

School Year	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
	Elementary	Middle	Grade 9			
2014-2015	0%	1%	7.5%	16.6%	81.1%	2.2%
2015-2016	0%	0%	6.7%	17.7%	80.2%	2.0%
2016-2017	0%	0%	8.9%	17.9%	80.5%	1.4%

*Results suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)

Updated as of 11/16/2017

835 *Kapolei Complex*

Trend Report:
Educational and Fiscal Accountability

Complex Report for School Year 2016-2017

A *Guide to Understanding Trend Reports* explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2016-17. The Guide is available on-line at http://arch.k12.hi.us.

Background Total number of schools in Complex: 7

Student Enrollment	Total	SPED		ELL		Free & Reduced-Cost Lunch Program	
School Year	#	#	%	#	%	#	%
2014-2015	6,265	585	9.3%	153	2.4%	2,527	40.3%
2015-2016	6,431	636	9.8%	147	2.2%	2,553	39.6%
2016-2017	6,551	656	10.0%	219	3.3%	2,565	39.1%

Teachers	Total	Licensed	Years Experience	5+ Years at This School	Classes Taught by Teachers Meeting NCLB Requirements	Advanced Degree
School Year	#	%	Average	%	%	%
2014-2015	383	98.4%	12.3	56%	95%	37.5%
2015-2016	392	96.6%	11.8	55%	91%	34.9%
2016-2017	396	94.6%	11.6	55%	86%	34.8%

Academic Achievement

HI Statewide Assessment Program	ELA % Meeting Standard by Grade Level							Math % Meeting Standard by Grade Level						
School Year	3	4	5	6	7	8	11	3	4	5	6	7	8	11
2014-2015	34.0	38.2	50.0	48.9	44.8	43.2	49.6	36.7	35.5	41.8	44.4	43.8	40.2	23.5
2015-2016	44.7	43.5	51.1	51.7	51.8	48.1	51.7	54.4	42.0	39.7	41.9	50.8	40.8	21.2
2016-2017	44.6	47.3	49.6	41.2	52.7	53.1	52.9	49.3	47.2	37.4	32.6	39.3	46.3	24.4

HI Statewide Assessment Program	Science % Proficient by Grade Level		
School Year	4	8	HS
2014-2015	44.0	30.2	25.9
2015-2016	48.4	28.5	26.8
2016-2017	48.9	43.4	28.6

School Year	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
	Elementary	Middle	Grade 9			
2014-2015	0%	0%	12.3%	13.8%	84.5%	1.5%
2015-2016	0%	0%	10.9%	13.4%	84.6%	1.9%
2016-2017	0%	0%	12.6%	14.2%	83.8%	1.9%

*Results suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)

Updated as of 11/16/2017

830 *Campbell Complex*

Trend Report:
Educational and Fiscal Accountability

Complex Report for School Year 2016-2017

A *Guide to Understanding Trend Reports* explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2016-17. The Guide is available on-line at http://arch.k12.hi.us.

Background Total number of schools in Complex: 10

Student Enrollment	*Total*	*SPED*		*ELL*		*Free & Reduced-Cost Lunch Program*	
School Year	#	#	%	#	%	#	%
2014-2015	10,730	803	7.4%	444	4.1%	4,966	46.2%
2015-2016	10,826	831	7.6%	376	3.4%	4,715	43.5%
2016-2017	10,839	811	7.4%	484	4.4%	4,377	40.3%

Teachers	*Total*	*Licensed*	*Years Experience*	*5+ Years at This School*	*Classes Taught by Teachers Meeting NCLB Requirements*	*Advanced Degree*
School Year	#	%	Average	%	%	%
2014-2015	643	95.1%	11.6	53%	93%	34.9%
2015-2016	668	94.9%	10.5	51%	91%	33.9%
2016-2017	657	94.6%	10.7	54%	92%	35.1%

Academic Achievement

HI Statewide Assessment Program	*ELA % Meeting Standard by Grade Level*							*Math % Meeting Standard by Grade Level*						
School Year	3	4	5	6	7	8	11	3	4	5	6	7	8	11
2014-2015	40.9	44.1	51.6	45.4	50.3	47.8	50.8	40.6	38.5	34.5	36.6	35.0	35.4	26.6
2015-2016	46.1	48.0	52.8	52.5	48.5	54.6	55.4	49.7	40.6	39.8	40.2	31.2	31.5	28.7
2016-2017	43.9	46.0	50.1	51.5	56.1	47.8	61.8	48.9	43.2	37.2	42.4	34.9	33.9	29.6

HI Statewide Assessment Program	*Science % Proficient by Grade Level*		
School Year	4	8	HS
2014-2015	48.6	36.3	45.9
2015-2016	51.2	33.3	45.0
2016-2017	52.2	44.9	57.1

School Year	*Retention Rate %*			*Dropout Rate %* (4-year rate)	*Graduate On-Time %*	*Others %*
	Elementary	Middle	Grade 9			
2014-2015	0%	0%	4.4%	8.9%	86.6%	2.4%
2015-2016	0%	1%	7.2%	11.0%	86.7%	2.2%
2016-2017	0%	1%	6.3%	10.1%	87.7%	2.1%

*Results suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)

Attachment C – Enrollment Plan Support Documents

Item 1- Waipahu Area Complex - Individual School Enrollment – Self Generated

Sources: Hawaii Department of Education –

1. DOE Official Enrollment Figures for School Years (SY) 2015-16, 2016-17, 2017-18.
2. Trends Report, School Status and Improvement Report (SSIR) and StriveHI Reports for SY 2016-17.

Compiled from each individual school reports

Table 1 – Enrollment – Waipahu Schools						
	2015-16		2016-17		2017-18	
School	Students	School Level Total	Students	School Level Total	Students	School Level Total
AUGUST AHRENS	1291		1262		1249	
HONOWAI	723		705		648	
KALEIOPUU	867		856		833	
WAIKELE	604		585		589	
WAIPAHU ELEM	1078		1015		1026	
ELEMENTARY (School Level K-6)		**4563**		**4423**		**4345**
WAIPAHU INTER (School Level 7-8)	**1339**	**1339**	**1314**	**1314**	**1294**	**1294**
WAIPAHU HIGH (School Level 9-12)	**2475**	**2475**	**2463**	**2463**	**2554**	**2554**
Total		**8377**		**8200**		**8193**

Sources: Hawaii Department of Hawaii – DOE Official Enrollment Figures for School Years (SY) 2015-16, 2016-17, 2017-18.

Table 2 – Waipahu Schools Comparisons Special Education – English Language Arts – Free and Reduced Lunch									
	Waipahu Schools SY 2016-17			Special Education		English Language Learners		Free and Reduced Lunch	
	Schools	Grades	# of Student	SPED Students	%	ELL Students	%	FRL Students	%
1	August Ahrens	K-6	1,262	80	6.3%	253	20.0%	674	53.4%
2	Honowai	K-6	705	46	6.5%	137	19.4%	426	60.4%
3	Kaleiopuu	K-6	856	62	7.2%	55	6.4%	400	46.7%
4	Waikele	K-6	585	54	9.2%	83	14.1%	205	38.2%
5	Waipahu	K-6	1,015	70	6.8%	389	38.3%	844	83.1%
6	Waipahu Inter	7-8	1,314	99	7.5%	216	16.4%	739	56.2%
7	Waipahu High	9-12	2,463	259	10.5%	270	10.9%	1278	51.8%
Waipahu Totals			**8,200**	**670**	**8.17%**	**1,403**	**17.11%**	**4,566**	55.68%

Sources: Hawai'i DOE School Trends Report for SY 2016-17

Table 8 - Private Schools in Central Leeward Area Ewa, Ewa Beach, Kapolei, Mililani Pearl City, Wahiawa, Waipahu					
	Schools	**Grades**	**Location**	**Students**	**Costs**
1	American Renaissance Academy	K-12	Kapolei	84	$14360-$15,383
2	Central Christian School	PK-K	Mililani	42	$520/month
3	Friendship Christian Schools	PK-12	Ewa	318	$4750
4	Hanalani Schools	PK-12	Mililani	724	$10,995-12,410
5	Ho'ala Schools	K-12	Wahiawa	79	$8,887-10262
6	Island Pacific Academy	K-12	Kapolei	508	$13,700-15,975
7	Lanikila Baptist Schools	K-12	Waipahu	156	$7,400-7,500
8	New Hope Christian	PK-8	Waipahu	186	$6,500
9	Our Lady of Perpetual Help	K-8	Ewa Beach	174	$6,100-6,300
10	Pearl Harbor Christian Academy	PK-8	Waipahu	180	$6,800-6,950
11	Saint John's Catholic Pre-School	PK-K	Mililani	??	$7,425-8,510
12	St Joseph School	PK-8	Waipahu	294	$8,688-7,975
13	Trinity Lutheran School	PK-8	Wahiawa	160	$7,500-8,400
Total Students				**2905**	

Honolulu Magazine - Private School Guide 2017

Waipahu – 816 students

Other areas – 2089 students

(P)K-12 – 6 campuses – 1 in Waipahu

Enrollment – Neighboring Complex Schools						
Schools	2015-16 32893	School Levels	2016-17 33055	School Levels	2017-18 32767	School Levels
HALE KULA/INOUYE	763		762		735	
HELEMANO	593		621		552	
ILIAHI	415		408		366	
KAALA	406		406		407	
WHEELER EL	742		718		766	
SOLOMON	924		933		885	
WAHIAWA EL	513	4356	540	4388	405	4161
WAHIAWA MID	834		851		775	
WHEELER MID	785	1619	810	1661	799	1574
LEILEHUA HIGH	1699	1699	1644	1644	1683	1683
Leilehua Total		**7674**		**7693**		**7418**
KIPAPA	586		560		590	
MILILANI WAENA	763		786		766	
MILILANI 'IKE	784		726		653	
MILILANI MAUKA	841		846		813	
MILILANI UKA	638	3612	641	3579	656	3478
MILILANI MID	1836	1836	1837	1837	1873	1873
MILILANI HIGH	2514	2514	2556	2556	2571	2571
Mililani Total		**7962**		**7972**		**7922**
KAIMILOA	663		658		633	
KEONEULA	926		972		1037	
POHAKEA	582		545		511	
EWA BEACH EL	777		780		747	
EWA EL	1086		1100		1070	
HOLOMUA	1231		1184		1163	
IROQUOIS POINT	711	5976	632	5871	674	5835
EWA MAKAI MID	928		957		882	
ILIMA INT	873	1801	886	1843	870	1752
CAMPBELL HIGH	3049	3049	3125	3125	3110	3110
Campbell Total		**10826**		**10839**		**10697**
HOOKELE EL	453		660		727	
MAUKA LANI	595		621		600	
MAKAKILO	517		489		481	
BARBERS POINT	496		476		518	
KAPOLEI EL	894	2955	883	3129	848	3174
KAPOLEI MID	1438	1438	1402	1402	1521	1521
KAPOLEI HIGH	2038	2038	2020	2020	2035	2035
Kapolei Total		**6431**		**6551**		**6730**

Sources: Hawaii Department of Hawaii – DOE Official Enrollment Figures for School Years (SY) 2015-16, 2016-17, 2017-18.

Population Estimates for Children Ages 5-19 to Students Attending Public Schools Central Leeward Area			
Complex Areas	Totals Population Estimate of Children Ages 5-19	Number of Students Enrolled in Public Schools 2016-17	Students not in Public Schools
Waipahu	**12,300**	**8,200**	**4,100**
Kapolei	**9,239**	**6,551**	**2,688**
Campbell	**14,555**	**10,839**	**2,716**
Leilehua	**9,601**	**7,693**	**1,908**
Mililani	**11,384**	**7,972**	**3,412**
Total for Neighboring Areas	**44,779**	**33,055**	**11,724**
Total Eligible Students for Central Leeward Area	**57,079**	**41,255**	**15,824**

Compiled from most recent US Census Data (2010) from associated SSIRs (Tables presented below)

Attachment D - A Typical School Day for a Student

Activity	Description of Activities
7:00-8:25 Early Drop Off	Nicole is an 6th grader at IMAG Academy. Nicole's parents must head to work earlier than most, but luckily IMAG Academy took a survey to find out what their parents needed. This was one they started on the first day of school. Nicole enjoys the quiet of the morning and uses this time to read her favorite book, organizing for the day, and chatting with friends.
8:15-9:00 Community PE	By 8:10 AM all of the students have arrived and gathered to start the day with a fun PE session. Forty minutes of laughter and enjoying the outdoors. They say it's the best start for our brain. Nicole agrees with it—she loves how she feels after as she heads to her English Language class.
9:10 – 10:15 E Language	Nicole loves to read and learn new things. Language Arts is one of her favorites. However the lessons are challenging as IMAG follows a common core based curriculum. It's the writing and presenting that she doesn't care for, but this is something Nicole had to get used to, but she's feeling a little more comfortable after talking to her teacher.
10:20 – 11:25 Math	Next is the math class. To be honest Nicole is not too comfortable with this class. It seems like there are a lot to learn and things can be confusing. In spite of Nicole's dislike, she realizes from her involvement in projects that she needs to use math simple tasks. That gives her motivation to hustle the hard subjects. It makes her real excited being able to use her new skills in the school projects and real life.
11:30 – 12:10 Lunch	After all the hard work, now it is time for a lunch break and socializes with friends. Nicole loves lunch time because Teachers encourage them to interact and talk story with their friends. It is real fun time and a good break before going back to afternoon sessions. They say families need to eat together; it's a time to connect and listen to others. She agrees!
12:10 – 12:30 Recess	Recess is great…It's structured so no one is left out. Some of the games I love to play are base tag. She also enjoys the caterpillar. They have to focus on what the person in front of them is doing or they have to start over. It's not about winning it's about decreasing the number of times you have to start over. What's cool and frustrating is you have to stay with your team until you beat a goal you set at the beginning of the game. She knows she's in 6th grade, but she and the others love to run. They just love being together outside. This also feeds her appetite for learning new things about herself. It really makes you work together and focus!
12:35 – 1:05 Math Workshop 1:05 – 3:15 Community Projects	It is time for hands on implementation. IMAG Academy is a project based school giving plenty of opportunities to students to use what they learn in the class in projects. Nicole loves these projects because she can use all the new skills she learnt during classes, such as reading, writing, using math for calculations. They try to select projects that can tie to Community around them. This makes Nicole learn the needs of the community she lives in and makes her think how she can help her community by involving in projects.
3:15 End of Day	After a long and tiring, but fruitful day Nicole heads home at 3:15 PM.

Attachment E - A Typical School Day for an English Language Secondary School Teacher

Activity	Description of Activities
7:00-8:25 Early Drop Off	Ms. Nancy is a Secondary School Teacher. Today she is in early to help a student that attends early drop off. She also checks in with Andy, our Early Day Coordinator. Everyone will start arriving for our 8:30am start. The early drop off really helps those parents who need to go to work earlier than our late start. It's also 15 minutes later than our primary school's start time—helping congestion and traffic.
8:30-9:15 School Starts Community PE	It is time to warm up the students for a challenging day with fun activities during the 45 minute Community PE. Our 7th, 8th, and 9th grade students are young and full of energy. Starting off with physical activity helps them to transition to being a student again and engages their brain to learning.
9:25 – 10:30 Block 1 English & Medieval/Early Modern Times	Ms. Nancy teaches mostly 7th graders during Block 1. Working at a project based school is very challenging. Ms. Nancy not only has to follow a core based curriculum and make sure students are learning everything they need to learn, but she also needs to incorporate what the students may need to perform well in their project work. She'll have another opportunity during project time today to individualize even more for some students needing more focused help. It's very rewarding to see students use all of the new skills they've gained. Ms. Nancy can see the difference she is making in her students' lives.
10:35 – 11:40 Block 2 English & US History	Ms. Nancy's next class is filled with a combination of 8th and 9th graders. This group loves reading out loud and it helps her to hear where students may need help. Her small group and individual work helps with everyone's research of some tough informational text.
11:45 – 12:25 Lunch	Ms. Nancy eats with the students most of the time. But today she needs to do a quick visit and lunch with a teacher down the hall. Together they are preparing for next semesters project and they discuss the possibility of co-teaching strategies as well.
12:30 – 1:35 Block 3 W Language/ Arts Business	After lunch Ms. Nancy gets a break from classes and prepares for community project hour and the next day's lessons. Being part of a project based school adds more responsibilities, but there is a number of school support staff to help carry the weight. She feels she can focus on the academic side and strive to really incorporate and hone into the necessary skills and knowledge students will need for their post-high school journeys.
1:40 – 3:30 Community Projects	Project time is full of excitement and frustration. This is also a time where Ms Nancy can observe her students in action…using and adapting what she's introduced to them in core subject classes. She even has time to provide one-on-one time with those needing additional focused help. Sarah, a 9th grader needed help writing instructions for the use of the product she is developing and Ms Nancy was available to help. Another 8th grader was having a hard time with grammar and Ms Nancy observed a 7th grader recite the verb agreement rule they had reviewed earlier. Projects are not only an opportunity to use new skills, but a time to relate to others around them. No one wants to leave as 3:30pm rolls around. Reluctantly some have to go and others will stay at the After School Care program.

Staffing Chart

Use the appropriate table below to outline the staffing plan for the proposed school. Adjust or add functions and titles and add or delete rows as needed. Include the salary and full-time employee ("FTE") equivalency (*e.g.*, 1.0 FTE, 0.5 FTE, etc.) for each position for each year.

IMAG Academy School Staffing Model and Rollout – K-12

Title	Salary and FTE Per Position Per Year						
	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	Capacity 2024	
Director	1	1	1	1	1	1	95734
Academic Coach	1	1	1.5	2	2	2	61337
Counselor	0.5	1	2	2	2	2	54359
Registrar	0.5	0.5	1	1	1	1	54359
	0	0	0	0	0	0	
Core	8	12	15	18	21	24	52,775
Specialty	2	4	5	6	7	8	52,775
ELL	0.5	1	1.5	2	3	3	52,775
Aides	3	4	5	6	7	8	37,051
SASA	1	1	1	1	1	1	50,304
PROJECTS	0.5	1	1	1	1	1	35,674
STUDENT-PARENT	0.5	1	1	2	2	2	37,752
Acct Clerk	0.5	0.5	0.5	1	1	1	37,752
Staff Assistant	0	0	0.5	1	1	1	37,051
	0	0	0	0	0	0	
School Ops	0.5	1	1	2	3	3	38,928
Total FTEs	**19.50**	**29.00**	**37.00**	**46.00**	**53.00**	**58.00**	
Total Salaries	1,011,808	1,480,629	1,889,165	2,316,039	2,662,390	2,912,718	

Although we will only have 200 students, a full cadre of services will be needed to accommodate our decision to meet the demand to provide a K-7 school in our first year. The following positions are in direct support in providing both academic and social emotional support to our students and classroom teaching staff. We will start the year with 19 full time equivalent positions (FTEs) to provide educational services to 150 primary (K-5) and 50 secondary (6-7).

All but one of our position types will be used. The Staff Assistant position will start in year 3. Our counselor and registrar functions may be shared by one person, but the functions will continue to grow as we enter into our third year and welcome our first 9th graders.

Our leadership team, core, specialty, ELL educators, educational assistants, Projects Coordinator will be in direct support to ensure a 360 degree wrap around support system of mentorship, leadership and collaboration for all school stakeholders. The wrap-around concept of professional development ensures training, coaching and assistance occurs when and where needed, therefore delivered throughout the year.

Financial, organizational and human resource management will be performed by Ho'okako'o.

We've budgeted 1 EA for every 3 core educators. Specialty teachers provide a variety of interesting choices for students, but also provides preparatory and collaboration time for our core educators. See our teacher's schedule in **Attachment K** to see the breakdown of the day. With about 34 ELL students our first year, our 0.5 FTE certificated ELL educator will be able to act as a facilitator for most of our students and ensuring those most in need acquire her attention. We will increase to 3 ELL educators to care for approximately 126 students at capacity.

Collaboration within our teaching community will require guidance and support from ELL focused teachers, HI DOE Special Services Teachers and our Projects Coordinator. Counselors will provide a one-on-one relationship in support of our students and their personal and academic needs.

As the business operations become more complex, clerical assistance from a staff assistant position will aid the School Administrative Services Assistant (SASA)

A Project Coordinator would provide support to the School Director and teachers in coordinating with community partners and teachers the details of our community centered projects. This position will be the lynchpin to our community partners for our Community Meetings/Luncheons.

Student – Parent Coordinator - As we are family driven, we felt a dedicated person to support our students and families will be essential. We felt this position would be listening to our families and working with the director to bring fun, academic, learning programs to the school.

Our School Ops position is a person that performs a variety of functions in and around the school. This position will be responsible for the upkeep of the appearance of the school and its facilities while performing other related duties as assigned in grounds maintenance and general laboring activities.

Primary School Staffing Model and Rollout – Grades K-5

Title	Salary and FTE Per Position Per Year						
	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	Capacity 2024	
Director	0.5	0.5	0.4	0.25	0.25	0.25	95734
Academic-12 months	0.5	0.50	0.5	0.5	0.5	0.5	61337
Counselor	0.25	0.5	0.5	0.5	0.5	0.5	54359
Registrar	0.25	0.25	0.2	0.2	0.2	0.2	54359
	0	0	0	0	0	0	
Core	6	6	6	6	6	6	52,775
Specialty	1.5	1.5	1.5	1.5	1.5	1.5	52,775
ELL	0.25	0.5	0.5	0.5	0.5	0.5	52,775
Aides	2	2	2	2	2	2	37,051
SASA	0.5	0.5	0.25	0.25	0.25	0.25	50,304
PROJECTS	0.25	0.5	0.4	0.2	0.2	0.2	35,674
STUDENT-PARENT	0.25	0.5	0.4	0.5	0.5	0.5	37,752
Acct Clerk	.25	.25	0.2	0.33	0.33	0.33	37,752
Staff Assistant	0	0	0.2	0.33	0.33	0.33	37,051
	0	0	0	0		0	
School Ops - Facility	0.25	0.5	0.4	0.5	1	1	38,928
Total FTEs	12.75	14.00	13.45	13.56	14.06	14.06	
Total Salaries	657,455	713,927	683,142	679,339	700,963	700,963	

Middle School Staffing Model and Rollout – Grades 6-8

Title	Salary and FTE Per Position Per Year						
	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	Capacity 2025	
Director	0.5	0.5	0.4	0.25	0.25	0.25	95734
Academic-12 months	0.5	0.50	0.5	0.5	0.5	0.5	61337
Counselor	0.25	0.5	0.5	0.5	0.5	0.5	54359
Registrar	0.25	0.25	0.4	0.4	0.4	0.4	54359
				0			
Core	2	6	6	6	6	6	52,775
Specialty	0.5	2.5	2.5	2.5	2.5	2.5	52,775
ELL	0.25	0.5	0.5	0.5	0.5	0.5	52,775
Aides	1	2	2	2	2	2	37,051
SASA	0.5	0.5	0.25	0.25	0.25	0.25	50,304
PROJECTS	0.25	0.5	0.4	0.4	0.4	0.4	35,674
STUDENT-PARENT	0.25	0.5	0.4	0.5	0.5	0.5	37,752
Acct Clerk	0.25	0.25	0.2	0.33	0.33	0.33	37,752
Staff Assistant	0	0	0.2	0.33	0.33	0.33	37,051
	0	0	0	0	0	0	
School Ops	0.25	0.5	0.4	0.5	1	1	38,928
Total FTEs	6.75	15	14.65	14.96	15.46	15.46	
Total Salaries	354,352	766,702	746,789	750,536	772,160	772,160	

High School Staffing Model and Rollout Grades 9-12

Salary and FTE Per Position Per Year							
Title	**Year 1 2020**	**Year 2 2021**	**Year 3 2022**	**Year 4 2023**	**Year 5 2024**	**Capacity 2025**	
Director	0	0	0.2	0.5	0.5	0.5	95734
Academic-12 months	0	0	0.5	1	1	1	61337
Counselor	0	0	1	1	1	1	54359
Registrar	0	0	0.4	0.4	0.4	0.4	54359
	0						
Core	0	0	3	6	9	12	52775
Specialty	0	0	1	2	3	4	52775
ELL	0	0	0.5	1	2	2	52775
Aides	0	0	1	2	3	4	39228
SASA	0	0	0.5	0.5	0.5	0.5	50304
PROJECTS	0	0	0.2	0.4	0.4	0.4	37752
STUDENT-PARENT	0	0	0.2	1	1	1	37752
Acct Clerk	0	0	0.1	.34	0.34	.34	37752
Staff Assistant	0	0	0.1	.34	.34	.34	39228
	0	0					
School Ops	0	0	0.2	1	1	1	43248
Total FTEs	0	0	8.9	17.48	23.48	28.48	
Total Salaries	0	0	459,234	886,164	1,189,267	1,439,595	

Salary Determination – Additional Notes

Position	Schedule	Salary
School Director	BU – 6 EO 1 Step 3	95,734
Academic Coach (12 month)	Class III Step 5	61,337
Counselor] (10 month)	Class III Step 7	54,359
Registrar (10 month)	Class III Step 7	54,359
Classroom Teachers (Core Classrooms)	Class III Step 6	52,775
Classroom Teachers (Specialty Subjects)	Class III Step 6	52,775
Classroom Teachers (Specialty-ELL)	Class III Step 6	52,775
Teacher Aides and Assistants Teacher Assistants I-II (BU 3 – SR 12/14)	BU 3 – SR 14 Step C	39,228
Student Support3[SASA] Administrative Assistant V-VI (SR 24/26)	BU 13-SR24 Step C	50,304
Teacher Support3 [Student Services & Projects Coord'tor]	BU 3 – SR13 Step C	37,752
Student Support2[Student-Parent Coord'tor] Family Services Assistant (SR 13)	BU 3 – SR 13 Step C	37,752
Specialized School Staff 1 [Staff Assistant] Staff Services Assistant I (BU 03-SR14)	BU 3 – SR 14 Step C (1.6%increase)	39,228
Specialized School Staff 2 [Account Clerk] Account Clerk III – IV (SR 11/13)	BU 3 – SR 13 Step C	37,752
School Operations Support Staff-Facility Groundskeeper I - II (BC 01 and WS 02) Janitor I – III (BC 01/02 and WS 02)	BU 1 – BC 02	43,248

Sources:

1. http://dhrd.hawaii.gov/state-hr-professionals/class-and-comp/ and associated salary schedules
2. HSTA salary schedule for end of June 2017-18
3. Education Officer salary schedule for year 2020

Staffing Chart

Use the appropriate table below to outline the staffing plan for the proposed school. Adjust or add functions and titles and add or delete rows as needed. Include the salary and full-time employee ("FTE") equivalency (*e.g.*, 1.0 FTE, 0.5 FTE, etc.) for each position for each year.

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Academic Coach	1	1	1.5	2	2	2	61337
Counselor	0.5	1	2	2	2	2	54359
Registrar	0.5	0.5	1	1	1	1	54359
	0	0	0	0	0	0	
Core	8	12	15	18	21	24	52,775
Specialty	2	4	5	6	7	8	52,775
ELL	0.5	1	1.5	2	3	3	52,775
Aides	3	4	5	6	7	8	37,051
SASA	1	1	1	1	1	1	50,304
PROJECTS	0.5	1	1	1	1	1	35,674
STUDENT-PARENT	0.5	1	1	2	2	2	37,752
Acct Clerk	0.5	0.5	0.5	1	1	1	37,752
Staff Assistant	0	0	0.5	1	1	1	37,051
	0	0	0	0	0	0	
School Ops	0.5	1	1	2	3	3	38,928
Total FTEs	**19.50**	**29.00**	**37.00**	**46.00**	**53.00**	**58.00**	
Total Salaries	1,011,808	1,480,629	1,889,165	2,316,039	2,662,390	2,912,718	

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Student – Parent Coordinator - As we are family driven, we felt a dedicated person to support our students and families will be essential. We felt this position would be listening to our families and working with the director to bring fun, academic, learning programs to the school.

Our School Ops position is a person that performs a variety of functions in and around the school. This position will be responsible for the upkeep of the appearance of the school and its facilities while performing other related duties as assigned in grounds maintenance and general laboring activities.

Primary School Staffing Model and Rollout – Grades K-5

Title	Salary and FTE Per Position Per Year						
	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	Capacity 2024	
Director	0.5	0.5	0.4	0.25	0.25	0.25	95734
Academic-12 months	0.5	0.50	0.5	0.5	0.5	0.5	61337
Counselor	0.25	0.5	0.5	0.5	0.5	0.5	54359
Registrar	0.25	0.25	0.2	0.2	0.2	0.2	54359
	0	0	0	0	0	0	
Core	6	6	6	6	6	6	52,775
Specialty	1.5	1.5	1.5	1.5	1.5	1.5	52,775
ELL	0.25	0.5	0.5	0.5	0.5	0.5	52,775
Aides	2	2	2	2	2	2	37,051
SASA	0.5	0.5	0.25	0.25	0.25	0.25	50,304
PROJECTS	0.25	0.5	0.4	0.2	0.2	0.2	35,674
STUDENT-PARENT	0.25	0.5	0.4	0.5	0.5	0.5	37,752
Acct Clerk	.25	.25	0.2	0.33	0.33	0.33	37,752
Staff Assistant	0	0	0.2	0.33	0.33	0.33	37,051
	0	0	0	0		0	
School Ops - Facility	0.25	0.5	0.4	0.5	1	1	38,928
Total FTEs	12.75	14.00	13.45	13.56	14.06	14.06	
Total Salaries	657,455	713,927	683,142	679,339	700,963	700,963	

Middle School Staffing Model and Rollout – Grades 6-8

Title	Salary and FTE Per Position Per Year						
	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	Capacity 2025	
Director	0.5	0.5	0.4	0.25	0.25	0.25	95734
Academic-12 months	0.5	0.50	0.5	0.5	0.5	0.5	61337
Counselor	0.25	0.5	0.5	0.5	0.5	0.5	54359
Registrar	0.25	0.25	0.4	0.4	0.4	0.4	54359
				0			
Core	2	6	6	6	6	6	52,775
Specialty	0.5	2.5	2.5	2.5	2.5	2.5	52,775
ELL	0.25	0.5	0.5	0.5	0.5	0.5	52,775
Aides	1	2	2	2	2	2	37,051
SASA	0.5	0.5	0.25	0.25	0.25	0.25	50,304
PROJECTS	0.25	0.5	0.4	0.4	0.4	0.4	35,674
STUDENT-PARENT	0.25	0.5	0.4	0.5	0.5	0.5	37,752
Acct Clerk	0.25	0.25	0.2	0.33	0.33	0.33	37,752
Staff Assistant	0	0	0.2	0.33	0.33	0.33	37,051
	0	0	0	0	0	0	
School Ops	0.25	0.5	0.4	0.5	1	1	38,928
Total FTEs	6.75	15	14.65	14.96	15.46	15.46	
Total Salaries	354,352	766,702	746,789	750,536	772,160	772,160	

High School Staffing Model and Rollout Grades 9-12

Salary and FTE Per Position Per Year							
Title	**Year 1 2020**	**Year 2 2021**	**Year 3 2022**	**Year 4 2023**	**Year 5 2024**	**Capacity 2025**	
Director	0	0	0.2	0.5	0.5	0.5	95734
Academic-12 months	0	0	0.5	1	1	1	61337
Counselor	0	0	1	1	1	1	54359
Registrar	0	0	0.4	0.4	0.4	0.4	54359
	0						
Core	0	0	3	6	9	12	52775
Specialty	0	0	1	2	3	4	52775
ELL	0	0	0.5	1	2	2	52775
Aides	0	0	1	2	3	4	39228
SASA	0	0	0.5	0.5	0.5	0.5	50304
PROJECTS	0	0	0.2	0.4	0.4	0.4	37752
STUDENT-PARENT	0	0	0.2	1	1	1	37752
Acct Clerk	0	0	0.1	.34	0.34	.34	37752
Staff Assistant	0	0	0.1	.34	.34	.34	39228
	0	0					
School Ops	0	0	0.2	1	1	1	43248
Total FTEs	0	0	8.9	17.48	23.48	28.48	
Total Salaries	0	0	459,234	886,164	1,189,267	1,439,595	

School Director – Evaluation Program and System

Our school director is supported through our governing board and the distinct roles and responsibilities between them. It is the responsibility of the board to develop the appropriate policies, controls, and resources for the director to institute effective instructional strategies and methods in creating a teaching and learning environment conducive to improving teacher and student performance.

The professional development of our director is embedded in our evaluation system. It focuses on our director's leadership effectiveness in improving teacher and student performance. Our school director will be evaluated using the same Comprehensive Evaluation System for School Administrators (CESSA) as the HI DOE. CESSA is compliant to the BOE Policy 2055 by using an appropriate rating system that incorporates the two major components of leadership practice and performance (via student outcomes); each accounting for 50% of one's rating.

The evaluation, through the use of standards to improve practice, helps both the governing board president and director identify short and long-term goals in an attempt to build leadership capacity. With this structure, the governing board is able to provide observation, professional development, support and coaching throughout the year. We will follow the prescribed timeline suggested by the HI DOE which is summarized below.

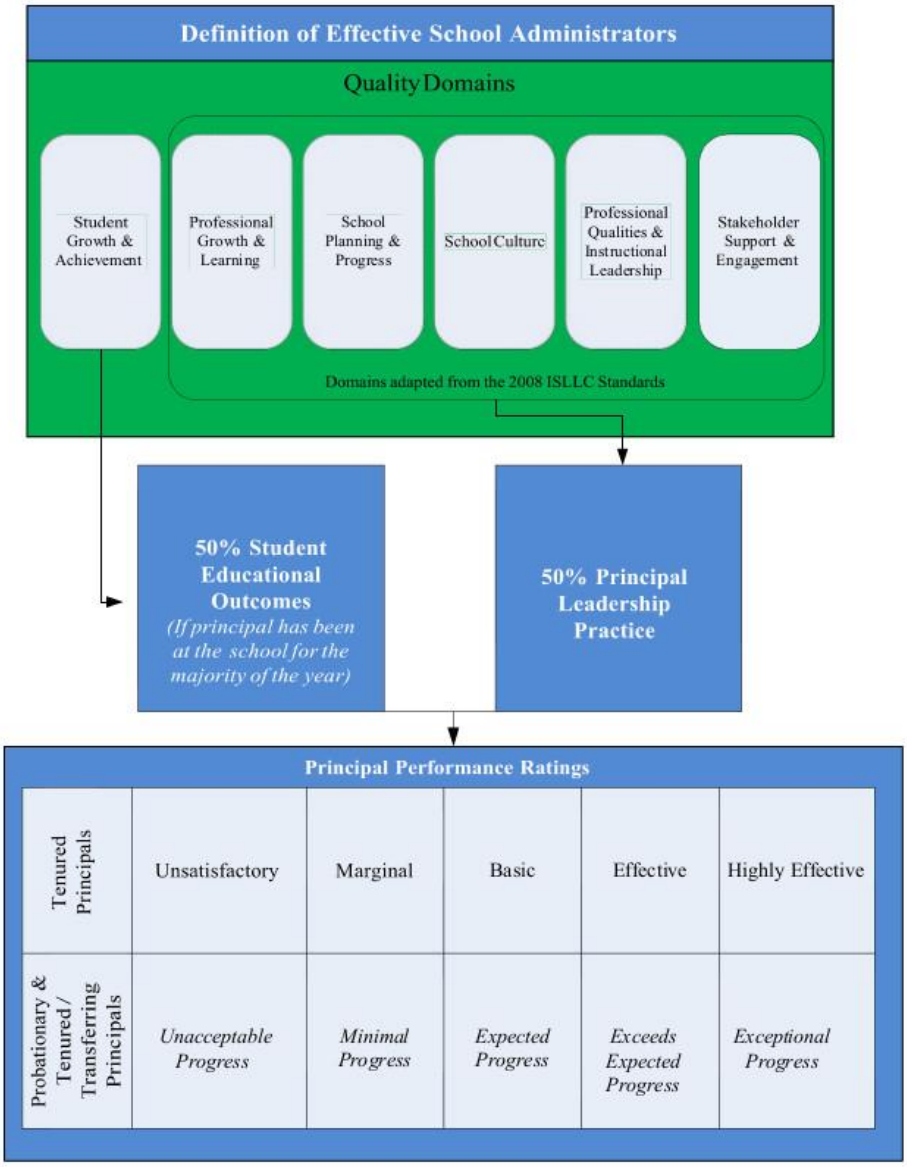
By End of May
Governing Board Evaluation Program and System Training: The board president and vice president will complete training of the CESSA and its components. A review of the program and system will also be given to the Executive Committee.

By the end of September
A pre-evaluation meeting/conference will be completed between our director and board president (and vice president). They will set goals and determine priorities. Informed by this meeting, the director will submit a professional development schedule/plan.

Through October to May
The board president will conduct formal and informal walkthroughs looking for indicators of performance identified in the pre-evaluation/goal setting meeting. Since part of our directors performance rating will be based on the Strive Hi Performance Index, an evaluation conference between our director and our board president will take place thereafter. Goals and progress will be reviewed and opportunities for improvement and support will be identified to aid in the following year's cycle.

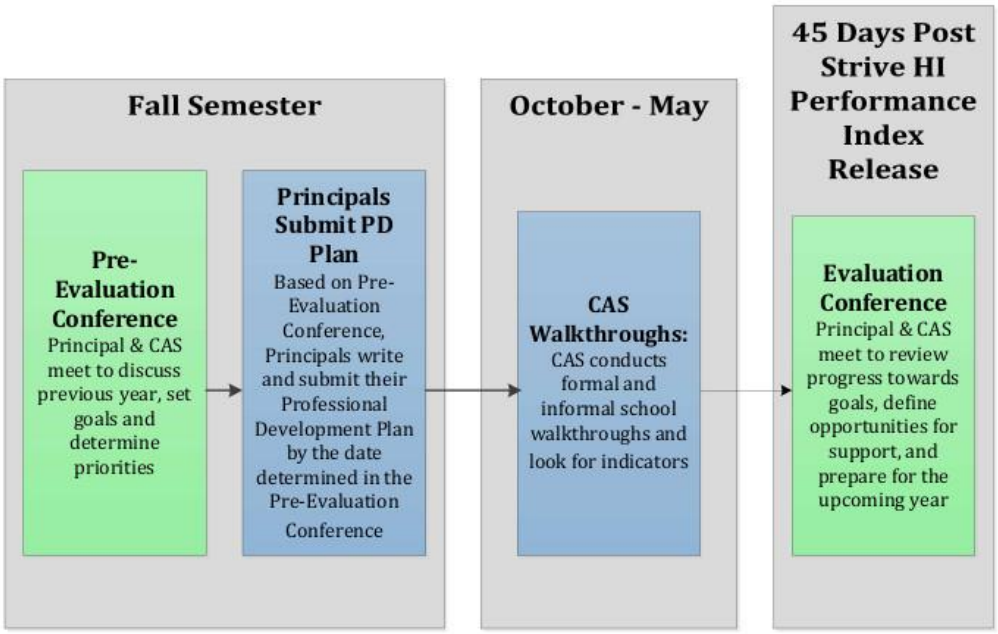
CESSA Framework Design

The six CESSA Domains are rooted in the Interstate School Leaders Licensure Consortium (ISLLC) standards. The following visual illustrates the organization of CESSA components and domains:



CESSA Timeline

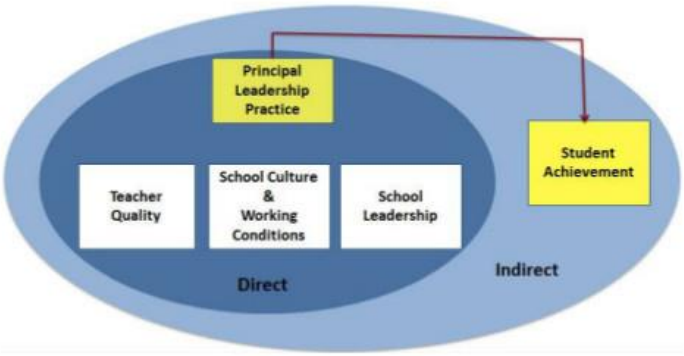
All Pre-Evaluation Conferences must be completed by September 30. The CAS and Principal should decide the due date for the Professional Development Plan during the Pre-Evaluation Conference. End-of-Year Formative and Summative Evaluation Conferences must be held within 45 days of the Strive HI Performance Index data release. The following visual illustrates the CESSA Timeline:



Student Educational Outcomes

Overview

The foundational purpose of any school is to increase student performance and achievement. Understanding that Principals have a strong and immediate influence on teacher quality, and directly influence school culture and teacher working conditions, the following pictures depict the theory of action behind Domain 1. Furthermore, it is important to note that Principals are the second most important school-level factor influencing student achievement. This idea is illustrated in the following visual[12]



Measures

School Year 2014-2015

Based on the academic plan, the principal and CAS set three targets during the Pre-Evaluation Conference (refer to page 22). For MGP, no targets are set as ratings are determined through the established performance band located on page 22. For the 2014-2015 school year, a N/A will automatically populate on the evaluation form for the reading and math proficiency target setting section. The N/A for reading and math is based on the premise that target setting for these two indicators will be challenging during the first year of transition to Smarter Balanced Assessment.

During the Evaluation Conference, the principal and CAS discuss the results of all three targets and apply a met or not met rating. For the reading and math growth indicators, the met or not met rating is based upon the math and reading median growth percentile (MGP) band (page 22). Domain 1 overall rating is based on the total number of met and not met ratings between the three targets set during the Pre-Evaluation Conference and the results from the reading and math MGP.

12 Clifford, M., Behrstock-Sherratt, E., and Fetters, J., *The Ripple Effect: A Synthesis of Research on Principal Influence to Inform Performance Evaluation Design,* American Institutes for Research (AIR), Washington, D.C. 2012.

School Year 2015-2016 and Beyond

Based on the academic plan, the principal and CAS set five targets during the Pre-Evaluation Conference, two of which are based on math and reading proficiency from the statewide test. The remaining three targets are set based on the list of achievement indicators from page 22.

During the Evaluation Conference, the principal and CAS discuss the results of all five targets and apply a met or not met rating. For the reading and math indicators, the met or not met rating is based upon either their math and reading achievement or their math and reading median growth percentile (MGP) band (below), whichever is more favorable.

Growth Indicators

The Department assigns one of three performance levels for both Math and Reading school MGP. These performance levels are assigned within given ranges and identified in the table below. An unsatisfactory ratings results in a not met with a basic and highly effective as met.

Unsatisfactory	Basic	Highly Effective
Reading MGP ≤ 35 Math MGP ≤ 30	Reading MGP 36-65 Math MGP 31 – 60	Reading MGP > 66 Math MGP > 61

Achievement Indicators

Performance on Achievement Indicators is measured against the targets set in the Pre-Evaluation Conference. Targeting setting is a collaborative process between the Principal and CAS and should support the Academic Plan and align to the Strategic Plan. Targets should be set using the previous year's Strive Hi results, which are populated on the CESSA Evaluation Form. Further, selecting Additional Indicators should be decided upon with consideration to a school's community context, needs, historical challenges, and priorities. The Additional Indicators that can be chosen are:

- ACT Suite (8th through 11th grade)
- AP Scores
- Chronic Absenteeism
- College-Going Rates
- Discipline
- Gap Rate
- Graduation
- HSA Science Proficiency
- Other

Principal Leadership and Practice

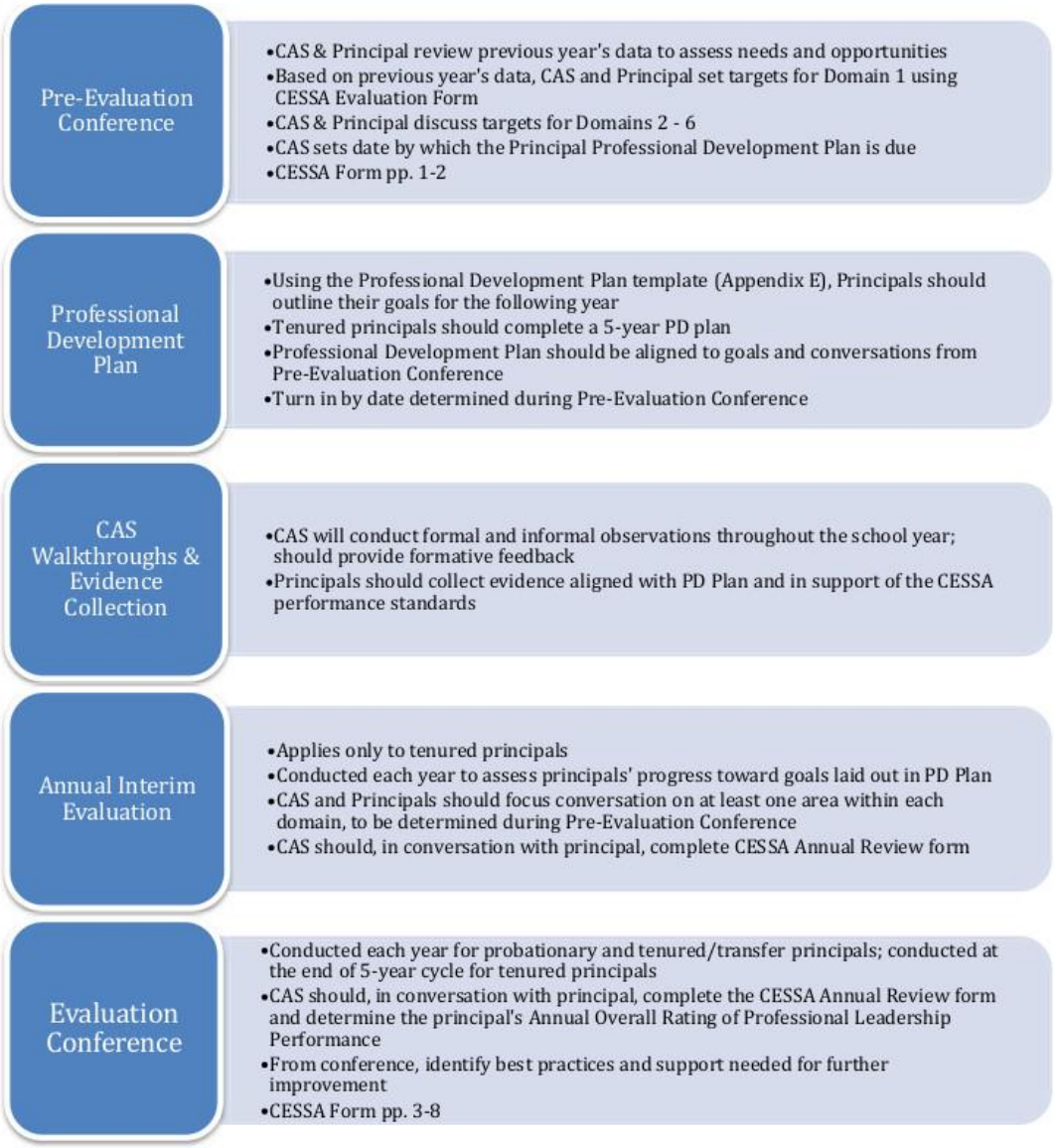
The five remaining domains were aligned with the "Profile of an Effective School Leader" published by the Interstate School Leaders Licensure Consortium (ISLLC) under the Council of Chief of State School Officers and the NAESP/NASSP's *Rethinking Principal Evaluation*. Principal Leadership and Practice will be measured with the CESSA Leadership rubric, which was developed by HGEA and Unit 6 Principals. The domains focus on Principals' leadership within schools and recognize the role Principals play in fostering human relationships, school and staff capacity-building, and ultimately holding responsibility for overall school success.

Each of the five domains is described on pages 10-12 are followed by the descriptors and examples of evidence that can be used to denote progress. Descriptors are the mindsets and actions that contribute to the qualitative characteristics evocative of each domain; because the remaining domains are qualitative measures of leadership, descriptors are necessary as proxies for each domain. The examples of evidence are what can be used to prove progress within each indicator and, subsequently, each domain.

Cycle & Conferences

There is a cycle of conferences and actions necessary of both CAS and Principal in accordance with the CESSA Timeline on page 20. This includes the Pre-Evaluation Conference; the Professional Development Plan; CAS Walkthroughs and Evidence Collection; Annual Interim Evaluation and Performance Evaluation Conference.

The following visual outlines each step of the CESSA process and the roles and responsibilities therein.



Evaluating and Assigning Ratings

The assignment of performance levels per domain is a process that requires careful thought and attention to evidence the CAS collects throughout the year. When assigning ratings it is important to identify the length of leadership at the school. For example, if a Principal began second semester, Domain 1, Student Educational Outcomes does not apply - only Domain 2-6.

Additionally, Principals that are being evaluated on the summative schedule have different performance level descriptors than Principals on the all other schedule. This is reflected in the CESSA rubrics and scoring tables and illustrated below:

RATINGS FOR TENURED 5TH YEAR SUMMATIVE	RATINGS FOR ALL OTHERS
Unsatisfactory	Unacceptable Progress
Marginal	Minimal Progress
Basic	Expected Progress
Effective	Exceeds Expected Progress
Highly Effective	Exceptional Progress

Domain 1: Student Educational Outcomes

The school MGP and Proficiency scores from the Strive Hi Performance Index are needed to assign levels of performance for Domain 1. The CAS will identify whether the Principal has met the targets set during the Pre-Conference. The CAS will then assign a rating for Domain 1 as follows:

Domain 1 Student Growth and Achievement				
Unsatisfactory	**Marginal**	**Basic**	**Effective**	**Highly Effective**
Less than 2 targets met	2 of 5 targets met	3 of 5 targets met	4 of 5 targets met	5 of 5 targets met

Domains 2-6: Principal Leadership and Practice

Together, the CAS and Principal review the evidence collected throughout the year for Domains 2-6 and provide a performance rating using the rubric. A performance rating is required per Domain and assigned in the CESSA Form on pages 4-6 by using the dropdown menus in each corresponding domain section.

After identifying the performance levels for each domain, the CAS will use the selection criteria in the Domain 2-6 scoring rubric below to identify the overall performance for Principal Leadership and Practice.

Domain 2-6: Principal Leadership and Practice				
Unsatisfactory	**Marginal**	**Basic**	**Effective**	**Highly Effective**
Unacceptable Progress	**Minimal Progress**	**Expected Progress**	**Exceeds Expected Progress**	**Exceptional Progress**
Unsatisfactory or Unacceptable Progress on at least 3 Domains	Marginal or Minimal Progress on at least 2 Domains AND No more than 1 Unsatisfactory Rating	Basic or Expected Progress on at least 3 Domains AND No Rating below Marginal or Minimal Progress on any Domain	Effective or Exceeds Expected Progress on at least 3 Domains AND No Rating Below Basic or Expected Progress on any Domain	Highly Effective or Exceptional Progress on at least 2 Domains AND No Rating Below Effective or Exceeds Expected Progress on any Domain

Once the overall Principal Leadership and Practice rating is identified using the Domain 2-6 scoring rubric above, the CAS will select the appropriate rating from the dropdown menu on the CESSA Form page 6. The rating previously selected in Domain 1 Student Educational Outcomes will automatically combine with the rating selected for Domains 2-6 Leadership and Practice to provide the final performance rating.

Overall Performance Matrix

Once principals have performance ratings for Principal Leadership and Practice and Student Growth and Achievement categories, the overall effectiveness rating will then be determined by using the performance matrix below. The performance rating that the principal achieved according to the Domain 1 Rubric (Student Growth and Achievement) will be identified in the vertical columns and will then be matched to the performance rating the principal achieved according to the Domains 2-6 Rubric (Principal Leadership and Practice) identified in the horizontal rows. The summative rating for the principal will be the performance level in the cell that is at the nexus between the two categories of CESSA.

Student Growth and Achievement

Principal Leadership and Practice	Unsatisfactory	Marginal	Basic	Effective	Highly Effective
Highly Effective	Basic	Effective	Effective	Highly Effective	Highly Effective
Effective	Basic	Basic	Effective	Effective	Highly Effective
Basic	Marginal	Basic	Basic	Effective	Effective
Marginal	Unsatisfactory	Marginal	Basic	Basic	Basic
Unsatisfactory	Unsatisfactory	Unsatisfactory	Marginal	Marginal	Marginal

Educator Evaluation Process and System

IMAG will use the HI DOE Educator Effectiveness System (EES) to evaluate its teachers. As important, this evaluation tool incorporates supports and processes to ensure expectations are clarified early in the school year, feedback is shared on a regular basis, collaboration becomes second nature amongst peers and administrators as the information derived from the EES drives individualized, and school-wide professional development.

By the end of September

Pre-evaluation Observations: Prior to the pre-evaluation meeting, classroom observations will be conducted by both the school director and resource teacher to orient themselves to the teacher's teaching style.

Goal Setting: A pre-evaluation meeting/conference will be completed between our director and each teacher. They will set goals and determine priorities. Informed by this meeting, the teacher will submit a professional development schedule/plan. Our resource teacher, school director and other grade level teachers will work together to ensure personal and professional growth.

Observations: Classroom observations will use the teaching framework criteria as outlined within EES

1. Encouraging a culture for learning
2. Managing student behavior
3. Using questioning and discussions
4. Engaging students in learning
5. Using assessments in learning

Through October to May

The school director will conduct formal and informal walkthroughs looking for indicators of performance identified in the pre-evaluation/goal setting meeting. Evaluation meetings between our director and each teacher will take place as necessary to help keep focused on individual goals. Our resource teacher may provide assistance. Goals and progress will be reviewed and opportunities for improvement and support will be identified to aid in the following year's cycle.

The HI DOE EES has continued its evolution since 2010 and is based on a number of evidence and research based frameworks to ensure the system provides performance feedback that is fair, transparent, equitable, and comprehensive. We will use the suggested processes and suggested timelines of the EES professional development plans since they reflect the needed supports teachers and administrators believe are instrumental in instructional improvement and professional development.

Since we are using the HI DOE Educator Effectiveness System (EES) to include the timelines, we do not foresee having to request a supplemental agreement.

The following pages are highlights of the system.

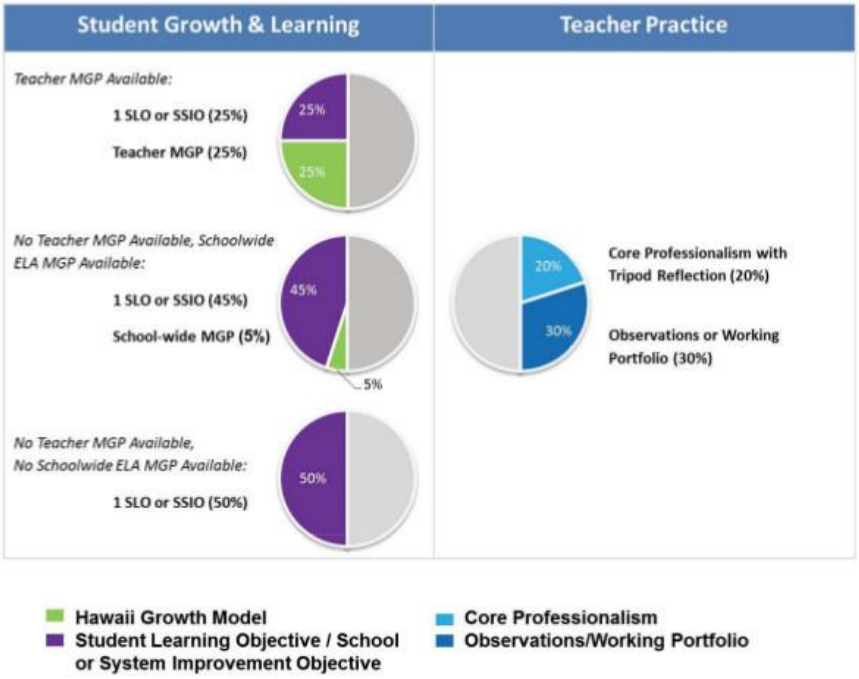
Summative EES Ratings

Under the EES, final teacher ratings for each measure will be combined into a rating for teacher practice and for student growth and learning. Within PDE[3], teachers will be able to see annual rating data, as well as historical data about their performance. Scores for teacher practice and for student growth and learning will be determined by calculating a weighted average, based on weightings for each EES measure. The weighting of each measure will vary depending on each teacher's classification and the data available from that evaluation year.

EES Framework Measures



EES Measures Applied to Teacher Role(s)



Once teachers have a score for teacher practice and student growth and learning, this value is rounded to the nearest whole number. Each teacher's overall effectiveness rating can then be determined by matching the teacher's rating on student growth and learning with the teacher's rating on teacher practice using the matrix shown.

Student Growth and Learning

Unsatisfactory 0-1	Marginal 2	Effective 3	Highly Effective 4	
Marginal	Effective	Effective	Highly Effective	Highly Effective 4
Marginal	Effective	Effective	Effective	Effective 3
Marginal	Marginal	Effective	Effective	Marginal 2
Unsatisfactory	Marginal	Marginal	Marginal	Unsatisfactory 0-1

Teacher Practice

Professional Development Plan

Self-reflection is the true mark of a professional. Pursuant to the contract, "all teachers will develop and maintain an individual professional development plan that identifies areas for targeted growth and learning. Completion of the learning opportunities within the plan will be considered a matter of professional responsibility." The Department's professional development plan tool on PDE[3] allows teachers to set goals for their own learning, collect evidence of completed professional development activities, track impact on students, and reflect on their progress. Probationary teachers are expected to set four goals using this tool. It is best practice for tenured teachers to set two goals a year when leveraging the tool to help compile and store documents to meet re-licensure requirements.

Principal Directed Professional Development Plan

The EES provides a wealth of information for teachers and administrators detailing strengths and areas for growth in performance. Principals use this plan to provide targeted support to teachers who received a less than effective rating on their previous evaluation. The Principal Directed Professional Development (PDPD) plan focuses on two areas specifically related to EES, student outcomes and teacher practice. The principal or designee may place a teacher on a PDPD plan to address performance concerns at any time throughout the school year. Triggers for placing a teacher on a PDPD include but are not limited to; observations, poor quality SLOs, low Tripod scores, and poor student outcomes. The principal may choose to develop the plan with teacher input. It must be designed within 30 instructional days from the first day of instruction or notification of documented performance concerns. Progress on the plan maybe used as a piece of evidence to support the overall rating.

Special Cases

Teachers with Missing Data

Teachers missing data for an EES measure will have an EES rating calculated from available data. If data for entire EES measures are missing, teacher ratings will incorporate available measures.

Appeals

An expedited evaluation appeals procedure for tenured teachers rated Marginal shall be used instead of Steps 1 and 2 of the grievance procedure, Article V, for performance evaluations only. An appeal may only be made for the overall evaluation rating of Marginal. This appeals process will be in place for evaluation ratings based on the 2014-2015 school year, and thereafter.[7]

[7] Hawaii State Teachers Association Agreement, July 1, 2013-June 30, 2017, p. 111.

Core Professionalism

Dedicated teachers make numerous contributions to their schools and always conduct themselves appropriately in and out of the classroom. Core Professionalism encompasses the wide range of responsibilities and activities a teacher handles that are critical to students and schools. Teachers demonstrate professionalism in the manner that they serve and lead others.

Indicators: Framework for Teaching Domain 4 and Tripod Student Survey

Core Professionalism consists of two parts: (1) Framework for Teaching, Domain 4, and (2) reflection and action to improve on Tripod Student Survey results.

Framework for Teaching Domain 4 (Professional Responsibilities)

The criteria and expectations for Core Professionalism are articulated in the Framework for Teaching within the Domain 4 rubric. The domain level rubric provides more flexibility to educators and provides a more holistic picture of teachers' responsibilities. The components that make up Domain 4 include:

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Participating in the Professional Community
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Teachers require different types of feedback, support and opportunities to grow as professionals. Evidence collection should be differentiated to provide flexibility and options that reflect each teacher's job responsibilities and support school, complex area and state priorities. Evidence collection should focus on quality not quantity. School administrators and teachers have a conversation at the beginning of the year to clarify expectations and provide examples of evidence sources specific to their school context. Examples of potential sources of evidence can include, but are not limited to:

Component	Sample Evidence
4a: Reflecting on Teaching/Practice	Classroom Teacher: Tripod reflection and action, observation reflection, SLO reflection, professional growth plan Non-Classroom Teacher: Reflection in working portfolio, professional growth plan, program improvements
4b: Maintaining Accurate Records	Classroom Teacher: Records of student work, attendance, grades, field trip forms, media release consent forms Non-Classroom Teacher: Master scheduling, inventory, library catalogs, purchase orders, budgets
4c: Communicating with Families/Communities	Classroom Teacher: Newsletters, Back-to-School night, parent conferences, tips for helping students with homework Non-Classroom Teacher: Outreach to larger community about school events, registration, reading nights
4d: Participating in the Professional Community	Classroom Teacher and Non-Classroom Teachers: Participating in school events, contributing to department meetings and data teams, forming relationships across departments
4e: Growing and Developing Professionally	Classroom Teacher and Non-Classroom Teacher: Leading workshops, taking university coursework, professional development plan, participates in professional organizations
4f: Showing Professionalism	Classroom Teacher and Non-Classroom Teacher: Advocating for students, and compliance with school and complex area regulations

Tripod Student Survey

Tripod Student Surveys use a suite of indicators that capture students' academic and social behaviors, goals, beliefs and feelings on a Likert scale. Tripod teacher reports show the percent of favorable responses for multiple questions using the seven indicators of teaching practice known as the 7Cs. The components that make up the Tripod Student Survey include the 7Cs described below:

- Care: "Your success and wellbeing really matter to me in a serious way."
- Control: "Our class is orderly, on task and respectful, with learning as our first priority."
- Challenge: "I insist upon rigor—understanding, not just memorization—and your best effort."
- Clarify: "I have multiple good explanations; when you are confused I will help you understand."
- Captivate: "I make lessons intellectually relevant and stimulating because they are important."
- Confer: "You must talk with me to help me understand your ideas and support your learning."
- Consolidate: "I summarize lessons and check for understanding to make learning coherent.

Tripod Results

Four to five weeks after all schools have completed and submitted surveys for processing, Cambridge Education will deliver detailed favorability score reports through password-protected, confidential emails to complex area superintendents, administrators, and teachers. These reports show distributions that reveal the percentage of favorable responses for each item in each of the 7C constructs. The percentage of favorable responses per question within a 7C category is then averaged to produce a favorability percentage for each of the 7C indicators. Finally, the percentage of favorable responses for each of the 7Cs is averaged to produce a composite favorability percentage.

Teachers will receive favorability score reports if they have at least five valid student participants with a minimum of five responses for each item in each of the 7Cs constructs survey level and survey administration period. This is to protect student identities and ensure teachers have enough responses to make inferences about the way their students perceive their classroom experience. While most classroom teachers will survey only one class, teachers who teach very small classes may combine classes during the rostering period and survey multiple classes if necessary to reach this minimum. Teachers with a class spanning multiple survey levels will administer the lowest grade level survey for their whole class roster.

Teachers will also receive Tripod scaled scores through PDE[3] also known as Normal Curve Equivalent scores or NCEs as an added facet for reflection. Scaling Tripod scores places teachers' scores on a scale that ranges from 1-99 at equal intervals with a value given to each response, favorable or not, for all the scores within that survey type (upper elementary or secondary).

The Tripod 7Cs favorability reports both reinforce and provide additional color to the observable components of the Hawaii Adapted Framework for Teaching. Parallels between the two measures offer a high degree of specificity for teachers reflecting on their strengths and areas of growth. These parallels are illustrated in the following table:

Tripod 7 Cs	Danielson Component
Captivate	2b, 3b, 3c
Care	2b, 2d, 3b
Challenge	2b, 3b 3c
Clarify	3b, 3c, 3d
Confer	2b, 3b, 3c, 3d
Consolidate	2b,3b, 3c, 3d
Control	2b, 2c, 2d

Process and Requirements: Domain 4

Throughout the school year, teachers are responsible to engage in professional activities that positively contribute to the school culture. Teachers may submit evidence that align to Domain 4 in the Framework for

b) Teacher and administrator may use the *Tripod 7Cs Unpacking Protocol: Actionable Student Feedback Promoting Excellence in Teaching and Learning* guidance document as a starting point.
c) Administrator will include the teacher's reflection into the overall Core Professionalism rating as one source of evidence.

Rating Calculation

Core Professionalism is viewed and rated as a whole. Indicators (components within Domain 4 and Tripod reflection and action) are not rated individually. However, a single indicator may be important enough to influence the final Core Professionalism rating. Core Professionalism is not an average between Domain 4 and Tripod; rather it is the evaluator's judgment supported within documentation. Ratings assigned by an administrator are converted to a numerical rating using the performance level scoring scale previously described.

Core Professionalism in Context

At the beginning of the year, an elementary school faculty spends time reading through the component descriptions for Domain 4 within Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching*. After brainstorming ideas for sources of evidence, the teacher completes a self-assessment and determines areas of focus for the evidence collection. While the teacher and administrator are meeting about SLOs, they set aside some time to check in about Core Professionalism on an individual level to avoid redundant evidence collection. For example, a teacher's performance in maintaining accurate records may already be documented in systems such as eSIS or eCSSS and may not require duplicate documentation on PDE³. Throughout the year, the teacher collected samples of evidence that were a natural harvest of his work.

When the teacher received the Tripod Student Survey favorability report early in the spring semester he reflects on which of the 7cs had the highest favorable responses, Challenge, and which was his lowest, Care. He decides to focus on improving the way he communicates Care to students. He decides to visit a class that got high scores for Care and document some of the strategies he saw in action. He decides to take a professional development course about creating stronger classroom culture and then he tries new approaches to reach out to students individually. By answering the reflection questions about the Tripod score in PDE³, the teacher summarizes his experience, the specific strategies and resources employed throughout the year, and the impact that was documented with his students.

The teacher meets with the school administrator at the end of the year and discusses the evidence aligned to Domain 4, demonstrating the completion of professional responsibilities and his effort spent on integrating new methods and strategies in the classroom, based on the Tripod results. The administrator has been collecting evidence throughout the year as well, including specific contributions the teacher made in faculty meetings and schoolwide functions. The teacher and administrator discuss the evidence they have collected and the administrator assigns a rating in PDE³ based on the Domain 4 rubric.

Classroom Observations

For classroom teachers, observations and conferencing are critical to understanding and developing teacher practice. Formal observations are a collaborative process between teachers and administrators.

Indicators

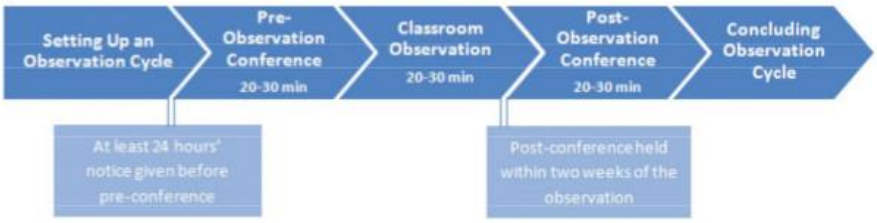
There are ten observable components within Domain 2 (Classroom Environment) and Domain 3 (Instruction) of the Framework for Teaching. The Department has decided to focus on five observable components for classroom observations based on their alignment with our statewide priorities. Rubrics based on the 2013 edition of *The Framework for Teaching Evaluation Instrument* will be used to guide evidence collection and evaluation of these components as part of the EES classroom observation process.

Framework for Teaching Observation Components

- 2b: Establishing a Culture for Learning
- 2d: Managing Student Behavior
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Learning

Process and Requirements

The observation cycle consists of five steps (outlined below) and must be conducted by the same observer. The number of observations depends on the previous year's performance rating.



Note: The observation typically lasts 30 minutes, but should last as long as it takes to observe the lesson discussed during the pre-observation conference.

Teacher and administrator should give as much notice as possible, if cancellation is necessary. A new cycle is necessary when the rescheduled observation is covering a new lesson. An Educational Officer, certified by the Department, must conduct observations. Post-observation conference occurs within a two-week period after the classroom observation. However, if scheduled school breaks and/or unforeseeable scheduling conflicts occur, then the conference needs to be scheduled as soon as possible.

Setting Up an Observation Cycle

The expectation is the administrator and teacher schedule dates and times for the entire observation cycle. The administrator may select the most appropriate dates and times, if the teacher and administrator cannot agree. In this situation, a minimum of a 24-hour notice must be provided to the teacher.

Working Portfolio in Context

A middle school counselor decides to select five components from the Danielson School Counselor Framework, which will be aligned to the HTSB School Counselor Performance standards. Based on her expected roles and responsibilities and in response to the beginning conference questions, the counselor identifies the proposed five components and the evidence planned for each. In review of the counselor's response, the administrator may recommend other components for discussion. During the beginning conference, the counselor and administrator discuss and finalize the five components that will be used and the evidence reflective of high levels of performance for each component. During the year, the counselor will collect and document evidence for each component. The administrator may also collect and document evidence, as appropriate. During the year, the counselor is assigned a comprehensive school-wide project, requiring a significant change to some of her roles and responsibilities, resulting in two of the five initial components being no longer applicable to her additional responsibilities. The counselor requests a progress check conference to discuss the selection of two new components and evidence reflective of her additional responsibilities. At the end of the year, the administrator will notify the NCT of the ending conference date. The NCT shall prepare her working portfolio, which maintains the actual evidence for each component, for sharing at the ending conference. At the ending conference, the administrator assigns a rating for each of the components, which are then averaged to produce a final working portfolio rating.

Another example is a complex area level resource teacher who selects components 2a, 2c, 2d, 3c, and 3e in collaboration with the complex area evaluator during the beginning conference. The resource teacher collects evidence during the first semester. However, because of mid-year changes in programming and school support, the resource teacher's role changes. This triggers a progress check conference in which the complex area evaluator and resource teacher decide to keep the same components (2a, 2c, 2d, 3c, and 3e), but collect different artifacts based on the updates to the position. Both the original and updated evidence are discussed in the ending conference, and the evaluator assigns a performance rating for each of the components (2a, 2c, 2d, 3c, and 3e).

Student Growth and Learning Measures

Hawaii Growth Model

Overview

Student growth percentile (SGP) scores from the Hawaii Growth Model make up one of the two EES measures designed to capture student growth and learning for classroom teachers and school-level NCTs. The Hawaii Growth Model calculates SGP scores using a statistically robust approach pioneered by the Colorado Department of Education. This method of measuring and monitoring student growth was selected based on a thorough analysis of possible approaches. The Department has been calculating and analyzing SGPs using Hawaii State Assessment (HSA) data since the 2007-2008 school year. The Hawaii Growth Model will be applied to the Smarter Balanced Assessment this year to produce SGP scores.

The EES uses growth rather than proficiency to measure educators' contributions to student learning because proficiency measures are driven by prior preparation, and become increasingly so over time. SGP scores indicate how well a student has progressed compared to others that have demonstrated similar academic performance in the past. This allows all students to have the same chance of attaining high or low SGP scores each year, regardless of their prior performance.

Indicators

The Hawaii Growth Model is a normative model that ranks each student's Hawaii State Assessment – Bridge scores within a content area against students with similar score histories. The SGP score resulting from this

analysis helps to determine how much a student has progressed within a given year compared to other students with a similar scoring history. The score is communicated in the following way: if a student attained a SGP of 60 for math, that would mean the student scored higher than 60% of similar students taking the same test.

Median growth percentiles (MGPs) are used to summarize the growth performance for groups of students and are calculated by finding the midpoint SGP value for all the students in a specific group. For the Hawaii Growth Model, groups of students are defined as either a classroom or an entire school. Medians (middle) are more appropriate than means (average) because they are less susceptible to being skewed by outliers.

Requirements

The following describes the requirements for teachers to receive a Median Growth Percentile (MGP) or schoolwide English language arts (ELA) MGP that is factored into their evaluation:

- English language arts and mathematics classroom teachers instructing in grades 4-8 last year will have a teacher level MGP (25 percent of final evaluation rating) included as part of their evaluation.
- Teachers that did not teach ELA or mathematics last school year will be evaluated using the schoolwide ELA MGP (5 percent of final evaluation rating).
- Teachers new to the Department will not have a MGP or schoolwide ELA MGP factored into their evaluations. The student growth and learning portion of their evaluation is based on one SLO.
- A SGP will be generated only if the student has a minimum of two consecutive years (of different grade level) of state assessment scale scores available in the given subject area. SGP is not produced for students who repeat a grade. Students included in a teacher level MGP are determined based on the spring roster verification process.

Process

During the fourth quarter of the school year, ELA and mathematics teachers in grades 4-8 will complete a roster verification process for students in those classes. The process will measure individual student enrollment in ELA and mathematics classes over the course of the year guided by inclusion rules for each month (enrollment for 10 or more school days). Principals are responsible for designating someone to serve as the school's roster verification lead. The roster verification lead will work closely with teachers to ensure student rosters used for SGP reporting and teacher evaluation are accurate.

Rating Calculation

Growth calculations are performed shortly after Hawaii State Assessment – Bridge scores are validated and finalized in the summer. Due to the time required for this process, MGPs used for evaluation within the EES will lag by one school year. Classroom teachers with ELA and mathematics classes in grades 4-8 will be evaluated using teacher MGPs and teachers without individual MGPs will be evaluated using the school's ELA MGPs. New teachers and other teachers without prior year placements will not receive MGP scores.

Teacher Level MGPs

MGPs for individual teachers will be computed for teachers of tested content areas in grades 4-8 based on student enrollment information captured through the fourth quarter roster verification process. Students will be counted and weighted based on the length of enrollment using minimum terms that approximate an academic quarter. Within the EES, MGPs will only be utilized for evaluation if the growth data is based on the performance of at least 20 individual SGP scores. If a teacher has less than 20 individual SGP scores linked to him/her across all grades and subjects he/she teaches for any given year, the pool of SGP scores from that year will be combined with the pool of students from the prior year to form a larger group that will be used to calculate an individual teacher MGP. If that group still does not contain 20 individual SGP scores, student SGP

scores linked to a teacher will be combined over the previous three years to calculate an individual teacher MGP. Teachers lacking 20 individual SGP scores linked to them over the prior three school years will be classified as non-tested grade and subject teachers and given a school MGP score.

Final EES Growth Score Determination

Hawaii Growth Model ratings of 1-4 for teachers with an available teacher MGP are based on the scoring bands described below. The bands are based on the belief that effective teachers provide a year's worth of learning to the majority of their students. Teachers meeting this standard are considered effective, those doing more are considered highly effective, and those not meeting this standard are not. A SGP of 50 can be considered a year's worth of growth, and this value plus a small cushion provide the anchor to the cut scores.

EES Rating	Corresponding Range
1	≤30
2	>30 and <40
3	40 – 60
4	>60

Hawaii Growth Model ratings of 1-4 for schoolwide ELA MGPs are based on the following scoring bands.

EES Rating	Corresponding Range
1	≤39
2	>39 and <44
3	44-57
4	>57

Hawaii Growth Model in Context

A fifth-grade classroom teacher provides both ELA and mathematics instruction. In April, the teacher verifies the class roster, validating the timeline of enrollment for each student that has come into and withdrawn from the class. Students' ELA and mathematics growth percentiles will be attributed to the teacher and weighted based on the length of the period of enrollment. The teacher's median growth percentile (MGP) – the middle value of the students' growth percentiles for both ELA and mathematics in that classroom -- will be weighted according to the verified roster attribution. The MGP will be converted into a 1-4 rating according to the scoring range for each numeric rating. Classroom teachers of tested grades and subjects will receive their 1-4 Hawaii Growth Model score at 25% of their overall summative EES rating through PDE3 at the end of the school year along with the SGP scores for their incoming students at the beginning of the following school year (if they teach ELA or mathematics in grades 4-8).

Another example of the Hawaii Growth Model in context applies to a school registrar in a high school. This employee would be considered a school-level NCT whose schoolwide MGP for ELA would be weighted at 5% of the evaluation score. A first-year registrar with no prior BU5 position would not have the schoolwide MGP for ELA included in his/her rating, and, instead, use one SLO for the entire student growth and learning component of the EES rating.

Student Learning Objectives & School or System Improvement Objectives

Overview

Student Learning Objectives (SLOs) apply to all teachers within the EES. SLOs strengthen the way teachers set goals and support student achievement. SLOs were incorporated into the EES due to their flexibility and ability to unite student, teachers, and administrators in ongoing efforts to improve student achievement. The School or System Improvement Objective (SSIO) is similar to SLOs and serves as an alternate option for NCTs.

Teachers engage in the design and implementation of SLOs as they prioritize curricular goals, gather and analyze data to determine student readiness levels, and support individual learner needs. The SLO process promotes meaningful conversations between teachers and administrators about data, assessment methods, and instructional strategies to improve student learning. It also presents opportunities for educators to document the impact they make on students.

For classroom teachers, SLOs contain long-term academic goals that teachers set for students at the start of a course or semester. These targets shall be specific; measurable; informed by initial readiness evidence; aligned to state standards or national standards; and specific to the grade level, department or discipline taught. Thus, SLOs should reflect the most important learning specific to the course or subject and grade for the semester or year. Schoolwide focus areas may be integrated into SLOs through the instructional strategies component.

NCTs who might not work directly with students but instead work toward school or system improvements may choose to complete the SSIO instead of the SLO. The administrator and teacher should work together to determine if a SLO or SSIO is most appropriate. However, the administrator may select the most appropriate format, if the teacher and administrator cannot agree. Development of the SSIO is an opportunity to set clear goals targeted for school or system improvement and should be approached as a process that engages the NCT in creative problem solving, monitoring, and rich dialogue. An SSIO is comprised of four elements: a goal, expected target(s), evidence and success criteria, and strategies.

Indicators

SLOs, which are comprised of goals, assessments, targets, and strategies, address one class period or subject area. An important aspect of developing quality SLOs is the attention to the rigor in the Hawaii Common Core and the expectations of a graduate. The SLO learning goal established for the length of the instructional interval is connected to a set of meaningful standards. Thus, teachers are encouraged to support learning at the highest Depth of Knowledge level (DoK). SLOs must be set minimally at a DoK level 2 for pre-kindergarten to second-grade and DoK level 3 for third-grade to twelfth-grade levels.

SLOs for classroom teachers and NCTs follow a parallel structure but have modified requirements to account for the fact that NCTs may not be directly responsible for student outcomes. NCTs who do not have access to students or student data can use the SSIO template and process to set strategic goals aligned to school, complex area, or state priorities. These targets should support the operational work and services performed by NCTs to schools, educators, students, parents, etc.

Goals

Explaining the goal with enough specificity allows for a rigorous SLO, which is the foundation that the other three parts of the SLO are built on. If done well, then everything built around it will be stable and strong.

Classroom Teachers	Non-Classroom Teachers	SSIO for Non-Classroom Teachers
Learning goals are:	**Goals are:**	**Goals are:**
• A description of what students will be able to do at the end of the instructional term • Based on the intended standards and curriculum that are being taught and learned • As close to the individual student as possible, allowing for a variation based on the current achievement levels of individual groups of students	• A description of what will be accomplished at the end of the instructional term • Based on the professional standards, as appropriate	• A description of what will be achieved at the end of the year or semester • Based on the professional standards, as appropriate • Connected to student outcomes, whenever possible • Impact on non-classroom teacher knowledge, skills, behavior, and/or reflective of school, complex, or state systems and processes

IMAG Academy

Proposed Calendar – Based on HI DOE SY 2020-2021

1st Semester: Aug 4 - Dec 18, 2020 (88 days) – 2nd Semester: Jan 5 -May 28, 2021 (94 days)

	Sun	Mon	Tues	Wed	Th	Fri	Sat	
July				1	2	3	4	
	5	6	7	8	9	10	11	
	12	13	14	15	16	17	18	1st Semester - 88 days (4 Aug – 18 Dec)
	19	20	21	22	23	24	25	21 July -3 Aug- Proposed Teacher Work Days (No Students)
	26	27	28	29	30	31	1	4 Aug – Student's First Day
August	2	3	4	5	6	7	8	
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	21 Aug-Statehood
	23	24	25	26	27	28	29	
	30	31	1	2	3	4	5	
September	6	7	8	9	10	11	12	7 Sept-Labor Day
	13	14	15	16	17	18	19	
	20	21	22	23	24	25	26	
	27	28	29	30	1	2	3	1st Quarter - 42 days (Aug 4 - Oct 2)
October	4	5	6	7	8	9	10	5-9 Oct-Fall Break
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	
	25	26	27	28	29	30	31	
November	1	2	3	4	5	6	7	3 Nov - Election Day
	8	9	10	11	12	13	14	11 Nov - Veterans Day
	15	16	17	18	19	20	21	26 Nov - Thanksgiving
	22	23	24	25	26	27	28	27 Nov - School Holiday
	29	30	1	2	3	4	5	
December	6	7	8	9	10	11	12	
	13	14	15	16	17	18	19	2nd Quarter - 46 days (Oct 12 - Dec 18)
	20	21	22	23	24	25	26	2nd Semester - 94 days (Jan 5- May 28)
	27	28	29	30	31	1	2	21 Dec - 1 Jan - Winter Break
2021 January	3	4	5	6	7	8	9	4 Jan - Teacher Work Day
	10	11	12	13	14	15	16	5 Jan - Student's First Day
	17	18	19	20	21	22	23	18 Jan - MLK
	24	25	26	27	28	29	30	
February	31	1	2	3	4	5	6	
	7	8	9	10	11	12	13	12 Feb - No School – Proposed Teacher institute Day
	14	15	16	17	18	19	20	15 Feb - Presidents Day
	21	22	23	24	25	26	27	
March	28	1	2	3	4	5	6	
	7	8	9	10	11	12	13	3rd Quarter - 46 days (Jan 5-Mar 12)
	14	15	16	17	18	19	20	15-19 Mar - Spring Break
	21	22	23	24	25	26	27	26 Mar - Prince Kuhio
	28	29	30	31	1	2	3	2 Apr - Good Friday
April	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	
	25	26	27	28	29	30	1	
May	2	3	4	5	6	7	8	
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	4th Quarter - 48 days (March 22- May 28)
	23	24	25	26	27	28	29	31 May - Memorial Day
June	30	31	1	2	3	4	5	1-4 Jun - Proposed Teacher Work Days (No Students)
	6	7	8	9	10	11	12	

Proposed School Year and Assessment & Collaboration Calendar – To be updated
Aug 4, 2020 – May 28, 2021
182 Days – 39 Weeks

Student School Information:

- Total student minutes for each full week:
  - Primary: 1630 minutes/week
  - Secondary: 1690 minutes/week
- Total student days: 182 days
  - Proposed School year: Aug 4, 2018 to May 28, 2019
  - No School State Observed Holidays: 11 days
  - No School -Teacher Institute: 1 day
  - Proposed Vacation/Break Dates
    - Fall Break: October 5-9, 2020, Winter Break: December 21, 2020 – January 4, 2021
    - Spring Break: March 15-19, 2021

Teacher Work Information

- Total instructional days: 182 days
- Proposed Total work days: 198 days
  - Professional Development July 21, 2020 – August 3, 2020
  - No School /No Students – State Observed Holidays: 11 days
    - Includes Election Day – November 3, 2020
  - Teacher work days – no students: 16 days
    - Proposed Work Dates
      - School Orientation/Professional Development: July 21 – August 3, 2020
      - Teacher Institute (Feb 12, 2021-Proposed)
      - Professional Development: January 4, 2021
      - Professional Development: June 1-4, 2021

1st Semester: August 4 -December 18, 2020 (88 instructional days)

Quarter 1: August 4 – October 2, 2020 (42 Instructional Days)
No School (2):

- 21 Aug-Statehood, 7 Sept-Labor Day

Quarter 2: October 12 – December 18, 2020 (46 Instructional Days)
No School (4):

- 3 Nov - Election Day
- 11 Nov-Veterans Day
- 26-27 Nov-Thanksgiving

2nd Semester: January 5-May 28, 2021 (94 instructional days)

Quarter 3: January 5-Mar 12, 2021 (46 Instructional Days)
No School (3):

- 18 Jan-Martin Luther King, 12 Feb-Teacher Institute Day (Proposed)
- 15 Feb-Presidents Day

Quarter 4: March 22-May 28, 2021 (48 Instructional Days)
No School (2):

- 26 Mar-Prince Kuhio Day
- 2 Apr-Good Friday

Assessment and Collaboration Calendar

This table accompanies our School Calendar and provides a snapshot of the process we will follow across our school year that will provide us with scheduled assessments and reviews. The assessments to be used are identified in section II.B.4.

When	What	Purpose, Who and How will it be used (Goal)
July 2020	Gather, review, evaluate previous years information SBA Results EOC Grades/Scores & Grades Grades Assess/Decide on Possible Preliminary Intervention(s)	Gather and review previous student data to determine possible MLSS service levels that may apply. Who: SASA/Clerk to gather info, Academic Coach/PT Teacher to review and determine initial course of action, if any Annotate initial thoughts and decisions—reference sources Tools: SBAC, HSAs, EOC, Grades, Performance Reports (PARs)
Late July 2020	Grade level or Group Conference	Provide initial feedback of previous year's performance – Collaborate as a group Who: Academic Coach/Teacher Groups (Director) Tools: SBA, HSAs, EOC, Grades, PARs
Late July 2020	Professional Development Multi-Level System of Supports Assessments – Types/Use of FORE goals and objectives Iterative Process	Relationship Building Vertical Integration Professional Culture Who: Director, Academic Coach, Teachers, EAs, School Staff Tools: Review Assessment & Collaboration Schedule, Assessment Inventory List, PBL Rubrics, Reading & Math Assessments, PARs, etc.
Week 1	Roundtable-5 days Project Launch – Inquiry & Research	Students will be provided a community concern/problem or opportunity. Teachers will observe 4C & SEL skills Who: Teachers facilitate, Students Explore, Experts and Partners share Tools: Rubrics, PARs,
Week 2	Assessments –Baseline Review of Results	Reading and math assessments scores are used to determine Direct Route or Progress Monitoring Who: Teachers/EAs Tools: MAP, Prior Assessments, PARs
Week 3	Student/Teacher Collaboration	Individual Achievement & Goals Plan Evidence of Achievement & Learning Targets Who: Students & Teachers Tools: Assessment Results, PARs, I-GALs, EGLs
Weeks 1-9	Subject/Project Learning Weekly Connections Direct Route Monitoring Progress Monitoring Formative Assessments	Classroom Instruction in Core Subject Areas Project & Community Work Who: Students, Teachers, Academic Coach, EAs, FORE Tools: Assessment Results, PARs, I-GALs, EGLs
Week 6	Check – In (Mid Quarter)	Fall Break Plans Individual Achievement & Goals Plan

		Evidence of Achievement & Learning Targets Who: Students & Teachers
Weeks 7-8	BASC 2 – Teacher Survey Review of BASC 2 Results	Review ratings – Analyze - Adjust Who: Teachers, Academic Coach, FORE teams Tool: BASC 2 Survey & other ratings
Week 9	Benchmark-Interim Assessments DM Student Reviews PM Student Reviews	Review scores – Analyze - Adjust Who: Student, Teachers, Academic Coach Tools: Assessment Results, PARs, I-GALs, EGLs
Week 9	Check – In	Fall Break Plans Individual Achievement & Goals Plan Evidence of Achievement & Learning Targets Who: Students & Teachers
Fall Break – 1 Week		
Week 10	Assessment Reviews	Review scores – Analyze - Adjust Who: Teachers, Academic Coach, FORE
Week 11	Student - Teacher Collaboration (2)	Individual Achievement & Goals Plan Evidence of Achievement & Learning Targets Who: Students & Teachers (FOREs if appropriate) Tools: PARs
Weeks 10-19	Subject/Project Learning DM/PM All Students	Classroom Instruction in Core Subject Areas Project & Community Work Who: Students, Teachers, Academic Coach, EAs, FORE Tools: Assessment Results, PARs, I-GALs, EGLs
Week 15	Check-in	Winter Break Plans* Individual Achievement & Goals Plan Evidence of Achievement & Learning Targets Who: Students & Teachers Tools: Assessment Results, PARs, I-GALs, EGLs
Week 17	End of Semester Assessments-Mid Year	Formative or Summative Assessments in Subject Courses Who: Students & Teachers Tools: Assessment Results, PARs, I-GALs, EGLs
Week 18	Student Presentations	End of Semester Celebrations Who: All school and community members
Week 19	Self – Peer Reflections Student/Teacher Collaborations (3)	Benchmark-Interim Assessments DM Student Reviews PM Student Reviews Tools: Assessment Results, PARs, I-GALs, EGLs
Week 19	Check-Ins	Winter Break Plans**
Winter Break – 2 Weeks		
Week 20	Roundtable 5 days	Who: Teachers facilitate, Students Explore, Experts and Partners share

		Tools: PARs, I-GALs, EGLs
Week 20	Review of Results	Who: Teachers, Academic Coach, EAs, FOREs Tools: PARs, I-GALs, EGLs
Week 21	Student - Teacher Collaboration (4)	Individual Achievement & Goals Plan Evidence of Achievement & Learning Targets Who: Students & Teachers Tools: Assessment Results, PARs, I-GALs, EGLs
Week 25	Check In (Mid Quarter)	Spring Break Plans* Individual Achievement & Goals Plan Evidence of Achievement & Learning Targets Who: Students & Teachers Tools: Assessment Results, PARs, I-GALs, EGLs
Weeks 21-29	Subject/Project Learning	Classroom Instruction in Core Subject Areas Project & Community Work Who: Students, Teachers, Academic Coach, EAs, FORE Tools: Assessment Results, PARs, I-GALs, EGLs
Week 29	End of Quarter Assessments	MAP Who: Students & Teachers Tools: MAP test
Week 29	Check In (End of Quarter)	Spring Break Plans** Individual Achievement & Goals Plan Evidence of Achievement & Learning Targets Who: Students & Teachers Tools: Assessment Results, PARs, I-GALs, EGLs
Spring Break – 1 Week		
Week 30	Review of Results	Review MAP scores – Analyze - Adjust Who: Teachers, Academic Coach
Week 31	Student - Teacher Collaboration(5)	Individual Achievement & Goals Plan (MAP score reviews) Evidence of Achievement & Learning Targets Who: Students & Teachers Tools: Assessment Results, PARs, I-GALs, EGLs
Weeks 30-37	Subject/Project Learning	Classroom Instruction in Core Subject Areas Project & Community Work Who: Students, Teachers, Academic Coach, EAs, FORE Tools: Assessment Results, PARs, I-GALs, EGLs
Mid-Late May Weeks 36-38	SBA Assessment	SBA Testing – Grade 3-8, etc. Who: Teachers and Students Tool: SBA
Week 35	Check-ins (Mid Quarter)	Summer Break Plans* Individual Achievement & Goals Plan Evidence of Achievement & Learning Targets Who: Students & Teachers Tools: Assessment Results, PARs, I-GALs, EGLs

Week 37	Assessments End of Semester/Course/Year	Summative Assessments in Subject Courses Who: Students & Teachers
Week 38	Student Presentations	End of Semester Celebrations Who: All school and community members
Week 39	Self – Peer Reflections Student/Teacher Collaborations (6)	Summer Break Plans** Individual Achievement & Goals Plan Evidence of Achievement & Learning Targets Who: Students & Teachers Tools: Assessment Results, PARs, I-GALs, EGLs

Assessment Tool Inventory

	Assessment	Type	Grade(s) tested	Course(s) /Subjects	Intended Purpose	Intended use(s)
1	Smarter Balanced ELA MATH	Summative	3-8, 11	Literacy, Reading Writing Operations-Practices	Academic achievement	CCR ELA Mastery Math Mastery
2	NWEA-MAP	Summative Growth	3-12	Multi-Discipline	Academic Growth Achievement	
3	Personal Achievement Record (Portfolio)	Benchmark Interim Summative	K-12	Multi-Discipline 21st Century skills		Inform Learning Monitor/Record Accomplishments Inform Teaching
4	HSA	Summative	4, 8	Science	Academic achievement	Science Mastery Level
5	HSA-Alt	Summative	3-8, 11 4,8,11	ELA and Math Science	Academic achievement	ELA/Math Mastery Level
6	ACT	CCR	8-11	English, Reading, Math, Science	College Readiness	
7	SAT	CCR	11, 12	Reading Math, Writing	College Readiness	College Readiness
8	PSAT	CCR	10	Reading Math, Writing	College Readiness	College Readiness
9	DRA	Benchmark Formative	K-3	Reading	Reading level Comprehension	Inform instruction Monitor skills
10	iREADY ELA Math	Benchmark Diagnostic	3-12	Reading/ELA	Reading level Comprehension Lexile	Inform instruction
11	iREADY Math	Benchmark Diagnostic	3-12	Math	Proficiency Fluency	Inform instruction
12	DIBELS –ORF -WIF	Benchmark Diagnostic	K-5 7-12	ELA	Literacy skills	Inform instruction Monitor skills
13	Mid-Term/Final Subject Exams	Benchmark Summative	7-12	Appropriate Subject Areas	Subject Knowledge	Inform instruction Award Credit
14	EOC – Exams	Summative	9-12	Biology (mandatory) Algebra I & II	Subject Knowledge	Assess Student Knowledge Award Credit

				US History		
15	Grade Level Assessments Multiple subjects	Formative	K-12	Vocabulary, Math Writing Reading Comp	Performance towards standards	Inform instruction
16	Grade Level Assessments-ELA	Formative	K-5	Phonics Fluency	Performance standards	Inform instruction
17	Curriculum-Based Measurements (CBM)	Formative	K-12	Multiple Subjects	Unit subject knowledge	Inform instruction Award grade/credit
18	Teacher created Assessments	Formative	K-12	Multiple Subjects	Unit subject knowledge	Inform instruction Award grade/credit
19	Rubrics – Product & Performance	Formative Summative	K-12	Multiple Subjects	Work quality	Inform instruction Monitor student skills
20	WIDA-ACCESS (W-APT) - ELL	Diagnostic Placement	K-12	Speaking, Listening Reading, Writing	Screen for placement	Identify appropriate assistance
21	ACCESSELL -ELL	ELL Proficiency	K-12	Speaking, Listening Reading, Writing	English proficiency	Monitor/Assess proficiency (Annual)
22	ACCESS-ALT -ELL SPED Needs	ELL Proficiency	K-12	Speaking, Listening Reading, Writing	English proficiency	Monitor/Assess proficiency (Annual)
23	Student Feedback Teacher/Student Student/Student Self-Reflection	Formative	K-12	All subjects	Personal Growth	Inform Learning

Attachment J

Student Weekly Schedule – Secondary School (Grades 6-12)

STUDENT Secondary School						
	Monday	**Tuesday**	**Wednesday**		**Thursday**	**Friday**
8:30-9:15 (45 mins)	Community-PE	Community-PE	Group 3/4/5 and Peer Tutoring, Watch and Study Groups	8:30-9:30 (60 mins)	Community-PE	Community-PE
			LATE Start-Teacher PD			
9:25-10:30 (65 mins)	Period 1	Period 4	Period 1	9:30-10:35 (65 mins)	Period 1	Period 4
10:35-11:40 (65 mins)	Period 2	Period 5	Period 4	10:40-11:45 (65 mins)	Period 2	Period 5
11:45-12:25 (40 mins)	Lunch	Lunch	Lunch w/ Mentors Parents	11:50-12:25 (35 mins)	Lunch	Lunch
12:30-1:35 (65 mins)	Period 3 Elective	Period 6 Elective	Community Projects	12:30-1:10 (40 mins)	Period 3 Elective	Period 6 Elective
			Period 3/6	1:15-2:20 (65 mins)		
1:40-3:30 (110 mins)	Community Projects	ELA/Math (30 mins) Community Projects (80mins)	Business/ Citizenship Collaborative	2:25-3:30 (65 mins)	ELA/Math (30 mins) Community Projects (80 mins)	Community Projects

Secondary School – Minutes per week							
Subject	**Mon**	**Tues**	**Wed**	**Thurs**	**Fri**	**Totals**	
PE	45	45	Teacher PD	45	45		
Core	65	65	65	65	65		
Core	65	65	65	65	65		
Sci-Elect	65	65*	65	65*	65		
Multi	80	80	65	80	80		
Core	30	30	30	30	30		
Core	225	160	225	225	160	995	Core
Multi	125	125	65	125	125	565	Multi
Elect	0	95		65		160	Elect
Secondary	**350**	**350**	**290**	**350**	**350**	**1690**	**Total**

Total Minutes: 1690 minutes per week
Core Minutes: 995 minutes per week
Multi-discipline Minutes: 565 minutes per week
Electives*: 195 minutes per week

PE – Physical Education (Multi-discipline)
Core- Math, Science, English/Humanities
Sci-Science (Alternate with elective)
Elect* – Elective will be determine by student interest

Student Weekly Schedule – Primary School K-5 Grades

STUDENT Primary School						
	Monday	**Tuesday**	**Wednesday**		**Thursday**	**Friday**
8:15-9:00 (45 mins)	Community-PE	Community-PE	Group 3/4/5 and Peer Tutoring, Watch and Study Groups	8:15-9:10 (60 mins)	Community-PE	Community-PE
			LATE Start-Teacher PD			
9:10-10:15 (65 mins)	Block 1	Block 1	Block 1&4	9:15-10:20 (65 mins)	Block 1	Block 1
10:20-11:25 (65 mins)	Block 2	Block 2	Block 2&5	10:25-11:30 (65 mins)	Block 2	Block 2
11:30-12:10 (40 mins)	Lunch	Lunch	Lunch w/ Mentors Parents	11:35-12:10 (35 mins)	Lunch	Lunch
12:10-12:30 (20 mins)	Recess	Recess	Recess	12:10-12:30 (20 mins)	Recess	Recess
12:35-1:40 (65 mins)	Block 3	Block 3	ELA-MATH (BASE)	12:35-1:40 (65 mins)	Block 3	Block 3
1:45-3:15 (95 mins)	Community Projects	ELA/Math (30 mins) Community Projects (60mins)	Community Projects BASE	1:40-3:15 (95 mins)	ELA/Math (30 mins) Community Projects (80 mins)	Community Projects

Primary Minutes per Week Grades K-5							
	Mon	**Tues**	**Wed**	**Thurs**	**Fri**	**Totals**	
PE	45*	45*	Teach PD	45*	45*		
Core	65	65	65	65	65		
Core	65	65	65	65	65		
Sci-Elect	65	65*	65	65	65*		
Project –Multi-discipline	70	70	70	70	70		
Project – Core	25	25	25	25	25		
Core	220	155	220	220	155	970	Core
Multi	115	115	70	115	115	530	Mult
Elect	0	65			65	130	Elect
PRIMARY	335	335	290	335	335	1630	Total

Total Minutes: 1630 minutes per week
Core Minutes: 970 minutes per week
Multi-discipline Minutes: 530 minutes per week
Electives: 130 minutes per week

PE – Physical Education (Multi-discipline)
Core- Math, Science, English/Humanities
Sci-Science (Alternate with elective)
Elect* – Elective will be determine by student interest

Rationale for our schedule – II.G.2f
Our schedule supports our rigorous academics and an engaged and deeper learning environment. As important, time to communicate, collaborate, and support each other is hardwired into the schedule enhancing our ability to maintain our culture of leadership, mentorship, collaboration and IMAG decision making. At least 60 minutes of teacher planning is scheduled per day. See **Attachment K**-Teacher Schedule.

Academic Subjects: During our mornings, long blocks of learning allow time for deeper explorations into subject areas, collaboration and hands-on activities. It affords teachers more for interaction with students in groups and one-on-one sessions.

Community-centered Projects: Four days a week, our community project blocks (90 minutes) enable a variety of instructional strategies to be used facilitating collaboration amongst all members. These blocks provide flexibility for a variety of opportunities such as individual research, project and product development, specialized tutorials or lectures, community field trips, guest speakers and meetings. Project time is scheduled in the afternoons to accommodate student's application, assimilation, and adaptation of knowledge and processes acquired are essential for students to see that their learning is relevant and transferable to the real world. This time is set aside to work on real world solutions through our community-centered projects.

Morning exercise: With the use of research done by Dr Becky Bailey, our School Family embraces a Brain Smart Start. It is an essential practice for the brain to engage at higher levels of thinking (Bailey, 2000). It allows "re-connection" and a time to foster a sense of belonging to the school as well as each other.

Late start: By starting our instructional day later, we are able to accommodate what research suggest is a biological change in our student's body clock and sleep patterns. Early morning drop off will be available to accommodate those parents and students needing to arrive early.

Wednesday Lunch time: Our Wednesday lunch time focuses in on bringing community, staff and family together. As our mission is also for our students to create and sustain communities, it is imperative we give focus to our family, staff and community members with consistent and recurring time within our schedule.

Attachment K

Teacher Weekly Schedule – Example

Teacher to student ratio is 1:25.

Core Teacher PRIMARY (K-5) School						
	Monday	**Tuesday**	**Wednesday**		**Thursday**	**Friday**
8:15-9:00 (45 mins)	Community-PE	Community-PE	Teacher Professional Development	8:15-9:10 (60 mins)	Community-PE	Community-PE
			LATE Start-Teacher PD			
9:10-10:15 (65 mins)	TEACH Blk 1	PREP Blk 1	Period 1&4 Co Teach	9:15-10:20 (65 mins)	PREP Blk 1	TEACH Blk 1
10:20-11:25 (65 mins)	PREP Blk 2	TEACH Blk 2	Period 2&5 Co Teach	10:25-11:30 (65 mins)	TEACH Blk 2	PREP Blk 2
11:30-12:10 (40 mins)	Lunch	Lunch	Lunch w/ Mentors Parents	11:35-12:10 (35 mins)	Lunch	Lunch
12:10-12:30 (20 mins)	Recess	Recess	Community Projects	12:10-12:30 (20 mins)	Recess	Recess
12:35-1:40 (65 mins)	TEACH Blk 3	TEACH Blk 3	ELA-MATH (BASE)	12:35-1:40 (65 mins)	TEACH Blk 3	TEACH Blk 3
1:45-3:15 (95 mins)	TEACH Community Projects	TEACH ELA (30 mins) Community Projects (85 mins)	Prep-65 min BASE-65 min Co-Teach Community	1:40-3:15 (95 mins)	TEACH ELA (30 mins) Community Projects (85 mins)	TEACH Community Projects

PRIMARY SPECIALTY General Schedule						
	Monday	**Tuesday**	**Wednesday**		**Thursday**	**Friday**
8:15-9:00 (45 mins)	Community-PE	Community-PE	Teacher Professional Development	8:15-9:10 (60 mins)	Community-PE	Community-PE
			LATE Start-Teacher PD			
9:10-10:15 (65 mins)	TEACH Kinder	TEACH Grade 3	Period 1&4 Co Teach	9:15-10:20 (65 mins)	TEACH Kinder	TEACH Grade 3
10:20-11:25 (65 mins)	TEACH Grade 1	TEACH Grade 4	Period 2&5 Co Teach	10:25-11:30 (65 mins)	TEACH Grade 1	TEACH Grade 4
11:30-12:10 (40 mins)	Lunch	Lunch	Lunch w/ Mentors Parents	11:35-12:10 (35 mins)	Lunch	Lunch
12:10-12:30 (20 mins)	Recess	Recess	Community Projects	12:10-12:30 (20 mins)	Recess	Recess
12:35-1:40 (65 mins)	TEACH Grade 2	TEACH Grade 5	TEACH BASE	12:35-1:40 (65 mins)	TEACH Grade 2	TEACH Grade 5
1:45-3:15 (95 mins)	PREP -65 min Co-Teach	PREP-65 min Co-Teach	TEACH BASE - Community	1:40-3:15 (95 mins)	PREP-65 min Co-Teach	PREP Co-Teach

Primary School (Grades 6-12) Teacher Schedule Breakdown

Core **Teacher SECONDARY School**						
	Monday	**Tuesday**	**Wednesday**		**Thursday**	**Friday**
8:30-9:15 (45 mins)	Community-PE	Community-PE	Teacher Professional Development	8:30-9:25 (55 mins)	Community-PE	Community-PE
			LATE Start-Teacher PD			
9:25-10:30 (65 mins)	PREP Blk 1	TEACH Blk 1	Block 1	9:30-10:35 (65 mins)	PREP Blk 1	TEACH Blk 1
10:35-11:40 (65 mins)	TEACH Blk 2	PREP Blk 2	Block 2	10:40-11:45 (65 mins)	TEACH Blk 2	PREP Blk 2
11:45-12:25 (40 mins)	Lunch	Lunch	Lunch w/ Mentors Parents	11:50-12:25 (35 mins)	Lunch	Lunch
12:30-1:35 (65 mins)	TEACH Blk 3	TEACH Blk 3	Community Projects	12:30-1:10 (40 mins)	TEACH Blk 3	TEACH Blk 3
1:40-3:30 (110 mins)	Community Projects	ELA/Math (30 mins) Community Projects (60mins)	TEACH Blk 3	1:15-2:20 (65 mins)	ELA/Math (30 mins) Community Projects (80 mins)	Community Projects
			PREP BASE	2:25-3:30 (65 mins)		

SECONDARY SPECIALY TEACHER School Schedule						
	Monday	**Tuesday**	**Wednesday**		**Thursday**	**Friday**
8:30-9:15 (45 mins)	Community-PE	Community-PE	Teacher Professional Development	8:30-9:25 (55 mins)	Community-PE	Community-PE
			LATE Start-Teacher PD			
9:25-10:30 (65 mins)	TEACH Blk 1	-- Blk 1	Block 1	9:30-10:35 (65 mins)	TEACH Blk 1	-- Blk 1
10:35-11:40 (65 mins)	-- Blk 2	TEACH Blk 2	Block 2	10:40-11:45 (65 mins)	-- Blk 2	TEACH Blk 2
11:45-12:25 (40 mins)	Lunch	Lunch	Lunch w/ Mentors Parents	11:50-12:25 (35 mins)	Lunch	Lunch
12:30-1:35 (65 mins)	-- Blk 3	-- Blk 3	Community Projects	12:30-1:10 (40 mins)	-- Blk 3	-- Blk 3
1:40-3:30 (110 mins)	Community Projects	ELA/Math (30 mins) Community Projects (60mins)	Block 3	1:15-2:20 (65 mins)	ELA/Math (30 mins) Community Projects (80 mins)	Community Projects
			TEACH BASE	2:25-3:30 (65 mins)		

Statement of Assurances

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

The Applicant Governing Board agrees to comply with all of the following provisions, specifically, if approved the governing board and school:

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

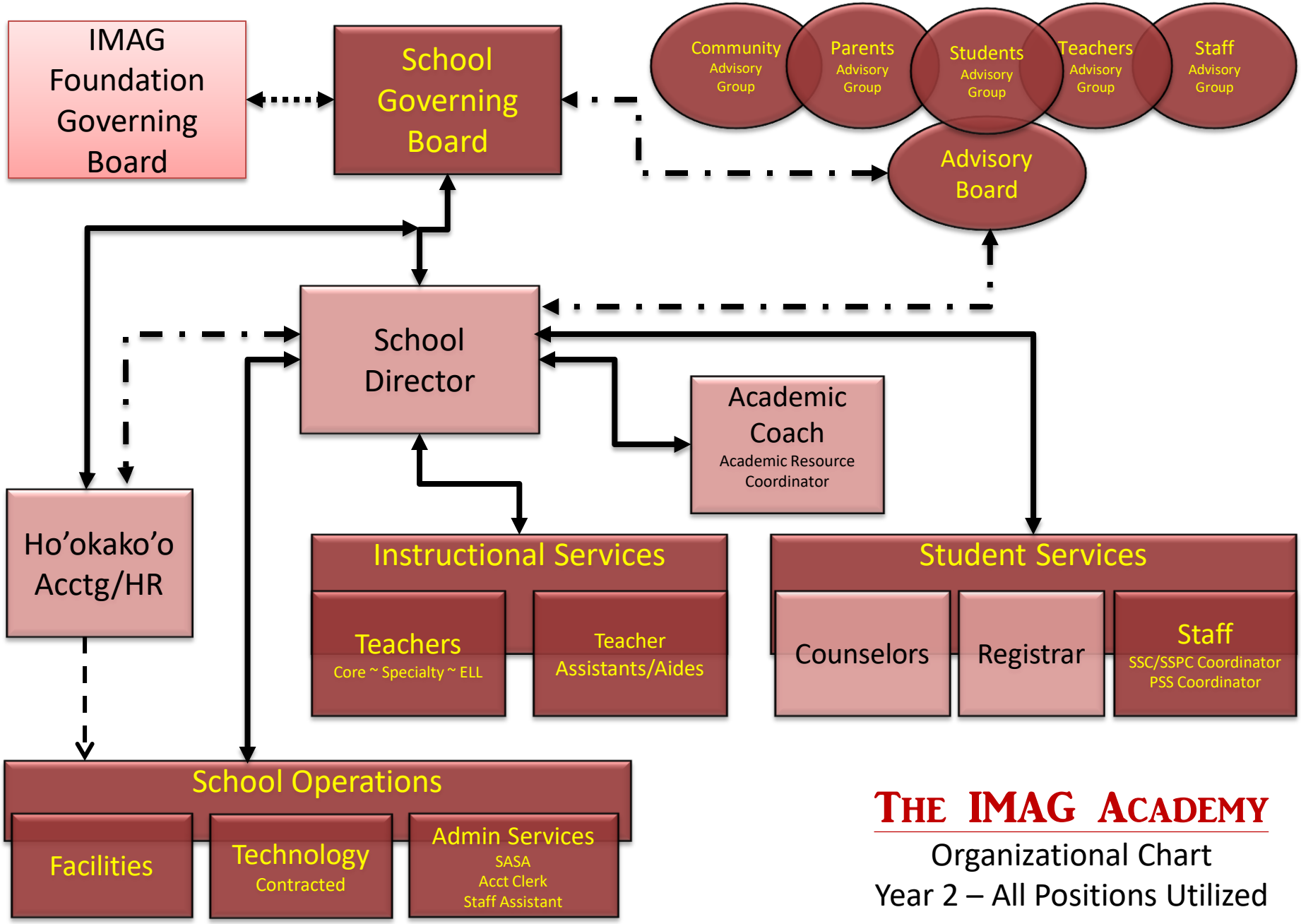
- [x] will follow any federal and state court orders in place in the local school district;
- [x] will comply with federal and state applicable health and safety standards;
- [x] will permit the Commission to audit, review, and inspect the operator's activities, books, documents, papers, and other records;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

Certification	
Name of Proposed School:	IMAG Academy
Name of Authorized Representative:	Sheila Buyukacar

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

S Buyukacar — 5/10/18

Signature of Authorized Representative — Date



THE IMAG ACADEMY

Organizational Chart

Year 2 – All Positions Utilized

School Governing Board
The School Governing Board (GB) is the primary decision-making body. It sets the school's goals, improvement strategies, calendar, and makes all major policies. Any authority not mandated by statute or State or District policy either resides with the GB or is delegated by the GB. The GB includes non-voting representatives of the school's advisory board. Recruits, hires, guides, professionally develops and evaluates the School Director

School Director-School Leadership Team Member
Responsible for the day-to-day operation of the school and has the final say in matters of personnel hiring and evaluations. The school director reports directly to the GB and is supported and guided via this relationship. All staffing groups and reports to the school director.

Academic Resource Coach & Coordinator (ARCC) – School Leadership Team Member
Provides job-imbedded and ongoing professional development for teachers, staff, and administration. Works directly for and closely with the School Director and school staff in data analysis, instructional methodology and professional development decision-making.

Registrar & Counselors – School Leadership Team Members
Provides student, family and school services, gives guidance in areas of concern. Works directly with each person or group and keeps the School Director informed of both internal and external requirements. Maintains critical links to keep abreast of legal, federal, state requirements.

Ho'okako'o– School Leadership Team Member
Performs and maintains the financial, accounting, human resource management, contract and procurement activities of the school. Works with the School Director and operations staff. Provides guidance and reports directly to the Governing Board.

Instructional Services Staff (Teachers, Assistants)
The IS staff provides subject instruction to our students. Interacts with and supports other staffing groups. Works closely with the Academic Resource Coach. Has a direct link to the school director.

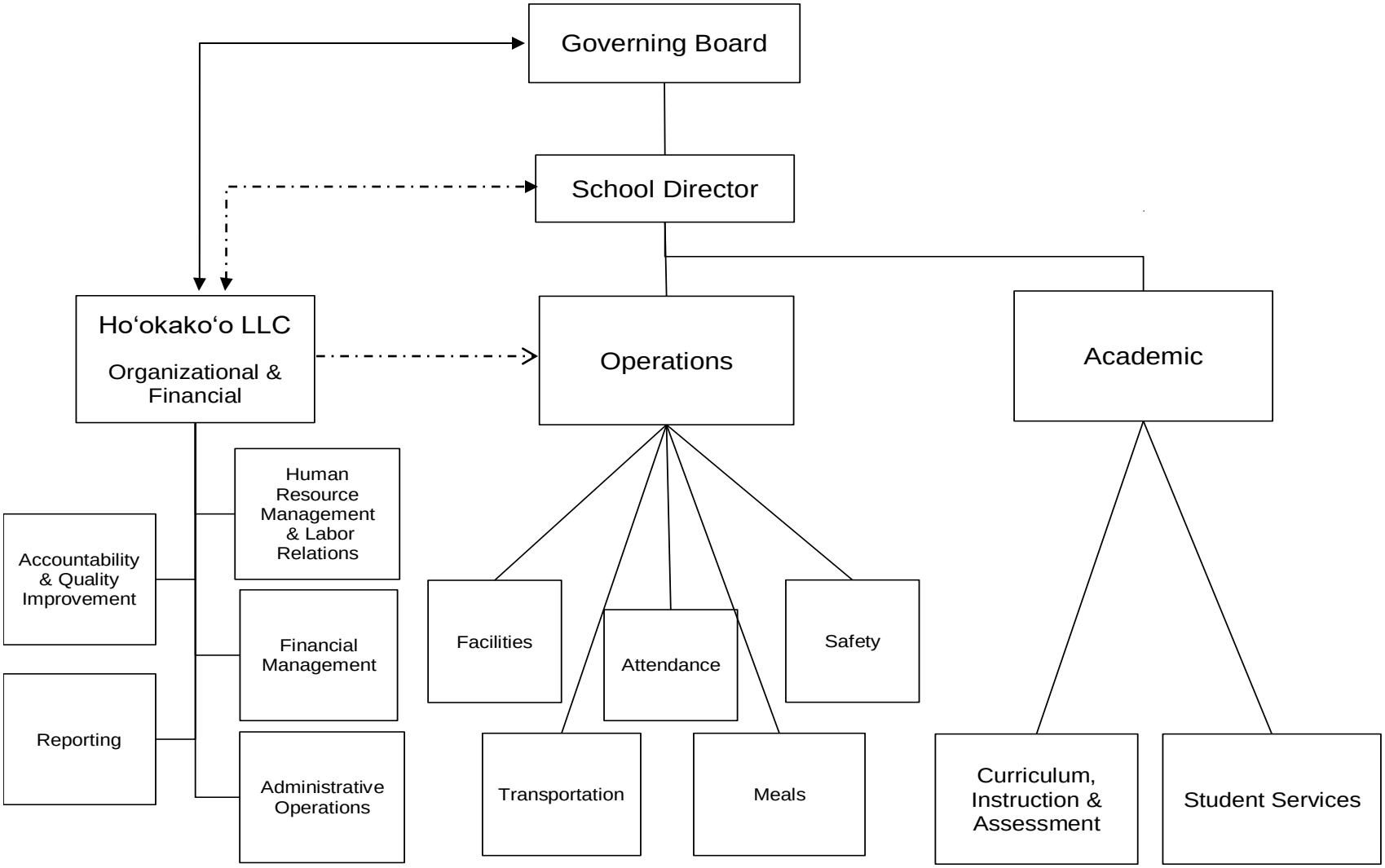
Student Services Staff (Counselor, School Services/Project Coordinator, Student/Parent Coordinator)
The SS staff provide additional support to our teachers, students, and families. Interacts with and supports other staffing groups.

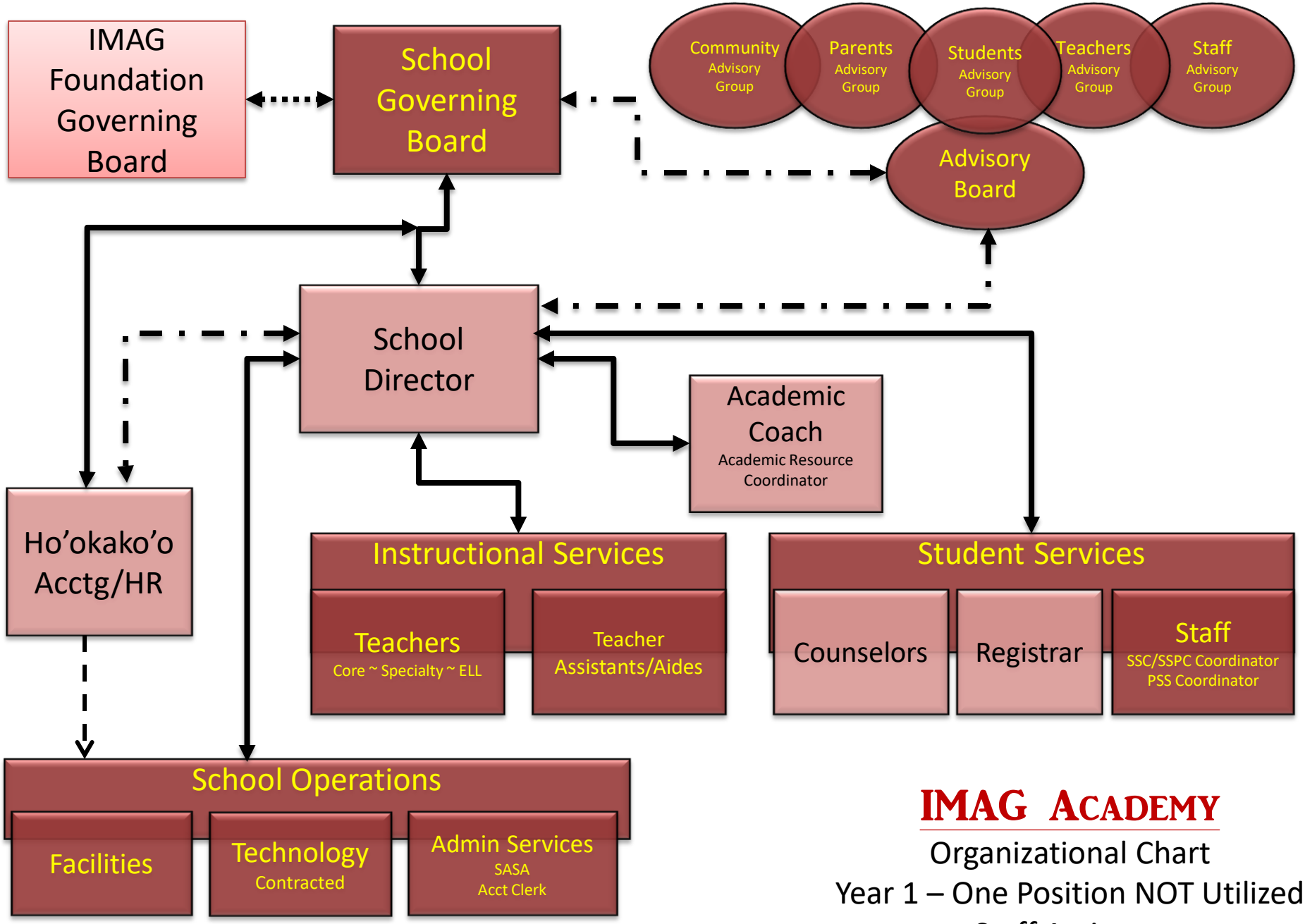
School Operations (Facility, Security, Technology, SASA, Account Clerk)
The SO staff provide "care-taking" of a variety of our school operations. Interacts with and supports other staffing groups.

Advisory Board - Advisory Groups: Students, Parents, Teachers, Staff, and Community Members
The board is made up of a representative from each stakeholder group. The Advisory Board members will provide valuable insight of their respective group to both the governing board and school director.

Foundation Governing Board
IMAG Foundation is the non-profit entity operating in support and benefit of IMAG Academy. It collaborates with the School Governing Board on concerns of fundraising and community support opportunities.

Detailed Breakdown - Ho'okako'o





IMAG Academy

Organizational Chart

Year 1 – One Position NOT Utilized

Staff Assistant

THELMA ALANE *thelma.alane@chipara-llc.com* [redacted]

SUMMARY

Thelma Alane has over 25 years of experience taking new initiatives from inception to completion. Along with her experience with the financial markets and investment banking, she is a valuable asset to any size company looking to take a concept from idea-phase to revenue-phase and exit. She understands the language of both business and technology, and has successfully managed complex products through the entire lifecycle.

CORE SKILLS

Business Operations

- Financial – projection development, analysis of burn rates and methods to reduce expenses
- Process Improvement – innovative methods and approaches to operational challenges
- General Operations – implement systems for accounting, human resources and strategic planning to help small businesses develop structure to enable growth and success
- Sales and Business Development – institute methods and strategies to expand product reach/ sales
- Customer Relationships, Support and Training – professional and effective written and verbal communication skills empowering communications and building strategic relationships

Product Management

- Business Idea Conception and Design – used business analyst and process flow skills to design business solutions as Software as a Service and Software as a Platform
- Concept Development – led on- and off-shore development teams to design, Q/A test and implement cutting-edge technological solutions for business using agile development methodologies
- Led initiatives to research and uncover business and end-user needs; translated requirements into projects with universal user acceptance levels and strong UX design

Technology Consulting Areas

- Big Data, Social Media marketing approaches, content management and development
- System security and policy documentation
- Non-Profit Organizations, Federal, State and Local Government Agencies

EXPERIENCE

Chief Financial Officer/Chief Information Officer, Way Sine, LLC September 2017 to Present

- Convert organization to online financial management software and audit and correct all financial records, analyze financial reports and develop 5-year projections for the company
- Identify and implement manufacturing Inventory software to improve and streamline company's ability to manufacture and delivery primary product line
- Analyze software systems developed by company insure they are scalable, maintainable and secure while increasing overall customer satisfaction with Way Sine products
- Research and implement technology solutions for managing day-to-day operations of company to reduce costs and allow for long-term sustainable growth and administration of company
- Develop investor pitch materials to identify and connect with potential financial strategic partners

Chief Operating Officer, Jumpsuit Commerce, LLC March 2017 to October2017

- Created and integrated operational procedures for Human Resources, Sales & Marketing, Data Security and Financial areas of organization, reducing operational costs by 25%

- Facilitated the development of strategic partnerships to increase sales and expand product reach, increasing new accounts 75%
- Guided organization in developing efficiencies of scale and best practice approach to achieving goals and progressing to the next level
- Oversaw product support processes and manage the support team
- Developed strategic marketing content to increase social authority and browser search result efficiencies

Innovation Manager, High Technology Development Corporation 2015 to 2017
- Guided individuals and early stage companies to create go-to-market strategies
- Facilitated the development of strategic relationships
- Oversaw programs that mentored, guided and supported innovative entrepreneurs to foster the creation of capital efficient, sustainable, high-growth businesses

Chief Compliance Officer, Ashton Stewart Advisor Services 2013 to 2017
- Worked with companies looking to turn an idea into reality or to help them get their product or service to the next level in the marketplace
- Developed innovative approaches to raising capital and develop business relationships to improve company cash flows and returns on investments

Senior Systems Analyst, Department of Housing and Urban Development 2013 to 2014
- National Technical Advisor with a primary focus on Data Standards and Software requirements for HUD's Homeless Management Information Systems (HMIS), evaluated all notices, standards and guidance documents to insure provided a consistent message
- Oversaw initiative to create a system assessment protocol to confirm all existing or future software providers were compliant with all regulations and notices

Division Director, Socialserve.com 2010 to 2013
- Managed a customer-facing internet data collection and reporting application which supported non-profit organizations in meeting their regulatory reporting requirements
- Coordinated all activities of programmers, project managers and customer support teams to insure technology remained easy to use, up-to-date and complied with all regulatory and end-user requirements
- Worked with users to maximize buy-in and create smooth, budget responsible implementations

Lead IT Business Systems Analyst, Alane-West Consulting 2009 to 2010
- Assisted clients in selecting and implementing technological solutions for improved productivity and streamlined processes, while emphasizing best business practices for data collection, maintenance and security

VP of Product & Business Systems, Domus Systems, Inc. 2003 to 2009
- Led the creation of all design documents and programming specifications for a comprehensive SaaS data collection and reporting system
- Managed product development team, including gathering business user requirements and preparing business analysis documentation to insure the development of customer friendly products
- Led over 30 implementations of system including user training materials, classes and data conversions

Chief Technology Officer, Barking Loons Group, Inc. 1998 to 2003

- Retained by diverse industry clients to review and expand web initiatives
- Oversaw web teams and created intuitive user experiences
- Worked closely with senior executives to conceptualize, design and launch Internet/intranet sites furthering organizations goals

EDUCATION:

Georgetown University, B.S. Foreign Service, International Economics, Commerce and Finance

REGISTRATIONS: Series 65 – Investment Advisor Representative Registration
Series 24 – General Securities Principal
Series 7 – General Securities Representative

ARTICLES

Various articles on fundraising and non-profit technology for blog.donorzen.com, 2017
How to participate in a Startup Weekend Event, April 2016
Writing Technical Specifications for Non-Programmers, April 2015
How to Write an Executive Summary, January 2015

Board Member Information

To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.

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

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

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

Background- describe your role and time commitment

1. Name of charter school on whose governing board you intend to serve:
   IMAG Academy
2. Contact information:
   Name: Thelma Alane
   [redacted]
   E-mail: thelma.alane@chipara-llc.com

   Describe your role and indicate your position on the governing board.
   Financial Management and Board Treasurer
   Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached. Click or tap here to enter text.
   ☒ Resume and professional bio are attached to this form.

   Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
   ☒ Does not apply to me
   ☐ Yes. Names of other boards that you currently or have previously served: Click or tap here to enter text.

   Why do you wish to serve on the governing board of the proposed charter school?
   To make a difference and have impact that may help youth of the day improve their lives
   What is your understanding of the appropriate role of a public charter school governing board member?
   Give input, monitor that the school is being run wisely, ethically and soundly
   Describe any previous experience you have that is relevant to serving on the charter school's

governing board (*e.g.*, other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have been a board member on an HOA and I have been involved in the financial industry and start up world and feel these experiences translate in a positive way to assist a school help children grow and learn in new and better ways.
Describe the specific knowledge and experience that you would bring to the governing board.
Financial accounting, technological expertise, operational practices, data analysis

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
   Create contributing members of society through experiential learning opportunities with a supportive family oriented approach
2. What is your understanding of the school's proposed academic plan?
   Standard academics that are enhanced with community based projects to enhance learning experience of students
3. What do you believe to be the characteristics of a successful school?
   Focusing on the students' needs and creating opportunities that encourage them to learn and participate in their own education
4. How will you know that the school is succeeding or is not succeeding in its mission?
   Students are happy and growing and more students want to attend the school

Governance

1. Describe the role that the governing board will play in the school's operation.
   Oversite as well as gathering and distilling the needs of the community
2. How will you know if the school is successful at the end of the first year of operation?
   More Parents are asking to join and the children have grown and learned a new way to learn
3. How will you know at the end of five years if the school is successful?
   School is strong financially and student body is growing and students are learning
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
   Monitoring the students, polling parents and teachers and interacting regularly with all 3
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
   I would work first within the board to get them replaced and failing that would approach the proper authorities to get the issue resolved

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☒ I/we do not know these individuals
   ☐ Yes Click or tap here to enter text.

2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
   ☒ I/we do not know any such employees
   ☐ Yes Click or tap here to enter text.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I/we do not know any such persons
   ☐ Yes Click or tap here to enter text.

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ I/we do not anticipate conducting any such business
   ☐ Yes Click or tap here to enter text.

5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
   ☒ I/we do not have a financial interest
   ☐ Yes Click or tap here to enter text.

6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
   ☒ I/we do not know any such persons
   ☐ Yes Click or tap here to enter text.

7. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. The school does not intend to contract with an education service provider.
   ☒ I/we have no such interest
   ☐ Yes Click or tap here to enter text.

8. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ N/A. The schools does not intend to contract with an education service provider.
   ☒ I/we or my family do not anticipate conducting any such business
   ☐ Yes Click or tap here to enter text.

9. Indicate whether you, your spouse, or other immediate family members are a director, officer,

employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family

☐ Yes Click or tap here to enter text.

10. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

☒ None

☐ Yes Click or tap here to enter text.

Certification

I, Thelma Alane, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.



Signature

4/27/2018

Date

Shirley Ames

[redacted] • SHIRL.AMES@GMAIL.COM

OFFERING

- Superior work ethic: a self-starter with ability to prioritize and multi-task for maximum efficiency.
- Problem solver: proven to stay calm in crisis, uses logical and innovative thinking to get the job done.
- Team player: understands personalities to provide excellent customer service and collaborates to make situations a win-win.

EXPERIENCE & EMPLOYMENT

2000-current **Realtor-Associate (Independent Contractor)** **Honolulu, HI**

Full time management of 14 residential rental properties in addition to working residential sales. Assist broker with commercial leasing transactions.

1994-2008 **Hawaii Air National Guard** **Hickam AFB, HI**

14 years of service working in two separate career fields and volunteering for three different tours of duty. During Operation Enduring Freedom, served a 270 day tour at the US Pacific Command Headquarters performing logistics operations and arranging Pacific theater airlifts for general officers, members of Congress, and other foreign dignitaries.

1997-2000 **Kinko's** **Honolulu, HI**

Assistant Manager of floor operations for the busiest branch in the state. Worked with the industry's latest printing and computer graphic technology. Managerial duties included supervising approximately 15 employees, dealing with corporate customers, ordering and receiving supplies, and maintaining copiers and equipment.

EDUCATION & AWARDS

1994-1999 **University of Hawaii at Manoa** **Honolulu, HI**

B.B.A in Management Information Systems

Military Honors:

- Joint Service Commendation Medal – U.S. Pacific Command (2003)
- Army Achievement Medal – Hawaii Army National Guard (2003)
- Army Achievement Medal – 25th Air Support Operations Squadron (2005)
- Nomination Non-Commissioned Officer of the Year – Hawaii Air National Guard (2004 & 2005)

COMMUNITY INVOLVEMENT

Girl Scouts of Hawaii Troop Leader 2013-Present

Board Member Information

To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.

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Background- describe your role and time commitment

1. Name of charter school on whose governing board you intend to serve:
   The IMAG Academy
2. Contact information:
   Name: Shirley Ames
   [redacted]
   E-mail: shirl.ames@gmail.com

   Describe your role and indicate your position on the governing board.
   Click or tap here to enter text.
   Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached. Click or tap here to enter text.
   ☒ Resume and professional bio are attached to this form.

   Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
   ☒ Does not apply to me
   ☐ Yes. Names of other boards that you currently or have previously served: Click or tap here to enter text.

   Why do you wish to serve on the governing board of the proposed charter school?
   I support the vision and mission of IMAG Academy and would like to see it offered as a charter school for leeward area children.
   What is your understanding of the appropriate role of a public charter school governing board member?
   To provide guidance and oversight to the school administration.

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

I do not have any prior service serving on any governing board. My father and my husband have served on various government boards, so I do have an understanding of what it takes.

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

I would bring to the board specific knowledge of the neighborhood and community. As important are my ties to other community members and professionals. My background in real estate would also facilitate helping to secure a site for the school's campus. My background in business would be an asset to overseeing the financial aspects of the school.

School Mission and Plan

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

   IMAG Academy wants to offer school-wide project based learning that would focus on cultivating community ties for deeper learning and understanding for the students.
2. What is your understanding of the school's proposed academic plan?

   The academic plan has three elements. The first is focused on social, emotional and communication development. The second ensures our students will see relevance in their learning through project based learning and community. The third ensures we use national level standards and the Hawaii common core standards to guide their instruction and assessment.
3. What do you believe to be the characteristics of a successful school?

   There are so many elements I believe would be a characteristic of a successful school. I would consider our school a success if students and families would want to return year after year and would attend our summer school program. In regards to our teacher community and school organization, we would have a near 100% personnel retention rate and there would be teachers wanting to teach at our Lab school.
4. How will you know that the school is succeeding or is not succeeding in its mission?

   I would know the school would be succeeding if our students were engaged and excited about passions they've uncovered and never knew existed before coming to The IMAG Academy. I would know our school was failing in accomplishing our mission if our students were not involved in their community.

Governance

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

   To oversee but not be involved in the daily administration.
2. How will you know if the school is successful at the end of the first year of operation?

   I feel we would know we are successful if all entering students finish out the entire year and there are no incidences of chronic absenteeism.
3. How will you know at the end of five years if the school is successful?

Using our metrics, we would be able to measure our progress, year after year and make the necessary changes. One metric would be meeting (or exceeding) our enrollment projections. Another metric would be our personnel turnover rate, it should be as near 100% as possible.

4. What specific steps do you think the governing board will need to take to ensure that the school is successful?

   The board should always be aware of the schools performance through monitoring our monthly, quarterly, yearly and contract metrics. Once a metric isn't met, it should be investigated and put on a "watch list" and to take necessary steps to correct the problem.

5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?

   I would notify the proper authorities and inform them of the situation.

Disclosures

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

   ☒ I/we do not know these individuals

   ☐ Yes Click or tap here to enter text.

2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.

   ☒ I/we do not know any such employees

   ☐ Yes Click or tap here to enter text.

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

   ☐ I/we do not know any such persons

   ☒ Yes I know Sheila Buyykacar. We met through Hawaii Swim Club when both of our children were swimming there.

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

   ☒ I/we do not anticipate conducting any such business

   ☐ Yes Click or tap here to enter text.

5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.

   ☒ I/we do not have a financial interest

   ☐ Yes Click or tap here to enter text.

6. If the school intends to contract with an education service provider or management organization,

indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

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

☒ I/we do not know any such persons

☐ Yes Click or tap here to enter text.

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

☐ N/A. The school does not intend to contract with an education service provider.

☒ I/we have no such interest

☐ Yes Click or tap here to enter text.

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

☐ N/A. The schools does not intend to contract with an education service provider.

☒ I/we or my family do not anticipate conducting any such business

☐ Yes Click or tap here to enter text.

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

☒ Does not apply to me, my spouse or family

☐ Yes Click or tap here to enter text.

10. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

☒ None

☐ Yes Click or tap here to enter text.

Certification

I, Shirley Ames certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.

S. Ames 5/10/2018

Signature Date

Deborah Bond-Upson Short Bio

Deborah Bond-Upson has worked in education all her life. The daughter of her mother, a county career technical board member and her father a school district board member, Deborah has a lifetime commitment to public education. She taught in a Philadelphia, PA high school while in college and continued teaching in Berkeley CA middle school while in graduate theological school. She has stayed fully engaged in education since then.

To find ways to bring more support and engagement to teachers and students, Deborah has been active with for profit and non profit education organizations and has worked with schools, districts and states on education innovations. She is an education innovator with deep experience in education, business and technology aspects of the ongoing global education transformation. An executive at 2 major national education companies, she later founded 3 companies. For 30 years her focus has been leveraging technology, media and assessment to individualize and enhance learning, creating disruptive new education distribution capabilities. A strong advocate for public schools and long time school volunteer and board members, she co-founded and is on the board of Parents for Public Schools-Hawaii. Deborah has served on numerous education and technology boards and organizations. She has won a number of media, education, marketing and art awards.

With extraordinary teams, Deborah has built learning systems and content spanning K-12 and professional education. At Kaplan, Deborah led the west region, national product development and contributed to M & A efforts. Joining Knowledge Universe, she served on multiple M & A teams in addition to launching TeacherUniverse and bringing Galaxy Classroom STEM elementary hands-on, media rich teaching and learning online.

Deborah has partnered with states, districts, companies and foundations providing online and blended learning focused on PreK, K-12, STEM, literacy, ESL, 21st century skill, teacher professional development and assessment, career technical education markets. She cofounded BPN and now leads Learning Bond LLC, a consulting company and AwesomeStories. Learning Bond has served the National Board for Professional Teaching Standards, Dev Boot Camp, NBC Learn, Channel One and ACT Aspire. Deborah lead the development of a teacher technology assessment system that was used in the state of Georgia by over 50,000 teachers.

Deborah graduated from Swarthmore College and has a Master of Divinity from Starr King School for the Ministry, Graduate Theological Union, Berkeley, CA. Married for over 30 years, she and her husband are the mother of four adult children, all of whom attended public schools before graduating from college. Deborah is an ordained minister, a sculptor and a painter.

DEBORAH BOND-UPSON

[redacted]

Deborah@LearningBond.com

[redacted]

2009 - present **CEO, Learning Bond LLC**

- Lead Hawaii ESSA focus groups and panels for Parents for Public Schools-Hawaii, the First Unitarian Church of Honolulu, and The Interfaith Alliance of Hawaii Open Table. Lead workshops at the HI School Empowerment Conference 2016 and 2017.
- Ongoing leadership of AwesomeStories.com worldwide education offerings, website product development, distribution and business development.
- Completed strategic technical training market analysis, product, and organizational report for DevBootCamp.
- Strategic news and media in schools market analysis, site visits, product review and definition, for Alloy Media for Channel One youth news in schools.
- Performed strategic and program analysis for the National Board for Professional Teaching Standards. Represented NBPTS in collaborations with Hawaii State Teachers Association, Teacher Standards Board, and Dept. of Education.
- Co-founded Parents for Public Schools- Hawaii, and continue to serve as VP including leadership of website and social media supporting parent engagement.
- Delivered strategic business analysis and education integration services to NBC Learn. Developed partnerships with states, schools, and foundations; implementation process and online video and on-site teacher professional development programs; and assisted with the development of "Education Nation".
- Lead change at Expeditionary Learning Schools implementing online systems and resources, accountability measures, and growth initiatives for a network of over 150 charter, traditional public, and private schools.
- Developed STEM U (Science Technology Engineering and Math University, District Collaborative) with five university and three district partners, to leverage GALAXY Classroom blended solutions to expand the pipeline of highly qualified 21st Century Teachers and to reach a wider audience of students.

2003 - 2009 **CEO, Best Practice Networks, Inc.**

- Lead BPN including product strategy, development, and delivery; branding, marketing, and sales; partnering with districts and publishers to co-develop "best practice" education.
- Integrated GALAXY Classroom online based science program with district pacing, sold and delivered GALAXY Classroom pilots in Miami-Dade County Public, Broward County, and Charlotte-Mecklenburg District Schools and private, and charter schools in FL, GA, and MA.
- Advanced BPN online instructional system, supporting adaptive assessment, multimedia and modular design.
- Co-developed with district teachers a career technical Virtual High School of 64 online semester courses, delivery to over 3000 students per year, and achieving completion rates exceeding onsite high school classes.
- Created an online tutoring system featuring adaptive assessment, serving over 600 migrant students.

2001 - 2003 **President and CEO, TU Holdings, Inc.**

- Managed Knowledge Universe investment in Riverdeep following sale of Teacher Universe programs.
- Represented Teacher Universe and Riverdeep to corporate and governmental groups.
- Designed and managed custom production and implementation for major contracts, e.g.
    - Georgia statewide video and online GALAXY Classroom science program,

- Georgia statewide online teacher assessment program "AssessOnline",
- Nevada statewide blended literacy launch program,
- LAUSD online teacher assessment and training program.

1998 - 2001 **President and CEO, Teacher Universe, Inc.**

- Founded Teacher Universe, leveraging technology and assessment to empower teachers and students.
- Developed computer-adaptive assessment system for teachers, drove adoption by the state of GA.
- Launched early online teacher professional development courses with Cal State Monterey graduate credits.
- Produced Codie Finalist interactive, adaptive, online training programs.
- Created online GALAXY Classroom to complement live, hands-on, satellite and fax programs.
- Produced Telly award-winning video series for two years of Galaxy science curriculum.
- Developed Teacher Universe branding, gained significant visibility for TU in education and investment sectors.
- Developed sales force and of state and district account pipeline of over $50 million.
- Delivered to over 800 school sites, 230 districts, 17,000 teachers affecting 430,000 students per year.
- Researched changing market and development of acquisition and partnership opportunities.
- Created online management systems for the distributed Teacher Universe organization.
- Participated in PT3 (Preparing Tomorrow's Teachers) grant with university partners.
- Presented Teacher Universe to potential investors, leading to the asset sale to Riverdeep.

1997 - 2003 **Executive Vice President, Knowledge Universe, Inc.**

- Researched and evaluated companies for acquisition and development within childcare, education, technology training, and testing markets.
- Presented companies, industry segments, business models and strategies to investors.

1973 - 1997 **Vice President, Product Development, Kaplan Educational Centers**
National Director of Development
Regional Director, Western U. S.
Regional Administrator, Northern California and Nevada

- Managed development of test prep and licensure programs generating $70 million in revenue.
- Designed and managed development of teaching strategies and psychometric development of software to prepare for the new computer-adaptive tests (GMAT, GRE, NCLEX, TOEFL, etc.).
- Coordinated content development for Kaplan retail software and book projects.
- Researched and planned new businesses and delivery modes, including distance and mediated learning.
- Instituted content database to manage content for customized instruction and cost-effective development.
- Developed College and Graduate Admissions and Private Tutoring product lines.
- Created CPA Review distance-learning curriculum of 90-hours video lectures, software, and textbooks.
- Created Nursing Licensure distance learning curriculum of software, flash cards, books and tapes.
- Provided operations leadership for the computerization of the national system of 150 educational centers including lead management, transaction processing and enrollment management system to nationwide.

- Reorganized western Kaplan Centers from independent contractors to central management.
- Created innovative marketing programs bringing hundreds of thousands of students to events across the U.S.
- Lead 28 west region schools and 30 campus programs improving service quality, locations, and revenues.
- Introduced Kaplan in Northern CA, building a staff of 500, 10 schools, and multiple college locations.
- Trained teachers and delivered test prep and licensure preparation to over 10,000 students per year.
- Created software systems to manage business, enrollments, sales and scheduling.
- Created procedures, manuals and training guiding all facets of operations.
- Instituted partnerships with universities providing services for minority students via HCOP, EOP and MESA programs.
- Produced educational programs including the CBEST teacher exam preparation program.

1970 - 1973 **Teacher and Student Teacher**

- Filmmaking and environmental art, Martin Luther King Middle School, Berkeley, CA.
- Filmmaking and environmental art, West Philadelphia High School District, Philadelphia, PA.

1969 **Assistant Producer, International Pool, Apollo 11 Moon Landing, ABC News**

- Satellite scheduling, media interface on transmission rights.
- Production assistant on International Pool broadcast of the flight.

EDUCATION

1972-76 Master of Divinity, Starr King School for the Ministry, Graduate Theological Union, Berkeley, CA
1967-71 BA, English Literature, Swarthmore College, Swarthmore, PA

AWARDS

2016 Finalist, Codie Award for Awesome Stories as best Social Sciences Solution and for best English/Language Arts/Literacy Solution.
2015 Finalist, Codie Award for Awesome Stories as best Social Sciences Solution
2012 Second Prize, Association of Hawaii Artists, Miniature Exhibition.
2001 American Marketing Association, Southern California, best brochure (TU/Galaxy)
2000 Finalist, Codie Award for best training software Integrate Online
2000 Two Telly Awards for Teacher Universe Galaxy Classroom science education videos
1991 Kaplan National Marketing Award, breakthrough multi-phased marketing campaign
1990 Thomas Starr King Award for Religious Leadership
1974 St. Lawrence Fellow, honorary scholarship for theological study

PERSONAL

Married since 1976 with four adult children.

Lifetime educator, ordained Unitarian Universalist minister and visual artist.

Board Member Information

To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.

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

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

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

Background- describe your role and time commitment

1. Name of charter school on whose governing board you intend to serve:
   IMAG Academy
2. Contact information:
   Name: Deborah Bond-Upson
   Phone: [redacted]
   E-mail: Deborah@learningbond.com

Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.

☒ Resume and professional bio are attached to this form.

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.

☐ Does not apply to me ☒ Yes

Why do you wish to serve on the governing board of the proposed charter school?

I believe that IMAG Academy can provide a valuable option for the Waipahu community, providing a small school opportunity that can boost parent engagement and thus provide added nurture to our keiki. The academic plan and community design reflect design that has been effective in other schools I have worked with. I feel this will be a contribution to Waipahu, Oahu and Hawaii education, complimenting traditional public school opportunities and models.

What is your understanding of the appropriate role of a public charter school governing board member?

Board members should support and guide the school leaders and staff. This support and guidance should include board meetings and review of school performance and progress, visits to the school during operational hours, feedback on observations, and direction when

needed.

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

I have served on the Site Council of my (now adult) children's middle school, on the public school district Foundation Board, on the board of Knowledge Beginnings childcare/education centers, Board member and CEO of Expeditionary Learning Schools—curriculum and professional development providers to 160 schools (1/3 of which were charters), VP of curriculum/product development for Kaplan (national education company), 6 year board member at Starr King School for the Ministry (my seminary), CEO of TeacherUniverse (professional development and STEM curriculum provider), CEO of Best Practice Networks (online platform and curriculum for elementary STEM, career technical high schools partnered with districts), Consultant to the National Board for Professional Teaching Standards, Chief Education Officer of AwesomeStories (provider of curated primary sources, curriculum and teacher professional development.)

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

I have lead administrative, curriculum, real estate including school zoning and construction supervision, financial and HR functions for non---profit and for profit education organizations for over 30 years. I have built online education solutions, some in partnership with school districts and states. I have served on boards and am an ordained minister in the Unitarian Universalist denomination, and have a Master of Divinity degree, the training for which has been invaluable to me in leadership roles in education.

School Mission and Plan

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

   IMAG Academy is dedicated to offering a welcoming small school community option for the Waipahu area which is otherwise served by large schools. By engaging families, community organizations and businesses with the school, IMAG will offer an authentic and nurturing environment to encourage student personal, academic and career growth. A feeling of belonging and of relevance of learning will empower students and support their success. A focus on character, values, and career preparation including STEM and career technical preparation will support student engagement in the commonweal.

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

   IMAG will use the powerful Hawaii Common Core Language Arts and Mathematics, Next Generation Science, and 3 C's Social Studies standards benchmarks to guide its project---based learning curriculum. IMAG is committed to providing teachers with adequate planning and collaboration time, which will enable cross---curricular connections and continued evolution of the curriculum. Using district chosen texts as additional ballast at the inception of the school, IMAG will meet standards while engaging students in authentic work that benefits their families and community.

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

   A successful school creates an exciting and supportive atmosphere for learning. Models of rigor are celebrated and inspire student energy and commitment. This engaged learning

and committed community provide the basis for student success in life—in which students will engage in continuous learning launching productive careers and lives.

4. How will you know that the school is succeeding or is not succeeding in its mission?
Student enrollment and attendance rates, teacher retention, family engagement and quality work by students are the metrics for reviewing and ensuring success.

Governance

Attachment A. Describe the role that the governing board will play in the school's operation.
The governing board will support school leaders with observation, review, suggestions, questions, and direction, as needed. In addition to ongoing board meetings and board work, this will involve school site visits and observation.

Attachment B. How will you know if the school is successful at the end of the first year of operation?
The board will evaluate student enrollment, attendance rates, teacher retention, family engagement and quality work by students. IMAG will survey students, teachers and families and elicit feedback in multiple ways to support continuous improvement.

Attachment C. How will you know at the end of five years if the school is successful?
The metrics mentioned for the first year will remain important metrics throughout the life of the school. Additional metrics will include course completions, graduation rates, college acceptances, and career placements, meeting of academic benchmarks, and teacher professional development progress.

Attachment D. What specific steps do you think the governing board will need to take to ensure that the school is successful?
The governing board must hold the success, progress and safety of the students, families, and teachers as paramount and must provide guidance to assure those results. Regular surveying of each of those groups and board review of subjective responses and objective criteria will be required to ensure that IMAG is a successful school.

Attachment E. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
If there are concerns or questions about any member of the governing board's actions, I would raise this in a board meeting, see that the research is done to enable the board to consider and act. If there is
unethical behavior, the member would need to be dismissed from the board and the situation that enabled the unethical action to occur would need to be reviewed in order to change any processes at the school or address any related staff or board behavior, if needed.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☐ I/we do not know these individuals ☒ Yes I know all of the prospective board members from our planning meetings.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☒ I/we do not know any such employees ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I/we do not know any such persons ☐ Yes

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ I/we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☒ I/we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
   ☒ N/A. ☐ I/we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ N/A ☐ I/we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   ☒ Does not apply to me, my spouse or family ☐ Yes

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

Certification

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

Deborah Bond-Upson _____ 1/18/2017_____
Signature Date

hanlan bowler

[redacted] hanlan.bowler@gmail.com

PROFILE

Dependable problem solver that is organized, and flexible
Innovative educator who is experienced working with technology and diverse populations
Dedicated leader that is able to work as a cooperative team member and independently
Clear communicator experienced in building relationships with communities
Intentional thinker who is able to multi-task and work with deadlines

EXPERIENCE

Hawai'i Based Student Teacher Supervisor, College of Education, Grand Canyon Univ. 2014-present

- Monitored, mentored, and evaluated student teacher candidates
- Facilitated meetings, observations and evaluations with cooperating teachers, teacher candidates and administrators
- Coordinated program updates between Field Experience Specialist and Teachers

S.T.E.M. Teacher for Gifted and Talented Students, Webling Elementary, Hawai'i DOE 2016-present

- Instructed and coordinated gifted curriculum projects with students in 4-6th
- Created and implemented S.T.E.M. curriculum aligned with Next Generation Science Standards (NGSS) and Hawai'i Content Performance Standards (HCPS III)
- Planned and monitored edible garden with 1st grade students/teachers

Garden & Health Resource Teacher, Waimea Elementary, Hawai'i DOE 2010-2012

- Designed and constructed a Natural Outdoor Learning Environment
- Created and implemented garden curriculum aligned with Hawaii Content and Performance Standards (HCPS III)
- Coordinated the planting of an edible garden with students in grades pre K-5th

Conservation Educator, Kupu, Hawaii Youth Conservation Corps, Hawaii 2010

- Managed and mentored youth team members working with US Fish and Wildlife Service and Kaho'olawe Island Restoration Commission (K.I.R.C)
  in predator monitoring and restoration projects within the National Wildlife Refuges Complexes.

Classroom Health & Science Teacher, Montgomery Middle & High, CA 1997-2010

- Managed and monitored health & science instruction, curriculum and assessment
- Implemented successful teaching, learning, and assessment strategies
- Coordinated service learning projects to improve school & community issues
- Coached colleagues and participated in professional learning communities
- Established a school garden program and a farm to school partnership

EDUCATION

- **Master's in Education,** emphasis in Curriculum and Instruction, National University - 2001
- **Bachelor's in Science,** Nutritional Science, Pepperdine University - 1996**1996**

LICENSURE

- **Hawaii Teacher Standards Board License** in Science and Health **2011-current**
- **California Single Subject Credentials**-Chemistry, General & Health Sciences **1999-current**
- **Certificate** in Cultural Language Academic Development **1999**
- **Certificates** in C.P.R, First Aid, Open Water Diving and Soccer Coaching **current**

Board Member Information

To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.

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

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

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

Background- describe your role and time commitment

1. Name of charter school on whose governing board you intend to serve:
IMAG Academy

2. Contact information:
Name: Hanlan Bowler
[redacted]
E-mail: Hanlan.Bowler@gmail.com

1. Describe your role and indicate your position on the governing board.
2. Staff Professional Development
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.

X Resume and professional bio are attached to this form.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.

   ☐ Does not apply to me

5. X Yes. Names of other boards that you currently or have previously served: Montgomery Middle School, School Site Council, San Diego, CA; eXcel Youth Zone Organization(501c3) San Diego, CA; Ka'oi Soccer Club (501c3) Oahu, Hawaii

6. Why do you wish to serve on the governing board of the proposed charter school?

I believe that the IMAG Academy offers exceptional educational opportunities for the learners, their families and the Central Oahu communities. I support the organization's mission and want to volunteer to assist in the leadership of empowering and training a community and global-minded youth citizen.

7. What is your understanding of the appropriate role of a public charter school governing board member?

The role of a public charter school governing board members are many. They must supply the organization with a rational and objective perspective that is representative of the learners and the community. The board members must understand how to effectively and efficiently govern a non-profit organization. This includes an understanding and experience in managing operations, personnel, financial and academic issues. The board members should also adhere to personal and professional ethical conduct.

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

Previously, I served as a school site council teacher representative (2006-07). In this role, I reviewed programs and services to increase student achievement and performance. As a board member for eXcel Youth Zone (2008-10), I advised and assisted the organization with reviewing and promoting community service-learning programs. I also participated in board meeting and in the hiring and interviewing process. Currently, I serve as the vice president and board member for Ka'oi Soccer Club. In working with this board, I helped this organization; acquire a 501c3/nonprofit status, develop bylaws, approve minutes and budgets, pass/make motions, expand/develop programs for players, teams and coaches, assist in recruitment, club management and website design.

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

As a current Department of Education teacher and a Supervisor of Student Teachers for Grand Canyon University I have a current perspective of the state of education in Hawai'i. For more than twenty years, I have worked positively and progressively with administrators and educators on implementing teaching and learning best practices and developing/participating in teacher support systems.

School Mission and Plan

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

   The mission is to prepare responsible 21st century citizens who engage continually improving themselves and their communities through learning and action.
2. What is your understanding of the school's proposed academic plan?

   The school's academic plan will be based on community centered projects that use the national and state grade level subject standards.
3. What do you believe to be the characteristics of a successful school?

   The characteristics of a successful school are; 1) safety (students and staff are and feel safe), 2) growth in student performance and achievement, 3) caring, dedicated, effective teachers, administrators and support staff, 4) organized and efficient systems of support, 5) personalized learning and educational plans which include high expectations with social and emotional learning, 6) a thriving positive school culture with community support.
4. How will you know that the school is succeeding or is not succeeding in its mission?

   By measuring these indicators (directly and indirectly).

Governance

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

   The governing board will provide oversight and direction in the school's operations. Using sound governance practices it will focus on running the school effectively and efficiently. It will develop and adopt performance evaluation systems for all levels of the the organization. By thoroughly reviewing evaluations and reflecting on the mission statement the board will be able to implement the necessary changes for the organization to evolve.
2. How will you know if the school is successful at the end of the first year of operation?

By directly and indirectly measuring the six indicators (as mentioned in #3 in School Mission and Plan section) throughout the year.

3. How will you know at the end of five years if the school is successful?
   I would expect to observe a continued growth pattern in the six indicators (as mentioned in #3 in the School Mission and Plan section) over the five years.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
   The governing board must ensure continuous and careful planning, preparations, support and reflections. It must also set sound policies, build relationships within the school and community, and maintain professionalism. The board will evaluate all levels of the organization and provide feedback to ensure truth to the mission and success.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
   If I suspected one or more of the governing board members were behaving unethically, I would notify and provide the evidence to the Hawai'i State Public Charter School Commission and the Hawai'i Department of Education's Fraud and Ethics hotline.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☐ I/we do not know these individuals
   X Yes I know other board members professionally from meetings.

2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
   ☐ I/we do not know any such employees
   X Yes I know Sheila Buyukacar professionally. She asked me to serve on the board.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   X I/we do not know any such persons
   ☐ Yes Click or tap here to enter text.

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   X I/we do not anticipate conducting any such business
   ☐ Yes Click or tap here to enter text.

5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
   X I/we do not have a financial interest
   ☐ Yes Click or tap here to enter text.

6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
   X I/we do not know any such persons
   ☐ Yes Click or tap here to enter text.

7. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. The school does not intend to contract with an education service provider.
   X I/we have no such interest
   ☐ Yes Click or tap here to enter text.

8. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ N/A. The schools does not intend to contract with an education service provider.
   X I/we or my family do not anticipate conducting any such business
   ☐ Yes Click or tap here to enter text.

9. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   X Does not apply to me, my spouse or family
   ☐ Yes Click or tap here to enter text.

10. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
   X None
   ☐ Yes Click or tap here to enter text.

Certification

I, **Hanlan Bowler**, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.



Signature

5/9/18

Date

Sheila Buyukacar
sheila@focusedreality.com
[redacted]

SUMMARY OF SKILLS and EXPERIENCE

- Career/leadership education curriculum development
- Leadership and professional development training
- Youth and education curriculum development and instruction
- Business/organizational planning, communications and administration
- Small business startup, development and management
- Budget and financial management
- Personnel training and management
- Project and program development, implementation, integration and management
- Event planning and execution

EDUCATION and CERTIFICATIONS

University of Hawaii, College of Education – Masters – Curriculum Studies – December 2013
Additional course work completed-Master of Science - Educational Administration – 29 credits
Certified Conscious Discipline Instructor (2008 – 2011)
Conscious Discipline is a classroom management program designed to provide educators with the awareness and skills to create safe, connected and problem solving learning environments.
Air Force Institute of Technology (Graduated – March 2001)
Master of Science in Information Resource Management
Central Michigan University (Graduated – August 1994)
Master of Science in General Administration
University of Hawaii (Graduated – May 1981)
Bachelors in Business Administration – Marketing

EMPLOYMENT HISTORY

Owner/Adult and Youth Leadership Education Instructor, Focused Reality LLC
Colorado Springs, CO and Honolulu, HI (February 2006 – Present)

My interest in teaching others about their community and life choices led me to start my own company in leadership and professional development training. In addition to developing and delivering training sessions and programs, I am responsible for the on-going business operations, its direction, and communications. Foundation to my services, the DreamSmart hands-on curriculum affords me the ability to personalize lessons to the needs of the school and its students. The Connections program incorporates the DreamSmart and Conscious Discipline frameworks offering awareness and activities under a sustainability theme.

Created and delivered Connections Program (Sep – Dec 2010)
Wilson School
Created and delivered Friday Connections Program (Oct – Dec 2009)
Furlough Friday Program – leased space at Kahala Elementary
Conscious Discipline Training & On-Site Implementation (Aug – Sep 2008)
American Renaissance Academy, Hawaii - Kindergarten to 9th grade

Created and delivered Dream Smart program (Jan – Dec 2007)
Colorado Springs School District 11
Child Nursery Centers of Colorado Springs (currently Early Connections Learning Centers)
Educational Speaker/Presenter (2007 – 2013)
Kamehameha Schools Cultural Based Education Conference (2013)
Hawaii Association for the Education of Young Children (2007 – 2011)
Parenting Workshops - Rainbow Schools – Mililani (2008 and 2009)
Hawaii DOE Career Technical and Education Pathways Conference (2008)
Colorado Association for the Education of Young Children (2007)
Parenting Workshops – Conscious Discipline and How to talk so kids will listen (2006 – 2007)

Executive Director, The Baby Hui
Honolulu, HI (February 2010 – January 2011)

I was responsible for managing and improving the customer service of its parent support group activities. I analyzed and simplified the budget and financial management reports resulting in a better understanding of the revenue and costs of the organization. With a better view of our client's needs and our products, services, and organizational strengths, we were able to provide monthly (vs. quarterly) parent and child educational and recreational programs at multiple locations across Oahu.

Owner/DoD Information Technology (IT) Consultant, Organizational Logic, Inc.
Colorado Springs, CO (March 2003 – December 2007)

My management expertise and ability to simplify complex subjects and situations helped me to easily analyze an organization's operational processes and activities. I was able to work with a diverse group of people and provide them with guidance integrating new ways into their day-to-day operations. I was also responsible in developing training programs to accompany organizational changes.

IT Training Consultant (2003)
US Army, Washington, DC

IT Organizational Process Consultant (2004 – 2007)
AF Space Command, Peterson AFB, CO and Pacific AF Command, Hickam AFB, HI

Communications Officer, US Air Force
(March 1984 – July 2004)

During my 20 years of service I had many opportunities to work in a variety of areas building upon my leadership and management capabilities. For example, during my last assignment I was selected to be a strategic analyst and program developer for the AF Space Command's Communications Directorate Senior Officer. This position afforded me the opportunity to turn his vision into implementable programs across 10 bases. It required expertise and skills in policy and operations process development, project planning, implementation and integration, and communications.

Board Member Information

To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.

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

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

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

Background- describe your role and time commitment

3. Name of charter school on whose governing board you intend to serve:
IMAG Academy

4. Contact information:
Name: Sheila Buyukacar
[redacted]
E-mail: sbuyukacar@gmail.com

Describe your role and indicate your position on the governing board.
School Director
Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached. Click or tap here to enter text.
☒ Resume and professional bio are attached to this form.

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
☒ Yes. Names of other boards that you currently or have previously served: IMAG Foundation

Why do you wish to serve on the governing board of the proposed charter school?
I believe The IMAG Academy has an opportunity to make a difference in the lives of the children in the area. I would like to be a part of this opportunity.

What is your understanding of the appropriate role of a public charter school governing board member?
I believe a governing board member has the role of ensuring the school has the appropriate

resources to carry out its vision and mission. This includes providing the school a structure of governance and accountability.

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

My previous experience on a non-profit board gave me a perspective into the necessary and essential governance and policies required to protect the well-being and future of the organization.

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

I bring a wealth of knowledge about organizational processes and procedures. As a business owner, I also have experience with new program development.

School Mission and Plan

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

I bring a wealth of knowledge about organizational processes and procedures. As a business owner, I also have experience with new program development.

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

The school's academic plan is ambitious as they set high expectations to teach content subject areas and extend a child's learning through school or community projects that apply the concepts and methods of business, the arts, science, and engineering.

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

At the classroom level, I believe a successful school would be evident through our student's engaged in discussions and inquisitive questions. The classroom would be full of laughter and kids would continue their discussions as they walk to their next class.

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

I feel I would know a school is succeeding, if our enrollment continued to go up, but more important, if prior students came back to volunteer and help the other kids in the school.

Governance

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

The role of the board is to provide resources through the development of policy and procedures. Our role is to support the school director in carrying out the vision and mission of the school.

7. How will you know if the school is successful at the end of the first year of operation?

I think the school would be successful at the end of the first year, if we have paid all of our bills on time, we've got a little of money in the bank, all of our policies and controls have

helped the operations of the school and the kids don't want to leave for summer vacation.

8. How will you know at the end of five years if the school is successful?
At the end of five years, I believe we will see a number of things that indicate the school's success. First, enrollment continues to meet and exceed its quota. Second, resources for the school to operate are readily available. Third, Our semester projects have a waiting list of partners requiring our student's expertise and energy. Fourth, we have one project that has turned into sustained revenue for the school with a percentage of the profits being fed right back into the community. Fifth, we have become a community resource as the first IMAG students are in their senior year; 50% already have college acceptance letters and full scholarships, another 20% is contemplating which college acceptance letter to choose, 30% percent has already sent their applications forward, and 30% are hoping to get business startup loans, job offers or internships with innovative companies because of their innovative and mindful inventions and solutions. Note of this last group, all of them are also in the first group with full scholarships or the second group, contemplating which college offer to choose.

9. What specific steps do you think the governing board will need to take to ensure that the school is successful?
I believe we have to make sure our governance policies and processes are in place and followed. In addition, we will have to take our energy and create the necessary excitement about the school for not only students to get excited, but those community members that will support and benefit from a school like IMAG Academy.

10. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
It would be very hard for me to tolerate something that would destroy the reputation of the school or the sustainability and future of our school's existence. The first thing I would do is to find out more by going back to the policies and procedures. I would check the facts about what is thought to be happening and I would apply the procedures. I would listen and listen some more. If it didn't measure up, then I would bring it to the board and request a discussion and informal inquiry.

Disclosures

11. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ Yes Deborah Bond-Upson, Thelma Alane and Harrison Peters have worked as colleagues in the past. I know Shirley Ames. Our children swam together on the Hawai'i Swim Club

12. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
☒ I/we do not know any such employees

13. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so,

indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I/we do not know any such persons

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

☒ I/we do not anticipate conducting any such business

15. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.

☒ I/we do not have a financial interest

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

☒ I/we do not know any such persons

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

☒ I/we have no such interest

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

☒ I/we or my family do not anticipate conducting any such business

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

☒ Does not apply to me, my spouse or family

20. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

☒ None

Certification

I, Sheila Buyukacar, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.

S Buyukacar

Signature

5/9/18

Date

Ruby Menon MBA, PHR, SHRM-CP
Email: rmenon77@gmail.com [redacted] www.linkedin.com/in/rubymenon/

• PROFESSIONAL SUMMARY

- Extensive HR experience in Talent Management | Full Cycle Recruiting | Workforce Strategy | Performance Management | Instructional Design and Training | Change Management | Project Management | HR Operations | Design Thinking
- Managed the HR function with a 300% increase in staff to 600 employees in multi-site locations, a 350% increase in revenues to over $20 million, and expansion to neighbor islands.
- Demonstrated ability to provide internal consulting services to all levels of management to develop HR solutions in alignment with the company's business needs.
- Diverse experience in Technology, Healthcare and Non-Profit industries from start-up to mature company environments.

• PROFESSIONAL EXPERTISE

- **Recruiting and Staff Retention**
- **HR Consulting Services**
- **Social Media Proficiency**

- **Change Management and Systems Thinking**
- **Employer Marketing and Branding**
- **Training and Development**

• PROFESSIONAL SKILLS

Talent Development

- Partnered with managers to develop career development pathways for staff.
- Collected data through a needs assessment and staff interviews to provide management with analysis and recommendations for staff development and retention.
- Created career maps that identified certifications required and skill sets needed to provide staff a roadmap for their development into higher level positions.
- Partnered with management to analyze root causes for turnover in their areas; Developed and implemented a workforce strategy roadmap relevant for each area with recommendations.
- Implemented retention strategies that affected compensation, benefits, staff training, and career path tracks resulting in a decrease of overall company turnover from 28% to 14%.
- Recommended and implemented recruitment and onboarding strategies resulting in decreasing turnover of new hires by 30%.

Recruitment and Retention

- Partnered with managers to provide sourcing, recruitment, and consulting services by understanding job/department/fit requirements.
- Implemented a behavior based interviewing model and trained and counseled managers to improve hiring effectiveness for fit and qualifications.
- Screened applicants, conducted competency based interviews and skill assessments, provided managers with evaluations, provided qualified candidate recommendations and negotiated salary packages.

- Networked with professional organizations and colleges, sponsored Technology WetWare Wednesday events with the Hawaii Technology Development Corporation (HTDC), attended job fairs, updated website content, and created marketing collateral to brand company as an employer of choice.
- Utilized recruiting strategies to include social media such as LinkedIn and leveraged job posting sites specializing in technical staff to reach a wider pool of applicants; Worked closely with recruiters who specialized in recruiting talent for healthcare and technology fields.
- Utilized Internet search strategies and sourcing on specialized IT and technical sites.
- Analyzed turnover data to identify trends and provided workforce strategy recommendations for recruiting and retention programs.
- Designed benefit and satisfaction surveys to get feedback from employees and worked with managers to implement solutions for problem areas identified.
- Researched and implemented applicant tracking systems to provide a better candidate experience and streamlined hiring processes.
- Analyzed labor market surveys and provided salary recommendations resulting in improved recruitment and retention efforts.

Training and Development

- Managed the training function and designed and delivered course content to management level staff in minimizing turnover, employment laws, behavior based interviewing, performance management strategies, and corrective action and documentation.
- Designed and implemented an eight-course "Leadership Series"management training program delivered to 70 managers to enhance supervisory and leadership skills.
- Implemented online training and blended learning models to provide continuous learning opportunities to managers and line staff in courses identified as part of overall career development and desired business results.
- Collaborated with external vendors and negotiated contracts to deliver training initiatives in leadership development and the development of corporate values.
- Designed and implemented a performance evaluation process for executive and senior management to clarify leadership competencies and identification of business related and career development goals.

HR Technology and Operations

- Managed the HRIS conversion and implementation project from Ceridian to ADP; Launched the intranet based self-serve function from the HRIS database allowing managers to access their employee information and reports.
- Transitioned benefits to online enrollment to streamline benefits enrollment processes.
- Implemented an automated document storage and e-signature solution with TalentWise to streamline new hire onboarding processes.
- Implemented an LMS online training solution to manage manadatory HIPAA new hire and annual training requirements.
- Worked with IT to develop a Sharepoint HR knowledge database.
- Researched and selected benefit vendors for a 401-K plan, medical benefits, flexible spending plan, and employee assistance program based on cost benefits for the company and quality of services to employees.
- Conducted internal investigations and mediated grievances between employees and supervisors.

- Responded to Hawaii Civil Rights Commission, Department of Labor, and Unemployment Claims investigations with a successful "no fault" outcome for the employer.

Workforce Development

- **Implemented a workforce development, social enterprise start up program** - Correctional Arts ReEntry (CARE) Project; Work with correctional artists in prison and in the community to produce unique art or craft products for sale; Test market products for sale through various distribution channels; Recruit and manage instructors; Redesigned website with e-commerce capability; Manage online sales and marketing through social media (Facebook, Pinterest), press releases, TV news coverage, art galleries, and events; Provide training to clients on effective job search and interview strategies, review vocational assessment results and individual development plan, mentor clients in setting up their own business, network with the business community to identify work opportunities for clients.
- **Co-designed the LifeStiles® Vocational Inventory & Risk Profile** for persons transitioning from prison to the community: Hired and manage a remote programmer to create the web-based profile version; Oversee agile project management, product development, QA testing, UI design, code review on Github, and translating user requirements into product features; Rolled out v.2 product features; Administer profile; Conduct user demos and training.

• TECHNOLOGY EXPERIENCE

- **Computers and Systems:** Proficient with PC and Mac, Microsoft Office Word, PowerPoint, Excel, Outlook, Office 365, HR Perspectives, ADP, Ceridian HPW, Taleo, Ceridian Recruiter, SuccessFactors, TalentWise
- **Digital Skills:** Website Development, HTML 5, CSS, JavaScript, Wordpress, Github, Social Media (LinkedIn, Facebook, Twitter, Medium, Pinterest), Digital Marketing, Slack, Asana, Pivotal, Trello, Google Hangouts, Skype, GoToMeeting, Webex, Google Drive, Dropbox, ScreenCast-O-Matic, Camstasia, Udemy Course Creation Platform, Adobe Photoshop/Lightroom

• EDUCATION & CERTIFICATIONS

- Masters of Business Administration (MBA) • University of Phoenix – Honolulu, HI
- B.A. Human Resources Development • Hawaii Pacific University – Honolulu, HI
- Human Resources Certification: PHR; SHRM-CP
- Certificate in Design Thinking
- Courses: Experience Design Intensive | Social Media Marketing and SEO | WordPress Intensive | Agile Project Management | SCRUM | Lean Methodology | Coding Bootcamps: Ruby on Rails, Python, JavaScript | Kanban

• COMMITTEES | VOLUNTEER PROJECTS | BOARD MEMBERSHIPS

- Business Analyst on Disabilities Challenge Hackathon Team - Hawaii Annual Coding Competition (HAAC) - (2016)
- Artist in Residence Curator - TEDx Honolulu (2016)
- Member of Program Committee for SHRM Hawaii Chapter, Honolulu, HI (2006-2008)
- Board of Directors Member – Housing Solutions, Inc. (2005 – 2006)

- Board of Directors Member – Worknet Inc., Honolulu, HI (2003-present)

- **EMPLOYMENT HISTORY**

07/15 - Present	**WorkNet, Inc.** – Honolulu, HI: *A non-profit that provides reentry services for offenders to support their transition to the community (i.e vocational training, jobs, housing, ID documents)* • Program Director (contract position) – Correctional Arts Reentry (CARE) Project
03/15 – 07/15	**Staffing Solutions of Hawaii** – Honolulu, HI: *An employment and staffing firm* • HR Business Consultant & Recruiter
06/14 – Present	**Assured Improvement Management, Inc.** – Honolulu, HI: *A consulting business providing assessment and workforce development services for the prison system and government agencies* • Startup entrepreneurial project: LifeStiles® Assessment Product Manager • Co-designer: LifeStiles® Vocational Inventory & Risk Profile
06/11 – 06/14	**TeamPraxis, LLC** – Honolulu, HI: *A healthcare technology firm with 160 employees providing technology solutions for doctors in large medical practices and retail clinics* • HR Officer
1/09 – 06/11	**AlohaCare** – Honolulu, HI: *A non-profit health plan with 200 employees providing health care coverage for Hawaii's Quest beneficiaries* • HR Director
9/08 – 1/09	**Ke'aki Technologies** (Previously named Akimeka Technologies) – Honolulu, HI: *A Native Hawaiian Organization (NHO) with over 500 employees providing technology solutions for government and DOD clients* • HR Director
04/08 – 12/10	**Assured Improvement Management, Inc.** – Honolulu, HI: *A consulting business providing assessment and consulting services for the prison system and government agencies* • Product Development Consultant/Trainer
8/06 – 4/08	**Hawaii Biotech, Inc.** – Aiea, HI: A *privately held biotechnology company with up to 40 employees focused on the research and development of vaccines* • Director of HR
12/97 – 8/06	**Goodwill Industries of Hawaii, Inc.** – Honolulu, HI: *A non-profit with over 500 employees providing job placement and employment services to persons with employment barriers* • 1/2004 – 8/06 Vice President of Human Resources • 6/98 – 1/2004 Director of Human Resources • 12/97 – 6/98 Human Resources Manager

Entrepreneurial Activities:

- **BrainSmart HR, LLC** – *integrates current neuroscience, behavioral economics, and science of persuasion research to develop brain friendly HR practices*

Board Member Information

To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.

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

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

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

Background- describe your role and time commitment

1. Name of charter school on whose governing board you intend to serve:
   IMAG Academy
2. Contact information:
   Name: Ruby Menon
   [redacted]
   E-mail: rmenon77@gmail.com

   Describe your role and indicate your position on the governing board.
   Human Resources & Personnel Management
   Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached. Click or tap here to enter text.
   ☒ Resume and professional bio are attached to this form.

   Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
   ☐ Does not apply to me
   ☐ Yes. Names of other boards that you currently or have previously served: Click or tap here to enter text.

   Why do you wish to serve on the governing board of the proposed charter school?
   To work toward social change and help our Keiki approach learning in new and better ways while impacting the community overall in positive ways
   What is your understanding of the appropriate role of a public charter school governing board member?
   To act ethically, protect the students and the community and to ensure that the school is being run with wisdom and emphasis on being a positive influence on the children enrolled

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

I have been involved in methods to workforce development via social enterprise projects that help people in underserve communities. Over 20 years in HR and Personnel Management

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

Human Resource & Personnel Management, Vocational Education & Training Programs

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
   Create contributing members of society through Social Enterprise project based learning opportunities with a supportive family oriented approach. Guide students to be strong contributing members of their community now and as adults
2. What is your understanding of the school's proposed academic plan?
   Standard academics, enhanced with community based social enterprise projects to enhance learning experience of students
3. What do you believe to be the characteristics of a successful school?
   Focusing on the students' needs and creating opportunities that encourage them to learn and participate in their own education, teach them to love the process of learning
4. How will you know that the school is succeeding or is not succeeding in its mission?
   Students are happy and growing and more students want to attend the school. Strong impact on the community overall

Governance

1. Describe the role that the governing board will play in the school's operation.
   Oversite of school, protecting students, identifying educators to help enhance students' experience and to gathering and distilling the needs of the community
2. How will you know if the school is successful at the end of the first year of operation?
   More Parents are asking to join and the children have grown and are excited to be attending school
3. How will you know at the end of five years if the school is successful?
   School is strong financially, student body is growing and students are learning
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
   Monitoring the students, polling parents and teachers and interacting regularly with all 3.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
   I would work first within the board to get them replaced and failing that would approach the proper authorities to get the issue resolved

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☐ I/we do not know these individuals

☐ Yes Click or tap here to enter text.

2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
   ☐ I/we do not know any such employees
   ☐ Yes Click or tap here to enter text.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☐ I/we do not know any such persons
   ☐ Yes Click or tap here to enter text.

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ I/we do not anticipate conducting any such business
   ☐ Yes Click or tap here to enter text.

5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
   ☐ I/we do not have a financial interest
   ☐ Yes Click or tap here to enter text.

6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
   ☐ I/we do not know any such persons
   ☐ Yes Click or tap here to enter text.

7. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. The school does not intend to contract with an education service provider.
   ☐ I/we have no such interest
   ☐ Yes Click or tap here to enter text.

8. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ N/A. The schools does not intend to contract with an education service provider.
   ☐ I/we or my family do not anticipate conducting any such business
   ☐ Yes Click or tap here to enter text.

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

X Does not apply to me, my spouse or family

☐ Yes Click or tap here to enter text.

10. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

X None

☐ Yes Click or tap here to enter text.

Certification

I, Ruby Menon, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.

Signature _____ Date 5/5/2018

Michael Nakata
Professional Bio

Michael Nakata is an advertising and marketing professional, that specializes in non-profit campaigns. Recent campaigns include: 2014 Halloween Zombie Apocalypse, Pau Hana with Purpose, and Arts for Autism. Beneficiaries of these include The Autism Society of Hawaii, Hawaii Behavioral Health, and Surfer's Healing.

The 2014 Halloween Zombie Apocalypse spanned two days, had a combined attendance of over 4,000 people, and grossed over $40000. Arts for Autism was an event which featured uniquely created art work, specifically for the fundraiser. Artwork was then auctioned off, and a calendar was made to compliment the campaign.

Currently, Mike's most notable service accomplishment, is his active role on the board of Surfer's Healing. 2015 marked our 3rd consecutive surf camp, with over 250 attendees. Surfer's Healing is an international collaboration of professional surfers, who take Autistic children on tandem surf rides. Surfer's healing camps span the shores across the globe.

Michael Nakata

[redacted]
mpfphawaii@gmail.com

Executive Profile

Innovative executive and marketing professional experienced in non-profit marketing and fundraising. Previous fundraising campaigns and events have ranged from small community sized, to multi-state campaigns/events.

- Skill Highlights
- Small business development
- Experience with charitable organizations
- Project management
- Volunteer organization and retention
- Community outreach specialist

Notable Campaigns and Events

- 2014 Halloween Zombie Apocalypse a two day Zombie themed event, benefiting the Autism Society of Hawaii. Combined days, over 4,000 people. Gross total $40,000
- Pau Hana with Purpose. One Friday per month, a different venue every month
- The venue would then donate a percentage of sales, during the event.
- Community outreach for Autism Society of Hawaii.
- Surfer's Healing Board Member

Professional Experience

Ad Solutions Hawaii **November 2013 to Present**
Managing Member Honolulu, HI
Advertising, marketing, and event planning. Specializing in charitable fundraising and marketing campaigns.

Shozen Enterprises **January 2010 to 2013**
Owner Honolulu, HI
Restaurant management and consulting. Developed and directed strategy for launch of new bar that tripled monthly revenue 3 months after launch. Formulate and implement strategies for driving sales.

Coldwell Banker Pacific Properties **March 2005 to August 2010**
Realtor Associate Honolulu, HI
Real Estate Sales and Marketing

Education

Seattle University - Alber's School of Business Seattle , WA
Bachelor of Arts: International Business/Business Management

Board Member Information

To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.

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

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

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

Background- describe your role and time commitment

Name of charter school on whose governing board you intend to serve:

The IMAG Academy

Contact information:

Name: Michael Nakata

[redacted]

E-mail: npfphawaii@gmail.com

Describe your role and indicate your position on the governing board. Board Member in charge of facilitating: fundraising, marketing, and student recruitment.

Describe your educational and employment history. Advertising and Marketing, see attached

x Resume and professional bio are attached to this form.

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization. ☐
Does not apply to me

x Yes. Names of other boards that you currently or have previously served: Surfer's Healing Waikiki

Why do you wish to serve on the governing board of the proposed charter school? I believe there is a strong need for alternative forms of public education, and believe my experience in non-profit fundraising and marketing can help make IMAG a viable alternative to the traditional public school AND allow me to give back to the community.

What is your understanding of the appropriate role of a public charter school governing board member? To advise in the operation and implementation of governance for the charter school.

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

but I believe my previous non-profit work and professiona background qualify me as an ideal candidate.

Describe the specific knowledge and experience that you would bring to the governing board. I have extensive knowledge creating non profit marketing and fundraising programs, also a strong background in creating community outreach projects.

School Mission and Plan

What is your understanding of the school's mission and guiding beliefs? To educate students by way of a project based learning curriculum.

What is your understanding of the school's proposed academic plan? The academic plan has three elements. The first is focused on social, emotional and communication development. The second ensures our students will see relevance in their learning through project based learning and community. The third ensures we use national level standards and the Hawaii common core standards to guide their instruction and assessment

What do you believe to be the characteristics of a successful school? I believe the characteristics of a successful school would be evident in the school culture and demonstration of the students' abilities to translate their academic curriculum into daily life.

How will you know that the school is succeeding or is not succeeding in its mission? The school's mission focuses on creating mindful individuals who give back to the community, these would be evident in the actions of students and the involvement of their families.

Governance

Describe the role that the governing board will play in the school's operation. To oversee, but not interfere with the daily administration of the school.

How will you know if the school is successful at the end of the first year of operation? There are several factors that will determine the "success" of the first year. Of these factors, some of the most crucial would be: attendance rate, teacher retention, family engagement with events and projects, and community impact

How will you know at the end of five years if the school is successful? I believe that comparing the 5 year financial and academic standing, versus the projections laid out in the application will be one of the primary factors for determining "success" of the school.

What specific steps do you think the governing board will need to take to ensure that the school is successful? I do not feel there are any additional steps that our governing board will need to take, to be successful, if awarded the charter.

How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school? Should the issue arise, I would gather supporting evidence and document the issue to the best of my abilities.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☐ I/we do not know these individuals
   x Yes I know most of them from the previous application processes

2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
   x I/we do not know any such employees
   ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   x I/we do not know any such persons
   ☐ Yes

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   x I/we do not anticipate conducting any such business
   ☐ Yes

5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
   x I/we do not have a financial interest
   ☐ Yes

6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization. x I/we do not know any such persons
☐ Yes

7. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. The school does not intend to contract with an education service provider.
x I/we have no such interest
☐ Yes

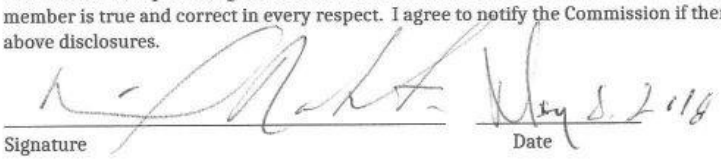
8. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. The schools does not intend to contract with an education service provider.
x I/we or my family do not anticipate conducting any such business
☐ Yes

9. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
x Does not apply to me, my spouse or family
☐ Yes

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

Certification

I, _____Michael Nakata_____, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.



Signature Date

Harrison F. Peters
[redacted]
Email: hfpeters1@hotmail.com

Work History:

Executive Director 2003 - Present	**Aged to Perfection; 1445 California Ave.; Wahiawa, HI 96786.** Duties: Financial Management and Program Administration Responsible for human resources; budget; programing; marketing, and new site development and maintenance.
Assistant Pastor 1998 – 2002	**Employer: Kalihi Union Church; 2214 N. King Street; Hon., HI 96817** Duties: Senior programs; Small groups; hospital visitation; and outreach.
Hearing Officer 1995- 1998	**Employer: State of Hawaii Department of Education** Duties: Conduct hearings and rendered legally binding decisions on disputes requiring binding arbitration between parents and the DOE.
Owner/Counselor 1985-1995	**Horizon Services Corporation. 98-487 Koauka Lp. #502; Aiea, HI 96701** Duties: Provide vocational rehabilitation counseling services to injured workers. Coordinate their return to work. Help them find other employment if need, based on their injured limitations. Provide human resources and manage a staff of 6 employees.
Executive Director 1980- 1984	**Salvation Army; 322 Sumner St.; Hon, HI 96817** Duties: Coordinate and manage all rehabilitation services for 76 residential clients and managed a staff of 18.

Education:

Master's in Sacred Theology from International Graduate School of Theology
Bachelor's in Social Work from the University of Hawaii

Board Member Information

To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.

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

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

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

Background- describe your role and time commitment

1. Name of charter school on whose governing board you intend to serve:
   IMAG Academy
2. Contact information:
   Name: Harrison Peters
   [redacted]
   E-mail: hrpeters1@hotmail.com

Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.

Resume and professional bio are attached to this form.

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.

X Does not apply to me. Yes

Why do you wish to serve on the governing board of the proposed charter school?

I strongly believe that I have expertise and knowledge to will be extremely helpful to this charter school being successful at achieve all its goals.

What is your understanding of the appropriate role of a public charter school governing board member?

To serve with the highest standards of ethics and integrity, always looking out for the interests of primarily for the interests of each student; secondly, for the interest of their parents; Third, the charter school; Fourth, for the community, the Hawaii State Department of Education.

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

I have served as a Hearing Officer for the Hawaii Department of Education(DOE) . I did binding

arbitration between the DOE statewide and parents regarding unresolved disputes regarding the education and services provided children and their Individual Education Plan for Special Education. I am passionate about every child getting the best education they can possibly can get. Also I believe my knowledge and expertise in managing and directing various non-profits can be transferred to help in the success of this charter school.

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

- Accomplished Executive Director with over 15 years of a non-pr0f9t. Knowledge of managing a non-profit.
- Extensive knowledge and expertise in multi-site and multiple staffing and programs.
- Knowledge and expertise of human resources; multi- level management; budgets; and providing service programming.
- Knowledge of and coordination with numerous private and government agencies
- Knowledge of the laws; rights, and legal proceedings of students, school, and parents
- Knowledge of marketing and strategic thinking.
- He is an accomplished and recognized Innovator that has proven record of finding solutions to difficult problems and situations
- He is a recognized and popular public speaker and trainer.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
   IMAG Academy plans to enhance standard education by adding project-based learning to the mix. Projects will focus on cultivating community ties and learning how to cooperatively find solutions to community issues
2. What is your understanding of the school's proposed academic plan?
   The plan is to empower and enhance student's emotional intelligence, ensure that students understand their importance to the community and how they can make a difference. These will be built upon a strong foundation of education that ensures the students achieve or exceed national and Hawaiian standards of education
3. What do you believe to be the characteristics of a successful school?
   Children who want to learn, participate fully in their community and come back each year. Students who don't merely survive but thrive as a result of being at our school
4. How will you know that the school is succeeding or is not succeeding in its mission?
   By getting on-going written and verbal feedback from, the students, the parents. and the community.

Governance

A. Describe the role that the governing board will play in the school's operation.
   To oversee the operational component, but not be involved in day-to-day administration

B. How will you know if the school is successful at the end of the first year of operation?
   Happy students, excited to come to school and a team of educators in place feeling they are truly making a difference

C. How will you know at the end of five years if the school is successful?
   Using metrics, we will be able to measure our progress, in terms of educational standards, to monitor the impact the school is having in students' lives and the broader community. Another metric would be meeting (or exceeding) our enrollment projections. Another metric would be our personnel turnover rate, it should be as near 0% as possible.

D. What specific steps do you think the governing board will need to take to ensure that the school is successful?

The governing board will need to stay aware of the school's performance through regular meetings with administration, talking with teachers, reviewing metrics. They need to quickly and decisively take steps to make course corrections when issues arise, to prevent escalation of small problems into large ones

E. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?

I would immediately notify proper authorities and alert them of the situation so it could be resolved before the school or the students are adversely affected.

Disclosures

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

I do not know these individuals. Yes

Sheila Buyukacar – Colleague, I offered to help

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

I do not know any such employees.

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

I do not know any such persons.

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

I do not anticipate conducting any such business.

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

I do not know any such persons

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

N/A. I have no such interest. Yes

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

N/A I or my family do not anticipate conducting any such business

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

Does not apply to me, my spouse or family

Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

None

I, Harrison F. Peters, to the best of my knowledge and ability to the State Public Charter as a prospective board member is true and accurate in every respect

5/3/2018

Harrison F. Peters May 3, 2018

Randall T. Shiraishi

Biography

Mr. Shiraishi was raised in ʻAiea and is familiar with the dynamics of the leeward area. He has over 25 years of experience working with children and youth. Mr. Shiraishi has extensive experience working with socio-economically challenged populations. While working as a counselor, counseling supervisor, and admissions manager at Hawaiʻi Job Corps, he became familiar with multi-ethnic populations. Over 90% of the students at Hawaiʻi Job Corps were Hawaiian, Filipino, Samoan, or Micronesian (including Marshallese). He became familiar with the many different ethnic groups represented in Hawaii. He learned about their customs and family dynamics. He also became very familiar with the political realities in the Pacific, as the liaison with the governments of American Samoa, the Federated States of Micronesia, and the Republic of the Marshall Islands. His Job Corps experience also gave him experience working with English Language Learners from the Pacific region. Additionally, his experience in the foster care system gave him insight into the Leeward area, as 40% of the statewide child welfare cases emanate from the Leeward region.

Mr. Shiraishi's experience on the governing board of Hālau Lōkahi Public Charter School provides insight into the charter school system and knowledge of the laws and rules regarding charter schools.

As a volunteer guardian ad litem (court-appointed advocate for foster youth), he participated in numerous individualized education plan meetings with the Department of Education, as well as the Department of Health. His experience as the director of admissions of Hawaiʻi Business College, as well as developing a college program at Hawaiʻi Job Corps will assist with those students who have aspirations of higher education. His vast experience working with children and youth in Hawaiʻi will be an asset to developing a quality program that adheres to all legal requirements.

RANDALL T. SHIRAISHI
[redacted]
Randy.Shiraishi@gmail.com

WORK EXPERIENCE:

HĀLAU LŌKAHI
PUBLIC CHARTER SCHOOL
401A Waiakamilo Rd
Honolulu, HI 968171
(808) 832-3594

Executive Director
April 2015 – May 2015

Responsible for all aspects of the management of a K-12 school. Supervised five staff, created and managed the budget. Assisted with the dissolution of the school

HĀLAU LŌKAHI PUBLIC
CHARTER SCHOOL GOVERNING BOARD
401 Waiakamilo Rd
Honolulu, HI 968171A
(808) 832-3594

Vice-Chair
January 2015 – May 2015

Responsible for the governance and oversight of the charter school. Wrote the By-Laws and policies and procedures for the School. Developed and wrote the strategy to present to the Hawai'i State Public Charter School Commission regarding closure of the School.

NAVY FLEET & FAMILY READINESS/
MORALE, WELFARE and RECREATION
850 Ticonderoga St, Ste 110 (JBPHH)
Pearl Harbor, HI 968860-5101
(808) 474-1846
Amy Koskovich, Director

Child & Youth Program Assistant
August 2012 – present

Responsible for supervision of school-aged children (kindergarten through 6th grade) in a before and after school care program. Write and deliver curriculum according to Boys and Girls Club of America and 4-H standards

EPIC, Inc.
E Makua Ana Youth Circle
1130 N. Nimitz Highway, Suite C210
Honolulu, HI 96819
(808) 838-7752
Arlynna Howell Livingston, Executive Director

Program Manager
October 2005 – August 2009

Supervised five staff. Responsible for the management of the statewide Youth Circle program that facilitates transitional planning for foster teens from state custody to independence. Conducts outreach and training to other social service agencies, the Department of Human Services Child Welfare Division, the Department of Health, Child and Adolescent Mental Health Division and Family Court. Participates in collaborative committees

with other agencies. Developed resource guide for foster youth. Coordinates and facilitates Youth Circles.

STATE OF HAWAI'I JUDICIARY
Volunteer Guardians Ad Litem Program
777 Punchbowl Street
Honolulu, HI 96813
(808) 538-5930
Jacqueline Phillips, VGAL social worker

Volunteer Guardian ad Litem
November 2006 – March 2009

Independent advocate and fact-finder for Family Court in Child Protection cases ensuring the best interest of the child. Conducted field visits to youth, foster home, schools, etc. Attended meetings to advocate for youth. Wrote court report and attended hearings.

CHILD & FAMILY SERVICE
Youth Residential Care Program
91-1841 Fort Weaver Road
'Ewa Beach, HI 96706
(808) 681-3500
Marci Lopes, Program Director

Residential Counselor
April 2005 – May 2006

Provided individual counseling and general client supervision in a residential setting for emotionally challenged male teens. Worked with a team of lead counselors, therapist and other residential counselors. Documented client behavior, assisted with client medication, wrote behavioral contracts. Trained in Crisis Prevention Intervention (CPI).

100TH INFANTRY BATTALION LEGACY ORGANIZATION
516 Kamoku Street, Apartment 205
Honolulu, HI 96826

Treasurer, Executive Board of Directors
November 2002 - October 2005

Secretary, Executive Board of Directors Volunteer
2008 – present

Was responsible for financial tracking of the non-profit organization, which has a mission to perpetuate the legacy of the 100th Infantry Battalion through education. Handled donations, wrote checks, prepared financial reports for the board of directors, voted on official business.
As secretary, keep minutes of board meetings.

HAWAI'I BUSINESS COLLEGE
33 South King Street, 4th Floor
Honolulu, HI 96813
(808) 524-4014
Anne Omori, President

Director of Admissions
June 2002 – December 2002

Supervised seven staff. Was responsible for management of all recruitment activities. Produced and monitored statistical reports. Involved in strategic planning, implementation and monitoring. Coordinated and conducted outreach events, presentations and tours. Maintained potential applicant database and coordinated mail and telephone campaigns. Coordinated with Financial Aid, Academic and Job Placement Departments. Coordinated student registration.

HAWAIʻI JOB CORPS OUTREACH, ADMISSIONS & CAREER TRANSITION SERVICES AGENCY
49 South Hotel Street, Suite 205
Honolulu, HI 96813
(808) 545-3816
Tommy Troxell, Center Director

Manager
March 2000 - April 2002

Supervised nine staff on two islands. Was responsible for ensuring contract compliance. Agency provides recruitment, eligibility screening and job placement throughout Hawaiʻi and the Pacific island region. Interfaced with government liaisons in American Samoa, Guam, the Commonwealth of the Northern Marianas, the Federated States of Micronesia, the Republic of the Marshall Islands and the Republic of Palau. Provided training to 130 staff regarding admissions eligibility, job placement services, and program. Part of management team responsible for developing and implementing programs to provide career training to eligible, low income youth. Monitored, produced and evaluated statistical reports on program performance. Developed web site and database. Managed $750,000 annual budget. Coordinated and conducted outreach events, presentations and tours. Responsible for marketing strategy and campaign. Devised and revised operating procedures.

HAWAIʻI JOB CORPS
41-467 Hihimanu Street
Waimānalo, HI 96795
(808) 259-6020
S.F. Su'esu'e, Group Life Manager

Counseling Services Supervisor
September 1997 - March 2000

Supervised four staff. Was responsible for implementation of student evaluation process. Provided training to other staff on counseling issues. Managed a caseload of 36 students, prepared behavior management contacts, assessed students' progress, and maintained contact with other staff to maintain comprehensive services. Developed and operated student civics/leadership program involving community service. Developed and implemented new Independent Living Program dormitory with specialized services to assist with transition from Job Corps to employment.

HAWAIʻI JOB CORPS
41-467 Hihimanu Street
Waimānalo, HI 96795
(808) 259-6092
Kekea Jones, Counseling Supervisor

Managed a caseload of 64 students, prepared behavior management contacts, assessed students' progress, maintained contact with other staff to maintain comprehensive services, provides individual and group counseling. Developed and coordinated

Counselor
December 1993 - Sept 1997

college program for students. Provided college counseling and assistance with application and financial aid processes.

WINNERS' CAMP FOUNDATION
888 Akiu Place
Kailua, HI 96734
(808) 263-0177
Delorese Gregoire, Owner

Team Leader Coordinator
August 1993 and August 1994

Supervised a staff of 12-14 team leaders in an accelerated learning program. Monitored and instructed staff on methods to facilitate growth among the teens. Conducted staff meetings and provided support to the staff.

HAWAIʻI DEPT. of HUMAN SERVICES
Dependent Children's Unit I
420 Waiakamilo Road, Suite 300B
Honolulu, HI 96817
(808) 832-5424
Lynn Mirikidani, Supervisor

Social Worker I
January 1993 - November 1993
July 1992 - November 1992

Conducted field visits, assessments of client's needs, assisted, wrote reports and case plans as needed, supervised visits, collateral contacts to arrange for client services. Client base was foster parents and adolescent foster children.

WINNERS' CAMP FOUNDATION
888 Akiu Place
Kailua, HI 96734
(808) 263-0177
Delorese Gregoire, Owner

Team Leader
June, August and October 1992

Supervised and facilitated a team of approximately 12 teens in an accelerated learning program. Goal was to build trust, enhance communication and to improve self esteem through team oriented activities such as ROPES course events.

HAWAIʻI DEPT. of HUMAN SERVICES
Dependent Children's Unit I
420 Waiakamilo Road, Suite 300B
Honolulu, HI 96817
(808) 832-5424.
Lynn Mirikidani, Supervisor

Social Services Assistant IV
November 1992 - January 1993
July 1991 - June 1992

Performed administrative tasks, in addition to field work and outreach functions. Provided support services to social workers and acted as a liaison between the foster parents, foster children and the social worker when the social worker was not available. Determined eligibility for various Departmental programs and referred clients to other resources. Client base was foster parents and adolescent foster children.

EDUCATION:

High School Diploma: ʻIolani School, 563 Kamoku St, Honolulu, HI 96826

Bachelor of Arts (Psychology): Univ. of Washington, 1400 NE Campus Pkwy, Seattle, WA 98195

SPEAKING ENGAGEMENTS/TRAININGS PRESENTED:

- Statewide Conference on Homelessness, Honolulu, November 15, 2006
- ʻOhana is Forever Conference, Kāneʻohe, March 27, 2008
- Institute on Violence, Abuse, and Trauma (IVAT): Preventing, Assessing & Treating Child, Adolescent & Adult Trauma 5th Annual Conference, Honolulu, April 3, 2008
- Children's Bureau 2009 Meeting for Agencies and Courts, "New Strategies for Changing Times", Washington, D.C., August 5, 2009

MEMBERSHIPS:

100th Infantry Battalion Legacy Organization, 2002 – present

American Mensa, 2012 - present

REFERENCES:

Roger Messner, Vocational Programs Manager, Hawaiʻi Job Corps
41-467 Hihimanu Street, Waimānalo, HI 96795, (808) 220-7704, email: messnerr001@gmail.com

Kim Hasegawa Chang, Attorney at Law/Guardian ad Litem
94-668 Kupuna Lp, Waipahu, HI 96797, (808) 371-9808, email: kim.hasegawa@gmail.com

Krystal Ikeda, Program Coordinator, Honolulu Community Action Program, Youth Services Program
33 South King Street, Suite 300, Honolulu, HI 96813, (808) 391-4358, email: KrystalI@hcapweb.org

Anthony Vela, Program Manager, United States Department of Labor
71 Stevenson Street, Suite 1015, San Francisco, CA 94105, (415) 975-4696, email: avela@doleta.gov

Board Member Information

To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.

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

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

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

Background- describe your role and time commitment

1. Name of charter school on whose governing board you intend to serve:
   IMAG Academy
2. Contact information:
   Name:Randall T. Shiraishi
   [redacted]
   E-mail:randy.shiraishi@gmail.com

   Describe your role and indicate your position on the governing board.
   Click or tap here to enter text.
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached. Click or tap here to enter text.

☒ Resume and professional bio are attached to this form.

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.

☐ Does not apply to me

☒ Yes. Names of other boards that you currently or have previously served: Hālau Lōkahi Public Charter School

Why do you wish to serve on the governing board of the proposed charter school?

I believe the central area needs more educational choices for students, especially in the overcrowded Waipahu/Ewa area. I have skills and experience that can benefit the Board. I fully support educational choice and charter schools. I am certain that my past experience with charter schools will be an asset to the IMAG Academy.

What is your understanding of the appropriate role of a public charter school governing board

member?
The governing board is responsible for ensuring adherence to the charter contract with positive academic outcomes and fiscal responsibility.

Describe any previous experience you have that is relevant to serving on the charter school's governing board (*e.g.*, other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have served on the executive board of directors of the 100th Infantry Battalion Legacy Organization as the secretary and treasurer since 2001. In addition, I was the vice-chair for the Hālau Lōkahi Public Charter School Governing Board from January to May of 2015. I have been the president of the IMAG Academy governing board since December 2016.

Describe the specific knowledge and experience that you would bring to the governing board.
I have 15 years of experience serving on non-profit boards, as well as experience serving on a charter school governing board and administration. I have worked with children and youth for 25 years. I have been a manager in service organizations responsible for federal and state funds and was responsible for ensuring contract compliance and fiscal responsibility.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
   The school's mission is to provide a small learning environment that is community-connected and engaged.
2. What is your understanding of the school's proposed academic plan?
   The school will provide small project-based classes that are community connected. The use of educational assistants will reduce staff-student ratios in the classroom. The belief is that a small community/family based school has positive benefits to the child, family, and the community.

3. What do you believe to be the characteristics of a successful school?
   Positive leadership, committed staff, family engagement, community connections, safe learning environment, low student-to-teacher ratios, fiscally responsible, strong moral compass, teaches the student to have strong character as well as academic skills.

4. How will you know that the school is succeeding or is not succeeding in its mission?
   Fiscally responsible (operates within budget), positive learning outcomes (statistics), high student retention and graduation, strong community connections

Governance

1. Describe the role that the governing board will play in the school's operation.
   The governing board is responsible for contractual compliance and broad oversight of the school. The board will meet monthly to monitor financial health, help develop strategies and processes for success
2. How will you know if the school is successful at the end of the first year of operation?

Strong fiscal health, meeting enrollment goals, school on track according to stated plan

3. How will you know at the end of five years if the school is successful?
   Strong fiscal health, high student retention, strong academic performance (based on statistical measures), high staff retention, strong community involvement

4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
   Close monitoring of financial performance, enrollment goals, academic performance. This will occur at the monthly board meetings.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
   I would discuss the situation with the individual and the vice-president of the board. If needed, I would put forth a motion to have the person removed from the board.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☒ I/we do not know these individuals
   ☐ Yes Click or tap here to enter text.

2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
   ☒ I/we do not know any such employees
   ☐ Yes Click or tap here to enter text.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I/we do not know any such persons
   ☐ Yes Click or tap here to enter text.

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ I/we do not anticipate conducting any such business
   ☐ Yes Click or tap here to enter text.

5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
   ☒ I/we do not have a financial interest
   ☐ Yes Click or tap here to enter text.

6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of

that provider. If the answer is in the affirmative, please describe any such relationship.

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

☒ I/we do not know any such persons

☐ Yes Click or tap here to enter text.

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

☐ N/A. The school does not intend to contract with an education service provider.

☒ I/we have no such interest

☐ Yes Click or tap here to enter text.

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

☐ N/A. The schools does not intend to contract with an education service provider.

☒ I/we or my family do not anticipate conducting any such business

☐ Yes Click or tap here to enter text.

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

☒ Does not apply to me, my spouse or family

☐ Yes Click or tap here to enter text.

10. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

☒ None

☐ Yes Click or tap here to enter text.

Certification

I, Randall T. Shiraishi, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.



Signature

1 May 2018

Date

IMAG Academy Advisors

Joseph Evans

Andrew Hata

Ku'uipo Laumatia

Dr Manulani Meyer

Dr Marina Piscolish

JOSEPH A. EVANS

[redacted] | jaehawaii@gmail.com

SENIOR-LEVEL ACCOUNTING & FINANCE MANAGER

AREAS OF EXPERTISE

- Accounting
- Audit Processes
- Strategic Planning/Analysis
- Team Management
- Cost Allocation
- Financial Reports / Budgeting
- GAAP Implementation
- Policies & Procedures

PROFESSIONAL EXPERIENCE

President and Consultant *2014-Present*

Evans Financial Consulting, Honolulu, HI

Independent consulting business, concentrating on small business and non-profits. Provide accounting, budgeting/forecasting, financial analysis and business planning to clients. Generate financial statements and facilitate account closing procedures each month. Write procedures for internal and external auditing purposes. Analyze and research reporting issues to improve accounting operations procedures. Create periodic reports comparing budget to actual costs.

Business Manager *2008- 2015*

K12, Inc. / HTA, Honolulu, HI

Provided corporate accounting and related financial responsibilities for western region K-12 educational institutions. Prepared audit work papers to conduct annual financial audits and monitoring. Analyzed budgets, financial reports and projections for accurate reporting of financial standing. Generate financial statements and facilitate account closing procedures each month. Audited workplace, employee and management policies and procedures. Coordinated HR activities of staff relating to employment, compensation, labor relations and employee relations.

- Developed and implemented financial policies and procedures manual that aided in improving internal controls and streamline reporting; currently used in numerous continental US western region schools.
- Structured accounting and financial systems, cost allocation methodologies, and forms management to facilitate management of operations.

Chief Financial Officer *2000-2007*

Child Care Links, Pleasanton, CA

Independently conducted corporate budgets for 3 offices and 9 cost centers with revenues up to $35 million. Directed all corporate accounting, fund management, and financial analysis activities. Oversaw Accounting and Information Systems staff consisting on 8 employees.

- Initiated hardware/software upgrade for cost-effective accounting and financial reporting processes.
- Negotiated contract increases of $5 million, leading to increased cash flows. Negotiated lines/letters of credit up to $6 million, optimizing business expansion.
- Launched cost allocation methodology and new financial internal controls to improve financial data integrity.

ADDITIONAL EXPERIENCE

Controller/Financial Analyst/Business Consulting (for-profit and non-profit)

- Designed budgeting, cash flow, and accounting systems. Provided investment advisory and business strategies.

Corporate Banking/Investment Analyst

- Evaluated industries and organizations to develop investment recommendations and maintain databases.
- Oversaw $50 million bank loan portfolio through strategic financial planning and directing compliance processes.

EDUCATION & CREDENTIALS

Bachelor of Science, Finance and Marketing, Florida State University, Tallahassee, FL

Computer efficiencies (QuickBooks, Blackbaud, MAS 200, MIP, Great Plains, Excel, Word) and advanced courses in financial statement analysis and project management.

Andrew Tadayoshi Everett Hata

[redacted]
[redacted]
[redacted] ahata@yhpro.com

EDUCATION

Aug 2010 – July 2013	**University of California, Hastings College of the Law** **San Francisco, CA** Juris Doctor
Sep 2003 - Aug 2007	**University of Washington** **Seattle, WA** Bachelors in Business Administration (Finance Concentration)
Sep 1999 - Jun 2003	**Punahou High School** **Honolulu, HI** High School Diploma

WORK EXPERIENCE

Feb 2014 - Present	**Yacht Harbor Law** **Honolulu, HI** ***Attorney*** Transactional attorney with focus areas in real property, corporate law and business restructuring, mergers and acquisitions, and estate planning. Currently servicing a number of Hawaii's largest companies in the transportation and entertainment industry.
Feb 2014 - Present	**Yacht Harbor Professionals** **Honolulu, HI & Seattle, WA** ***Director of Analytics*** Director vested with the responsibility of vetting commercial properties for acquisition by foreign and domestic investors. Currently serving foreign and domestic clients with quarterly closings averaging $20mm to $35mm.
June 2012 – Aug 2012	**Thomas M. Foley, AAL, LLC** **Honolulu, HI** ***Law Clerk*** Performed legal research, document drafting, and financial analysis. Independently completed over 40 projects, including two successful bond issuances by the Territory of Guam.
Feb 2008 – July 2010	**Wurts & Associates** **Seattle, WA** ***Financial Analyst*** Monitored performance of institutional clients' investment portfolios totaling in excess of $3 billion; audited portfolio accounting data; participated in macroeconomic and manager-specific research efforts; and supervised analytics team when Director of Analytics was unavailable.
May 2007 – Oct 2007	**Pacific Capital Resource Group** **Bellevue, WA** ***Financial Planner*** Planning areas included: retirement, insurance, estate, college, investment, asset allocation, and general account service.

CERTIFICATIONS & LICENSES

- Hawaii State Bar Association, Active Attorney
- Washington State Bar Association, Active Attorney
- United States District Court, District of Hawaii, Active Attorney

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

[redacted] Kuuipo.laumatia808@gmail.com

Profile Highlights:
Owner, President, and lead visionary of Mana'olana International, LLC.

Over 25 years of extensive experience in business consulting; portfolio, program and project management consulting; customized project management office(PMO) development; and business process reengineering.

Vice Chair of The Mana'olana Foundation, INC, the non-profit Native Hawaiian Organization (NHO) majority owner of Mana'olana International.

The architect of Mana'olana International's and The Mana'olana Foundation's aggressive business development model, with the ultimate responsibility for the success of both companies.

Current and prior leadership roles include top position in large business environments including those as Owner, President, Board of Director, Founder and Trustee.

A certified Project Management Professional (PMP) with the Project Management Institute (PMI) and an MBA graduate.

Results-oriented leader highly experienced in business process reengineering, portfolio, program and project management training/consulting and customized project management curriculum development. Extensive background in development and delivery of professional training courses, graduate and undergraduate academic programs, and executive workshops in portfolio, program, and project management. Established 10+ PMO's.

Specialized courses include: Project Management Fundamentals, Advanced Project Management Competencies, Project Management Professional Exam Preparation, Logical Framework Approach, Work Breakdown Structure Basics, Exceeding Stakeholder Expectations, High-Performance Teams, Resources, Roles & Responsibilities, Professional Communication, Time Management, Coaching & Mentoring Leaders, Facilitation Basics, Effective Meeting Management, Effective E-Mail Management, Implementing Organizational Change, Effective Leadership Styles, and Risk Management Basics.

Experienced Business Leader (20+ years) in the following industries: utility, education, training, telecommunications, information technology, pharmaceuticals, finance, health, insurance, military branches, state and city and county governments.

Technology Implementer: Broadband over Powerline (BPL), Voice over IP (VoIP), e-business, software platforms, infrastructure/network systems, wireless attachments, software & web development, help desk operations, network engineering, business needs requirements, client &customer servicing operations

- Highly motivated, creative problem solver, thrives on implementing business change
- Able to make difficult program/project decisions in stressful situations
- Personable and Persuasive Communicator – professional presenter and facilitator
- Excellent at building interpersonal relationships at all levels; in multicultural settings
- Expert at developing/expanding stakeholder/team relationships

- Experienced resource manager: hiring, training, motivating, mentoring, coaching, managing, and evaluating both functional resources and project-loaned resources
- Able to remain flexible amidst changing work priorities
- Builder of high-performance teams
- Adaptable, energetic, and enthusiastic

Education/Certification:
M.B.A. – Concentration in Human Resources Management – Hawaii Pacific University, December 1994, (*With Distinction – Magna Cum Laude)*
B.S. – Information Systems Computer Science – Brigham Young University – Hawaii, June 1992, (*With Honors – Cum Laude*)
Project Management Professional (PMP) – *International certification for professional project managers by the Project Management Institute (PMI) – (4,500+ hours of project experience),* March 2000
Certified Scrum Master (CSM) – Certification for Agile methodology by Scrum Alliance, January 2010.

Experience:

President, Mana'olana International, LLC
April 2011 – Present
Federal Government Contracting, Management Consulting, Project/Program/Portfolio Management Services specializing in Construction Management, Engineering Services, Information Technology, Facilitation, Management & Consulting Services.

Vice Chair, The Mana'olana Foundation, Native Hawaiian Organization (NHO)
May 2011 – Present
The Mana'olana Foundation is a federally recognized non-profit Native Hawaiian Organization(NHO) controlled by Native Hawaiians and primarily serving the Native Hawaiian community. Founded on the core principles of faith, hope, and charity, the organization strives to inspire a sense of self-reliance to all local people and Hawaiians through a set of educational programs designed to enable individuals and families to reach their goals and achieve their dreams.

Sr. Project Manager, IT PMO, Queen's Health Systems
2016-2017
- built PMO process, tools, templates, governance Sr. Technical Analyst, PMCE Program, State of Hawaii 2015-2016 - built PMO process, tools, templates, governance Sr. Project Manager, Oceanit 2014-2015 - built PMO process, tools, templates, governance; worked with clients Vice President and Director, Project Management Office –

Bank of Hawai'i
March 2009 – April 2014
Set up policies, programs, projects, portfolios, prioritization processes, intake processes, governance boards, workflows, resource management programs, business process improvement programs, processes, tools, and templates. Established training programs, mentoring/coaching processes, career pathing from interns to Senior Program managers. Evaluation programs and processes; professional development based on Maslow's Hierarchy.

Owner/Consultant/Trainer, Project Professionals, LLC,
December 2000 – 2015
Business Process Re-engineering (Process Improvement), Portfolio Management, Program Management, and Project Management - Trainer and Consultant for over 50 companies resulting in 1000+ individuals

being trained in project management fundamentals, and 200+ PMPs trained and certified in PMI's project management methodology. Established 10+ PMO's.

Develops training and consulting programs and curriculum, defines course objectives, outlines participant expectations, trains and certifies attendees, consults business owners and sponsors.

Adjunct Professor – Hawaii Pacific University
August 2000 – December 2011
Professor for the College of Finance and Business teaching graduate courses in project management to students earning degrees in business, information systems, organizational change, and human resources management. Mentored individuals from 57 different countries who provided project management services to local businesses and non-profit organizations, secured internships and employment for over 50 students. Helped 30+ students become PMP certified.

Director, Project Management Office – Hawaiian Electric Company
December 2001 – October 2004
Established Project Management Office (PMO) in Information Technology & Services Department reporting to CIO. Mentored & trained 10 program and project managers responsible for all technology-related programs and projects (Broadband over Powerline (BPL) e-business, financial budgeting, phone system, network/infrastructure, software development, business applications, enterprise resource planning systems, and facilities attachments (joint use) program. Responsible for multi-million dollar budget, strategic planning, company-wide portfolio prioritization, alignment of projects and programs to corporate strategies, established PMO guidelines, methodology, policies/procedures.
Reported to Chief Information Officer.

Telecommunications Business Manager - Hawaiian Electric Company
February 2000–December 2001
Responsible for all telecommunications programs, projects, and department project managers. Established company joint use program for 5 islands. Organized and led a cross-functional project team consisting of transmission/distribution engineering, land and rights-of-way, legal, finance, permitting/zoning, construction and maintenance, telecom engineering, metering, customer installations, government relations, community relations, marketing, regulatory, purchasing, information technology, customer services, system operations, and human resources.
Reported to Telecommunications Director.

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

Project Manager, Training Director – NuSkin/Pharmanex
August 1998 – January 2000
Project Manager for all technical projects in pharmaceutical headquarters in San Francisco. Implemented new network, phone system, multimedia displays, for all headquarter offices.
Reported to Chief Architect & CIO.

IT Training Director responsible for developing and implementing all training programs for 1500 company employees. Developed PMP certification training program with University of Phoenix to certify 20 IT professionals in project management. Reported to Chief Information Officer.

Academic Dean – Provo College, July 1996-July 1998
Education Director – Stevens Henager College, December 1994-July 1996
Program/Project Manager - Dept of Education, Windward District, August 1992 – November 1994
Network Training Director – Brigham Young University-Hawaii, May 1989 – June 1992
Division II Projects Supervisor – SoftCopy Inc., January 1987 – April 1989

Professional Organizations/Community Service:

- Board Chair – Kamalani Academy – Hawaiian focused Charter School (K-8) on O‘ahu, Hawaii specializing in Arts Integration, Leadership, Culture, and Financial Literacy
- Board Member - Corporate Relations, and member International Institute of Business Analysis (IIBA) 2010-2012; Current IIBA New Board mentor - 2016 to present
- Board Member - Membership and Fund Development, and member Society of Human Resources Management (SHRM) 2008-2012
- Member, Project Management Institute (PMI) Honolulu Chapter 2000-present
- President, Project Management Institute (PMI) Honolulu Chapter 2004-2005
- PMI President-Elect (2003-2004), Education Director (2001-2003), Programs Committee (2000-2001)
- Trustee – PMI Northern Utah Chapter (2000)

Professional References:

Dr. James B. Young (former boss)
Former Director of Telecommunications Division
Hawaiian Electric Company
(808) 232-9649
jby@hawaii.rr.com

Carolyn Yoshihara, PMP, MBA (former partner)
Partner/Project Management Consultant & Trainer
Project Professionals, LLC
(808) 538-4918 yoshiharac@aol.com

Gwen Kojima (former client for business process reengineering)
Manager
Oceanic Time Warner Cable
(808) 625-4100
Gwen.Kojima@twcable.com

Resume Summary

Manulani Aluli Meyer, Ed.D.

Director of Indigenous Education – University of Hawaii, West Oahu

[redacted]

manulani@hawaii.edu

SCHOOLING

1994-1998	*Harvard University Graduate School of Education - Cambridge, MA.*
Ed.D.	Doctorate in Philosophy of Education in TCLE (Graduated June 4, 1998) Thesis - "Native Hawaiian Epistemology: Contemporary Narratives" Entering Award Scholarship, 1994-95; Awards for Excellence, 1995-96; 1996-97 1995 - Harvard Foundation for Intercultural and Race Relations Award: "For outstanding contributions to intercultural and race relations at Harvard University"
1993-1994	*Harvard University Graduate School of Education - Cambridge, MA.*
C.A.S.	Certificate of Advanced Studies in Teaching and Learning
1983-1985	*University of Northern Colorado - Greeley, CO.*
M.A.	Masters in Physical Education (Attended on Coaching Assistantship) Excellence in Education Award/Scholarship, 1984-1985
1979-1983	*University of Hawai'i - Honolulu, HI.*
B.Ed.	Bachelors in Secondary Physical Education Attended on Athletic Scholarship; Creative Writing Award

EMPLOYMENT HISTORY

2015-Present *Director of Indigenous Education* - University of Hawai'i, West O'ahu

- University of Hawai'i Systems Strategic Plan Initiative (Hawai'i Papa O Ke Ao)
- Collaborate with community and UHWO faculty and staff to make teaching, learning and campus environments culturally relevant and reflective of the people of Hawai'i
- Create events and faculty professional development re: Indigenous epistemology
- Evaluated International Indigenous PhD's and collaborate with world scholars

2015-Dec 1 *PIKO Title III Grant Community Liaison* - University of Hawai'i, West O'ahu

- Develop and coordinate Native Hawaiian events for faculty, staff and students
- Student Development 103 Instructor for Pre-Nursing Cohort

2015-Spring *Faculty Instructor* for the following courses @ UH Hilo

- Indigenous Health and Wellness program
- Cultural Competency
- Indigenous Research Ethics (summer course: 2015; 2016)

2015-Spring *Mentor for Indigenous Evaluation project; teacher for staff* - Keiki O Ka Aina, Kalihi

2010-2015 *International Indigenous Scholar-Practitioner* - Te Wānanga o Aotearoa (Māori University, NZ)

- Lecturer, researcher, program evaluator, writer and graduate curriculum designer
- Program designer for innovative and NZQA approved higher education degree: Masters in Applied Indigenous Knowledge – He Waka Hiringa.
- Lead Teacher for He Waka Hiringa – Masters of Applied Indigenous Knowledge

2012-2013 Projects only — *Kauhale Director of Indigenous Education*, MA'O Organic Farm – Wai'anae, O'ahu
Assisted MA'O Organic Farms to create linkages with native food security movements in Aotearoa (Huaparakore) and with cultural education practices throughout Pasifika.

2004-2010 — *Associate Professor of Education* - University of Hawai'i at Hilo
Undergraduate Courses*:* Introduction to Education (ED 310); Ethnicity and Education in HI. ***M.Ed. Courses:*** Foundations of Education; Ethnicity and Education in Hawai`i; Final Seminar; Advanced Instructional Strategies/Place-Based Pedagogy; Transformational Education; **Advised** 15+ M.Ed. students to completion.

1998-2004 — *Assistant Professor of Education – University of Hawai'i at Hilo*
Undergraduate Courses*:* Introduction to Education (ED 310); Ethnicity and Education in HI. ***Post Baccalaureate Courses****:* Methods and Strategies for Teaching; Methods of Teaching Social Studies and Language Arts; ***M.Ed. Courses:*** Foundations of Education; Ethnicity and Education in Hawai`i; **Advised** 10+ M.Ed. students to completion.

1998-Spring two classes — *Instructor* - University of Hawai'i at Mānoa School of Education
Course: Seminar in Teaching for pre-service Hawaiian Language Immersion Teachers
Course: Health and Education for pre-service Hawaiian Language Immersion Teachers

1994-1996 two classes — *Teaching Fellow* - Harvard University Graduate School of Education
Course: Creating a Peaceful School Community with Professor Steven Brion-Meisels
Course: Sports and Society with Professor Chester Pierce

1995-1996 part-time — *Staff Instructor and Teacher* - Cambridge Peace and Justice Corps
Staff developer/trainer for High School project focusing on peace and justice issues

1993-1994 half-time — *Student Projects Coordinator* - The Harvard Foundation for Race Relations
Facilitated student projects that dealt with racial and multi-cultural issues and concerns on the Harvard College campus (32 separate groups)

1992-1993 — *Assistant Director* - Nā Pua No'eau: University of Hawai'i at Hilo
(The Center for Gifted and Talented Native Hawaiian Children) Responsible for daily programming and facilitation of activities, teacher trainings, research and staff development for program servicing 1,000+ Native Hawaiian children

1988-1992 — *Coordinator* - Hawaiian Leadership Development Program, UH Hilo
Responsible for teaching, programming and facilitating leadership opportunities for Native Hawaiian university students. Developed unique cultural teaching / mentoring program throughout the islands. Organized six annual Hawaiian Leadership Conferences with 500+ participants and helped organize other educational events / workshops throughout Hawai'i.

1986-1993 — *Instructor* - University of Hawai'i at Hilo
Responsible for teaching one course per semester:
- Human Development (College Retention, Communication, Culture, Self-Concept, etc.)
- Hawaiian Leadership (Cultural Leadership Theory and Practice)

1986-1988 — *Counselor* - Hawaiian Vocational Education Assistance Program, UH Hilo

	Counseling and support services for Native Hawaiian community college students
1987-1993 6 Seasons	*Assistant Women's Volleyball Coach* - University of Hawai'i at Hilo Most successful volleyball team in the United States at the time (7 National Titles)
1984-1985 part-time	*Head Supervisor* - Handicapped Swim Program, Greeley, Colorado Responsible for planning, instruction and safety of 200+ special students
1984 Summer	*Head Instructor* - Outward Bound School, Titusville, Florida Responsible for 18-day wilderness course with juvenile delinquents and status offenders
1981-1982 Seasonal	*Instructor* - The Hawai'i Bound School, Volcano, Hawai'i Responsible for planning, instruction, cultural projects and safety for 21-day wilderness courses and Special Contract Courses for wilderness experiential school

COMMUNITY, BOARD and COMMITTEE AFFILIATIONS

2011-2014	Fulbright New Zealand Board member
2008-2010	President – Haili Community Kumiai (mauka of downtown Hilo)
2006-2010	Hoea Ea: Return to Freedom – Food Sovereignty Youth Leadership Conferences
2004-2009	Hālau Wānana – Hawaiian Center of Higher Learning (Founding Member)
2000-2010	ʻIke ʻĀina: The Native Hawaiian Land Trust (Founding Member)
1997-2009	Ho'oulu Lāhui Board Member (Kua O Ka Lā Charter School, Puna)
1997-2010	'Ike A'o Co-Founder (Quality Education and Sustainable Communities Project)
2004	Accreditation Team: World Indigenous Nations Higher Education Consortium -WINHEC
1999-2003	Civic Forum on Public Education (Board Member)
1998-2002	Native Hawaiian Historic Preservation Council Member (Office of Hawaiian Affairs)
1997-1999	World Indigenous People's Conference on Education (Planning Team Member)
1997-1999	Native Hawaiian Education Council (Hawai'i Island Representative)

SABBATICAL WORK

2013 Winter	Indigenous Scholar Residency at Trent University, Canada Visiting residency for Indigenous PhD program support; lecturer, writer, visiting scholar
2005-2006 Year-long	Visiting International Scholar at the University of Auckland, New Zealand Site: Ngā Pae o te Māramatanga: The Center for Māori Research Excellence Responsibilities: lectures, speeches, chapter for Indigenous research methods; evaluation of doctoral research, PhD student writing retreats, ʻike pounamu.

OTHER VOLUNTEER WORK

2007-2010	Hoea Ea: Youth Food Sovereignty Movement (conferences, workshops, etc)	Hilo
2007-2010	Ho'opono: Weekly cultural sessions with HCCC women inmates (Seasonal)	Hilo
2006-2010	Hilo Boys and Girls Club Garden – Hoea Ea site for youth leadership	Hilo
2004-2005	Weekly Sessions (30+ total) with Hawaiian women inmates at HCCC	Hilo
1993-1996	Founding Member: Wahi Ku Moku - Boston Hawaiian Club	Boston
1993-1995	Harvard Peabody Museum: Repatriation Committee Member	Cambridge
1993-1995	Assistant Women's Volleyball Coach - Harvard University	Cambridge
1979-1993	Special Olympics: California, Colorado, Hawaii (Coach/Board Member)	Three States

1986-1993	UH Hilo Committee of Faculty of Hawaiian Ancestry	Hilo
1990-1993	American Red Cross Advisory Board	Hilo
1986-1990	Nā Kahu Ola: Mentoring Program for Teenage Mothers	Hilo
1986-1990	Job Corps: Hawai'i Volunteer for student help and placement	Hilo
1983 (Spring)	O'ahu Correctional Facility: Volleyball Coach - Women Prisoners	Kailua

SELECTED WRITINGS and PUBLICATIONS

Aluli-Meyer, Manulani (2017). "Ho'oulu: Tacit Knowledge and Rising Tides" in Vaai, U.L & Nabobo-Baba, U. (Eds.) *The Relational Self: Decolonising Personhood in the Pacific.* Suva, Fiji: University of the South Pacific Press. Pages 125-135.

Meyer, Manulani (2013). "Holographic Epistemology: Native Common Sense*." China Media Research* (CMR), Vol. 9, No. 2, April. Pages 94-101.

Aluli-Meyer, Manulani (2012). "Mind, Memory and the Science of the Sacred" in Childs, J.B. & Guillermo, D.P. (Eds.) *Indigeneity: Collected Essays*. California: New Pacific Press. Pages 77-90.

Aluli-Meyer, Manulani (2011). "Ekolu Mea Nui: Three ways to experience the world". *The Canadian Journal of Native Studies.* Vol. XXXI, No.2. Published by the Society for the Advancement of Native Studies.

Aluli-Meyer, Manulani (2010). "A'o mai, a'o aku" in Hoani, Shelley & Davies, Shelly (Eds.) *Ako Wānanga: Toroa-te-Nukuroa.* Vol. 5. Pages 19-24. Te Wānanga o Aotearoa.

Meyer, Manulani (2006). "Changing the Culture of Research: Introducing the Triangulation of Meaning." *Hulili – Multidisciplinary Research on Hawaiian Well-Being.* Kamehameha Schools Research and Evaluation Division. Vol. 3, No.1. Pages 263-279.

Meyer, Manu (2004). "Hawaiian Hermeneutics." *Social Justice: Applied Research and Social Justice.* Vol. 30, No. 4. Issue 94.

Meyer, Manu (2002). "The role of history, intention and function: More thoughts on Hawaiian Epistemology." *'Oiwi: A Native Hawaiian Journal.* University of Hawaii at Manoa.

Meyer, Manu (2001). "Our own liberation: Reflections on Hawaiian epistemology." *The Contemporary Pacific: A Journal of Island Affairs.* Volume 13, number 1, Spring 2001, pp. 124-148.

Meyer, Manu (2001). "Acultural assumptions of empiricism: A Native Hawaiian critique." *Canadian Journal of Native Education.* Volume 25, No. 2, pp. 188-198.

Meyer, Manu (2000). "Aloha is the intelligence with which we meet life: 5 Points on Hawaiian Epistemology." *The Journal of Maori Studies.* Massey University, New Zealand. Volume 6, No. 1. Spring, pp.31-34.

Sing, David; Hunter, Alapa & Meyer, Manu (1999). "Native Hawaiian Education: Talking story with three Hawaiian educators. *Journal of American Indian Education*, pp. 4-13. Fall, 1999.

Meyer, Manu (1998). "Native Hawaiian epistemology and intellectualism: Exploring the cultural nature of empiricism." *Cultural Survival Quarterly.* Spring, pp. 38-40.

Meyer, Manu (1998). "Native Hawaiian epistemology: Sites of empowerment and resistance." *Equity and Excellence in Education: The Journal of the School of Education,* Volume 31, No. 1, University of Massachusetts, Amherst. Spring, pp. 22-28.

Nani'ole, Jimmy & Meyer, Manu (1998). "Ka maka o ka ihe laumeki: The point of the barbed spear--Native Hawaiian epistemology and health." *Pacific Health Dialog: Journal of Community Health and Clinical Medicine for the Pacific.* Fall. pp. 357-360.

Meyer, Manu (1995). "To set right: Ho'oponopono, a Native Hawaiian way of peacemaking." *The Compleat Lawyer.* Volume 12, No. 4. Fall. pp. 30-35.

Meyer, Manu (1994). "A cultural imperative for wilderness adventure programs." *The Journal of Experiential Education.* Volume 17, No. 3. Fall. pp. 11-15.

Davis, Albie & Meyer, Manu (1994). "Talking story: A cultural snapshot of mediation and Peace making." *The American Bar Association Journal.* Fall. pp. 5-9.

BOOK / CHAPTERS IN BOOKS

Aluli-Meyer, Manulani (2014). "Indigenous Spirituality: Spirit Revealed" in Enhancing Mātauranga Māori and Global Indigenous Knowledge. NZQA publication: Wellington. Pages: 151-165.

Aluli-Meyer, Manulani (TBC). "Ho'oponopono: Hawaiian Healing Through Conflict" (Editor: Professor Hamdesa Tuso of the University of Manitoba, Canada. Publication TBA)

Aluli-Meyer, Manulani (2013). "The Context Within: My Journey into Research" in Indigenous Pathways into Social Research: Voices of a New Generation. Edited by Donna M. Mertens, Fiona Cram and Bagele Chilisa. California: Left Coast Press. Chapter 15. Pages 249-260.

Aluli-Meyer, Manulani (2008). "Indigenous and Authentic: Native Hawaiian Epistemology and the Triangulation of Meaning" in Handbook of Critical and Indigenous Methodologies. Edited by Linda Smith, Norman Denzin & Yvonna Lincoln. London: Sage Publication. Chapter 11. Pages 217-232.

Meyer, Manu (2003). Ho'oulu: Our Time of Becoming—Hawaiian Epistemology and Early Writings. Honolulu: Ai Pohaku Press.

MONOLOGUES

Meyer, Manu (2000). "A new standard in Hawaiian education." *Ka Wai Ola O OHA,* The Newspaper for the Office of Hawaiian Affairs. June and July issues, 2000.

Meyer, Manu (2000). "Hawaiian epistemology: A doorway to knowing." *Na Maka Hou: Hawaiian Art Exhibition.* Honolulu Academy of Arts, Honolulu. Fall. Pages 13-14.

Meyer, Manu (1999). "Hawaiian culture: Alive, relevant and ready." *Building a Learning 'Ohana: A Report of the Civic Forum on Building a Learning 'Ohana.* Civic Forum on Public Schools Publication, pages 10-1

Ph.D. EXTERNAL EVALUATOR OF WORLD INDIGENOUS SCHOLARS

Marie Lefebvre (First Nations)
Simon Fraser University, Canada – December, 2016 (in evaluation)
Shamanic historical consciousness: retu(r)ning to the Ellemental as an indigenous education

Diveena Marcus (*Tamalko* - Coast Miwok of Northern California)
Trent University, Canada – May, 2016 (PhD awarded)
Hiya 'Aa Ma Pichas 'Ope Ma Hammako He Ma Papa'Oyyisko – Let us understand again our grandmothers and our grandfathers: Map of the Elders. Cultivating Indigenous North Central California Consciousness

Doseena Fergie (Aboriginal)
Australian Catholic University – December, 2015 (PhD awarded)
Yani-nonyin: Come walk with us through the experience of postnatal depression

Areta Kahu (Māori)
Te Whare Wānanga o Awanuiārangi – December, 2015 (PhD awarded)
Addressing the Cultural Competency of Primary School Teachers in Aotearoa New Zealand Schools: The Ngāti Tūwharetoa Cultural Knowledge Project: A Collaboratively Designed Resource to Support Teachers Build Their Cultural Knowledge.

Georgina Martin (Secwepemc)
University of British Columbia, Canada – November, 2013 (EdD awarded)
Drumming My Way Home: An Intergenerational Narrative Inquiry about Secwepemc Identieies"

Anne Aroha Hiha (Māori)
Deakin University, Australia – May, 2013 (PhD awarded)
Māori Women Educators' Pedagogy and Kaupapa Māori Methodology

Afu Lefaoseu III (Samoan)
Argosy University, Hawaii – August, 2012 (EdD awarded)
Leadership Values: Perspectives of Matai Leaders within the American Samoan Government

Meihana Kakatarau Durie (Māori)
Massey University, Aotearoa New Zealand – January 2011 (PhD awarded)
He Kawa Oranga: Maori Engagement in the 21st Century

Alyce Johnson (Crow, First Nations)
Trent University, Canada – October, 2010 (PhD awarded)
Mnemonic Maps, Talking Landscapes

Noritta Morseau-Diop (Torres Strait Islander)
University of Queensland, Australia – May 2010 (PhD awarded)
Healing In Justice: An International Study of Indigenous Peoples' Custodial Experiences of Prison Rehabilitation Programs and the Impact on their Journey from Prison to Community

Shane Edwards (Māori) Massey
University, Aotearoa New Zealand – August, 2009 (PhD awarded)
Titiro Whakamuri Kia Marama Ai Te Wao Nei: Whakapapa Epistemologies and Maniapoto Cultural Identities.
Kanoe Naone (Hawaiian)
University of Hawaii at Mānoa, Political Science Department, Hawai'i – March, 2008 (PhD awarded)
The Dialectic of Place: the colonization of Hawaiian language

Debra Tepora Emery (Māori)
The University of Waikato, Aotearoa, New Zealand – March, 2008 (PhD awarded)
E Hoki Ki To Maunga: The Quintessential Elements of Home

Renee Pualani Louis (Hawaiian)
University of Hawai'i at Mānoa, Geography Department – December, 2007 (PhD awarded)
Hawaiian place names: storied symbols in Hawaiian performance cartographies

Shayne Thomas Williams (Aboriginal)
Deakin University, Australia - June, 2007 (PhD awarded)
Indigenous Values Informing Curriculum and Pedagogical Praxis

Veronica Arbon (Aboriginal)
Deakin University, Australia – November, 2006 (PhD awarded)
Thirnda Ngurkarnda Ityrnda: Ontologies in Indigenous Tertiary Education

Karen Lillian Martin (Aboriginal)
James Cook University, School of Indigenous Australian Studies, Australia – August, 2006 (PhD awarded)
Please knock before you enter: An investigation of how Rainforest Aboriginal people regulate outsiders and the implications for western research and researchers

Unaisi Walu Nabobo-Baba (Fijian)
University of Auckland, Education Department, New Zealand – August, 2005 (PhD awarded)
Vugalei: Fijian Epistemology and Implications for Education

Huia Tomlins-Jahnke (Māori)
Massey University, Māori Studies Department, New Zealand - June, 2005 (PhD awarded)
He Huarahi Motuhake: The Politics of Tribal Agency in Provider Services

Shawn Stanley Wilson (Cree, First Nations)
Monash University, Australia – August, 2004 (PhD awarded)
Research as Ceremony: Articulating an Indigenous Research Paradigm

. **Anona Naone Napoleon** (Hawaiian)
University of Hawaii, Education Department, Hawai'i - May, 2004 (PhD awarded)
'Ike Ho'oponopono: The Journey

Jane Vera Martin (First Nations, Canada)
University of Alberta, Canada – September, 2001 (PhD awarded)
Voices from the Heart of the Circle: Eight Aboriginal: *Women Reflect on their Experience at University*

SELECTED SPEECHES AND CONFERENCE PRESENTATIONS

2017 I was a guest speaker, panel presenter, ZOOM lecturer, and workshop leader for 40+ community events or conferences on Oahu, Hawaii Island, US continent, Canada and Aotearoa. Topics: food security, Hawaiian ways of healing, culture-based education, sports and spirituality, the intelligence of aloha, Hawaiian leadership, 'auamo kuleana, sustainability, indigenous research, and 'ike kupuna. The following list is a menu of local and international keynote speeches for 2017:

- Pac Rim Conference on Diversity – Honolulu, HI. October 10
    - Keynote speech: **The Purpose of Conflict**
- University of Northern Colorado, Greeley (March 30)
    - Special workshop on Indigenous epistemology with 40+ UNC faculty
    - Keynote speech with UNC students: **Aloha is our Intelligence**
- IVAT (Institiute of Violence, Abuse and Trauma) Conference, Honolulu, HI. (March 29)
    - Keynote speech: **Hawaiian Ways of Healing** (1,000+ in attendance)

- Workshop topic: **Hawaiian Knowing** (100+ in attendance)
- Ku'i Ka Lono Hawaiian Charter School annual conference (February 20)
  Kanu O Ka `Āina PCS, Waimea Hawaii (300+ in attendance)
  - Keynote speech: **Ho'oulu Lāhui**
  - Workshop topic: **Hawaiian Education Movement**
- International Education Symposium on Sustainability
  University of Alberta, Canada (January 30-31)
  - Dialogue with David Korten: **Indigeneity and the Living Economy** (40+)
  - Keynote speech: **Holographic Epistemology** (400+ in attandence)

Hawaiian Cultural Leadership Lectures in 2017

July 18 NAPALI (National Pacific American Leadership Institute @ KCC) 2.5 hour talk with 15 Fellows
May 8 First Nation's Futures Program (Kamehameha) 1.5 hour talk with 8 FNFP Fellows
Jan 10 Omidiyar Fellows (Honolulu) 1.5 hour talk with 12 Fellows

2016 I was a guest speaker for 40+ conferences, classes, symposiums and community events on Oahu, Hawaii Island, Maui, and Kauai in 2016. Topics: Transforming Education, Prison Reform, Food Security, Ho'oponopono, Indigenous Research, Sustainability, Cultural Evaluation, Hawaiian Leadership, etc. The following list is the International Keynote Speeches for 2016:

- International Indigenous Early Childhood Development Conference (July 18-22)
  Victoria, British Columbia, Canada
  Talk: **Holographic Knowing: The Purpose of Joy**

- SEPN – Sustainability and Education Policy Network Conference (June 10-14)
  University of Saskatchewan, Canada
  Talk: **'Ike Hawaii: Connecting Education and Research with the Environment**

- *Shatitsirótha/Boodiwewin:* Igniting the Sacred Power of Creation: Essential Knowledges for Transformative Action (April 22-24) Trent University, Ontario Canada
  Talk: **Native Knowledge: Our Collective Awakened State**

- Center for Culturally Responsive Evaluation and Assessment (CREA) (April 20-22)
  Third International Conference - Chicago, Illinois
  Talk: **Holographic Epistemology: The Future of Evaluation**

- Pacific Arts Association XII International Symposium (March 14-17)
  Auckland War Museum and Auckland Art Gallery, Aotearoa / New Zealand
  Talk: **Mana Moana: Our Blue Ocean Epistemology**

2015 Wo Scholar for the University of Hawai`i Community College System.
Title of presentation: Mana Moana - Pasifika Intentionality for World Transformation
Spring and Fall, 2015. (Nine total presentations throughout Hawai'i to every Community College on all Islands – Hawai`i, O`ahu, Kaua`i, Maui - and to UHWO)

2008-2014: I have given approximately 80+ talks/keynote speeches from 2008-2014, mostly in Aotearoa, New Zealand, Canada and Hawai'i on the topic of Indigenous epistemology and its implication for research, education, intelligence, and society to mostly Māori and mixed audiences ranging from 30-300+. Each talk was situated in unique settings (marae, universities, community, museums, research symposiums, public buildings, classrooms, hotels or outdoor cultural settings), and pulled forward distinct ideas contextualized within the kaupapa and audience. The practice of oracy within this field – indigenous epistemology - is vital to the growing clarity, coherence and

function of these ideas. *Ma ka hana ka 'ike* – We understand through experience, and thus I am an on-going learner. (I lived and worked in Aotearoa / New Zealand from 2010-2015)

"The Integrity of Joy: Indigenous Epistemology, Research, and the Changing Face of Academia
Keynote Speech – University of New Mexico College of Education Graduate Student Colloquium
Albuquerque, New Mexico, March 11, 2008 – (1.5 hour talk to 80+ graduate students)

"Indigenous Knowledge: A World Movement"
Featured Speaker – Aboriginal Learning Knowledge Center Conference
Vancouver, Canada, February 28-29, 2008 – (1.5 hour talk for 300+ indigenous delegates)

"Awakening Intelligence: Buddha and Christ Consciousness"
Featured Speaker for two Bodhi Day celebrations in Buddhist Hongwangi
Lihue, Kaua`i and Puna, Hawaii Island, December 2/9, 2007 – (40 minute talks)

"The Role of Indigenous Epistemology in Early Childhood Education"
Keynote Speech – Early Childhood Education Conference
Pahia, New Zealand, July 5-7, 2007 – (1.5 hour speech for 300+ delegates)

"Indigenous Epistemology and the Triangulation of Meaning"
Keynote Speech – Indigenous Program, Penn State
Pennsylvania, April 20-21, 2007 – (2 hour talk for 125+ indigenous students)

"Introducing the Triangulation of Meaning:
Keynote Speech – Arizona State University Conference on Education
Arizona, March 22-24, 2007 – (2 hour talk for 100+ delegates)

"Hawaiian Epistemology and our World-Wide Awakening"
Keynote Speech for WIPCE – World Indigenous Peoples Conference on Education
Hamilton, New Zealand, December 2006 – (45 minute keynote talk for 2,000+ delegates)

"Inform to Transform: A New Intelligence"
Keynote Speech for Auckland University Institute of Technology
Auckland, New Zealand, September 28, 2005 – (1.5 hour talk for 150+ delegates)

"Hawaiian Epistemology: A New/Old Way"
Keynote Speech for University of New Mexico Conference
Albuquerque, New Mexico, April 27-28 – (2 hour talk for 70+ delegates)

"Quality Assurance and Indigenous Epistemology: Triangulating Our Way to Meaning"
Workshop Presentation at International Conference on Quality Assurance in Higher Education
Wellington, New Zealand, March 29-April 1, 2005 – (representing WINHEC)

"A Pacific Island Epistemology"
Keynote Speech for Pacific Island Conference – University of Utah
Utah, March 10-12, 2005 – (2 hour talk for Pacific Islanders in Utah)

"Makahiki: A Hawaiian Season of Peace, Excellence and Gratitude"
Talk and stone-carving presentation – Bishop Museum
Honolulu, Hawai'i, February 4, 2005 – (1.5 hour experience/talk with 80+ people)
Member of 20 Indigenous Scholars from around the World for an informal 3-day Conference
Topic: Science and Indigenous Knowledge Systems (formal and informal sessions only)
Kona Village, Hawaii, February 27-March2, 2005 – (3 days with indigenous scholar/educators)

"Mind, Memory and the Science of the Sacred" U.C. Berkeley
Panel Presentation at Conference: Beyond Race and Citizenship: Indigenous Identity in the 21st Century
Berkeley, California, October 27-30, 2004 – (20 minute speech to 100+ students and scholars)

"Triangulation of Meaning and Indigenous Epistemology"
Keynote Speech for UCLA Conference: "Education Towards Humanization"
Los Angeles, California, October 16, 2004 – (1 Hour Keynote Speech to 100+ participants)

"Triangulation of Meaning and Indigenous Education"
Indian Education Conference
Duluth, Minnesota, April 29-30, 2004 – (1 Hour Keynote Speech to 300+ Native Educators)

"Ho`ouluana: Hawaiian Epistemology and Liberation"
A Symposium sponsored by the UH Mānoa Philosophy Department
Honolulu, HI. May 2, 2003 – (1 Hour Presentation with 45 participants)

"Ho`oponopono: Hawaiian Mediation and Epistemology"
25th Annual WESTOP Conference, Sheraton Waikiki Hotel
Honolulu, HI. April 6-9, 2003 – (1.5 Hour Presentation with 80+ participants)

"Hawaiian Hermeneutics and the Triangulation of Meaning: Gross, Subtle, Causal"
Far Western Philosophy of Education Society 50th Anniversary Conference, UH Mānoa
Honolulu, HI. January 16-18, 2003 – (30 minute Paper Presentation)

"Ho`ouluana: A Radical Remembering of Our Future"
Native American Education Association
Albuquerque, New Mexico, November 3-6, 2002 – (45 minute Keynote Speech, 2,000+)

"Hawaiian Philosophy in Education"
Council for Native Hawaiian Advancement
Waikiki, HI. September 10-14, 2002 – (30 minute Keynote Speech with 300+ Participants)

"Indigenous Epistemology: A World-Wide Movement"
Visiting Scholar Presentations at Edith Cowen University and Curtin University
Perth, Australia, July 29-August 13, 2002 – (5 talks to 200+ Students and Faculty)

"Native Hawaiian Perspectives for an Indigenous Relational Process in Education"
Native Hawaiian Education Association Conference (80+ participants)
Honolulu, HI. March 28-29, 2002 – (1.5 hour workshop with Dr. Ku Kahakalau, Dr. Peter Hanohano)

"Indigenous Research Priorities"
University of Alberta International Indigenous Scholars Conference
Alberta, Canada, March 13-16, 2002 - (Keynote Speaker with 100+ Participants)

"Hawaiian Epistemology: From Essence to Form"
Windward Community College Workshop
Kailua, HI. February, 23, 2002 – (3 hour Workshop with 50+ Students and Faculty)

"Hawaiian Philosophy: From Ancient to Renewal"
NASPA Western Regional Conference (National Association of Student Services Personnel)
Maui, HI. Nov. 1-5, 2001 – (1 hour Keynote Speech to 200+ University Student Services Deans)

"Leadership and the Hawaiian Culture"

Alliance for Children and Families National Executive Leadership Conference
Waikiki, HI. June 27-30, 2001 – (1.5 hour Keynote Speech to 80+ Social Work leaders)

"Hawaiian Epistemology and Your Pedagogy"
UH Mānoa Workshop for Halau Ku Mana Charter School
Honolulu, HI. June 16, 2001 – (2.5 hour Workshop for 20 teachers and staff of Charter School)

"The Healing Essence of Aloha"
Health Symposium, Honolulu, HI. May 26, 2001 – (1 Hour Keynote Speech for 50+ participants)

"Our Own Liberation: Reflections on Hawaiian Epistemology"
UH Mānoa Political Science Department Colloquium
Honolulu, HI. April 27, 2001 – (2.5 hour Lecture to 50+ faculty and students)

"Ho`ouluana: Hawaiian Philosophy and Our Liberation"
Native Hawaiian Education Conference
Honolulu, KCC, March 30-31, 2001 – (45 minute Keynote Speech for 400+ Participants)

"Cultural Epistemology: Implications for Higher Education"
Michigan State University talks to four groups in the College of Human Ecology
East Lansing, MI. March 15-17, 2001 – (4 Talks given to 300+ students and faculty)

SELECTED VIDEOS ON YouTube or Vimeo

- To Grow We Must Create: ThinkTech Interview
  30 minute interview with sister Meleanna Aluli Meyer, July 28, 2017
  https://www.youtube.com/watch?v=53DXrWejUXw

- Hawaiian Creation Story shared at Purple Mai'a gathering
  5 minute speech at Purple Prize Kick-off, March 25, 2017, Honolulu
  https://www.youtube.com/watch?v=DbogUyKQz0g

- Maunakea Testimony
  2-hour testimony in Hilo: January 17, 2017
  https://youtu.be/3Fl71B4nO8o

- Pacifica Graduate Institute
  Lecture given to graduate students: February 27, 2017
  https://youtu.be/6Mm4QeQ3K7o

- Connecting Education with the Environment
  Keynote speech at the University of Saskatchewan: June 11, 2016
  https://www.youtube.com/watch?v=DoGmHSwOpSA

- Mobilizing Sustainability in Hawaii
  Interview at Hawaii ThinkTech - July 5, 2016
  https://www.youtube.com/watch?v=ZwOnv-rr9Aw

- Graduation speech for He Waka Hiringa (Te Wananga o Aotearoa)
  Masters in Applied Indigenous Knowledge – April 21, 2015
  https://www.youtube.com/watch?v=xmPWXvOamIU

- Lecture to celebrate Idle No More in Canada
  Mana Moana: Pasifika Rising – December 8, 2013
  https://www.youtube.com/watch?v=DQi62rEYo-8

- The Efficacy of Aloha
  Speech at Pacific Rim Conference – Summer, 2010
  https://vimeo.com/13920353

- An Introduction to Indigenous Epistemology
  Interview in Kaka'ako - October 22, 2010
  https://www.youtube.com/watch?v=lmJJi1iBdzc

- 'Ike Aina in the Context of Sustainability
  Speech at Keauhou, Kona - October 23, 2009
  https://vimeo.com/7910477

- Aloha is our Intelligence
  Interview with Voices of Truth – February 5, 2007
  https://www.youtube.com/watch?v=8xNBxVGBEF0

- ECHO – Education through Cultural and Historical Organizations
  Keynote speech: Indigenous Epistemology
  http://www.echospace.org/about2/videos/manu_meyer_keynote.html

Marina A. Piscolish, PhD

[redacted]

marina@mappingchange.com

FORMAL EDUCATION

University of Pittsburgh
Ph.D. – Administrative and Policy Studies
Conferred: May 1997
Focus: Democratic Decision Making in Educational Reform

Pennsylvania State University
B.S. Degree- Secondary Education, Social Studies
Pennsylvania Teaching Certification, August 1982

PROFESSIONAL HISTORY

President and Principal Partner, MAPping Change, LLC. 1999-Present:
Founder and manager of this professional service organization dedicated to helping organizations and communities with strategic visioning, consensus building, collaborative problem solving and conflict resolution. Additional professional services include program design, training, development and evaluation. Partial client list includes: The Kamehameha Schools-Bishop Estate; Hawaii State Department of Health; NOAA's Pacific Services Center; The Native Hawaiian Education Council; Hawaii Department of Education; The Native Hawaiian Legal Corporation, Hawaii Business Roundtable, AIG Hawaii, Inc., Commonwealth of the Northern Marianas Islands, The Nature Conservancy, The University of Hawaii's Program on Conflict Resolution; The University of Delaware, Ohio Commission on Dispute Resolution, The Ohio Department of Education and others.

Associate Teaching Faculty, Individual Master of Arts Program in Conflict Resolution, The McGregor School of Antioch University 1996-1999:
Design and delivery of course titled *Promoting Deep Democracy in Education and Other Public Settings*. Also advises program director and faculty on overall program. Advises students on courses of study and independent research projects.

Consultant, College of Human Resources, Education and Public Policy, University of Delaware 1993- 1998:
Responsible for the development of a long-term vision for the Conflict Resolution Program, including the development of a certificate program in Alternative Dispute Resolution. Responsible for designing and teaching courses in conflict resolution, facilitation and mediation and preparing other faculty to teach the courses.

Director. Conflict Resolution Program and Policy Scientist, Institute for Public Administration, College of Human Resources, Education & Public Policy, University of Delaware 1994-1998:
Responsible for the creation, implementation and oversight of a comprehensive program of conflict resolution, facilitation and mediation services for education, non-profit and public agency settings. The work of the Program integrates teaching, research and service to institutions of higher education, basic education, government and other public or nonprofit settings. Special emphasis is public participation in public policy and participatory governance for public settings. Responsibilities also included representing the program in state and national forums.

Educational Project Development and Process Consultant 1986 – Present:
Assists agencies in project planning, research and development, process design, event design and facilitation, collaborative problem solving and mediation. Organizations include: University of Pittsburgh; Duquesne University; Pittsburgh Mediation Center; Ohio Commission on Dispute Resolution; Massachusetts Office of Dispute Resolution; Hawaii State Department of Education; public television stations WQED-TV (Pittsburgh) and WTVS-TV (Detroit) and others.

Consultant. Carnegie Mellon University 1993 – 1996:
Responsible for the design of an evaluation of multi-media instructional package on dispute resolution for use on college campuses.

Consultant. Pennsylvania Department of Education 1992 – 1994:
Responsible for the design and conduct of a state-wide policy study of teacher leadership and school reform.

Consultant. Pennsylvania Academy for the Profession of Teaching 1991 – 1992:
Documented program development of school district-university collaboration for reform of teacher education.

Research Associate. Pittsburgh Board of Public Education 1986 – 1991:
Designed and managed evaluations of several district initiatives primarily in the areas of organizational and professional development, shared decision making, and school reform. Additionally, evaluated curricular efforts in conflict management, children's ethics and keyboarding.

Mediator/Instructor. Pittsburgh Mediation Center 1990 – 1994:
Certified mediator of disputes between two or more parties, also design and delivery of training and instruction in conflict resolution, group problem solving, effective communication, negotiation, team building, and data-driven decision making.

Manager, Educational Project Development. WQED-TV Metropolitan Pittsburgh Public Television 1983 – 1987:
Provided project planning, research, marketing and grant writing for a number of educational initiatives combining television, print and community outreach.

Classroom Teacher, Bucks County School District 1982 – 1983: Middle school social studies teacher.

PUBLICATIONS, REPORTS AND PRESENTATIONS

Piscolish, M.A. and Walker, A. (1987) Results of student discussions of at-risk youth: A report to the Annie E. Casey Foundation. Division of Research Evaluation and Test Development, Pittsburgh Board of Public Education, Pittsburgh, PA.

Piscolish, M.A., LeMahieu, P.G., Bickel W., Saltrick D. (1988) A collaborative model of program design, evaluation and policy development: The Schenley High School Teacher Center Experience. Paper presented at the annual conference of the American Educational Research Association, San Francisco, CA.

Piscolish, M.A., LeMahieu, P.G. (1989) Secondary instructional teacher leader program: Expanded pilot year evaluation results. Division of Research Evaluation and Test Development, Pittsburgh Board of Public Education, Pittsburgh, PA.

Piscolish, M.A. (1989) A Descriptive analysis of instructional cabinet activity and group interaction. Division of Research Evaluation and Test Development, Pittsburgh Board of Public Education, Pittsburgh, PA.

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Attachment O – Admission and Enrollment Policy

STUDENT ENROLLMENT

IMAG Academy welcomes all children in the State of Hawaii and who are in the grades currently being offered. We encourage all families in the area and surrounding areas to consider enrolling their children in The Academy.

Eligibility

IMAG is a public charter school and as such is open, based on available space, to any student in the State of Hawaii who is eligible for the grades we currently serve. Potential students will be considered for admission without regard to race, color, ethnicity, national origin, religion, sex, sexual orientation, marital status, income level, academic or athletic ability, disability, need for special education services or lack of proficiency in the English language.

Enrollment Requirements

Students and their families must attend a free mandatory orientation before applying for admission to IMAG Academy. These are held several times a month during the open enrollment period in order to provide information about IMAG Academy that will help you to determine if IMAG Academy is an appropriate fit for your student and family. The acceptance decisions are not made until after the open enrollment/application period is completed (and after a lottery, if necessary).

Enrollment Priority

In order to support a consistent educational environment for all of the children of each family that chooses to join IMAG Academy, enrollment priority will be as follows:

a. Current Students
b. Children of The Academy's staff, founding Governing Board members;
c. Siblings of currently enrolled students;
d. Siblings of newly admitted students;
e. All other Hawai'i students

If there are more students seeking enrollment into a particular grade than can be accommodated, IMAG Academy will employ a public lottery within a week of the end of the open enrollment period.

Siblings of currently enrolled students must submit an application for admission to receive a position on our school roster. Siblings will be given a space in the appropriate grade if a space is available. If a lottery is required, siblings will not participate in the general lottery process.

Students not admitted as a result of the lottery process will be placed on a waiting list according to their selection position in the lottery. Once the initial admissions have been made and accepted, any remaining openings will be offered to those on our waiting list.

<u>Sibling Policy</u>
If a family has more than one child applying for admission and one student is offered a space,

the sibling will be given priority and an available space in the class in which they are applying. If during the lottery process a student is selected for a class, their sibling will be given priority and will be given an available space in the class in which they are applying.

If there is no space available, the sibling(s) will be placed at the top of the waiting list for the grade to which they are applying. If there is already a child that is a sibling who is first on the waiting list, the sibling will then be placed after those previously placed on the waiting list and in the order they were selected in the lottery.

If more siblings apply than there are spaces available in a class, a lottery will be held for those siblings for that grade in the same manner and at the same time as the general admissions lottery. When the class is full, the siblings will be placed on a waiting list in the order they were chosen in the lottery.

If during the lottery a student in a lower grade is given a space and they have an older sibling who was placed on the waiting list for a higher grade during the lottery, the older sibling is given an available space in the class over a previously selected student that does not have a sibling. The displaced student becomes first on the waiting list.

Siblings of currently enrolled students have admissions preference over siblings of newly admitted students.

Children with Special Needs

The vision and mission of IMAG Academy supports full inclusion into our school and classrooms. Families of students with an Individualized Education Plan (IEP) or section 504 plan must inform the school upon selection and provide timely access to relevant documents. Parents will meet with our school representatives to determine the services needed for their child and what services The IMAG Academy is able to provide. This will help us to ensure the appropriate services are provided for your student.

Application Process and Timeline

Applications will be accepted during two open enrollment periods from mid-November to mid-March prior to the start of a new school year. If the number of applicants exceeds the number of student openings for any given grade, a lottery will be held within one week of the end of the open enrollment period.

Attending a free orientation session during the open enrollment period is required for those applying for admission.

Once the final admissions have been made and accepted, remaining openings in the school will be filled from the waiting list. Any applications received after the March deadline (date determined each year and published within Attachment 1) will be considered during the rolling admissions period. Rolling admission runs from mid-Apr to mid-October of each year. During this time, applications are accepted and admission is offered on a “first come first serve” basis if space is or has become available. During the rolling admissions period, students offered spaces are given three weeks or until October 15th (whichever comes first) to notify the office of their intent to accept or decline the space. After August 1, this notice period may be shortened as required.

If a student applies for enrollment in a class that is at full capacity, that student will be placed next in order on a waiting list (please see above in the case of siblings).

Selection Notification

Families are notified of admission by electronic mail.

If a family declines a space or does not reply to the offer of admissions, and then changes their mind, they may re-activate their application. The student will be offered admission or be placed next in order on the waiting list.

If an applicant who has declined admission would like to be considered for admission the following school year, they must re-activate their application during open enrollment and enter the lottery for the next school year.

Students offered spaces have until approximately one month (exact date determine yearly and provided within Attachment 1) to notify IMAG Academy that they are accepting the space and complete the enrollment documents. Failure to respond by determined date will result in forfeiture of the space and the next person on the wait list will be offered the space. If that student would still like to be considered for enrollment at a later date, they may re-activate their application and be added to the bottom of the waiting list.

No new students will be enrolled after October 15th of the school year applying for, with the exception of siblings of currently enrolled students or children of our staff, contingent on space availability.

Enrollment Status

Pursuant to the school's Attendance Policy, if a new student entering school misses more than nine days of school during the first month of school without a doctor's note, the student will be un-enrolled, and the vacancy will be offered to a child on the waiting list.

Enrollment After October 15th

If a space becomes available in for that current school year after October 15th and the next student on the waiting list is the child of an Academy staff member or a sibling of a currently enrolled student, the student may enroll after the October 15th enrollment cutoff date.

Withdrawal After October 15th

Any student that withdraws after October 15th who wishes to re-enroll at IMAG Academy will need to re-apply for admission during the open enrollment period of the following year. If a student withdraws after submitting re-enrollment documents, their re-enrollment is no longer valid.

Admission After Dismissal from IMAG Academy or Other School

If a student applies who has previously been dismissed or suspended for a Class A offense under Chapter 19 from IMAG Academy or another school, the student will be offered admission only after it is determined that IMAG Academy can provide the services required to ensure the student's safety and success in the school environment, as well as the safety of all IMAG Academy students and staff.

Attachment 1 – 2020-2021 School Year Enrollment Process and Timeline

2020-2021 Application and Enrollment Process and Timeline
October 1, 2019 – November 30, 2019: 1st Open enrollment period New Family Orientation Sessions –Mandatory for new families
December 2 , 2019 – December 9, 2019: Acceptance of students Enrollment lottery (if necessary) **January 6, 2020:** Decision deadline for families of accepted students. Families must respond with an acceptance or risk losing their acceptance opportunity
December 9, 2019 – February 10, 2020: 2nd Open enrollment period New Family Orientation Sessions –Mandatory for new families
February 11 , 2020 – February 18, 2020: Acceptance of students Enrollment lottery (if necessary) **March 15, 2020:** Decision deadline for families of accepted students. Families must respond with an acceptance or risk losing their acceptance opportunity.
February 11, 2020 –October 15, 2020 On-going (Rolling) enrollment will be based on first come, space availability

CITY COUNCIL
CITY AND COUNTY OF HONOLULU
530 SOUTH KING STREET, ROOM 202
HONOLULU, HAWAII 96813-3065
TELEPHONE: (808) 768-5010 • FAX: (808) 768-5011

BRANDON ELEFANTE
Councilmember District 8
'Aiea, Pearl City, Waipahū
Chair, Committee on Public Health, Safety and Welfare
Telephone: (808) 768-5008
Email: belefante@honolulu.gov

20180412-012

April 12, 2018

State Public Charter School Commission
111 Bishop Street
Suite 516
Honolulu, HI 96813

Dear Commissioners:

Over the years, I have continued to support the IMAG Academy's public charter school request. IMAG Academy will offer an additional educational choice to complement our current public school system. As a brick and mortar public charter school, it will be the first of its kind in our area and will be a welcomed community resource.

IMAG Academy is committed to community-centered, project based learning that ensures a real world and relevant learning philosophy is brought to their students. It will be exciting to see their students engage in important concerns and stimulating opportunities in our close knit community of Waipahū.

Their dedication and commitment to our keiki and community is at the heart of their growing support by families and community members. It is with this in mind that I ask for your favorable consideration of the IMAG Academy's charter school request.

Sincerely,

Brandon Elefante
Councilmember, District 8

Navy Region Hawaii
FLEET & FAMILY READINESS PROGRAMS
850 Ticonderoga Street, Suite 110 Pearl Harbor, HI 96860-5101
FLEET & FAMILY READINESS

10 May 2018

Hawai'i State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI 96813

To whom it may concern:

It is with excitement that I am writing to you in support of IMAG Academy receiving their public school charter. As the Navy Region Hawai'i School Liaison Officer, I support our military families with the daunting process of deciding on which educational option is best for their children. IMAG Academy's educational model and their vision of becoming a small, family-like school option for all students fits well with the needs of military families. Their inclusion of transition centers and processes are particularly noteworthy considering our students are very transient.

The IMAG Academy's founding group is ready and willing to listen to the needs of our families. I look forward to hearing about their approval and adding them to our list as a small public school option—something not readily available in the central leeward area.

Thank you for your consideration to approve IMAG Academy's request for a charter- they will be a welcomed option for our military families.

Respectfully,

Kim Munoz

Kim Munoz
Navy Region Hawaii
Regional School Liaison Officer
Military Family Support Center
4827 Bougainville Dr.
Honolulu, HI 96818
808-471-3673 (office)
808-306-9247 (cell)
Kim.Munoz@navy.mil



April 13, 2018

Hawaii State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI 96813

Reference: Letter of intent for IMAG Academy

IMAG Academy develops in students the skills necessary for the future of our community! The Oahu Economic Development Board fully supports this organization and their path to become an approved charter school.

At the Oahu Economic Development Board (OEDB) we apply the Aloha Response to Hawaii's economic needs, crisis, and opportunities by working collectively with each critical element of every initiative: Physical Infrastructure/Policies and Governance; Financial Capital; and Community.

OEDB, through strategic alliances, partnerships, mentorships, and programs strengthens the resilience and opportunities to thrive for our residents. This includes the responsible management of our natural resources and recovering the innovative heritage to producing and procuring the provisions for the basic needs of the people who call Hawaii home with eyes on exporting our expertise to assist communities beyond our islands.

IMAG: innovative, mindful, accepting, and giving. These are the focus points of IMAG Academy, and are necessary foundations for a healthy community and therefore economy. IMAG Academy develops the skills and values that enable the students to respond to needs, crisis and opportunities.

Their community-centered, project based learning brings real world concerns to the classroom. Students build skills that are absolutely necessary to form relationships that will address broad spectrums of current issues.

It is for this reason that I continue to support IMAG Academy and other initiatives in alignment with this method and vision.

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

Sincerely,

Pono Shim
President and CEO
Oahu Economic Development Board



OAHU ECONOMIC
DEVELOPMENT BOARD

Dillingham Transportation Building
735 Bishop Street, Suite 424, Honolulu, Hawaii 96813 • 808-521-3611
Fax: 808-536-2281 • www.oedb.biz

hi FUSIONED

April 10, 2017

State Public Charter School Commission
111 Bishop Street
Suite 516
Honolulu, HI 96813

To the Review Committee:

I am pleased to provide you with this Letter of Intent and Support for the IMAG Academy charter school application. Since 2002, HI FusionED has provided science and technology related enrichment programs and activities for K-12 schools in Hawai'i. IMAG Academy's emphasis on student-centered, inquiry led and project-based curricula is well-aligned with HI FusionED's approach and strategies. Using what we've learned, I look forward to providing insight into developing effective, engaging learning opportunities for students.

I strongly believe that IMAG Academy will provide students who are struggling in the traditional public school system a chance to learn in an environment that best meets their needs.

In addition, I am particularly supportive of IMAG Academy's focus on having families and community partners take an active part in student success. It truly does take a village to raise the child.

If you have any questions or need additional information, please do not hesitate to contact me at (808) 988-1931.

Sincerely,

Lynn N. Fujioka, President

P.O. Box 161296 • Honolulu, Hawai'i 96816 • 808.988.1931 • info@hifusioned.org • www.hifusioned.org

PO Box 1494, Pahoa, HI 96778
Phone (808) 965-3730 Fax (808) 965-3733
www.haaspcs.org

Testimony
Hawaii State Charter School Commission Application Committee
May 7, 2018

Chair Catherine Payne and Commissioners,

Sheila of IMAG Academy and I have been in contact for several years during their navigation of the chartering process. I noticed that a couple of years ago, they received a USDOE grant to develop a rich and viable curricula portfolio. I can only imagine how disappointed they were to be denied year after year to gain their charter. One thing you need in the Hawaii Charter School movement is persistence and resiliency. They definitely have demonstrated these qualities.

Another consideration is the area they wish to serve in. Waipahu and West Oahu, in general are in need of smaller school size and therefore smaller class size. The schools in that area have received media attention as to the overcrowding and overheating of the classrooms. Allowing this charter school to happen will work to the benefit of the community and will bring in a fresh breeze of innovation.

I am in support of chartering IMAG Academy, but the caveat is to match their opening enrollment with funding. Existing charters have been hurt with the addition of charters without the increased funding support. Charters have remained victims of the "fiscal slide" that happened in 2008. It sadly coincided with the addition of three charter schools without the funding in place. In three short years the per pupil allocation "slid" from $8500 per student to $5360 a student. Ten years later, we have not even regained the position that we had in 2008.

Steve Hirakami

Steve Hirakami
School Director
(808) 965-3730 ext. 225
Steve_hirakami@notes.k12.hi.us

AUTISM SOCIETY
Improving the Lives of All Affected by Autism
Hawaii

PO Box 179411.Honolulu.HI.96817
www.autismsocietyofhawaii.org (808) 368-1191 autismhi@gmail.com

April 12, 2018

Aloha,

This letter serves as an agreement that IMAG Academy and ASH agree to maintain and foster adequate communication to facilitate best practices and quality assurance.

IMAG Academy's goal is to create a small, family–like environment to prepare mindful citizens through engaging our students in community centered concerns and projects. Their focus is on creating a continuum of experiences, in and outside of school, where the strengths and potential of the individual, family and community can flourish. There are critical program components of adult and peer mentorship, youth led and driven programing and their focus on providing and strengthening a support system enabling and enhancing connections between traditional knowledge and a youth's modern life.

ASH is a 501(c)(3) organization serving families and individuals touched by Autism and Autism Spectrum Disorders. It is the local chapter of the national Autism Society of America headquartered in Bethesda, Maryland. About 1 percent of the world population has autism spectrum disorder. The prevalence in the United States is estimated at 1 in 68 births. (CDC, 2014) Autism services cost U.S. citizens $236-262 billion annually. (Buescher et al., 2014)

The Hawai'i State Charter School Commission has requested that charter school applicants demonstrate coordination with community resources and agencies. IMAG Academy is committed to delivering high quality, evidence based services. To further this goal, this Memorandum of Agreement indicates a willingness of the Autism Society of Hawaii (ASH) to work with the IMAG Academy as we respond to the needs of each individual student.

Please feel free to call me at (808) 368-1191 should you have any questions.

We look forward to continued collaboration toward our mutual goal of meeting the needs of Hawaii's students and families.

Sincerely,

Jessica Wong-Sumida
Executive Director
Autism Society of Hawaii

The Autism Society of Hawaii is a non-profit 501(c)(3) organization, #26-4410135

April 9, 2018

Hawaii State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI. 96813

SUBJECT: Memorandum of Understanding – IMAG Academy

This letter is in complete support of a partnership between Keiki O Ka ʻĀina Family Learning Centers' (KOKA) I-LEAD program and IMAG Academy in building the capacity of our Native Hawaiian youths' leadership skills, resiliency and self-efficacy.

The IMAG Academy will be a public charter school serving grades K-12. Their mission is to create a small, family–like environment to prepare mindful citizens through engaging our students in community centered concerns and projects. They will focus on creating a continuum of experiences, in and outside of school, where the strengths and potential of the individual, family and community can flourish. Their mission is in perfect alignment with KOKA's I-LEAD program of adult and peer mentorship, youth led and driven programing and their focus on providing and strengthening a support system enabling and enhancing connections between traditional knowledge and a youth's modern life.

I am especially excited to be a collaborative partner with IMAG Academy. At their school capacity, our program will provide the Native Hawaiian youth of their secondary school (grades 7-12) an outstanding opportunity to build their positive self-image as a possible participant of the KOKA's comprehensive cohort program. The I-LEAD program will also be in direct support of their vision in becoming a community resource raising generations of innovative, mindful, accepting and giving citizens grounded in their knowledge and capabilities to create and sustain ethnically diverse, successful and peace-filled communities. Our program will improve both of our organization's capabilities to provide strength-based strategies so essential to building our capacity of both our youth and our youth support services available within our community.

As we bring many years of experience in providing comprehensive, supportive programs to all members of our families, it is especially exciting to partner with IMAG Academy. Their forward thinking and action-taking will ensure a successful program implementation and partnership.

Please do not hesitate to email or call me for any clarifications or questions.

Respectfully,

Momi Akana

Momi Akana
Executive Director
808 843-2502

Email Announcements 2015-2018

	Title	Subject	Send Date	Successful Deliveries	Unique Opens
1	2018 - Application Due - Support Letters	Letters of Support - May 7th	2-May-2018	386	103
2	2018 - Re-Apply Announcement	Call Us Crazy - We're Re-Applying!	17-Apr-2018	389	111
3	2017 - Denied - July 17	Next Step...Mahalo Nui Loa!	27-Jul-2017	385	127
4	2017 - Last Chance - JULY Meeting Unope	Yes/No Decision for Charter School - Thursday, 13 July!	11-Jul-2017	300	40
5	2017 - Last Chance - JULY Meeting Testin	Yes/No Decision for Charter School - Thursday, 13 July!	10-Jul-2017	386	101
6	2017 - JULY Meeting Testimony	Approval for Charter School!	3-Jul-2017	388	121
7	2017 - Meeting Testimony	Today - Testify for IMAG AcademyÂ	26-Jun-2017	387	92
8	2017 - Update - June - Unopened	IMAG Academy and LAB Updates	21-Jun-2017	280	34
9	2017 - Update - June	IMAG Academy and LAB Updates	14-Jun-2017	383	108
10	2017 - Update - May	IMAG Academy and LAB Updates	3-May-2017	266	70
11	Intent to Enroll or Support Only	Tell US - One Click!	15-Jan-2017	270	75
12	2017 - Mahalo in this New Year!	2017 - Mahalo in this New Year!	9-Jan-2017	273	89
13	Aug 8 - One Line - Send NOW	**Still Fighting for Approval** Deadline - Tuesday	8-Aug-2016	277	78
14	July 26 - One Line - Send NOW	Deadline - Tonight!	26-Jul-2016	278	68
15	Update - July 21, 2016	BIG Decision - Best Time to Support!	22-Jul-2016	276	63
16	Update - April 25, 2016	Great News - US DOE Grant!	25-Apr-2016	278	99
17	2016 Application - Help Request	Educators to the Rescue!	19-Dec-2015	277	73
18	Moving Forward - Fed Grant Request ne	Moving ForwardÂ - Grant Request needs Support Letters	28-Sep-2015	276	87
19	Mahalo - Deny Announcement	Mahalo - Moving Forward	14-Aug-2015	279	89
20	Update - Aug 10	Now or Never - 9 Commission Members to Decide Your Fate	10-Aug-2015	282	91
21	Update - Aug 3rd	Action Needed Tomorrow Tuesday Â - Aug 4th - Gentle Reminder	3-Aug-2015	285	98
22	Update - July 30	Now or Never - Your 2 Minute Opportunity	30-Jul-2015	231	90
23	Thank You - July 23-26 Supporters	Mahalo for stopping - The IMAG Academy	28-Jul-2015	25	11
24	Updates to the Supporters added on Jul	Charter School - Important Happenings!	24-Jul-2015	21	10
25	Thank You - July 16-19 Supporters	Mahalo for stopping - The IMAG Academy	20-Jul-2015	18	9
26	Updates - July 20	Charter School - Meeting Date Changed!	20-Jul-2015	183	78
27	Updates - July 17	Charter School -Important Happenings!	17-Jul-2015	183	82
28	Thank You - July 9-12 Supporters	Mahalo for stopping - The IMAG Academy	16-Jul-2015	40	31
29	Thank You - July 5 Supporters	Mahalo for stopping - The IMAG Academy	7-Jul-2015	10	5
30	Thank You -June 20 - 27 Supporters	Mahalo for dropping by - The IMAG Academy	4-Jul-2015	32	16
31	Thank You - July 2 & 4 Supporters	Mahalo for dropping by - The IMAG Academy	4-Jul-2015	13	7
32	260 Goal - DENY - Next Steps	Community action ESSENTIAL to Change DENY to APPROVE	30-Jun-2015	112	54
33	260 Goal - June 18th Meeting	Charter School - Thursday Meeting	15-Jun-2015	80	41
34	Save the Date - #1	Important Dates- Meetings & Meetups!	12-Jun-2015	58	25
35	Mahalo - New and OCEANFEST Supporte	Mahalo for Your Support	9-Jun-2015	16	7
36	Mahalo & Goals -Unopened 6-4-2015 - E	Mahalo for Your Support	6-Jun-2015	24	4
37	Mahalo & Goals - All subscribers	Mahalo for Your Support	4-Jun-2015	42	19

We held over 30 events across the central leeward area from May 2015 through July 2015. The following sign up sheets holds those signing our petition of support.

These names and others have been added to our email list of 386 names. The list attached of 403 has been cleaned and unduplicated.

Thank you for your time and we apologize for the length.

THE IMAG ACADEMY

I am in full and strong support of bringing The IMAG Academy, a public charter school, to our community.

I believe the families and children of Waipahu and the central leeward area need an educational choice that is family driven, student focused, and community centered. I believe The IMAG Academy Founding Members, members of our community, understand the unique educational and social needs of many of our children and will provide them the educational opportunities that are not currently being made available to many of them.

Name: Maxines Galvadores	Name: Daniella Rozas
E-Mail: None	E-Mail: —
Name: Chad Ballesteros	Name: Michelle Calamoda
E-Mail: Chad.786@hotmail.com	E-Mail: barimichelle@gmail.com
Name: ELENA ELIZARDE	Name: Juliet Bautista
E-Mail: ellencuaresma@yahoo.com	E-Mail: NellyetlynJhuOS@Gmail.com
Name: Jocelyn G. Candelario	Name: Lugust Enos
E-Mail: jcandelario575@gmail.com	E-Mail: Senos575@hotmail.com
Name: Meavelyn Cabuenas	Name: Jermiel Martinez
E-Mail: None	E-Mail: —
Name: Ma Thalia Galvadores	Name: Pete R. Benito
E-Mail: mgalvadores21@gmail.com	E-Mail: PeteBenito@Gmail.com
Name: ALET CLEMENT	Name: GALEN L AGNI
E-Mail: clement2a@hotmail.com	E-Mail: galenagni@gmail.com
Name: Aleth Pumbaya	Name: ANALYN ELIZARDE.
E-Mail: None	E-Mail: —

3

THE IMAG ACADEMY

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I believe the families and children of Waipahu and the central leeward area need an educational choice that is family driven, student focused, and community centered. I believe The IMAG Academy Founding Members, members of our community, understand the unique educational and social needs of many of our children and will provide them the educational opportunities that are not currently being made available to many of them.

Name: Faith Rickson	Name: Rowena Juan
E-Mail: faithRickson@gmail.com	E-Mail: rowenajuan29@yahoo.com
Name: Renson B Gatchalian	Name: Cindy Juda
E-Mail: —	E-Mail: —
Name: Arauleni M. Yuen	Name: Sterling Miller.
E-Mail: N/A	E-Mail: —
Name: Mary Grace Ceria	Name: Joyce Aclan
E-Mail: ceriamarygrace1975@gmail.com	E-Mail: joycearclan@Gmail.com
Name: Arnolfo Ceria	Name: Shawna Dilworth
E-Mail: N/A	E-Mail: —
Name: Gail Saguibo	Name: ORLANDO GARCIA
E-Mail: saguibo@hotmail.com	E-Mail: N/A
Name: Marisol Melegrito	Name: GREG GORGONIO
E-Mail: —	E-Mail: GREGJOSIAH2007@GMAIL.COM
Name: Caleb Chavez.	Name: Catherine Morales
E-Mail: —	E-Mail: Cyposete@yahoo.com

5

THE IMAG ACADEMY

I am in full and strong support of bringing The IMAG Academy, a public charter school in Waipahu to our community.

I believe the families and children of Waipahu and the central leeward area need an educational choice that is family driven, student focused, and community centered. I believe The IMAG Academy Founding Members, members of our community, understand the unique educational and social needs of many of our children and will provide them the educational opportunities that are not currently being made available to many of them.

Name: Bernadita Perlas	Name: Sarah-Jane Perlas
E-Mail: danperlas@hitel.net	E-Mail: sjperlas@gmail.com
Name: Fe Agtunong	Name: Fatima Lae Medrano
E-Mail: ftuggpena@yahoo.com	E-Mail: mai.dumiao@yahoo.com
Name: Danilo Perlas M.D.	Name: Courtesy Evangelista
E-Mail: danperlas@hitel.net	E-Mail: NONE
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THE IMAG ACADEMY

I am in full and strong support of bringing The IMAG Academy, a public charter school, to our community.

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E-Mail:	E-Mail:
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THE IMAG ACADEMY

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5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

THE IMAG ACADEMY

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4					
5	~~EDGAR~~ carvalho	~~Jocelyn~~ Jocelyne	Jocelyne	96706	anetbuys1081@gmail.com
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10	Camilda	Gaten			
11	Mearns	Kailyn	Vaneza Agustin	96792	vanezalsag@gmail.com
12					
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14					
15					

THE IMAG ACADEMY

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9	Castellano	Perry	"	"	"
10	castellano	Tabitha	"	"	"
11					
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13					
14					
15					

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SIGN UP FOR ANNOUNCEMENTS TO OUR UPCOMING CLASSES

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[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
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Christine	Yang	96828	YUEH6688@YAHOO.COM
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Booth at Momilani Market



Pearlridge Farmers Market



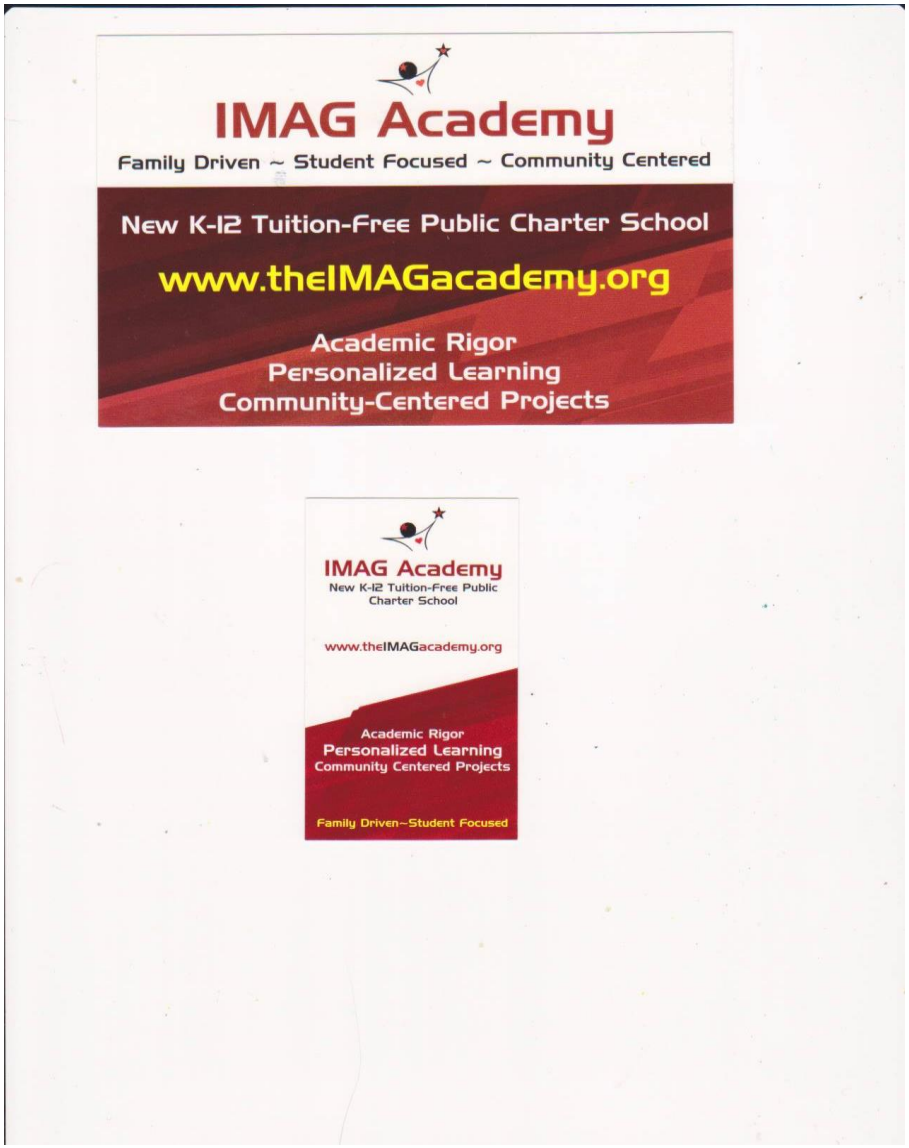
Banner at Pearlridge



Kapolei Farmers Market



Walmart – Kapolei



Re=Branding in 2018

The following list is of IMAG Academy Supporters –gathered via 33 community events and website signups

List updated 4/28/2018

1		Ann	Abeshima
2		Red & Virgil	Abille
3		Michelle	Acosta
4		Phil	Acosta
5		Aileen	Acosta
6		Anastasia	Afalava
7		Novelyn	Agcaoili
8		Joselyn	Agosto
9		Galen	Agril
10		Fe	Agtunong
11		Vaneza	Agustin
12		Brad	Akamu
13		Momi	Akana
14		Dana	Akasaki
15		Dori	Alagao
16		Alexis	Alford
17		Joseph	Alpuro
18		Lucricia	Amaral
19		Mary	Ancheta
20		Marie	Anne
21		Rodney	Aquino
22		Henry	Aquino
23		Joey	Aquino
24		Brooke-Lynn	Asino
25		Steven	Auerbach
26		Anisa	Ayala-Espinosa
27		Ainahau	Bajet

28		Karen	Bala
29		Ria	Baldevia
30		Dominique	Bale
31		Chad	Ballesteros
32		Jennifer	Barit
33		Mark Antonie	Barit
34		Elisabeth	Baugess
35		Juliet	Bautista
36		Monica	Belding
37		Vanessa	Belen
38		Pete	Benito
39		Baolan	Bessinger
40		Dr	Blackwell
41		Arlene	Boay
42		Jeffrey	Bock
43		Rae	Bonilla
44		Cheresa	Botelho
45		Neven	Bowler
46		Alan	Boyd
47		Diana	Bracy
48		Brendan	Brennan
49		Norman	Brown
50		Barbara	Brown
51		Robert	Brown
52		Dennis	Bunda
53		Cartoon	Bunming
54		Marietta	Cadiente
55		Michelle	Calamasa
56		Maybel	Calamasa
57		Brittany	Cameron

58		Jenna	Canaday
59		Jocelyn	Candelario
60		Kimberly	Canepa
61		Peter	Cannon
62		Joanne	Carvalho
63		Heather	Castellano
64		Mary Jean	Castillo
65		Deanna	Castro
66		Fraina	Cera
67		Mary Grace	Ceria
68		Alexina	Chai
69		Kaimiloa	Chandler
70		Palakiko	Chandler
71		Shannon	Chang
72		Russel	Cheng
73		Mio	Chio
74		Francine	Chun
75		Robyn	Chun
76		Ning	Chung
77		Lesa	Cisneros
78		Alet	Clement
79		Saint Anthony	Clements
80		Liam	Clive
81		Hiilei	Colburn
82		Ken	Cole
83		Leoan	Concepcion
84		Kim	Corbin
85		Lasia	Cordero
86		Jon	Corrales
87		Danielle	Crawford

88		Cassanra	Crews
89		Cheryl	Cudiamat
90		Ty	Cullen
91		Sheryl	Cunningham
92		Ian	Custino
93		Roland	Dagan
94		Steve	Davidson
95		McKay	Davis
96		Kekapa	Delo-Santos
97		David	DenHartog
98		Lois-Lynn	Deuel
99		Sunshine	Deveki
100		Ashlei	DiLorenzo
101		Flow	Dixon
102		Rachel	Domingo
103		Jennifer	Dotson
104		Terina	Duncan
105		Andrea	Duro
106		Elena	Elizarde
107		Jonathan	Elkin
108		Asia	Engle
109		Sharmaine	Enos
110		Lugust	Enos
111		Deanna	Espinas
112		Maricel	Estavillo
113		Khazirae	Fears
114		Krystyl	Fenton
115		Mark	Ferido
116		Jolene	Fetterman
117		Jay	Fidell

118		Teresa	Fitzmayer
119		Jenny	Francisco
120		Ricardo	Friesen
121		Sheri	Fuiava
122		Lynn	Fujioka
123		Kay	Fukuda
124		Mike	Gabbard
125		Darrel	Galera
126		Candice	Galicia
127		Thalia	Galvadores
128		Stacie	Gandauli
129		Adriane	Gariya
130		Kristane	Gaspar
131		David	Gibson
132		Andy	Gokce
133		Cecile	Goo
134		Ray	Goodrich
135		Greg	Gorgonio
136		Saint-Marie	Gough
137		Renee	Green
138		Bill	Griffin
139		Gregory	Grigaitis
140		Niko	Groff
141		Atiana	Groff
142		Carol	Groff
143		CR	Gualdarama
144		Patricia	Halagao
145		Megan	Hansen
146		Kim	Harding
147		Breene	Harimoto

148		Alex	Harris
149		Andrew	Hata
150		Melissa	Hawkins
151		Linda	Hayakawa
152		Amanda	Heeneman
153		Lana K.	Heick
154		Shy	Helm
155		Leslie Nollie	Hernandez
156		Allison	Herschel
157		Sidney	Higa
158		Sharonnieka-Mae	Hill-Lino
159		Aine	Hintz
160		Steve	Hirakami
161		Charlene	Hoe
162		Sean	Hookano-Briel
163		Karen	Horwitz
164		Amber	Householder
165		Desmond	Hutchinson
166		Kiani	Iaea
167		Rey & Mae	Ibarra
168		Chrisler	Imig
169		Keoni	Inciong
170		Angelina	Inong
171		Carnation	Inong
172		Courtney	Inong
173		Wayne	Inouye
174		Paul	Jackson
175		Farvardin	Jahansooz
176		Meli	James

177		Chelsey	Jay
178		Jo	Jeremiah
179		Rich	Johnson
180		Charise	Joneidi
181		Shirley	Jones
182		Tammy	Jones
183		Rowena	Juan
184		Donnie	Juan
185		Kathy	Kaai
186		Layna	Kaaialii
187		Tasha	Kalaola
188		Dione	Kalaola
189		Summer	Kapana
190		Robert	Kay
191		Donavan	Kealoha
192		Rhoda	Kealoha-Spencer
193		Desiree	Kekuna
194		Joseph	Kent
195		Noah	Keuma
196		Douglas	Kiang
197		Michelle	Kidani
198		Ian	Kitajima
199		Lianne	Kitajima
200		Randall	Kobayashi
201		Kehaulani	Kupihea
202		Harrison	Kuranishi
203		Jaren	Kushi
204		Lorena	Lacar
205		Angielyn	Lameg
206		Thelma	Lane

207		Yolanda	Langkiee
208		Sherilyn	Lau
209		Joyceline	Lee
210		Thomas	Lee
211		Frances	Leigh
212		Lenelle	Leong
213		Kelley	Lilien
214		Amanda	Lindley
215		Ginger	Loa-Callia
216		Ed	Lopez
217		Jennifer	Lopez
218		Charlyn	Loria
219		Charlyn	Loria
220		Shawn	Louis
221		Chanelle	Lucero
222		kelly	lukela
223		Kerry	Lum
224		Ann	Macapagal
225		Carlene	Magas
226		Megan	Malloy
227		David	Manzolillo
228		Ramona	Mataveo
229		Bob	Matcuh
230		Bonnie	Mccann
231		Fatima Lae	Medrano
232		Gale	Meija
233		Dorothy	Merrill
234		Margot	Mesinas
235		Margot	Mesinas
236		Dion	Mesta

237		Allison	Mikuni
238		Lancechelle	Miranda-Kaaina
239		Tom	Mitrano
240		Jolene	Miyaji
241		Catherine	Morales
242		Kim	Munoz
243		Martha	Nahale
244		Anu	Nakai
245		Kahiapo	Nakai
246		Donna	Nakasue
247		Noela	Napoleon
248		Raul	Navasa
249		Fernanda	Negron
250		Alisa-Marie	Nelson
251		Charlene	Nishida
252		Clarence	Nishihara
253		Terilyn	Nishimura
254		David	Nixon
255		Sheila	Nolasco
256		Cherina & Geoff	Oamilda
257		Cherina & Geoff	Oamilda
258		Sheri	Ohira
259		Moana	Olaso
260		Tara	O'Neill
261		James	Orlando
262		Leah	Ortman
263		Keriann	Osada
264		Jod	Oudom
265		Barbara	Owens
266		Ryan	Ozawa

267		Angela	Pablo
268		Jennifer	Padua
269		Jeff	Pagay
270		Kathryn	Pajela
271		Andres	Pak
272		Randy	Palisoc
273		Robyn	Palomar
274		Alvin	Parker
275		Jonica	Parker
276		Josephine	Pascua
277		Eteline	Paselio
278		Bernardia	Perlas
279		Sarah-Jane	Perlas
280		Melissa & Donald	Perpignan
281		Mitchell	Picardal
282		Ruzzel	Policarpio
283		Jenerry	Politini
284		Desmond	Politini
285		Donna	Porter
286		Jennifer	Purcell
287		Jessica	Rahman
288		Melody	Ramos
289		Kay	Ray
290		Arceli	Rebollido
291		Toshiko	Redding
292		Josh	Reppun
293		Lori	Respicio
294		Marianne	Rice
295		La Vonne	Richardson

296		Faith	Rickson
297		Robyn	Rife
298		Mary	Rister
299		Mark	Ritchie
300		Kim	Rivera
301		Stacey	Roberts
302		Lani	Robinson
303		Melissa	Rodrigues
304		Francois	Rogers
305		Donna	Roldan
306		Jeoffrey	Roldan
307		Lysa	Ronduen
308		Elsie	Rose
309		Renea	Ruark
310		Johnathan	Rubon
311		Zenaida	Rufo
312		Kris	Rupert
313		Kristy	Ryan
314		Gail	Saguibo
315		Vini	Sakai
316		Michael	Salas-McKee
317		Susan	Salvio
318		Rito	Saniatan
319		G	Sanqui
320		Starleah	Santiago
321		Pauline	Sato
322		Donna	Schmidt
323		Neil	Scott
324		Melodie	Seabert
325		Jennifer	Sebilla

326		Ku'ulei	Serna
327		Pono	Shim
328		Bob	Sigall
329		Lily-Ann	Silva
330		Diana	Simkus
331		Lani	Simonsen
332		Donna	Sinclair
333		Daniel	Sinclair
334		Scott	Sinnett
335		Meyan	Small
336		Jill	Smith
337		Ariana	Smith
338		Heidi	Soleymani
339		Sharon	Soliven
340		Jeannine	Souki
341		Nathan	Sterling
342		katie	stevens
343		Deborah	Stokes
344		Matt	Strong
345		Steve	Sue
346		Omar	Sultan
347		Ron Regine	Supnet
348		Brandy	Swenson
349		Jim	Switzer
350		Vassilis	Syrmos
351		Roy	Takumi
352		Thomas	Tanaka
353		Robert	Tani
354		Jessica	Tantameo
355		Amanda	Tavanvu

356		Lisa	Taylor
357		John	Thatcher
358		Todd	Tokunaga
359		Kay	Tokunaga
360		Clayton	Tom
361		Naoko	Toma
362		Nichole	Tomas
363		Kathryn	Tydlacka
364		Kerrie	Urosevich
365		Greg	Ushishiba
366		Pamela	Uski
367		Byllie	Valdez
368		Arbine	Villanueva-Hoapili
369		Ben	Wainwright
370		Cristina	Wallace
371		Sonia	Walters
372		Spencer	Wang
373		Andrew	Wary
374		Lili	Weber
375		K. Scott	Wells
376		Chuck	Wheatley
377		Mike	Wieneke
378		Keenan	Williams
379		Joanne	Williamson
380		Ben	Wilson
381		Charlotte	Wolford
382		Marci	Womack
383		Verdis	Womack
384		Darryll	Wong
385		Jessica	Wong-Sumida

386		Nicole	Woo
387		Shari	Woodbury
388		Jenny	Yagodich
389		Ryan	Yamane
390		Elaine	Yamashita
391		Lois	Yamauchi
392		Kehau	Yap
393		Vanessa	Yasuda
394		Vanessa	Yasuda
395		Taeshin	Yi
396		Rohnelyne	Yoro
397		Kukunaokala	Yoshimoto
398		Kevin	Yoshino
399		Natalie	Young
400		Ionie	Youngstrom
401		Arianne	Zamora
402		Gene	Zarro
403		Deborah	Zysman

Project Management Plan

This Project Management Plan represents many tasks to ensure the opening of IMAG Academy as a fiscally aware and organizationally sound school focused on our student's performance accomplishment.
Sheila Buyukacar, as a founding member, has agreed to volunteer full-time or nearly full-time to lead the development and implementation of the plan to open IMAG Academy. As she transitions to our School Director in January 2019, she has agreed to work part-time via contract from January 2019 to July 2020. She will continue to work her founding member duties as a volunteer.

In addition to overall Project Director Task List provided within this attachment, more focused project activity timelines are also provided within this attachment.

	Task Force	POC (Advisor)
1	Curriculum & Educational Program Development	Sheila Buyukacar (Dr Manulani Meyer)
2	Educational & Business Processes/Policies	Deborah Bond-Upson (Ho'okako'o)
3	Facility Readiness	Shirley Ames (Andrew Hata)
4	Personnel Recruitment & Hiring	Ruby Menon (Ho'okako'o)
5	Governance Board Development & Transition	Randy Shiraishi (Ku'uipo Laumatia)
6	Financial Management	Thelma Alane (Joseph Evans & Ho'okako'o)
7	Community Event Planning	Michael Nakata
8	Community Partnership Development	Harrison Peters (Dr Marina Piscolish)
9	Student Recruitment	Sheila Buyukacar (Ku'uipo Laumatia)
10	Training & Professional Development	Hanlan Bowler (Dr Manulani Meyer)

Board Member Expertise **(X= Experienced, @=Deeper level of experience)**	Alane Thelma	Ames Shirley	Bond Deb	Buyuk Sheila	Bowler Hanlan	Nakata Michael	Shiraishi Randy	Peters Harrison	Menon Ruby
Governance, program or project mgt	x	x	x	@	x	x	@	x	x
Non-profit administration*			x	x			x	@	
Financial management*	@		x	x					
Educational leadership*			@	@	@				
Labor relations, collective bargaining								@	@
Contract development, negotiations, etc	@	x	x	x					x
Human resource management*			x				x		@
Marketing, public relations, communications	x		@	x		@			
Funds development and/or fundraising						x		@	
Strategic planning	x		@	x				x	
Policy making			x				@	x	x
Facilities management		@		x					
Legal affairs	Advisor: Andrew Hata								

*HRD §302D-12 considerations

Planning TASK FORCE 1 – Curriculum Development
Content Curriculum Review, Project Integration, Instructional Strategies, Teacher/Staff Support Systems

POC: Sheila Buyukacar
Advisor: Dr Manulani Meyer Team: Hanlan Bower, Academic Coach, Teachers, Aides

Objective: Integration of Instructional Framework
Duration: On going – transfer function to School Director & Academic Coach
Commence: September 2018
Dependencies: Charter Approval, Curriculum Development, HI DOE requirements
Reporting: Monthly updates to Governing Board

Timeline	Activities
Sep 2018	1. Review all educational program planning documents 2. Align changes and inconsistences 3. Review assessments and metrics 4. Align changes and inconsistencies
Nov 2018 – Jan 2019	5. Investigate possible project partnerships 6. Meet with community and state organizations 7. Discuss concerns that may be used for school projects
Feb 2019-Spring Nov 2019-Winter	8. Identify possible opportunities for Lab Intersession projects 9. Prepare educational program for IMAG Academy Lab 10. Develop unit plans and associated lesson plans and assessments 11. Identify appropriate grading system 12. Identify Genius Space equipment/resource needs
Mar 2019-Spring Dec 2019-Winter	13. Launch IMAG Academy LAB - Intersession 14. Observe and review IMAG Academy Lab program
Mar – May 2019	15. Reflect and modify program elements appropriately 16. Investigate old and new project partnerships 17. Meet with community and state organizations 18. Discuss concerns that may be used for school projects
May 2019	19. Prepare educational program for IMAG Academy Lab 20. Develop unit plans and associated lesson plans 21. Identify Genius Space equipment/resource needs
Jun - Jul 2019	22. Launch IMAG Academy LAB – Summer Session 23. Observe and review IMAG Academy Lab program

Our plan is to conduct a curriculum review with our 1st cycle contract hires in Jan/Feb/Mar 2019. This would allow us time to align our curriculum to prospective educational programs for Spring Intersession (March) and Summer (June/July). The following timelines will aid us in 3 areas; project selection, project alignment, and curriculum sequencing.

Grant Year	Timing	Focused Grades	# of Students in LAB
1	Jan 2019 thru March 2020	K-1, 6-8	50 students
2	March 2020-March 2021	2 and 9	100 students
3	March 2021-March 2022	3 and 10	150 students
4	March 2022-March 2023	4 and 11	200 students
5	March 2025-December 2024	5 and 12	250 students

Project Selection/Curriculum Development – IMAG Academy LAB		
Time	**Task**	**Team members**
Sep 2018 – Ongoing	Connect with Community Organizations/Businesses Identify possible concerns and partners	Randy Shiraishi School Director
Sep 2018 – On-going	Review Materials (Units, Overarching Concepts, Course Outcomes –Appendix 1, etc) Align subjects, learning objectives and possible activities	Sheila Hanlan Academic Coach
Jan-Feb	Project resources – Curriculum Development Brainstorm possible projects Connect with possible partners Determine project sequence Classroom resources Align subjects, units, objectives and possible activities Align with grade level responsibilities Align multiple assessments Build appropriate lesson plans	IMAG Academy LAB Team School Director Academic Coach Classroom Teachers Project Coordinator Community Partners
March	Intersession IMAG Academy LAB Implement, Reflect, Analyze, Evaluate, Modify	IMAG Academy LAB Team
May-June	Project Alignment – Curriculum Development Coordinate Roundtable Experts Coordinate Project schedule Classroom resources Align subjects, units, objectives and possible activities Align with grade level responsibilities Align multiple assessments Build appropriate lesson plans	IMAG Academy LAB Team
June-July	Summer IMAG Academy LAB Implement, Reflect, Analyze, Evaluate, Modify	IMAG Academy LAB Team
August	Curriculum Review – Modify	IMAG Academy LAB Team
November	Project resources – Curriculum Development Classroom resources Align subjects, units, objectives and possible activities Align with grade level responsibilities Align multiple assessments Build appropriate lesson plans	IMAG Academy LAB Team
December	Intersession IMAG Academy LAB Implement, Reflect, Analyze, Evaluate, Modify	IMAG Academy LAB Team

Curriculum to Project Alignment for School Year 2020-21 (See examples in Appendix 1)		
Timeline	**Activity**	**Team Members**
September 2018 On-going	Materials Review • Review the activities within each program according to its recommended sequencing – Course Outcomes (Appendix 1) • Understand the underlying objectives • Incorporate into LAB sessions	Sheila Hanlan
November 2019	Align/Map • Identify possible alignments/overlaps between content subject areas in Learning Objectives and Activities. • Review assessments and realign/modify if necessary.	Sheila Hanlan
Jan/Feb 2020	Brainstorm Projects • Identify possible community centered projects to be used in classrooms, grade level, school and within the community.	School Director Academic Coach Project Coord
February 2020	Connect with possible community partners • Build a list of partners and associated projects	School Director Project Coord
April 2020	Re-energize Project alignment • Select or prioritize projects to be used in SY 2017-18 • Create sequence of projects with community level target – individual, classroom, grade, school, community	School Director Project Coord Educators
June 2020	Solidify Partner's Support • Build Scope and Sequence for applicable units and grades • Develop PD for all stakeholders • Plan PD schedule	Academic Coach Educators
July 2020– On-going	Conduct PD • Include on PD Schedule	Academic Coach Educators

In addition, we would like to formalize and standardize our course sequencing documents. This is scheduled to be done with our 1st cycle hires. The following timeline will guide us.

Course Outcome & Sequencing Format Review and Development (Some of this may be accomplished in Curriculum Development in 2019)		
Timeline	**Activity**	**POC**
Feb 2020 – 1st Cycle Hires Review Materials and Current High Level Course Scope & Sequencing Formats	• Review and refine required elements for different levels; grade, and unit/class • Identify most useful formats • Select format(s) to be used. ○ If different formats are used, identify common and specific elements for each level.	School Director Educators
April 2020 – Rewrite formats	Rewrite course outcome - scope and sequencing documents into selected format	School Director Academic Coach Educators
May 2020 – Create guides	Create unit/class pacing guides into selected format	Academic Coach Educators
July 2020– Conduct PD	• Present format • Provide coaching and support to educators	School Director Academic Coach

Course Outcome & Sequencing Format Review and Development (Some of this may be accomplished in Curriculum Development in 2019)		
Timeline	**Activity**	**POC**
Ongoing – PD		Educators

Dual Credit and Early Admission Program Development		
Timeline	**Activity**	**POC**
Sept 2018 – Ongoing	• Gather information regarding school eligibility/partnership requirements with UH system ○ HI DOE Complex Area Specialist, Leeward Community College, UH West Oahu, Waipahu High School, etc • Provide necessary assurances of IMAG's intentions towards all dual credit and college admission programs available	Sheila Education Committee
Jan 2020	• Recheck with program directors/points of contact to make sure our plans and actions are inline to ensure program is on track for SY 2021-22 (our first year of 9th graders)	School Director Academic Coach Counselor
Sept 2020 – March 2021	• Survey current 8th grade students for eligibility • Acquire or create informational literature • Present to families at School Open Houses and Mini Galleries • Include information in enrollment literature for new 9th graders • Identify eligible students and provide assistance where needed	School Director Academic Coach Counselor
June – July 2020	• Coordinate Early College classes on IMAG Academy campus – if there are enough students enrolling in SY 2021-22 • Coordinate Early College partnership with Waipahu High School – if not enough students qualify for SY 2021-22 to have our own classes	School Director Counselor
July 2020– Ongoing	• Present program to school educators • Provide coaching and support to educators • Provide assistance to eligible students	Counselor

Planning TASK FORCE 1 – Education Program

Description of Educational Programs – Community

Desired Annual Events Schedule		
Time	**Year Begins-Proposed**	**Events**
Jan	2021	LAB – Arts and Product Show
March	2019	LAB - Spring Intersession
May	2021	Academy – Cinco de Mayo
June-July	2019	LAB – Summer School
July	2019	Academy – Children's Fun Day
Oct	2019	LAB – Winter Intersession
Nov-Dec	2020	Academy – Holiday "ReThink" Fair
Dec	2020	LAB – Arts & Product Show

The community programs are offered to the public for a variety of reasons.

1. Provide awareness of project based learning environment in a school setting to the public
2. Provide teacher and staff training in a project base learning environment – IMAG Academy Lab
3. Use as a recruiting tool for teachers, staff and students
4. Provide a source of funds "doing and learning" our vision and mission

IMAG Art and Product Show and Mini Shows – Public Program & Awareness

General Concept: Provide public and private school students across the central leeward area a venue to display and sell their work. Funds received will be split (TBD) between the participating teacher, student, and The IMAG Foundation. Items created by students will be on sale and/or auctioned (may be paired with donated/sponsored items) to show off what students can do and the possible products they can create through project based learning.

Venue: An Art & New Product Opening Night Place: FILCOM or YMCA (TBD)

Invitees: Local business and community leaders, government officials, parents, teachers, students

IMAG Academy Lab Intersession – Public Program, State Teacher Training

General Concept: Provide a community-centered project based learning environment for students during an intersession. Fees may be charged-depending on grant funding. Scholarships may be available. Incoming IMAG Academy students will be able to "transition" and others would experience project based learning first hand. In addition to becoming an eventual fundraiser, intersessions will be a form of advertising of what IMAG Academy students will learn well; create solutions and/or products based on community-centered concerns.

Venue: March & Dec 2019, March 2020 Place: FILCOM, City of Refuge Facility (TBD)

Dec 2020 and thereafter Place: The IMAG Academy

Participants: Leeward area students (possible incoming students to IMAG Academy)

IMAG Academy Lab Summer School – Public Program, State Teacher Training

General Concept: Provide a community-centered project based learning environment for students during summer break. Fees will be charged. Scholarships may be available. Incoming IMAG Academy students will be able to "transition" and others would experience project based learning first hand. In addition to it being a possible fundraiser, intersessions would be a form of advertising of what The IMAG Academy students will learn to do well; create solutions and/or products based on community-centered concerns.

Venue: June – July 2019 Place: FILCOM, City of Refuge Facility (TBD)

June – July 2020 and thereafter Place: IMAG Academy

Participants: Leeward area students (possible incoming students to IMAG Academy)

Planning TASK FORCE 2 – Educational & Business Processes/Policies
Process/Document and Form Creation

POC: Deborah Bond-Upson
Advisor: Ho'okako'o

Goal:	Document major business processes and create appropriate communication tools, documents/forms/tools to support Student enrollment, communications, performance, reporting, evaluation, instructional practices, etc
Duration:	On going – transfer function to SASA and Ho'okako'o
Commence:	August 2018 – Work closely with Personnel Hiring and Org Documentation Task Force
Dependencies:	Charter Approval, School Culture – Program Document, Organizational Processes, Personnel Process Documentation
Reporting:	Monthly updates to Governing Board/School Director

Educational & Business Processes/Policies POC: Deborah Bond-Upson	
Timeline	**Activities**
Aug 2018	1. Review all application documents and process/procedures lists 2. Review faculty handbooks, student handbooks, websites, HI DOE policies, etc 3. Identify major processes and the supporting processes and forms
Feb 2019 – On Going	4. Develop and keep documentation schedule based on most needed first or other more suitable criteria 5. Devise record keeping process, categorizing, naming conventions, etc and document 6. Review other charter school documentation 7. Develop and follow a standardized format for all processes, if possible
Jun – Sep 2019	8. Develop most needed processes first (ie Communications, Performance, Evaluation, etc)
Sep – Oct 2019	9. Have initial documents reviewed for feedback
Oct – Dec 2019	10. Continue with agreed upon modifications
Jan – Mar 2020	11. Create a training module to inform all new and returning personnel of processes, documents, and forms. 12. Determine where to keep documents, off and online 13. Create online access – link to website if appropriate 14. Ensure all personnel are trained, insure it is on personnel "checklist"

Planning & Initial Implementation TASK FORCE 3 – Personnel Mgt & Hiring

POC: Ruby Menon
Advisor: Ho'okako'o

Objective:	Hiring of the proper personnel (teacher/teacher assistants, staff, facility)
Duration:	On going – transfer function to School Director and Ho'okako'o
Commence:	Jan 2019
Dependencies:	Charter Approval, Curriculum Development, HI DOE requirements
Reporting:	Monthly updates to Governing Board/School Director

Hiring of teachers, administrative and support staff during the startup period is planned to ensure we are properly oriented and trained in a number of areas important to our instructional framework. Our point of contact will be founding member, Ruby Menon.

Staff Recruitment – Our recruitment process will be a continuous and on-going effort. Within our startup period, focused advertising will start in Sep 2018. Efforts will be reviewed regularly to ensure we are communicating with prospective personnel.

Staff Hiring Plan –We plan to have three distinct hiring cycles each year. Each cycle will be preceded by at least one month of advertising of vacancies. The cycles will allow us to provide prospective applicants deadlines and to help us to align our staffing needs with those activities required to support the many activities during startup. Summer contracts will be used to pay personnel for their services during the startup months before a normal school year contract may be used. The following is the current hiring plan.

1st Hiring Cycle	Jan – Mar	SASA, 2 teachers, 1 assistant, Academic Coach, project coordinator, facilities, IT person and Ho'okako'o would also be on-board
2nd Hiring Cycle	Apr – May	Rest of educators, parent coordinator, counselor
3rd Hiring Cycle	Jun – Jul	Unfilled positions

Our first hiring cycle will help us to finalize the necessary documents, processes, and procedures for our intersession program in March. Our curriculum review, alignment, modifications, and project extensions are scheduled to begin Feb 2019. Several rounds of our LAB Intersessions and Summer School will help us to finalize our curriculum order scheduled for Apr/May 2020.

Personnel Mgt & Hiring– Faculty & Staff POC: Ruby Menon	
Timeline	**Activities**
Aug 2018	1. Review and modify Qualification Criteria (School Culture, Educational Philosophy, Instructional Practices, Curriculum Development) 2. Work with HI DOE and Unions
Feb 2019	3. Ready appropriate documents 4. Market personnel openings for IMAG Lab Intersession
Mar 2019	5. Hire for IMAG Lab Intersession 6. Reflect and modify documents, processes, etc
May 2019	7. Ready appropriate documents 8. Market personnel openings for IMAG Lab Summer Session
May – Jul 2019	9. Hire for IMAG Lab Intersession 10. Reflect and modify documents, processes, etc

Sep – Oct 2019	11. Determine School Hiring Process
Sep – Dec 2019	12. Determine Training Requirements (School, Instructional, Curriculum, Grading, Reporting) 13. Create Training Program
Oct – Nov 2019	14. Determine processes and create documents
Dec 2019 –May 2020	15. Make announcements - Recruit personnel
Mar – May 2020	16. Hire personnel
May – Jul 2020	17. Train personnel
Jul 2020 – ongoing	18. Revise if necessary and continue to train personnel

Induction Program – Initial Components		
Program Elements	**Timing and Frequency**	**General Information**
Familiarization Training	A special part of our 10 days prior to new school year	Review school's approved charter School Orientation, hands-on training,
School-wide policies	All hands on deck for several sessions prior to new school year	Policies, discussions to policies, procedures and implementation
Mentor Discussions	Initial Monthly Observations Quarterly Director Check-ins	Mentor assigned and met during familiarization training
Classroom Observations	Semi Quarterly or Quarterly	Observations by resource teacher and/or school director
Annual Evaluation	Annual process	Initial Assessment Collaboration & Plan of Action Identify Professional Development Observations & Feedback Reflection Evaluation

Planning & Initial Implementation TASK FORCE 4 - Facility Readiness

POC: Shirley Ames
Legal Advisor: Andrew Hata

Goal:	A School-Ready Facility
Duration:	Until school facility is permanent – transfer function to Board/permanent committee
Commence:	Aug 2018
Reporting:	Monthly updates to Governing Board/School Director

Although we've already reached out and contacted real estate agents regarding currently available space and future opportunities in Waipahu, our plan is to re-start site visits and negotiations as soon as charter approval is received in July 2018. We have two simultaneous scenarios we will continue to explore; short-term "ready" to go office space and long-term "future" options.

The following facility readiness plan assumes minimum renovations and permitting concerns. Revisions in this readiness plan will be driven by final building selection and the time needed to acquire permits, perform the appropriate renovations, and conduct the required inspections.

Facility Acquisition Project Plan POC: Shirley Ames	
Date	**Task**
July 2018	1. Review facility needs again – Research; Square footage and specific areas needed, parking, zoning, outdoors space, ADA requirements, insurance, etc 2. Revisit best practices in school site selection 3. Research fire code & other safety requirements 4. Create an initial facilities comparison matrix 5. Form Facilities Tasks Force (3-4 people) 6. Finalize initial school needs requirements for facility – comparison matrix
Aug 2018 - On-going	7. Visit facilities – create matrix – square footage, classrooms, bathrooms, office space, kitchen, fire/safety code requirements, availability, terms/costs
Jan 2019 (Dependent on bldg. needs)	8. Compare facility choices with matrix – build comparative site matrix 9. Analyze properties with the revised matrix 10. Develop recommendation to Founding Board
Mar 2019	11. Report to Founding Board-Prioritized 12. Approve facility prioritized lists & finalize game plan
Apr 2019	13. Revisit facilities – meet with agents
May 2019 - On-going	14. Negotiate leasing terms – Letter of Intent 15. Renovation Schedule – Funding 16. Agree on terms of lease
May 2019	17. Report to BOD - Approve
June 2019	18. Review of lease by Commission/State
July 2019	19. Sign Lease
July 2019 – On going	20. Review and revise project plan, budgets, financial reports 21. Update founding members frequently
Aug 2019 – On-going	22. Confirm/Identify equipment and furniture needs/wants and associated costs 23. Develop budget for expenses

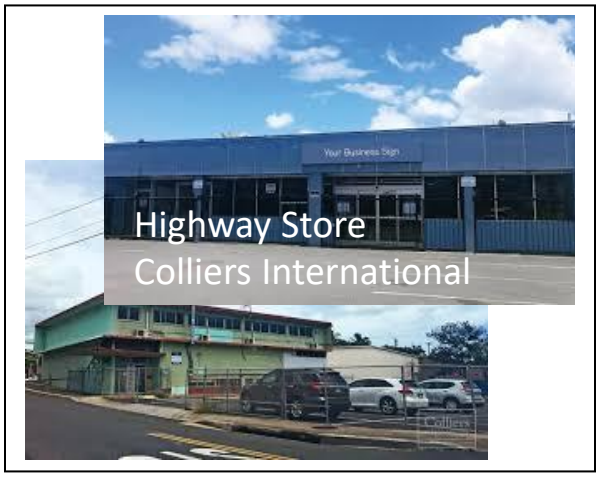
	24. Identify funding and donation sources 25. Write funding/donation requests 26. Canvas partners, supporters, etc
Dec 2019	27. Renovate/Ready facility
Jan-May 2020	28. Acquire Furniture/Equipment
May 2020	29. Equip facility – Ready for Summer School (4 classrooms)
June 2020	30. Equip rest of facility
July 2020	31. Open for Staff Training
SY 2020	32. Open for students

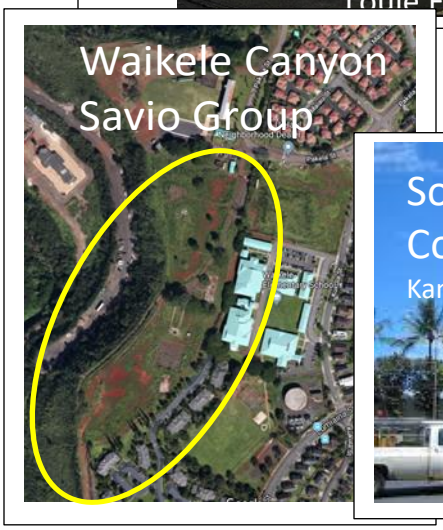
Minimum Square footage	# of classrooms	# of common areas
Year 1 – 5,350 sq ft	8	1
Year 2 – 7350	12	1
Year 3 – 9,850	16	1.5
Year 4 – 12,350	20	2
Year 5 – 15,350 (Capacity)	24	3

*Classroom = 500 sq ft **Common Areas = 1,000 sq ft ***Office=350 sq ft

Over the last couple of months, we have reconnected with several of the agents and owners of the following facilities and parcels. Discussions are hopeful. Letters of inquiry are included in Attachment P.











Planning TASK FORCE 5 - Governing Board Policy Development/Adoption
Policy and Procedures Documentation and Process/Document/Policy and Form Creation

POC: Randy Shiraishi
Advisor: Ku'uipo Laumatia

Goal:	Document major governing board policies and procedures Create appropriate documents/forms/tools
Duration:	On going – transfer function to Governing Board Secretary and President
Commence:	Aug 2018
Dependencies:	Charter Approval
Reporting:	Monthly updates to Governing Board/School Director

Governing Board Policy Development/Adoption POC: Randy Shiraishi	
Timeline	**Activities**
Aug 2018	1. Review all current governing board policies developed during application 2. Review all application documents and process/procedures lists 3. Review faculty handbooks, student handbooks, websites, HI DOE policies, Public Charter School Commission policies, etc 4. Identify major processes and the supporting processes and forms
Jan 2019 – ongoing	5. Develop and keep documentation schedule based on most needed first or other more suitable criteria 6. Devise record keeping process, categorizing, naming conventions, etc and document 7. Review other charter school governing board documentation 8. Develop and follow a standardized format for all processes and policies, if possible 9. Develop most needed processes first (ie Governance, Board Membership, etc) 10. Ensure Advisory Board processes are also included.
Jan – Jul 2019	11. Have initial documents reviewed for feedback when becomes available 12. Continue with agreed upon modifications – finalize
Aug 2019	13. Create a training module to inform all new and returning board members of processes, documents, and forms 14. Create a comparable training module for the Advisory Board to inform all new and returning Advisory Board members of processes, documents and forms 15. Determine where to keep documents, off and online 16. Create online access – link to website if appropriate 17. Ensure all board members are trained, update new board personnel training "checklist"

Planning TASK FORCE 5a – Board Recruitment – Transition - Development

Goal: Build knowledge and skills of current and new board members
Duration: On going – transfer function to Board Development Committee
Commence: Aug 2018
Dependencies: Charter Approval
Reporting: Monthly updates to Governing Board/School Director

To ensure a quick ramp-up of our member's knowledge and skills, our board development training will consist of an orientation to our governance structures to help keep meeting effectiveness and collaboration at its highest. In addition, training will cover governance best practices, tools used to guide and support our school leader, and those to aid the board's decision making processes as recommended by the National Charter School Resource Center. Although the Governing Board Bylaws, governance policies and procedures will be reviewed during startup, we believe we have developed these items to represent the long-term practices of IMAG Academy.

The following steps give more detail of the information provided to our board members during the course of their training. We feel it is essential for members to have a thorough understanding, knowledge and the skills to perform their duties. The following training and development timetable will be used in conjunction with the general timeline presented in the following table.

Board Recruitment – Transition – Development POC: Randy Shiraishi		
Time	**Outcomes**	**Tasks/Activities**
July 2018	Non-Profit Board Alignment	1. When approved, transition new non-profit board members to replace founding members Shiraishi and Buyukacar.
Aug 2018	*Founding & Board Member candidates *Board Member training developed *Funding position reviewed & plan of action modified	2. Meet with advisors – Review past & current efforts 3. Re-evaluate past recruiting efforts 4. Identify candidates to approach and timeline • Tie to expertise & associated time requirements • Develop a prioritized recruitment list based on additional expertise and/or board member replacement requirements 5. Request meetings with candidates 6. Develop board member orientation 7. Confirm online charter board training 8. Review funding source awards • Re-assess and modify plan of action
Apr 2019– til board is recruited & trained (on-going)	*Board Member training begins *Interview participants identified	9. Conduct new board member orientation and training – required for all new members (on-going) • Review Governance best practices • Review bylaws, code of conduct, etc • Review application and startup plan 10. Identify areas to modify in plan/proposal/policies as needed to reflect new expert advice • Have all board members review proposed changes 11. Meet to discuss/approve 12. Identify interview attendees
May-Jul 2019	*Monthly updates provided to members *Member training	13. Provide updates to board members • Review and report on startup activity/status/concerns/heads up 14. Conduct orientations and/or training as applicable

	continued	
Aug 2019	*Plan of Action confirmed	15. Hold Board member meeting upon charter approval 16. Determine next steps • If approved – Review startup plan-divide up tasks a. Form committees/task forces b. Funds development assessment
Sep-Nov 2019	*Project implementation checks	17. Hold Board member meetings • Review and report on startup activity/ status/concerns/heads up • Prep/orient for The IMAG Art & Product Show a. Members canvas for donations and sponsorships 18. Conduct orientations and/or training as applicable
Dec 2019	*Show completed	19. IMAG Art & Product Show • All members should attend
Jan-Mar 2020	*Funding position reviewed & plan of action modified	20. Review funding situation • Re-assess and modify plan of action
Jan-Opening 2020	*Monthly updates to members *Member training continued	21. Hold Board member meetings • Review and report on startup activity/ status/ concerns • Conduct orientations and training as applicable
Apr-May 2020	*Governing Board training	22. Finalize new Governing Board members 23. Conduct orientations and/or training as applicable • Review Governance best practices • Review bylaws, code of conduct, etc • Committee structure • Commence School Director Evaluation Training for Board President and Vice President (Executive Committee review) 24. Start to add/transition members of Standing Committees
Jun 2020		25. 1st Week in Jun - Meet with Founding Board and Governing Board • Approve “final” transition plan/activities
Jul 2020	*School event participation	26. 3rd Week in July – Introduce and Honor all board members to staff 27. 4th Week in July – Introduce and Honor all board members to parents/families
Aug 2020	*Roundtable Participation	28. Roundtable – Introduce all board members to students
Sep 2020	*Board development continues	29. Board Retreat • Evaluate/Assess Startup – Identify gaps still requiring attention or modification • Solidify governance practices with a focus on strategic issues, school reputation and funds development through a continuously improving and strong infrastructure

Specific Board Training and Timing

Upon appointment, the member will be given

1. Bylaws
2. Code of Conduct/Ethics and Conflict of Interest policies

Proposed Schedule of Board Events

Oct 2018, Sep 2019 & Sep 2020 – Annual Board Members Training – Required

1. School Re-introduction (Mission, vision, instructional framework)
2. Timetable – Startup Period Milestones
3. Committees and Task Forces
4. Assignments and project timelines
5. Meeting schedule and member requirements
6. Communication etiquette
7. Increasing Board Capacity – Board Recruitment

Monthly Meetings-status reports required

1. Committee and Task Force updates/issues/concerns

April – May 2020 Conduct Orientations and/or training as applicable (Annual Requirement)-Required

1. Commence School Director Evaluation Training for Board President and Vice President
    a. Review for Executive Committee

June 2020 – Transition & Training Meeting – Required

1. School Introduction
2. Board Responsibilities
3. Policy Reviews – Annual/Initial Conflict of Interest Assessment
4. Nomination and Recruitment
5. School/Board Calendars
6. Committee and Task Forces Structure
7. Assignments and project timelines
8. Meeting schedule and member requirements
9. Communication/Meeting etiquette

July 2020 – 1st Annual Meeting

1. School Introduction
2. Board Calendar
3. Policy Acceptance
4. Committee and Task Force Assignments and Timelines

Sept 2020 – Governing Board Retreat

1. Board Mission and Responsibilities
2. Effective Decision-Making & Meetings
3. Parliamentary Rules/Meeting etiquette
4. Policy-Making

Planning TASK FORCE 6 – Financial Management

POC: Thelma Alane
Advisor: Joseph Evans Team: Ho'okako'o

Goal: Financial Systems
Duration: Until start-up funds cover costs pre-DOE funding –transfer function to Board/permanent committee
Commence: July 2018
Dependencies: Charter Approval
Reporting: Monthly updates to Governing Board/School Director

Financial Management POC: Thelma Alane	
Timeline	**Activities**
July 2018 – ongoing	1. Review - update governing board policies – Finalize and accept 2. Identify financial activities needing to be completed 3. Set up necessary accounts 4. Develop necessary systems and financial tools 5. Review funds development results – revise plan 6. Develop game plan with other board members 7. Identify possible committee members 8. Work closely with all task force to keep abreast of under/overestimated budget items (especially facilities) 9. Rework lower breakeven enrollment figures – get high figure for grant/donation goals 10. Rework budget to minimize expenditures – get low figure for grant/donation goals 11. Form Finance committee (Finding/Aligning/Writing)
Aug 2018 – ongoing	12. Work closely with Facilities Task Force to confirm/identify equipment and furniture needs/wants and associated costs 13. Develop appropriate processes, procedures and forms/documents – transition plan
Oct – Dec 2019	14. Update financial figures with task force updates if not in line with original budget
Jan – May 2020	15. Work with HI DOE to set up necessary information and financial systems
May - Jun 2020	16. Renovate/Ready facility
May – Jul 2020	17. Acquire furniture/equipment – Equip facility

Planning TASK FORCE 7 – Community Awareness & Event Planning

POC: Michael Nakata
Team: Harrison Peters

Goal:	Community Awareness (Student Enrollment & Teacher Recruitment)
Duration:	On-going (1st year schedule below)
Commence:	July 2018
Dependencies:	Charter Approval
Reporting:	Monthly updates to Governing Board/School Director

Community Awareness & Event Planning (Annual) POC: Michael Nakata		
Timeline	**Outcomes**	**Activities**
July 2018		1. Upon charter approval - Finalize Annual Schedule of Events 2. Finalize Initial Public Announcement/Press Release Schedule 3. Announcement of approval 4. Website and Facebook, E-Mail Newsletter, Press Release
Aug 2018		5. Build templates for marketing items – PR, Newsletter 6. Finalize Marketing documents – Flyers, Cards, Postcards, School Info
Sep 2018 – On Going		7. Post on Website blog and Facebook 8. Send out Press Releases – 9. Send out E-Mail Newsletter Announcements 10. Activities and Updates about School Opening Progress 11. Enrollment Timelines & Requirements – School Open Houses 12. Focus – Student/Family awareness, Educator awareness, Community partners
Jan-Mar 2019		13. Marketing activities for LAB Intersession-Spring 14. Focus – Student/Family awareness, Educator awareness, Community partners
Mar-Apr 2019		15. Marketing activities for Cinco de Mayo 16. Focus – Student/Family awareness, Educator awareness, Community partners
Apr-June 2019		17. Marketing activities for LAB-Summer School 18. Focus – Student/Family awareness, Educator awareness, Community partners
May-July 2019		19. Marketing activities for Children's Fun Day
Aug-Oct 2019		20. Marketing activities for LAB-Winter
Sep-Dec 2019		21. Marketing activities for Holiday "ReThink" Fair & LAB Arts & Product Show

Planning TASK FORCE 7 – Description of Fundraiser Events

(Description of Educational Programs provided in TASK FORCE 1 – Community)

Desired Annual Events Schedule		
Time	**Year Begins-Proposed**	**Events**
Jan	2021	LAB – Arts and Product Show
March	2019	LAB - Spring Intersession
May	2021	Academy – Project Innovate – End of Year
June-July	2019	LAB – Summer School
July	2019	Academy – Children's Fun Day
Oct	2019	LAB – Winter Intersession
Nov-Dec	2020	Academy – Holiday "ReThink" Fair
Dec	2020	LAB – Arts & Product Show

The community programs are offered to the public for a variety of reasons.
1. Provide awareness of project based learning environment in a school setting to the public
2. Use as a recruiting tool for teachers, staff and students
4. Provide a source of funds "doing and learning" our vision and mission

Project Innovate – Public Program & Awareness - Fundraiser

General Concept: Provide public and private school students across the central leeward area a venue to display their project based learning solutions. If applicable, items created by students will be on sale and/or auctioned (may be paired with donated/sponsored items) to show off what students can do and the possible products they can create through project based learning.
Venue: An Art & New Product Opening Night Place: IMAG Academy
Participants: Local business and community leaders, government officials, parents, teachers, students

Children's Fun Day – Public Program & Awareness-Fundraiser

General Concept: A community fun day with a variety of family and keiki activities to be held in Waipahu.

Venue: Keiki Fun Day – Experiential Activities Place: TBD
Participants: Local business and community leaders, government officials, parents, teachers, students
Attendees: Open to community members

Holiday "Re-Think" Fair – Public Program & Awareness-Fundraiser

General Concept: A holiday gift/craft/art fair with a sustainability twist. Products will have at least one component of the 4 Rs (Re-think, Reduce, Re-Use, and Recycle) as part of its lure. Student products around the area would be featured.
Venue: Craft and Product Show Place: IMAG Academy
Participants: Sustainability Crafters & Artist, Local business and community leaders, government officials, parents, teachers, students

Planning TASK FORCE 8 – Community Partnerships

POC: Harrison Peters
Advisor: Dr Marina Piscolish Team: Sheila Buyukacar

Goal: Develop Community Partnerships – School Project & Community Time
Duration: On-going
Commence: July 2018
Dependencies: Charter Approval
Reporting: Monthly updates to Governing Board/School Director

In addition to our efforts to recruit students, developing community partnerships is critical to our community centered, project based learning practices. Our point of contact will be our founding member, Harrison Peters.
The following table, Community Partnerships, list a timeline with desired outcomes and the specific tasks relating to building community partnerships during our startup.

Community Partnerships Development POC: Harrison Peters		
Time	**Outcomes**	**Tasks/Activities**
July 2018	Game Plan	1. Finalize schedule of activities 2. Finalize "marketing" and school summary documents
Sep 2018 – On Going	*Show sponsors *Project partners *In-Kind donations *Facility leads	3. Meet with local businesses in Waipahu and surrounding areas 4. Survey interest to sponsor be a school partner 5. Survey interest to be the subject of our LAB and/or semester project 6. Identify possible "concerns" and/or ideas
Jan-Mar 2019*	*Intersession Partners	7. Canvas partners and other local businesses 8. Survey interest in Intersession 9. Identify possible "concerns" and/or ideas
Mar- 2019*	*Intersession completed	10. IMAG Academy LAB – Intersession Spring 11. Invite Community Members
Mar-Apr 2019*	*Summer Partners	12. Canvas partners and other local businesses 13. Survey interest in Intersession - Select "Show" partners/partners 14. Identify possible "concerns" and/or ideas
Jun-July 2019*	*Summer completed	15. IMAG Academy LAB– Summer 16. Invite Community Members
Aug-Oct 2019*	*Intersession Partners	17. Canvas partners and other local businesses 18. Survey interest in Intersession - Select "Show" partners/partners 19. Identify possible "concerns" and/or ideas
Oct 2019*	*Intersession completed	20. IMAG Academy LAB – Intersession Winter 21. Invite Community Members
Oct-Dec 2019*	*Intersession Partners	22. Canvas partners and other local businesses 23. Survey interest in Intersession - Select "Show" partners/partners

		24. Identify possible “concerns” and/or ideas
Dec 2019*	*Intersession completed	25. IMAG Academy LAB – Intersession Holiday 26. Invite Community Members
Jan-July 2020*	*Inaugural Roundtable Partners *In-Kind donations	27. Meet with local businesses in Waipahu and surrounding areas 28. Survey interest to be Inaugural School Partner-Fall & Spring Roundtable 29. Survey interest to be the subject of our LAB and/or semester project 30. Identify possible “concerns” and/or ideas 31. Select “Show” partners/partners
Aug 2020*	*Fall Roundtable Completed	32. Participate in School Roundtable – Speaker & Guest
Aug 2020*	*Show announcement	33. Approach Leeward Area School Principals, Business, Technology, ELA and Arts Teachers – IMAG Art & Product Show (Fundraiser)
Sep-Nov 2020*	*Increased Show participation	34. Visit Schools participating in the Show 35. Work details for successful show
Dec 2020 – Jan 2021	*Show completed	36. IMAG Art and Product Show 37. Distribute information about “success”
Jan 2021*	*Spring Roundtable Completed	38. Participate in School Roundtable – Speaker & Guest

*Yearly Schedule – Accommodates School and LAB Educational Programs

Planning TASK FORCE 9 – Student Recruitment

POC: Sheila Buyukacar
Advisor: Ku'uipo Laumatia Team: Michael Nakata

Goal:	Filled Enrollment with waitlist
Duration:	On-going
Commence:	July 2018
Dependencies:	Charter Approval
Reporting:	Monthly updates to Governing Board/School Director

The goal of our 1st year recruitment/enrollment plan is to have 200 committed students enrolled into IMAG Academy and 100 students on the waiting list by mid-January 2020.

Our recruitment/enrollment plan includes a communication schedule to create a consistent and continuous presence within the community by providing pertinent and interesting information to our families and partners about our programs and events. In general, this would include information distribution using a variety of medium and distribution points as outlined below.

1. Distribution of flyers to families and partners
2. Posting of events on various social mediums
3. Regular media announcements via press releases
    a. Announcements of events, programs or deadlines
    b. Documentation of events via photos and copy
4. Post information on applicable event calendars

In more detail, our recruitment plan includes marketing via flyer distribution, website/blog, Mid-Week and local newspaper's calendar listings, Twitter and Facebook posts, informational sessions, open houses, school fundraising events, transition programs, attendance at community events, and strategically placed community banners. Press releases will be distributed to inform print newspapers like the Mid-Week and the FilCOM Center (local newspaper) in hope to draw their interest to writing a featured article on school events. Using a variety of local newspapers, partnerships, and social media will increase our chances of marketing to our diverse family community within the Waipahu and surrounding areas.

Essential to our plan is to get information into the hands of families with students with diverse academic abilities (gifted and talented, low-achieving, at-risk, special needs, etc), those in poverty, and families with relatively higher incomes and/or levels of formal education. This type of wide distribution of information across a diverse audience can only be accomplished with the help of partners. We feel the following list of community partners would ensure distribution to the diverse group of families within our student population.

Information will be distributed to all early childhood care centers and programs in supporting areas

- Early Headstart and Headstart programs
- Non-profit infant care and preschool programs
- Private infant care and preschool programs
    - Mom focused and family related clubs and groups
    - All elementary schools in the area (7th grade applicants)
- Waipahu, Mililani/Wheeler, Ewa Beach, Kapolei/Makakilo
    - The surrounding intermediate/middle schools in the area (8th grade applicants)
- Waipahu, Mililani, Ilima, Kapolei, Pearl City Highlands
    - Private schools not offering high school
- St Joseph's Catholic School
- The Children's House
- Pearl Harbor Christian Academy (in Waipahu)

- Paid tutoring programs in the area (applicable grades)
- After school tutoring and special programs (applicable grades)

- Parks and Recreation
- YMCA

In addition to family outreach, our efforts will also include creating partnerships with a variety of public and private school and community service program staff, administrators, and directors of a variety of service providers. The list of community service programs with multiple locations and programs within the leeward central area would include, but not limited to the following.

- Keiki O'Ka Aina Learning Centers
- The Institute for Native Pacific Education and Culture (INPEACE)
- Partners and Children Together (PACT)
- Child and Family Services

The following table, Year 0 –Student Recruitment and Enrollment Timeline, list a timeline with outcomes of the specific tasks relating to marketing and student recruitment efforts during our startup. As important, not meeting our milestones will trigger increased information distribution to ensure maximum exposure of IMAG Academy's benefits to families within the central leeward area. With more than 40,000 public school students available (over 8,000 in Waipahu alone) our growth from 200 to 600 students across all grades K-12 will be an additional educational option for families.

Student Recruitment Timeline POC: Sheila Buyukacar		
Time	**Outcomes**	**Tasks/Activities**
July-Aug 2018	*PR completed	1. Announce via Press Release (PR)- Commission approval, school mission, framework and enrollment procedures
Sep 2018 – April 2020	*Admissions info & Enrollment process announced *More than 1000 families attend info meetings	2. Distribute school mission, framework, and enrollment procedures across all the various venues 3. Conduct informational meetings across community 4. Post strategically placed banners 5. Distribute IMAG Academy – Intersession Information 6. Conduct Open Houses with Art & Products from Intersessions and Summer Program
Oct – Nov 2019	*Enrollment projections met	7. Finalize 1st Open Enrollment Period 8. Hold Open Houses
Dec 2019	*Enrollment projections met & 50 on waitlist	9. Student Acceptance – Announcement results 10. New Family Orientation-Students accepted 11. Distribute student successes from Intersession and Mini Shows
Jan 2020		12. Decision Deadline – 1st Open Enrollment Period
Dec 2019 – Feb 2020	*Enrollment projections met	13. Finalize 2nd Open Enrollment Period 14. Hold Open Houses
Feb 2020	*Enrollment projections met & 50 on waitlist	15. Student Acceptance – Announcement results 16. New Family Orientation-Students accepted 17. Distribute student successes from Intersession and Mini Shows
Mar 2020		18. Decision Deadline – 2nd Open Enrollment Period
Feb –Oct 2020	*Enrollment met 100 on waitlist	19. On-Going (Rolling) enrollment – based on space available
Dec 2019 – Feb 2020	*# on waitlist increases	20. Distribute information/invitation – Transition Programs 21. Conduct Open Houses with Art & Product Mini Shows 22. Conduct transition programs

Note: Distribute/announce would mean to use all applicable media; flyer, website, social media, PRs, etc.

2020-2021 Application and Enrollment Process and Timeline
October 1, 2019 – November 30, 2019: 1st Open enrollment period New Family Orientation Sessions –Mandatory for new families
December 2 , 2019 – December 9, 2019: Acceptance of students Enrollment lottery (if necessary) **January 6, 2020:** Decision deadline for families of accepted students. Families must respond with an acceptance or risk losing their acceptance opportunity
December 9, 2019 – February 10, 2020: 2nd Open enrollment period New Family Orientation Sessions –Mandatory for new families
February 11 , 2020 – February 18, 2020: Acceptance of students Enrollment lottery (if necessary) **March 15, 2020:** Decision deadline for families of accepted students. Families must respond with an acceptance or risk losing their acceptance opportunity.
February 11, 2020 –October 15, 2020 On-going (Rolling) enrollment will be based on first come, space availability

Planning TASK FORCE 10 - Staff Professional Development

POC: Hanlan Bowler
Advisor: Dr Manulani Meyer Team: Ruby Menon and School Director

Goal:	Professionalize Educators and Staff
Duration:	On-going
Commence:	July 2018
Dependencies:	Charter Approval
Reporting:	Monthly updates to Governing Board/School Director

Staff initial training – All staff hired will go through an initial training to ensure they are familiar with the policies, processes and procedures of the school.

1. Familiarization Training

This familiarization training and professional development would provide a school orientation, hands-on training, content subject area reviews and alignments, in-class prep and support time.

A. School Orientation, Group Level Introductions & Mentor Assignments

Objective: To provide a review of The IMAG Academy's school practices; systems, structures, and policies. A mentor will be assigned to provide help and support in addition to our resource teacher and school director.

1. School Overview – Safety Concerns – IMAG Practices
2. School Family
3. IMAG Academy Structures
    i. PARs, FORE teams, Advisory Groups, Mentors, etc
4. Project Based Learning – Community Centered
5. Evaluation Systems

B. Hands-on Training

Objective: To provide the hands-on portion of how to use the structures within the classroom and day.

1. School Family Structures
2. IMAG Academy Structures
    - PARs, FORE teams, Advisory Groups, Mentors, etc
3. Project Based Learning – Community Centered
    - Roundtable Week

C. Content Subject Reviews – Alignments

Objective: To provide grade level teachers time to collaborate and make appropriate alignments prior to the start of school

D. In-classroom Prep and Support

Objective: This is scheduled, dedicated time for all teachers to discuss, work through, and practice the classroom structures.

Staff Professional Development –Several professional development opportunities are planned during the startup period. IMAG and School Family Structures and Practices sessions are scheduled throughout April, May and June. Although these sessions will be highly recommended for future IMAG employees, they are not required. These sessions will be open to anyone interested in attending. This will be a training, as well as a, recruiting opportunity.

Our School Orientation and Professional Development are scheduled during the last two weeks prior to the start of the school year for all employees.

Planning TASK FORCE 10 - Staff Professional Development

POC: Hanlan Bowler

Advisor: Dr Manulani Meyer Team: Ruby Menon and School Director

The following table, Year 0 – Hiring and Professional Development, list a timeline and responsible or coordinating individual(s) of the specific tasks relating to hiring and training our personnel during our startup.

Professional Development – Faculty & Staff POC: Hanlan Bowler		
Time	**Outcomes**	**Tasks/Activities**
July 2018		1. Announce school approval
Aug 2018	*Schedule of training/PD opportunities	2. Meet with Union reps, HI DOE and Complex staff regarding training and professional development opportunities a. Leadership, Educator, Staff, etc
Sep-Dec 2018	*Revised needs *Revised pre-requisites *Revised timeline	3. Review school framework a. Identify training and PD needs b. Identify pre-requisites c. Identify timing
Dec 2018	* Training/PD process/forms	4. Develop training and PD process map to school calendar a. Create/Revise forms
Jan-Dec 2019*	*PD Opportunities Announced	5. Announce PD Opportunities a. Workshops – School Family b. LAB – Intersessions and Summer
Mar – Jun 2019*	*Training completed	6. Professional Development Opportunities a. IMAG and School Family Structures and Practices – The Whys and Hows
Mar 2019*	*PD completed	7. LAB – Spring Intersession a. Community centered project based learning b. Formative Assessments – Rigor/Relevance c. School Family
Jun-Jul 2019*	*PD completed	8. LAB – Summer a. Individualized learning plan b. Community centered project based learning c. Formative Assessments – Rigor/Relevance d. School Family
Oct 2020*	*PD completed	9. LAB – Winter Intersession a. Community centered project based learning b. Formative Assessments – Rigor/Relevance c. School Family
Jul 2020* 3 weeks prior to school start	*New Teacher Orientation	10. New Teacher and Teacher Aide Orientation a. Induction Program b. Mentorship Pairing
Jul 2020* 2 weeks prior to school	*Trained personnel	11. School Orientation & Professional Development – All Staff a. School Overview – Safety Concerns – IMAG Practices b. School Family c. IMAG Academy Structures d. PARs, FORE teams, Advisory Groups, etc e. Project Based Learning – Roundtable, etc f. Evaluation Systems/Tools g. Teacher and Staff Determined Training (TBD)

* Yearly IMAG Academy PD Activities –School and LAB Educational Programs

APPENDIX 1 – CURRICULUM-PROJECT ALIGNMENT

The tables below provide an example of a possible integration of our chosen curriculum (Springboard) and a community-centered project. The first table provides a look at a 7th grade unit (1.1 thru 1.5) named "The Choices We Make". Based on our semester's community partner, we've tentatively selected a Project Essential Question (in red). This table summarizes information provided within this unit that could be used within the project. It includes possible activities and assessments, learning strategies, vocabulary and the associated genres.

ELA – Springboard Unit 1.1 through 1.5 – The Choices We Make

Project Essential Question

What choices do we need to make to sustain a beautiful and enjoyable living area?

Possible Project Activities

- Poetry
- Autobiography – Narrative Interviews with residents/staff
- Memoir Writing– Peer or resident
- Readings & Writing – Personal Narratives, Informational Texts, Myths and Fables
- In groups, they will read about choices to each other, consider their own views and express them to each other.
- Each student will

-Reflect on choices they have made in their own lives
-Interview another about their choices, writing the responses and presenting results to the class.
-Choose a novel on choices from a suggested list. Book reports will be presented to the class.
-Students will question each other on the choices in the books as a whole class.

Genres

1. Poetry	3. Myth/Fable	5. Personal narratives
2. Autobiography	4. Memoir	6. Informational Texts

Vocabulary

1. Genre*	6. Adverbial Clause*	11. Theme
2. Denotation	7. Consequences*	12. Reflection
3. Connotation	8. Narrative*	13. Metacognitive Markers*
4. Diction	9. Incident	14. Reflection
5. Stanza	10. Response	15. Writer's Craft – Verb Tenses

Learning Strategies

Unit	Strategy	Unit	Strategy	Unit	Strategy
1.1	QHT	1.1, 1.5	Collaborative Groups	1.1	Summarizing
1.2, 1.3	Brainstorming	1.2	Paraphrasing	1.2	Writing Process
1.2	Portfolio	1.3, 1.4, 1.5	Activating Prior Knowledge	1.3	Webbing
1.3	Marking Text	1.3	Close Reading	1.3, 1.5	Drafting
1.3, 1.4, 1.5	Graphic Organizer	1.4, 1.5	Note-Taking	1.4, 1.5	Metacognitive Markers
1.5	Revisiting Prior Knowledge	1.5	Looping	1.5	Quick-Writes
1.5	After Reading				

Notes:

Possible assessments from Unit

1. Revising a Personal Narrative
2. Narrative about Choice
3. Expanding Narrative Writing
4. Creating an Illustrated Myth

Springboard - Unit Review Summary

This next table (below) provides a possible unit lesson plan for 7th graders. It identifies our partner, the essential question and project activities, skills, associated standards, outcomes, observable behaviors and assessment tools.

The Concept of Choice: Project Planning – Overview

Partners: The Waipahu Senior Home housing over 100 seniors within a multi-level building of studio apartments. The area provides indoor, outdoor and garden space to their residents. It is situated in the center of town, close to the library, restaurants, and bus transportation. POC: Ms LaLa Smith (808) 577-7777

Project: elicit "choices" from senior residents regarding reported complaints. Develop, plan, propose and implement accepted improvement plan.

Project Essential Question and Project Activities

What choices can we make to create an enjoyable common living environment?

0) In Language Arts Springboard Unit 1.1 through 1.5, students are introduced to the project, which will propel their classroom and community learning. ELA activities in class prepare students for the interviewing, writing and presentation activities.
1) Students interview residents, inquire about choices made in their lives and choices they would make now in their living environment. Questions elicit indoor/outdoor preferences responsive to the natural environment, residents' cultural heritage and changes that could increase the comfort and interest for residents' families. (ELA- listening, speaking, writing)
2) Students confer in collaborative groups back at school to develop plans to present to the seniors. (SS, ELA, Science,- collaboration, critical thinking, creative problem-solving and design.)
3) Students present ideas and plans to the seniors and to staff to elicit their input. (ELA-writing, presentation skills)
4) Students reconvene, adjust plans, and develop a presentation to make to center seniors, staff and administration. (SS, ELA, Science, Math- write, design, illustrate, budget, compute, plan, speak, listen, hear arguments, compromise.)
5) Students and IMAG faculty receive the feedback of the Waipahu Senior Home, and for those parts of their plan that are accepted, create plans to implement the changes.
6) Students budget, fundraise, seek local company support to produce the changes. (Math, listening and presentation skills.)

Skill	Standard	Outcome – Observable Behavior- Student will be able to	Assessment Tool
Reading Key Ideas/Details Craft & Structure Integrate Knowledge Text Complexity	 7.R.R.1 7.R.R.4 7.R.R.7 7.R.R.10	• Identify evidence to support analysis conclusions • Identify how the major sections contribute to the writing • Identify similarities and differences of characters presented be different media (text to video) • Read and comprehend non-fiction	Curriculum-Based Project Activity
Writing Text Types/Purposes Production Range of writing	 7.W.R1 7.W.R4 7.W.R10	• Support claims with clear reasons and relevant evidence • Conduct research to answer questions siting primary sources • Write over an extended period of time	Curriculum-Based Project Activity
Listening Speaking	7.SL.1 7.SL2	• Engage respectfully in one-on-one, small group, teacher-led discussions • Identify a peer's argument and specific claim and share their reasoning and evidence	Project Activity
Presenting	K-7.SL	• Present facts and details in a coherent presentation	Rubrics
Language Conventions Knowledge Vocabulary	7.L.R1 7.L.R3 7.L.R4	• Correctly place phrases and clauses within a sentence • Eliminate wordiness and redundancy • Use associated words correctly	Curriculum-Based Project Activity
Math Practice Ratios/Proportions Number System Expressions/Equations	 7.RP.1-3 7.NS 1-3 7.EE.1-4	• Identify the appropriate ratios and calculate correctly • Incorporate the proper place value and use of improper and proper fractions • Determine the appropriate operations and equations	Curriculum-Based Teacher created Project Activity
Science Matter/Interactions Interactions/Energy	MS-PS1 MS-LS2 MS-PS3	• Identify simple compounds and mixtures and characteristics • Work with and determine appropriate interactions between stored energy sources	Project Activity
Arts Communicate-Ideas	FA.7.1.4	• Apply elements of art to communicate a particular message	Project Activity
Social Studies Developing Questions Economics Evaluating Sources Conclusions-Action	 D1.2.7 D2.Eco.2.7 D3.1.7 D4	• Explain how a question represents a key idea • Explain alternative solutions to problems presented • Identify multiple appropriate and relevant sources • Ensure an argument is back by multiple sources	Teacher-Created
Decision Making	IMAG-DM	• Use IMAG problem solving and decision choices	Checklist/Rubrics
Solution	IMAG - S	• Select a solution that is IMAG	Checklist/Rubrics
Projects-Presentation	BIE	• Communicate solutions in an understandable and concise manner	Rubrics

Unit Lesson Plan – Example

This next table provides insight into possible "mini" projects feeding into the semester long joint and culminating deliverables across the entire school for our projected Year 1 enrolled grades. It provides a possible connection across multiple disciplines and the use of multi-grade assisted learning.

School Wide Semester Project – What Choices can we make… Illustrational Purposes Only Source: 7th grade Wonders – Units 1.1 to 1.5 Choices		
Grades	**Mini Project Activities**	**Joint and Culminating Activities**
Kindergarten	Bean in a Bag Cup Gardens School Garden Video Design Presentation Skills – Hosts Leadership Skills – Collaboration & Public Speaking	Senior Garden Visits Garden Comparative Gardening Tips Media Choices Video Clips Storyboarding Senior Pictures Pamphlet Design Pamphlet Production
1st grade	Bean in a Blanket Single container gardens School Garden Video Design-Components Presentation Skills – Videographer Leadership Skills - Collaboration	
6 Grade	School Gardens – Scientific Analysis Video & Game Design & Development Leadership Skills – Encouragement Leadership Skills – Producer, Director Planning/Organizing	
7 Grade	Community Gardens – Scientific Analysis Life Wonderings Survey development Presentation Skills - Videographer Leadership Skills -	Senior Garden Visits Product Design Senior oral history project • Heros in our Presences • Transcriptions • Digitizing Recordings
8 Grade	Senior Gardens – Scientific Analysis Choices in Life Life Wonderings Interviewing skills – Question Development Leadership Skills – Producer Planning/Organizing Leadership Skills – Quality work	
All Grades	School Lunch-Compost/Recycle School Lunch/Snacks-Healthy Eating School Garden-Vegetable/Flowers Multi-media production/design Leadership 4C's	<u>Project Innovate</u> Senior Narrative Presentations Video/Pamphlet Presentation Single Garden Container Gifting

APPENDIX 2 – Course Outcomes by Subject Area
(TASK FORCE 1 - Course Outcomes & Sequencing – Align to Community Project)

During the Startup Period we will review our outcomes based on our eventual community partnerships we would form during this time. The outcomes shared below provide us the foundation to ensure our students are striving to master the performance and skill standards we have chosen. Our expected outcomes are aligned with the state and national standards we've adopted (ref Criteria II.B.2) and the subject content curriculum chosen (ref Section II.B.3).

ENGLISH LANGUAGE ARTS	
Grade	**ENGLISH - Major Outcomes – When Reading & Writing students will be able to…**
K	• Retell stories, including key details about the character. • Name the author and illustrator by name • Ask and answer questions about key details in a text. • Identify what person, place, thing, or idea a picture shows. • Use a combination of drawing, dictating, and writing and name what they are writing about
1	• Retell stories, including key details, and show that they understand the lesson or moral of a story. • Identify who is telling the story at various points in a text. • Ask and answer questions about key details in a text. • Use the illustrations and details in a text to describe key ideas. • Name a topic and supply some facts about the topic. • Provide some sense of closure.
2	• Retell stories and determine their central message, lesson, or moral. • Acknowledge differences in characters points of view • Speak in a different voice for each character when reading dialogue aloud. • Ask and answer such questions to demonstrate understanding of key details in a text. • Explain how specific images or illustrations (such as a diagram of how a machine works) are useful. • Introduce a topic and use facts and definitions to develop points. • Provide a concluding statement or section.
3	• Recount stories and determine the central message, lesson, or moral • Explain how it is developed in the text. • Distinguish their own point of view from that of the narrator or those of the characters. • Ask and answer questions about what they read by referring directly to parts of the text. • Reading for Information - Use information gained from images or illustrations. • Introduce a topic and use facts, definitions, and details to develop points. • Provide a concluding statement or section. • Group related information together.
4	• Determine the theme of a story, play, or poem from details in the text and summarize the text. • Compare and contrast the point of view from which different stories • Refer to details and examples in a text when explaining explicitly and when drawing inferences • Interpret information presented in charts, graphs, or other visual sources • Introduce a topic clearly and develop the topic • Provide a concluding statement or section related to the information or explanation presented. • Group related information in paragraphs and sections and use formatting, illustrations, • Link ideas using words and phrases such as another, for example, also, and because. • Use precise language and subject-specific vocabulary.
5	• Determine the theme of a story, play, or poem from details in the text • Describe how a narrator's or speaker's point of view influences how events are described. • Draw on information from multiple print or digital sources • Introduce a topic clearly, providing a general observation and focus, and develop the topic with facts • Provide a concluding statement or section related to the information or explanation presented. • Group related information logically and use formatting • Link ideas within and across categories of information • Use precise language and subject-specific vocabulary.
6	• Cite evidence to determine key ideas and details in both literature and informational text. • Integrate knowledge and ideas from literature and informational text. • Read and comprehend literature and informational text in the grades 6-8 text complexity. • Write a variety of text types for a variety of purposes: argument, informative, and narrative. • Produce and distribute writing with guidance and support from peers. • Conduct research to build and present knowledge. • Discuss a range of grade 6 topics and texts with their peers with comprehension.

	• Present knowledge and ideas with multimedia components. • Use knowledge of language and its conventions when writing, speaking, reading or listening. • Demonstrate understanding of new vocabulary and use new vocabulary in grade 6 contexts.
7	• Integrate knowledge and ideas from literature and informational text. • Read and comprehend literature and informational text in the grades 6-8 text complexity. • Write a variety of text types for a variety of purposes: argument, informative, and narrative. • Produce and distribute writing with guidance and support from peers. • Conduct research to build and present knowledge. • Write routinely over extended time frames. • Discuss a range of grade 7 topics and texts with their peers with comprehension. • Present knowledge and ideas with multimedia components. • Demonstrate command of the conventions of standard English. • Use knowledge of language and its conventions when writing, speaking, reading or listening. • Demonstrate understanding of new vocabulary and use new vocabulary in grade 7 contexts.
8	• Cite evidence to determine key ideas and details in both literature and informational text. • Analyze elements of craft and structure in both literature and informational text. • Integrate knowledge and ideas from literature and informational text. • Read and comprehend literature and informational text in the grades 6-8 text complexity. • Write a variety of text types for a variety of purposes: argument, informative, and narrative. • Produce and distribute writing with guidance and support from peers. • Conduct research to build and present knowledge. • Write routinely over extended time frames. • Discuss a range of grade 8 topics and texts with their peers with comprehension. • Present knowledge and ideas with multimedia components. • Use knowledge of language and its conventions when writing, speaking, reading or listening. • Demonstrate understanding of new vocabulary and use new vocabulary in grade 8 contexts.
9-10	• Read and comprehend literature including informational texts, history/social studies texts, • Cite strong and thorough textual evidence to support analysis of what the text says explicitly • Determine a theme or central idea of a text and analyze in detail its development • Analyze how complex characters develop over the course of a text, interact with other characters • Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise. • Analyze a point of view or cultural experience reflected in a work of literature from outside the USA • Analyze how an author draws on and transforms source material in a specific work. • Write arguments focused on discipline-specific content. • Use words, phrases, and clauses to link the major sections of the text • Establish and maintain a formal style and objective tone • Provide a concluding statement or section that follows from or supports the argument presented. • Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. • Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting , graphics, and multimedia when useful to aiding comprehension. • Develop the topic with relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic) • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • Use technology to produce, publish, and update individual or shared writing products, linking and displaying information flexibly and dynamically. • Conduct research projects; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess sources; integrate information into the text avoiding plagiarism and citing properly.

	• Draw evidence from informational texts to support analysis, reflection, and research. • Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
11-12	• Demonstrate command English grammar and usage when writing/ speaking. • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • Resolve issues of complex or contested usage, consulting references as needed. • Observe hyphenation conventions. • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. • Use context as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. • Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. • Verify the preliminary determination of the meaning of a word or phrase. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations. • Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. • Write arguments focused on discipline-specific content. • Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claims and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from or supports the argument presented. • Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. • Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension. • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. • Provide a concluding statement or section that follows from and supports the information or explanation provided. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • Draw evidence from informational texts to support analysis, reflection, and research. • Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MATHEMATICS	
Grade	**MATHEMATICS Major Outcomes. Students will be able to…**
K	• Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (such as claps), acting out situations, verbal explanations, expressions, and equations • Solve word problems by adding or subtracting numbers up through 10 using objects and drawings • Count to 100 by ones and tens • Understand that numbers from 11 to 19 contain a ten and some leftover ones (for example, 14=10+4)
1	• Solve word problems by adding or subtracting numbers up through 20 • Solve addition and subtraction problems for different unknown numbers (20-?=15, 9+4=?) • Understand that 10 can be thought of as a bundle of ten ones—called a “ten” • Understand that the two digits of a two-digit number represent amounts of tens and ones (place value) • Add and subtract numbers through 100 using what students have learned about place value
2	• Solve one- and two-step word problems by adding or subtracting numbers up through 100 • Understand that 100 can be thought of as a bundle of ten tens—called a “hundred” • Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (place value) • Add and subtract numbers through 1000 using what students have learned about place value
3	• Use place value understanding to round whole numbers to the nearest 10 or 100 • Quickly and accurately add and subtract numbers through 1000 using knowledge of place value • Use place value understanding to multiply and divide numbers up through 100 • Multiply one-digit whole numbers by multiples of 10 between 10 and 90. • Determine a fraction’s place on a number line • Understand two fractions as equal if they are the same size or at the same point on a number line • Compare the size of two different fractions of the same size object.
4	• Use place value understanding to round multi-digit whole numbers to any place • Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right • Use place value understanding to find the product of two multi-digit numbers • Compare two multi-digit numbers based on meanings of the digits in each place, using the symbols > (more than), = (equal to), and < (less than) • Break down a fraction into smaller fractions with the same denominator, • Explain why a fraction is equal to another fraction • Add and subtract mixed numbers with the same denominators • Multiply a fraction by a whole number
5	• Use place value understanding to round decimals to any place • Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1⁄10 of what it represents in the place to its left • Read, write, and compare decimals based on the meanings of the digits in the tenths, hundredths, and thousandths place, using the symbols >, =, and < • Interpret a fraction as division of the numerator (the top number) by the denominator (the bottom number) • Add and subtract fractions with different denominators • Multiply a fraction by a whole number or another fraction • Divide fractions by whole numbers and whole numbers by fractions
6	• Understand ratio concepts and use ratio reasoning to solve problems. • Apply previous understandings of multiplication and division to divide fractions by fractions. • Multiply and divide multi-digit numbers and find common factors and multiples. • Apply and extend previous understandings of numbers to the system of rational numbers. • Apply and extend previous understandings of arithmetic to algebraic expressions. • Reason about and solve one-variable equations and inequalities. • Represent quantitative relationships between dependent and independent variables. • Solve real-world and mathematical problems involving area, surface area, and volume. • Develop understanding of statistical variability. • Summarize and describe distributions.
7	• Analyze proportional relationships and use them to solve real-world problems. • Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

	• Use properties of operations to generate equivalent expressions. • Solve real-life mathematical problems using numerical, algebraic expressions and equations. • Draw, construct and describe geometrical figures, describe the relationships between them. • Solve real-life mathematical problems involving angle measure, area, surface area, and volume. • Use random sampling to draw inferences about a population. • Draw informal comparative inferences about two populations. • Investigate chance processes and develop, use, and evaluate probability models.
8	• Know there are numbers that are not rational, and approximate them by rational numbers. • Work with radicals and integer exponents. • Understand the connections between proportional relationships, lines, and linear equations. • Analyze and solve linear equations and pairs of simultaneous linear equations. • Define, evaluate, and compare functions. • Use functions to model relationships between quantities. • Understand congruence using physical models, transparencies, or geometry software. • Understand and apply the Pythagorean Theorem. • Solve real-world problems involving volume of cylinders, cones and spheres. • Investigate patterns of association in bivariate data.
9-12	**Number and Quantity Major Outcomes: Students will be able to…** • Extend the properties of exponents to rational exponents • Use properties of rational and irrational numbers. • Reason quantitatively and use units to solve problems • Perform arithmetic operations with complex numbers • Represent complex numbers and their operations on the complex plane • Use complex numbers in polynomial identities and equations • Represent and model with vector quantities. • Perform operations on vectors. • Perform operations on matrices and use matrices in applications. • Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning. **Algebra Major Outcomes: Students will be able to…** • Interpret the structure of expressions • Write expressions in equivalent forms to solve problems • Perform arithmetic operations on polynomials • Understand the relationship between zeros and factors of polynomials • Use polynomial identities to solve problems • Rewrite rational functions • 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 • Solve systems of equations • Represent and solve equations and inequalities graphically • Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning. **Functions Major Outcomes: Students will be able to…**

- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations
- Build a function that models a relationship between two quantities
- Build new functions from existing functions
- Construct and compare linear and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model
- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions
- Prove and apply trigonometric identities
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Modeling Major Outcomes: Students will be able to…

- Model problems and solutions such as:
- Estimating how much water and food is needed for emergency relief in a devastated city of 3 million people, and how it might be distributed.
- Planning a table tennis tournament for 7 players at a club with 4 tables, where each player plays against each other player.
- Designing the layout of the stalls in a school fair so as to raise as much money as possible.
- Analyzing stopping distance for a car.
- Modeling savings account balance, bacterial colony growth, or investment growth.
- Engaging in critical path analysis, e.g., applied to turnaround of an aircraft at an airport.
- Analyzing risk in situations such as extreme sports, pandemics, and terrorism.
- Relating population statistics to individual predictions.

Geometry Major Outcomes: Students will be able to…

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions
- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles
- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles
- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically
- Explain volume formulas and use them to solve problems
- Visualize relationships between two-dimensional and three-dimensional objects
- Apply geometric concepts in modeling situations
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Statistics and Probability Major Outcomes: Students will be able to…

- Summarize, represent, and interpret data on a single count or measurement variable.
- Summarize, represent, and interpret data on two categorical and quantitative variables

	• Interpret linear models • Understand and evaluate random processes underlying statistical experiments • Make inferences and justify conclusions from sample surveys, experiments and observational studies • Understand independence and conditional probability and use them to interpret data • Use the rules of probability to compute probabilities of compound events in a uniform probability model • Calculate expected values and use them to solve problems • Use probability to evaluate outcomes of decisions • Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.

SCIENCE	
Grade	**SCIENCE Major Outcomes**
K	**Science Skills and Processes, Science Weather, Physical and Life Science. Students will be able to…** • Describe the job of a scientist, engineer and how they work together • Discover how scientists study the world and the tools they use • Identify the five steps in the Engineering Design Process. • Differentiate between typical and severe types of weather in our community. • Communicate and demonstrate ways to stay safe during severe weather in our community. • Use the Engineering Design Process to design and build a structure • Work together with classmates to plan and conduct an investigation that explores different pushes and pulls. • Observe the motion of objects to explore the effects of pushes and pulls. • Communicate about cause and effect. • Compare the effects of different strengths of pushes and pulls. • Think if a solution works as designed to change the speed or direction of an object with a push or pull. • Collaborate with classmates to plan and conduct an investigation that explores different pushes and pulls. • Observe the motion of objects to explore the effects of pushes and pulls. • Communicate about cause and effect. • Compare the effects of different strengths of pushes and pulls. • Use information to decide if a solution works as designed to change the speed or direction of an object
1	**Life Science, Earth and Space Science, Physical Science. Students will be able to…** • Use the Engineering Design Process to help them design a new invention. • Identify and explain how different external features of an animal help it survive in its environment. • Identify and describe similarities and differences in parent animals and plants and their offspring. • Identify and describe behaviors that parents and their offspring use to communicate, to help offspring survive. Describe and discuss characteristics of the sun as a star. • Use observational data from a model to identify appropriate evidence to support the idea that stars • Use observable patterns to support the conclusion that the sun does not move • Design and produce a model of the surface of the moon. • Describe how some of the moon's craters are formed. • Use observational data to identify patterns in the appearance of the moon. • Compare and contrast objects with and without light. • Identify natural and human-made sources of light. • Explain how light travels and draw a diagram/model of light traveling (not to include the speed of light). • Describe what happens when different objects are placed in front of a beam light. • Justify whether an object is transparent, translucent, or opaque. • Use the Engineering Design Process to design a device that can communicate using light.
2	**Earth and Space Science, Physical Science, Life and Environmental Science.** • Identify and describe a science problem related to the Moon. • Describe the physical properties of the Moon. • Observe the appearance of the Moon in the daytime and nighttime sky.

	• Observe and record data about the location and movement of the Moon over time. • Observe and describe the repeating pattern of lunar phases. • Identify and describe a science problem related to soil characteristics and erosion. • Describe and compare characteristics of different soils. • Compare, and diagram the way in which soil layers. • Observe and explain how soil can be formed by weathering. • Measure and compare water retention of several types of soil. • Identify and classify a variety of Earth surface features (i.e., hills, mountains, valleys, and continents) and water systems (i.e., rivers and oceans). • Predict, observe, and identify causes and effects of soil erosion. • Explain how water erodes unprotected soil. • Predict, observe, and identify the effect of humans and other organisms on soil (e.g. erosion, pollution, building projects). • Use science knowledge to make decisions and/or devise a plan to solve a problem. • Identify and describe a science problem related to interactions of matter. • Describe and compare interactions of solids and liquids. • Create mixtures and separate them based on differences in properties. • Measure, record, and compare water temperature, using a temperature probe and thermometer. • Give examples that show that energy can warm a substance (e.g. sun, stove top). • Describe and compare interactions of ice with various materials that accelerate or slow melting. • Draw conclusions based on observable evidence about materials that will interact with ice to accelerate melting. • Draw conclusions based on observable evidence to identify materials that are good insulators. • Use knowledge of science to make decisions and/or devise a plan to solve a problem. • Identify and describe a science problem related to characteristics of organisms. • Observe, describe, and identify structural parts of an insect and the functions of those parts. • Explain that all living things can be compared based on similarities and differences (i.e. external features). • Classify collected organisms as insects or non-insects. • Observe, describe, and record butterfly larvae structures and behaviors. • Identify the structural changes in the various stages of a butterfly larva's growth and how they allow the organism to perform different functions. • Predict and identify food preferences of butterfly larvae. • Describe, record, and compare characteristics of different stages of a butterfly's life cycle. • Observe, describe, and identify structural parts of a butterfly and the functions of those parts. • Predict and identify the food preferences of an adult butterfly. • Compare the food preferences of a butterfly larva to an adult butterfly. • Explain that animals need air, water, and food to survive. • Explain how the habitat provides basic needs (i.e., food, water, air) for the larvae and butterflies. • Describe that offspring are very much, but not exactly, like their parents and one another. • Use knowledge of science to make decisions and/or devise a plan to solve a problem.
3	**Earth and Space Science, Physical Science, Life Sciences** • Understand that scientists record patterns of the weather across different times and areas in order to make predictions about future weather that may occur. • Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. • Understand that climate describes a range of typical weather conditions in a given area. • Students will obtain and combine information to describe climates in different regions of the world. • Understand that a variety of natural hazards result from natural processes. Humans can take steps to reduce their impacts. • Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. • Plan and conduct a well-designed investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. • Understand that every force has both a strength and a direction. • Make observations and/or measurements of an object's motion to identify patterns that can be used to predict future motion. • Understand that the speed and direction of an object in motion can be changed by direct and indirect

	interactions. • Ask cause and effect questions to determine that electrical and magnetic forces between objects do not require that the objects be in contact. • Define a simple design problem that can be solved by using magnets. • When the environment changes in ways that affect a place's physical characteristics, temperature, or resources, some organisms survive and reproduce, others move, new organisms may arrive, and some organisms die. • Being part of a group helps animals obtain food, defend themselves, and cope with changes in their environment. Groups may vary. • Some kinds of plants and animals that once lived on Earth are no longer found. • Fossils provide evidence about types of organisms that lived long ago. • For any particular environment, some organisms survive well, some less well, and some cannot survive at all. • Populations live in a variety of habitats, and changes in those habitats can affect the organisms that live there. • Scientists use observation to understand the life cycles of living organisms. • By observing organisms in their environment, we can identify problems facing different life forms. • By identifying the source of some of the problems, and we can determine as solutions to help solve the problem. • Students will be able to describe similarities and differences between life cycles of different organisms. • Define traits and how can they be observed. • Explain how traits can be described and compared. • Describe/explain how the environment can affect an organism's traits. • Describe/explain how a variation in traits can give an advantage to an organism, and increase its chance of survival.
4	**Physical Science, Earth and Space Science** • Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. • Use evidence to construct an explanation relating the speed of an object to the energy of that object. • Ask questions and predict outcomes about the changes in energy that occur when objects collide. • Obtain and combine information through research to describe that energy and fuels are derived from natural resources and their uses affect the environment. • Apply scientific and engineering ideas to design, test, and refine a device that converts energy from one form to another. • Develop a model of waves. • Compare and contrast multiple models of waves. • Use a model of waves to make observations and collect data. • Use a model of waves to describe patterns in the properties of the waves. • Use a model of waves to support a description of the relationship between wave patterns and the movement of objects. • Use a model of waves to support a description of the relationship between waves and the transfer of energy. • Work collaboratively to generate and compare multiple solutions that use patterns to transfer information. • Use simulation procedures to identify variables and plan the collection of data, including observations and measurements. • Use a simulation to produce data. • Use evidence to support an explanation of the effects of the forces that shape earth's landscape over time. • Work cooperatively to analyze data in order to make inferences about a time in earth's history. • Analyze and interpret data on world maps in order to describe patterns of earth's features. • Analyze and compare multiple solutions in order to identify the most effective strategies for reducing the impact of earthquakes on human-built structures.
5	**Earth and Space Science** • Identify and describe the physical properties of comets, asteroids, and meteors. • Explain that the Earth's rotation on its axis produces the day and night cycle. • Explain that the Earth's rotation also creates the apparent movement of other celestial bodies. • Explain that the moon, like Earth, follows patterns of rotation and revolution. • Explain that these patterns create the Moon's apparent shape and position changes. Physical Science – Forces and Motion • Explain that speed is defined as the distance traveled over time. • Explain that force is a push or a pull on an object. Gravity and friction are forces. Friction occurs when two surfaces rub together. Forces create changes in the way objects move.

	• Explain that motion is a change in position. Periodic motion is the motion that repeats itself. • Explain that variable motion occurs when different distances travel in equal times. Uniform motion occurs when equal distances travel in equal times. • Explain that the greater the force, the greater the change in motion. • Explain that potential energy is when energy is stored. Kinetic energy is when in energy is in motion. Kinetic energy can be converted into potential and vice versa. • Explain that the amount of kinetic energy an object has is determined by the mass and speed of the object. • Explain that forces create motion. As an object is in motion, kinetic and potential energy are transferred back and forth. • Explain/describe how certain consequences occur when Earth's natural resources are used. Creating a watershed model demonstrates how runoff and pollutants flow into our waters. • Explain/describe how human activity has consequences on a watershed. • Explain/describe how constructing a riparian buffer works to restore water quality. • Explain that a cell is a basic unit of life. • Explain that most single-celled organisms have needs, and demonstrate some behaviors similar to those of multi-cellular organisms. • Explain/describe how single and multi-celled organisms must have their basic needs met in order to survive
6-8	**Physical Science** • Formulate an answer to the question, "How do atomic and molecular interactions explain the properties of matter that we see and feel?" • Apply understanding that pure substances have characteristic physical and chemical properties and are made from a single type of atom or molecule. • Provide molecular level accounts to explain states of matters and changes between states, • Explain that chemical reactions involve regrouping of atoms to form new substances, and that atoms rearrange during chemical reactions. • Apply an understanding of the design and the process of optimization in engineering. • Formulate an answer to the question, "How can one describe physical interactions between objects and within systems of objects?" • Apply Newton's Third Law of Motion to relate forces to explain the motion of objects. • Apply ideas about gravitational, electrical, and magnetic forces to explain a variety of phenomena including ideas about why some materials attract each other while others repel. • Develop understanding that gravitational interactions are always attractive but that electrical and magnetic forces can be both attractive and negative. • Develop ideas that objects can exert forces on each other even though the objects are not in contact, through fields. • Apply an engineering practice and concept to solve a problem caused when objects collide. • Formulate an answer to the question, "How can energy be transferred from one object or system to another?" • Develop their understanding of important qualitative ideas about energy including that the interactions of objects can be explained and predicted using the concept of transfer of energy from one object or system of objects to another, and the total change of energy in any system is always equal to the total energy transferred into or out of the system. • Develop understanding that objects that are moving have kinetic energy and that objects may also contain stored (potential) energy, depending on their relative positions. • Differentiate between energy and temperature, and begin to develop an understanding of the relationship between force and energy. • Apply an understanding of design to the process of energy transfer. • Formulate an answer to the question, "What are the characteristic properties of waves and how can they be used?" • Describe and predict characteristic properties and behaviors of waves. • Apply an understanding of waves as a means to send digital information. **Life Science** • Formulate an answer to the question, "How can one explain the ways cells contribute to the function of living organisms?" • Gather information and use this information to support explanations of the structure and function relationship of cells.

	• Communicate understanding of cell theory. • Develop a basic understanding of the role of cells in body systems and how those systems work to support the life functions of the organism. • Construct an explanation for how environmental and genetic factors affect organisms. • Connect this to the role of animal behaviors in reproduction of animals as well as the dependence of some plants on animal behaviors for their reproduction. • Formulate an answer to the question, "How does a system of living and non-living things operate to meet the needs of the organisms in an ecosystem?" • Analyze and interpret data, develop models, and construct arguments and demonstrate a deeper understanding of resources and the cycling of matter and the flow of energy. • Study patterns of the interactions among organisms within an ecosystem. • Consider biotic and abiotic factors in an ecosystem and the effects these factors. • Evaluate competing design solutions for maintaining biodiversity and ecosystem services. • Formulate an answer to the question, "How do living organisms pass traits from one generation to the next?" • Describe ways gene mutations and sexual reproduction contribute to genetic variation. • Formulate an answer to the question, "How do organisms change over time in response to changes in the environment?" • Construct explanations based on evidence to support fundamental understandings of natural selection and evolution. • Use ideas of genetic variation in a population to make sense of organisms surviving and reproducing, hence passing on the traits of the species. • Use fossil records and anatomical similarities of the relationships among organisms and species to support their understanding. **Earth and Space Science** • Formulate an answer to questions such as: "What is Earth's place in the Universe, What makes up our solar system and how can the motion of Earth explain seasons and eclipses? • How do people figure out that the Earth and life on Earth have changed through time?" • Examine the Earth's place in relation to the solar system, Milky Way galaxy, and universe. • Use models of the solar system to explain astronomical and other observations of patterns. • Connect to engineering through the instruments and technologies that have allowed us to explore the objects in our solar system and obtain the data that support the theories. • Examine geoscience data in order to understand the processes and events in Earth's history. • Formulate an answer to questions such as: "How do the materials in and on Earth's crust change over time? How does the movement of tectonic plates impact the surface of Earth?" • Develop understanding of how Earth's geo-systems operate by modeling the flow of energy and cycling of matter within and among different systems. • Investigate the controlling properties of important materials and construct explanations based on the analysis of real geoscience data. • Develop understanding of ways that geoscience processes provide resources needed by society but also cause natural hazards that present risks to society. • Develop understanding of the factors that control weather. • Examine the feedbacks between systems as energy from the sun is transferred between systems and circulates through the ocean and atmosphere. • Formulate an answer to questions such as: "How is the availability of natural resources related to naturally occurring processes? How do human activities affect Earth systems?" • Develop understanding of the ways that human activities impacts Earth's other systems. • Develop understanding of the significant and complex issues surrounding human uses of land, energy, mineral, and water resources and the resulting impacts of their development.
9-12	**Life Science** **Structure and Function** • Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. • Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. • Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. **Inheritance and Variation of Traits**

- Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
- Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
- Make and defend a claim based on evidence that inheritable genetic variations may result from:
    - new genetic combinations through meiosis,
    - viable errors occurring during replication, and/or
    - mutations caused by environmental factors.
- Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

Matter and Energy in Organisms and Ecosystems

- Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
- Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
- Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
- Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
- Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
- Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

Interdependent Relationships in Ecosystems

- Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
- Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
- Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
- Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
- Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

Natural Selection and Evolution

- Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
- Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
- Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
- Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
- Evaluate the evidence supporting claims that changes in environmental conditions may result in: increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

Earth and Space Science -

Space Systems

- Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy in the form of radiation.
- Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.
- Communicate scientific ideas about the way stars, over their life cycle, produce elements.

- Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.

History of Earth

- Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
- Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
- Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

Earth's Systems

- Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
- Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
- Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
- Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
- Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

Weather and Climate

- Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
- Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

Human Sustainability

- Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
- Clarification Statement and Assessment Boundary
- Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
- Clarification Statement and Assessment Boundary
- Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
- Clarification Statement and Assessment Boundary
- Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. • Clarification Statement and Assessment Boundary
- Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Physical Science

Structure and Properties of Matter

- Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
- Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
- Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
- Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

Chemical Reactions

- Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
- Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
- Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

	• Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium. • Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. **Forces and Interactions** • Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. • Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. • Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. • Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. • Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current. **Energy** • Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. • Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects). • Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. • Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). • Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. **Waves and Electromagnetic Radiation** • Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. • Evaluate questions about the advantages of using a digital transmission and storage of information. • Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. • Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter. • Communicate technical information about about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy. **Engineering Design** • Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. • Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. • Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. • Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

SOCIAL STUDIES	
Grade	**SOCIAL STUDIES Major Outcomes**
K	**History, Geography, Economics, Civics** • Ask questions, share information and discuss ideas about the past • Understand that the first component in the concept of chronology is to place information in sequential order • Understand/explain that people belong to different groups and live in different settings around the world that

	can be found on a map or globe • Explain ownership as a component of economics • Discuss how purchases can be made to meet wants and needs (PFL) • Participate in making decisions using democratic traditions • Understand that civic participation takes place in multiple groups
1	**History, Economics, Civics** • Describe patterns and chronological order of events of the recent past • Identify/describe/explain family and cultural traditions in the United States in the past Geography • Understand that geographic tools such as maps and globes to represent places • Understand/explain how people in different groups and communities interact with each other and the environment • Explain that people work at different types of jobs and in different types of organizations in order to produce goods and services and receive an income • Identify short term financial goals (PFL) • Explain that effective groups have responsible leaders and team members • Identify/describe notable people, places, holidays and patriotic symbols
2	**History, Economics, Civics** • Identify historical sources and utilize the tools of a historian • People in the past influenced the history of neighborhoods and communities Geography • Use geographic terms and tools to describe space and place • People in communities manage, modify, and depend on their environment • The scarcity of resources affects the choices of individuals and communities • Apply decision-making processes to financial decision making(PFL) • Responsible community members advocate for their ideas • People use multiple ways to resolve conflicts or differences
3	**History, Geography, Economics** • Use a variety of sources to distinguish historical fact from fiction • Describe/explain how people in the past influenced the development and interaction of different communities and regions • Use various types of geographic tools to develop spatial thinking • Describe/explain the concept of regions is developed through an understanding of similarities and differences in places • Describe producers and consumers and how goods and services are exchanged • Describe how to meet short-term financial goals (PFL) • Explain respecting the views and rights of others as components of a democratic society • Describe/explain the origin, structure and function of local government
4	**History, Geography, Economics, Civics** • Organize a sequence of events to understand the concepts of chronology and cause and effect in the history of Hawaii • The historical eras, individuals, groups, ideas, and themes in Hawaii history and their relationships to key events in the United States • Understand roles, rights (personal, economic, political), and responsibilities of the Ali'i, Kahuna, Maka'ainana and Kaua classes and how they participated in civic life • Use several types of geographic tools to answer questions about the geography of Hawaii • Connections within and across human and physical systems are developed • People respond to positive and negative incentives • The relationship between choice and opportunity cost (PFL) • Analyze and debate multiple perspectives on an issue • The origins, structure, and functions of the Hawaii government
5	**History, Geography, Economics, Civics, Geography** • Analyze historical sources from multiple points of view to develop an understanding of historical context • Identify/describe/explain the historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government • Analyze and interpret historical sources to ask and research historical questions • Identify/describe/compare/contrast the historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another • Use various geographic tools and sources to answer questions about the geography of the United States

	• Understands the causes and consequences of movement • Describes how government and market structures influence financial institutions • Understands the idea of utilizing financial institutions to manage personal finances (PFL) • Describes/explains the foundations of citizenship in the United States • Describes/explains the origins, structure, and functions of the United States government • Use geographic tools to solve problems • Describe/explain/analyze how human and physical systems vary and interact Economics • Identify and analyze different economic systems • Describe/explain how saving and investing are key contributors to financial wellbeing (PFL) Civics • Analyze the interconnected nature of the United States to other nations • Compare multiple systems of governments
6-8	**Civics** • Explain how experts view compelling and supporting questions. • Determine sources that will provide multiple perspectives in response to questions. • Explain the roles of civic and political institutions. • Analyze principle of civic virtues and democratic principles. • Assess processes, rules and laws. • Evaluate possible causes and effects. • Evaluate information provided by multiple sources. • Construct and adapt arguments using claims and counterclaims. • Critique arguments for credibility. • Analyze procedures for making decisions and taking action. **Economics** • Explain how experts view compelling and supporting questions. • Determine sources that will provide multiple perspectives in response to questions. • Explain economic decision-making. • Analyze dynamics of exchange markets. • Explain and evaluate dynamics of the national economy. • Explain dynamics of a global economy. • Evaluate possible causes and effects. • Evaluate information provided by multiple sources. • Construct and adapt arguments using claims and counterclaims. • Critique arguments for credibility. • Analyze procedures for making decisions and taking action. **Geography** • Explain how experts view compelling and supporting questions. • Determine sources that will provide multiple perspectives in response to questions. • Construct and use geographic representations, or spatial views of the world • Evaluate human-environment interactions of place, region and culture. • Analyze relationships between human populations and their movements. • Explain global interconnections. • Evaluate possible causes and effects. • Evaluate information provided by multiple sources. • Construct and adapt arguments using claims and counterclaims. • Critique arguments for credibility. • Analyze procedures for making decisions and taking action. **History of Pacific** • Explain how experts view compelling and supporting questions. • Determine sources that will provide multiple perspectives in response to questions. • Analyze historical change, continuity and context. • Analyze diverse historical perspectives. • Classify and evaluate historical sources. • Evaluate possible causes and effects. • Evaluate information provided by multiple sources. • Construct and adapt arguments using claims and counterclaims. • Critique arguments for credibility.

	• Analyze procedures for making decisions and taking action
9-12	Social Studies are at the core of IMAG Academy community educational concern. Social Studies and Science topics and thirst for knowledge drive the development of Language Arts and Math skills. **Civics** • Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. • Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present. • Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. • Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested • Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. • Critique relationships among governments, civil societies, and economic markets. • Apply civic virtues and democratic principles when working with others. • Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. • Use appropriate deliberative processes in multiple settings. • Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights • Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. • Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. • Evaluate public policies in terms of intended and unintended outcomes, and related consequences. • Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. **Economics** • •Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. • Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue. • Analyze the ways in which incentives influence what is produced and distributed in a market system. • Evaluate the extent to which competition among sellers and among buyers exists in specific markets. • Describe the consequences of competition in specific markets. • Generate possible explanations for a government role in markets when market inefficiencies exist. • Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes. • Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes. • Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy. • Use economic indicators to analyze the current and future state of the economy. • Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions. • Evaluate the selection of monetary and fiscal policies in a variety of economic conditions. • Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. • Analyze the role of comparative advantage in international trade of goods and services. • Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. **Geography** • Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them. • Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

- Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
- Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
- Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
- Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
- Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
- Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
- Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
- Describes the causes of urbanization in a selected area (e.g., New York or Chicago), including its growth in terms of population, buildings, transportation systems, and job opportunities.

History

- Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- Analyze change and continuity in historical eras.
- Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- Analyze how historical contexts shaped and continue to shape people's perspectives.
- Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
- Explain how the perspectives of people in the present shape interpretations of the past.
- Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
- Analyze the relationship between historical sources and the secondary interpretations made from them.
- Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
- Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
- Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- Critique the appropriateness of the historical sources used in a secondary interpretation.
- Analyze multiple and complex causes and effects of events in the past.
- Distinguish between long-term causes and triggering events in developing a historical argument.
- Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
- Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

U.S. History

- Understand important historical events during the 20th century
- Describes how America's containment policy led to U.S. involvement in the Korean War, the Bay of Pigs invasion, and the Vietnam War.
- Describes global (e.g., terrorism, the uncertainty of where threats to national security come from) and economic (e.g. the expanding national debt, NAFTA) challenges in the post Cold War.

World History Pre-Renaissance Through Present

- Understand important historical events from classical civilizations through the present.
- Determines the extent to which there was cooperation and conflict between religious and political authorities in Asia, Europe, and the Muslim world.

Modern History Of Hawaii

IMAG integrates learning of Hawaiian culture, history and language into its project-based curriculum. Hawaiian concepts and content are applied to problems explored by teachers and students • Understand important historical events in Modern Hawaiian History

	• Evaluates, takes, and defends a position on significant contemporary people, issues, or events that influence present-day Hawaii. • Explains the effects of the bombing of Pearl Harbor, using primary sources. • http://165.248.72.55/hcpsv3/benchmarkmaps/

OTHER SUBJECTS	
High School World Language • Communicate in a language in addition to English for multiple purposes, in a variety of modes, and within a range of cultural contexts. • Engage in conversations, provide and obtain information, understand and interpret written and spoken language, and present information, concepts, and ideas orally and in written form. • Use language to establish and maintain personal relationships both within and beyond the school. • Communicate with other people in other cultures in a variety of settings. • Look beyond their customary borders> • Develop insight into their own language and culture. • Act with greater awareness of self, of other cultures, and their own relationship to those cultures. • Gain direct access to additional bodies of knowledge. • Participate more fully in the global community and marketplace. Setting, for personal enjoyment and enrichment of their social and career pursuits. • Demonstrate knowledge of the cultures associated with the languages studied, deepen their understanding of cultural diversity, and develop insight into their own language and culture. **High School Physical Education** High school Physical Education courses will emphasize the acquisition of skills required to participate competently in a variety of physical activities including physical fitness experiences and target, invasion, net, field, and aquatics activities. The Physical Education courses enable students to use biomechanical concepts and scientific principles to analyze and improve the performance of self and others. Physical Education courses empower students to maintain and improve their own physical fitness, motor skills, and knowledge about physical activity, and help others achieve the same. As a result, students willingly participate in fitness activities, games, sports, dance, and other physical activities inside and outside of the school setting that contribute to the improvement or maintenance of health-related lifelong fitness.	**Health Education K-12** The family community approach at IMAG highlights the importance of health and supplies strong support for healthy choices and skills. Health Education will be integrated into project-based activities including the opportunity for students to study in-depth health risk areas and apply skills necessary to make informed decisions. Students will have the opportunity to serve as health advocates in the school and community. **Major Outcomes** • Establish a foundation for leading healthy, productive lives based on health promotion and disease prevention concepts. • Demonstrate the ability to access, analyze, and evaluate health information, products, and services in order to become health literate consumers. • Demonstrate the ability to identify and practice healthy- enhancing behaviors and reduce health risks to live safer, healthier lives. Communication Skills: • Demonstrate the ability to effectively use communication skills to enhance personal, family, and community health. Goal Setting and Decision Making: • Demonstrate the ability to use goal-setting and decision-making skills to address issues related to personal, family, and community health. • Apply the basic facts, principles and skills related to maintaining my body's health and fitness. • Understand the physical and emotional concepts, issues and consequences related to sexuality, health and safety. • Make choices that promote good health and encourage others to do the same. • Take responsibility for my own learning; support the efforts of others to take responsibility for their own learning. • Express and receive ideas and emotions through reading, writing, speaking and listening in both English and other world languages and through the visual and performing arts. • Demonstrate knowledge and skills of literature, math, science, social studies, Hawaiian culture and history and the visual and performing arts. • Use technological tools to locate, analyze and communicate information. • Respect self as an individual with unique talents and abilities. • Respect themselves as a member of community who shares cultural connections with other Hawaiians past, present and future. • Respect others regardless of similarities or differences • Fulfill obligations to family, school and workplace by setting appropriate goals, working diligently & keeping commitments. • Use strategies to make positive choices and solve problems. • Recognize the major issues affecting my multiple communities and work effectively with others to bring about positive change.

Attachment T – Evidence of Commitment for Funds

U282B160064

US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

1 RECIPIENT NAME

Sheila Buyukacar
98-1861 Kaahumanu Street Apt A
Aiea, HI 96701 - 1872

2 AWARD INFORMATION

PR/AWARD NUMBER	U282B160064
ACTION NUMBER	3
ACTION TYPE	Administrative
AWARD TYPE	Discretionary

3 PROJECT STAFF

RECIPIENT PROJECT DIRECTOR
Sheila Buyukacar (808) 779-3878
kila1099@yahoo.com
EDUCATION PROGRAM CONTACT
Lourdes Rivery (202) 453-7060
Lourdes.Rivery@ed.gov
EDUCATION PAYMENT HOTLINE
G5 PAYEE HELPDESK 888-336-8930
edcaps.user@ed.gov

4 PROJECT TITLE

84.282B
The IMAG Academy A small, family-like public charter school to prepare mindful citizens focused on helping student's master essential knowledge and skills through community-centered projects.

5 KEY PERSONNEL

NAME	TITLE	LEVEL OF EFFORT
Sheila Buyukacar	Project Director	0 %

6 AWARD PERIODS

BUDGET PERIOD	03/15/2016 - 03/14/2019
PERFORMANCE PERIOD	03/15/2016 - 03/14/2019

FUTURE BUDGET PERIODS

N/A

7 AUTHORIZED FUNDING

THIS ACTION	N/A
BUDGET PERIOD	$159,905.00
PERFORMANCE PERIOD	$159,905.00

8 ADMINISTRATIVE INFORMATION

DUNS/SSN	576768830
REGULATIONS	CFR PART XX EDGAR AS APPLICABLE 2 CFR AS APPLICABLE
ATTACHMENTS	N/A

9 LEGISLATIVE AND FISCAL DATA

AUTHORITY:	PL P.L. 107-110 V ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AS AMENDED
PROGRAM TITLE:	CHARTER SCHOOLS
CFDA/SUBPROGRAM NO:	84.282B

Gmail

Sheila Buyukacar <sbuyukacar@gmail.com>

Re: Next Steps? (GAN) U282B160064

Moat, Eddie <Eddie.Moat@ed.gov> Wed, Mar 14, 2018 at 10:21 AM
To: Sheila Buyukacar <sbuyukacar@gmail.com>

Aloha Sheila,

We've reviewed your budget. Request for an extension (No Cost Extension) must be requested within 30 days of your grant closing. Your grant doesn't close until 3/14/2019.

Regarding the budget, your grant has only $159,905.00. The budget on the first page is approved, please begin to make route payment requests in G5. After making the request in G5, email me the attached form (completed) and proof of expenditure.

Please call G5 Helpdesk:1-888-336-8930, for further assistance. Let me know if you have any questions.

Thanks,

Eddie

Gmail

Sheila Buyukacar <sbuyukacar@gmail.com>

Evidence of Funds Letter Request

Sheila Buyukacar <sbuyukacar@gmail.com> Sun, Apr 22, 2018 at 5:21 AM
To: "Moat, Eddie" <Eddie.Moat@ed.gov>

Aloha Eddie

We are getting the application ready and need your help.

Part of the application that is due in May requires us to provide evidence of funds. Could we get a letter re-confirming our grant to include in our application. We will be using the budget update submitted and approved as part of our financial plan submission. I've attached our last letter.

Thank you! LMK if you will need anything else.

--
Sheila

Sheila Buyukacar
808 779-3878

Z Attachment - Evidence of Funds Commitment.docx
65K

Gmail

Sheila Buyukacar <sbuyukacar@gmail.com>

Request - Letter of Evidence of Funds

Moat, Eddie <Eddie.Moat@ed.gov> Mon, Apr 30, 2018 at 3:21 AM
To: Sheila Buyukacar <sbuyukacar@gmail.com>

Aloha Sheila,

We can't provide a letter, however you can use your GAN as evidence.

Thanks,

Eddie

April 11, 2018

Hawai'i State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI. 96813

Aloha Mai Kākou:

It is a joy to support the approval of IMAG Academy, and we (University of Hawai'i, West O'ahu) look forward to working with the founding members in any way possible. In these times of collapsing vision and weakening commitment to the actual needs of our communities, it is vital to support any and all creative efforts within our beloved Hawai'i, especially those addressing our educational disparities.

IMAG Academy is one such effort.

I am honored to be one of their advisors as they implement their educational model and build it into a family and community resource. My experiences of more than 30 years can support IMAG Academy as they focus on their curriculum and community-centered project alignment and educator training and professional development.

I am inspired by the persistence and courage of this founding board. Please allow us to get started by approving their application.

Me ke aloha,

Dr. Manulani Aluli Meyer
Konohiki – Kūlana o Kapolei
A Hawaiian Place of Learning @ UHWO
manulani@hawaii.edu

April 12, 2018

Hawai'i State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI 96813

Aloha
IMAG Academy will be an exceptional K-12 small school option for the central leeward area where most of the large public schools in the state are located. As the founding Governing Board President at Kamalani Academy, one of the newest public charter schools to open in the area, I can attest to the needed capacity they will provide.

With their vision of becoming a community resource, IMAG Academy will be a sought after and welcomed addition to our public school system.

The lessons we've learned during our opening year will be of tremendous help to IMAG Academy's founding board and staff. As an advisor, I am pleased to be able to share these lessons learned during the startup and opening of their school. In addition, my experiences of more than 25 years in group facilitation and business organizational analysis and problem solving will be put to good use in their governance and board development efforts.

I stand ready to help IMAG Academy in any way possible.

Sincerely,

Ku'uipo Laumatia
President, Governing Board

MAPping Change, LLC

808-375-8993 marina@mappingchange.com 2545 Derby Ct. Wexford, PA 15090

April 7, 2018

IMAG Academy
Founding Board Members

As you know, I have long been supportive of your efforts to build a state of the art Charter School dedicated to best practices in education for students, staff and their families. I look forward to seeing your success in becoming a new community resource.

I would be honored to be an advisor in support of implementing your school's design and building family and community engagement. My experiences of more than 20 years based in Hawai'i, can support your efforts as you focus on building sustainable educational programs and enhancing your capacity in multi-stakeholder collaboration and problem solving.

I anticipate your approval in July and being of further assistance.

Sincerely yours,

Marina Piscolish

Marina Piscolish, PhD

Joseph A. Evans
jaehawaii@gmail.com
808 763-8723

April 9, 2018

Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI 96813

Ref: Letter of Intent

Once approved, putting the financial processes in place will be required. I have committed to helping the founding members of IMAG Academy over their startup years in getting the appropriate financial policies, processes and procedures in place. I will be able to use my 36 years of accounting experience with over 7 years in direct support of charter schools in Hawaii to help build IMAG Academy into a supporting, thriving and financially sound public charter school.

I look forward to answering any question you may have.

Respectfully,

Joseph Evans

Yacht Harbor Law Offices
1620 Ala Moana Blvd, Suite 510
Honolulu, HI 96815

Andrew T. Hata, Esq.
ahata@yhpro.com
Office: 808-237-4147

April 9, 2018

Hawaii State Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI 96813

RE: Support of IMAG Academy

To whom it may concern,

I am an advisor to the IMAG Academy, and am writing this letter to express my support and wholehearted belief in the institution.

For the past year and a half, I've had the pleasure of working with the IMAG Academy, and getting to know a number of professionals on the governing board. Through these experiences, I developed a deep respect for these individuals and a belief in the underlying principles of the IMAG Academy. I have no doubt that if given the opportunity, the IMAG Academy will be a successful institution, serving the State of Hawaii's youth.

Regarding my professional experience, I am an active attorney licensed in Washington State and Hawaii. I specialize in commercial real estate, business transactions and contract negotiation. I intend to utilize these skills as an advisor to assist the IMAG Academy.

Over the past few years, I have been involved with more than $100 million in real estate transactions across the United States, and work with commercial leases on a weekly basis. I am comfortable assisting the IMAG Academy in any leasing matter it may require.

As a transactional attorney, I have drafted, reviewed and negotiated various contracts, including commercial leases, independent contractor agreements, asset sale agreements, settlement agreements, and various other contracts transactional attorneys commonly encounter. I am comfortable drafting contracts for the IMAG Academy, and negotiating on its behalf.

Please contact me if you would like to discuss my support for the IMAG Academy.

Sincerely,

Andrew T. Hata, Esq.

Memorandum of Understanding
Between
Ho`okako`o Corporation
And
IMAG Academy

This Memorandum of Understanding (MOU) establishes the terms and understanding between Ho`okako`o Corporation and the principals of the IMAG Academy in support of the timely and effective opening of the IMAG Academy public charter school.

Ho`okāko`o Corporation is a 501(c)(3) organization established in 2002 under Act 2 of the Hawaii Revised Statutes to govern and manage charters schools to address Hawaii's need for educational reform and innovation in public education, particularly for Native Hawaiian and underserved children. As Hawaii's only charter school management organization (CMO), Ho`okāko`o provides support in all areas of charter management, including organizational development, human resources and collective bargaining, fundraising and development, budgeting, accounting, and payroll, enabling charter schools to operate more effectively and efficiently, and freeing school leaders and teachers to focus more on providing high-quality educational experiences for students.

The IMAG Academy is applying to the Hawai'i State Public Charter School Commission for approval to establish IMAG Academy as a start-up public charter school: an engaging place- and project-based learning environment for 200 students in K-1, 6-8 in the school's first year, and 600 students in grades K-12 by its 5th year. At the core of the IMAG Academy are its IMAG and family culture.

The IMAG Academy seeks to secure the assistance of Ho'okāko'o in the development of the Academy's operational, financial, and administrative infrastructure and practices.

Agreement
Ho'okāko'o, within the limits and capacity as defined by Ho'okāko'o, agrees to assist IMAG Academy in establishing the organizational and financial infrastructure and practices required of Hawai'i public charter schools in the following ways.

1. To be available as a resource in charter school management to the board and administration of IMAG Academy
2. To provide professional consultation in implementing best practices in Hawai'i public charter school organizational and financial management and accountability, and educational leadership and governance
3. That upon IMAG Academy's successful charter school application approval:
    a. Assist IMAG Academy in assessing its organizational and financial capacity and needs
    b. Evaluate with IMAG Academy the potential use of Ho'okāko'o contracted charter school management services, and assess the capacity of IMAG Academy to successfully incorporate such services and related practices

Funding
Nothing within this MOU shall be deemed to be a commitment or obligation of funds from either Ho'okāko'o or IMAG Academy or any of their various components. The entities acknowledge that all or any financial arrangements must be negotiated separate from this MOU and will be contingent upon the availability of funds.

Duration
This MOU is at-will and may be modified with the mutual consent of the authorized official of Ho'okāko'o and IMAG Academy. This MOU shall become effective upon signature by the authorized officials, and will remain in effect until modified or terminated by mutual agreement by the authorized officials, or in writing by either party. In the absence of mutual agreement to terminate or termination by either party, this MOU shall end on December 31, 2018.

Indemnity
This MOU does not constitute a contract between Ho'okāko'o and IMAG Academy. IMAG Academy will defend, indemnify, and hold Ho'okāko'o harmless from and against all claims, liability, loss, and expense that may rise due to the actions of the IMAG Academy, its agents or employees as related to this MOU, except to the extent any such claims or actions result from the negligence of Ho'okāko'o, and its employees or agents. IMAG Academy accepts liability caused by IMAG Academy negligence. This clause shall survive termination of this MOU.

Authorized Officials
Ho'okāko'o Corporation
David Y. Gibson, Executive Director
1360 S. Beretania Street, #202, Honolulu, HI 96814
(808) 983-3835
dgibson@hookakoo.org

IMAG Academy
Sheila Buyukacar, Board Representative
98-1861A Kaahumanu Street Aiea, HI 96701
(808) 779-3878
sbuyukacar@gmail.com

Signatures

David Y. Gibson, Executive Director
Ho`okako`o Corporation

Date: 1/12/2018

Sheila Buyukacar, Board Representative
IMAG Academy

Date: 4/11/2018

Donna Porter
601 347-4662

May 5, 2018

State Public Charter School Commission
111 Bishop Street
Suite 516
Honolulu, HI 96813

Letter of Intent

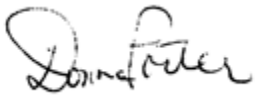
It was exciting to hear that IMAG Academy will be applying for a charter approval again. The use of the Conscious Discipline's School Family framework as their foundation to social, emotional and communication development will set the stage for academic achievement.

I am thrilled to be partnering with IMAG Academy in providing their annual professional development for the entire school personnel. Helping them to provide the necessary tools and reminders to effectively learn how to communicate with, notice and care for others would be a great honor.

I know that common and school-wide structures, rituals, routine and language will make a tremendous difference in the lives of the students at IMAG Academy. My unique experience and phenomenal results in using the School Family framework within my high school classroom for more than 10 years will be valuable insight no other consultant can provide.

As important, I am committed to being a part the implementation and training team and look forward to helping them to developing the professional development sessions for their educators.

I wish you well!



DONNA PORTER, M.S., CCC-SP
Educator Professional Development Facilitator

UNIVERSITY OF HAWAI'I AT MĀNOA
Office of Student Equity, Excellence & Diversity (SEED)

April 10, 2018

Hawai'i State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI 96813

Subject: Letter of Intent

I am pleased to provide this Letter of Intent and Support for IMAG Academy. I look forward to the possibility of providing place and project base learning guidance, consultation, and professional development training to the faculty and staff of IMAG Academy. The important and much needed work IMAG Academy will be doing in the central leeward area will greatly enhance our keikis' learning and success.

As part of the University of Hawai'i Office of Student Equity, Excellence and Diversity, our PALS (Place-based Afterschool Literacy Support) program has operated on the Wai'anae Coast for ten years. PALS students and teachers connect place-based learning opportunities to community resources. These connections create meaning, relevance and interest in students about their learning. Our partnerships with eight elementary, middle and high schools along the Wai'anae Coast has been successful as a result of strong community and business collaborations within Wai'anae and the larger community of Oahu. These collaborations have enhanced our ability to provide rich and authentic grounding in place, culture and history.

Consistently, over the last ten years our PALS students, on average, have achieved proficiency at a higher rate than their non-PALS classmates on state assessments. In addition, a recent study of PALS' teacher instructional practices showed a significant increase in effective instructional strategies during the regular school day. That is, teaching place-based curriculum has a positive impact on teacher practice.

As we have seen solid benefits for our teachers and students, IMAG Academy will be able to extend this important work and we look forward to having them as a public charter school partner.

Looking at the impact IMAG Academy can have in the lives of their students, teachers, parents and community, IMAG Academy's charter approval this year is essential. Please feel free to contact me at klfukuda@hawaii.edu or 808-561-0427 if I can provide any other information.

Sincerely,

Kay Fukuda, PhD
Principal Investigator

2600 Campus Road, Student Services Center, Room 413, Honolulu, Hawai'i 96822
Telephone: (808) 956-4642, Facsimile: (808) 956-9240, E-mail: seed@hawaii.edu
An Equal Opportunity/Affirmative Action Institution

Certified Management Consultants

April 15, 2018

Hawaii State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI 96813

Re: LETTER OF SUPPORT – IMAG ACADEMY

This letter of support is to confirm our commitment to IMAG Academy's Governing School Board in building their partnership capacity within the real estate for charities donation environment.
Our extensive experience within this unique domain brings with it a vast and diverse foundation of knowledge in both commercial real estate and charitable real estate donations. Working with nonprofit organizations and businesses across the State of Hawaii, provides us a distinct position to aid others in the many pitfalls and requirements of acquiring facilities and land. Our team at CMC, Certified Management Consultants, looks forward to the challenge.

Our overall objective for this support is to provide strategic and governance advisement in long-term facility acquisition to IMAG Academy's Board of Directors. CMC's ability to work together would provide them with insight, knowledge, and skills very few school boards are able to acquire, enhancing their capacity in establishing exclusive partnerships with community and corporate leaders.

We stand ready and committed to guide IMAG Academy's leadership team in this unique space.
If there are any questions, please feel free to contact us at (808) 800-6245.

ALOHA!

Dennis Bunda, CMC, Executive Director
Aloha Spirit Foundation – Hawai'i Real Estate For Charities
A 501(c)(3) Tax-Exempt Nonprofit Organization – Since 2005
P.O. Box 3804
Honolulu, HI 96812
Phone/Cell: 808.800.6245
Email: dennisbundacmc@aol.com
Website: www.jmcusa.org

CMC is a nonprofit management consulting firm that works with businesses and organizations to improve their financial operations, management strategies and business performance.

Sheila Buyukacar
sheila@focusedreality.com
808 779-3878

SUMMARY OF SKILLS and EXPERIENCE

- Career/leadership education curriculum development
- Leadership and professional development training
- Youth and education curriculum development and instruction
- Business/organizational management, planning, communications and administration
- Small business startup, development and management
- Budget and financial management
- Personnel training and management
- Project and program development, implementation, integration and management

EDUCATION and CERTIFICATIONS

University of Hawaii, College of Education – Masters – Curriculum Studies – December 2013
Additional course work completed-Master of Science - Educational Administration – 29 credits
Certified Conscious Discipline Instructor (2008 – 2011)
Conscious Discipline is a classroom management program designed to provide educators with the awareness and skills to create safe, connected and problem solving learning environments.
Air Force Institute of Technology (Graduated – March 2001)
Master of Science in Information Resource Management
Central Michigan University (Graduated – August 1994)
Master of Science in General Administration
University of Hawaii (Graduated – May 1981)
Bachelors in Business Administration – Marketing

EMPLOYMENT HISTORY

Owner/Adult and Youth Leadership Education Instructor, Focused Reality LLC
Colorado Springs, CO and Honolulu, HI (February 2006 – Present)

My interest in teaching others about their community and life choices led me to start my own company in leadership and professional development training. In addition to developing and delivering training sessions and programs, I am responsible for the on-going business operations, its direction, and communications. Foundation to my services, the DreamSmart hands-on curriculum affords me the ability to personalize lessons to the needs of the school and its students. The Connections program incorporates the DreamSmart and Conscious Discipline frameworks offering awareness and activities under a sustainability theme.

Created and delivered Connections Program (Sep – Dec 2010)
Wilson School
Created and delivered Friday Connections Program (Oct – Dec 2009)
Furlough Friday Program – leased space at Kahala Elementary
Conscious Discipline Training & On-Site Implementation (Aug – Sep 2008)
American Renaissance Academy, Hawaii - Kindergarten to 9th grade
Created and delivered Dream Smart program (Jan – Dec 2007)
Colorado Springs School District 11
Child Nursery Centers of Colorado Springs (currently Early Connections Learning Centers)

Educational Speaker/Presenter (2007 – 2013)
Kamehameha Schools Cultural Based Education Conference (2013)
Hawaii Association for the Education of Young Children (2007 – 2011)
Parenting Workshops - Rainbow Schools – Mililani (2008 and 2009)
Hawaii DOE Career Technical and Education Pathways Conference (2008)
Colorado Association for the Education of Young Children (2007)
Parenting Workshops – Conscious Discipline and How to talk so kids will listen (2006 – 2007)

Executive Director, The Baby Hui
Honolulu, HI (February 2010 – January 2011)

I was responsible for managing and improving the customer service of its parent support group activities. I analyzed and simplified the budget and financial management reports resulting in a better understanding of the revenue and costs of the organization. With a better view of our client's needs and our products, services, and organizational strengths, we were able to provide monthly (vs. quarterly) parent and child educational and recreational programs at multiple locations across Oahu.

Owner/DoD Information Technology (IT) Consultant, Organizational Logic, Inc.
Colorado Springs, CO (March 2003 – December 2007)

My management expertise and ability to simplify complex subjects and situations helped me to easily analyze an organization's operational processes and activities. I was able to work with a diverse group of people and provide them with guidance integrating new ways into their day-to-day operations. I was also responsible in developing training programs to accompany organizational changes.

IT Training Consultant (2003)
US Army, Washington, DC

IT Organizational Process Consultant (2004 – 2007)
AF Space Command, Peterson AFB, CO and Pacific AF Command, Hickam AFB, HI

Communications Officer, US Air Force
(March 1984 – July 2004)

During my 20 years of service I had many opportunities to work in a variety of areas building upon my leadership and management capabilities. For example, during my last assignment I was selected to be a strategic analyst and program developer for the AF Space Command's Communications Directorate Senior Officer. This position afforded me the opportunity to turn his vision into implementable programs across 10 bases-nationwide. It required expertise and skills in policy and operations process development, project planning, implementation and integration, and communications.

I have been honored to have many opportunities to successfully manage personnel, programs and projects. Comments from my evaluations paint a consistent picture of my abilities, capacity, and character.

- "My top choice for #1 project!"
- "Hand-picked to lead first of its kind project"
- "Quintessential leader & manager; my first choice to tackle those tough, time-sensitive jobs or projects"
- "Puts ideas into action"
- "Expert organizer and natural leader"
- "Shrewd fiscal manager"

Sheila is one of the original founding members and is passionate about the vision, mission and academic framework of IMAG Academy, a major criterion in selecting our school director.

She is an integral part to the design of the academic plan and the development of IMAG Academy's organizational structure. Sheila has the organizational development experience, academic background, and proven ability to design, implement, and lead our school.

Organizational development experience: As a US Air Force (USAF) officer, Sheila has been primed to step up to any challenge. It is this type of mentality and experience needed to turn IMAG Academy from a concept and plan into a reality with the essential foundational organizational policies, procedures, infrastructure and an accepting culture. She will draw upon over 30 years of experience developing new programs and organizations, as well as implementing and sustaining their day-to-day operations.

Hiring and evaluating personnel: As a USAF section supervisor for over 20 years, Sheila has the experience in hiring and evaluating personnel for a variety of organizations. She developed and routinely modified position descriptions based on organizational needs which ensured the appropriate recruitment and hiring of personnel. She was also required to identify, recruit, train, collaborate with, and evaluate personnel within different types of organizations. In addition, she has invaluable experience in collaborating with personnel in setting performance goals and objectives resulting in transparent and useful personnel feedback and formal evaluations.

Administration of day-to-day operations: Sheila has extensive experience in administering the day-to-day operations of a number of different organizations over her USAF career. In many cases, new programs required her to develop associated processes, policies, communication plans, and evaluation criteria. Flexibility and an open mindset were critical to the need to adapt to resource constraints, personnel issues for 90+ personnel, and changing rules of engagement.

Identifying, recruiting, and training personnel: As a supervisor of several different groups over the years , it was imperative to systematically identify, recruit and train personnel in the many functions of each organization. She ensured staff understood their roles and responsibilities and also provided them with the appropriate resources and professional development to excel in their positions.

Hiring and evaluating teachers: As the founder and lead teacher for the Friday Connections program, it was imperative for her to hire and collaborate with a fellow educator that would be able to integrate the foundational curriculum of project based learning and Conscious Discipline structures within the classroom. Constant collaboration, reflection and feedback enabled the program and teamwork to improve on a daily basis.

Administration of day to day operations of a school or educational program: As the founder and lead teacher for the DreamSmart After School and Summer Programs, Sheila kept abreast of students, parents, and school administrator needs throughout every operational aspect of the program. She constantly reflected upon her lessons and sought feedback from students, other educators, and administrators to ensure smooth day-to-day interactions. She employed necessary procedures and policies to ensure the safety of the students enhancing her ability to reach stated lesson and program goals.

Her experience gained as the founder and lead teacher in the Friday Connections program was extensive because the program was a "stand alone" school. The systems she put in place ensured it not only met academic goals, but followed state, city, county, and the Kahala Elementary School's policies. For example, she developed student/parent handbooks which implemented safety, emergency and disciplinary procedures. These were used to ensure proper accountability of the students while at school.

Proven educational ability: Sheila has designed and implemented several educational programs for children over the last 9 years. She can draw from her experience as a program and curriculum developer, program educator, and a Conscious Discipline Certified Instructor/Consultant in areas of foundational curriculum development and implementation.

Her DreamSmart After School and Summer Programs were implemented at two public elementary schools and three sites at a private summer program. It integrated project- and place-based learning with a focus on business knowledge and skills.

Sheila has had the rare opportunity to develop a school-wide (K-9) Conscious Discipline* program for a local private school; The American Renaissance Academy. She provided the 2 week long summer training and on-going support for nine staff members and headmaster during the implementation of the program.

*Conscious Discipline is the foundational framework of the School Family. The School Family construct was introduced in 2011.

Academic Background: Sheila's advance academic background spans across 20 years of study and research of business, information resource management and educational systems. Always interested in making sure she improves within her chosen profession; it was only natural for her to return to school to get her advance degree in education. Always part of a management team, Sheila started her studies in Educational Administration, but found curriculum and instruction to compliment her already extensive academic and professional experiences in business and organizational development. In 2013, she earned her Master's in Curriculum Studies and 29 additional credit hours towards her Masters' in Educational Administration

Passion and Persistence: We feel Sheila has the passion and stubborn persistence to turn The IMAG Academy concept into a reality. Her proven record as a leader and manager illustrates she understands what it will take to launch and implement a viable and thriving organization. She has combined her experience with her academic research to understand what it will take to blend the best in teaching, learning and action. We feel Sheila demonstrates the required knowledge and skills to not only design a school, but to launch and lead a school with a vision and dedication to our mission, students, families and community.

School Director

Our students are at the center of our mission, surrounding them are their learning environment, our teaching community, and school organization. The School Director position is a critical position within the school organization and understanding how the social emotional and communications development the School Director will be expected to understand how the entire school is integrated.

FOCUS: School Administration

School Director provides the leadership and management necessary to administer and implement all programs, activities, and policies essential to ensure high quality educational experiences and services for all students in a safe, nurturing, and enriching environment.

Our ideal School Director must have

- A commitment to our mission and our instructional framework of community centered projects and IMAG practices that extend standards-based content subject knowledge and skill acquisition.
- A deep understanding of the Conscious Discipline and School Family Framework.
- The ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment.
- Experience being a proactive problem solver who demonstrates initiative and teamwork in strengthening and stabilizing organizational systems.
- An open mind and a collaborative leader in managing school organizational and financial processes and policies.
- Ability to recruit and support outstanding staff.
- Experience with functioning successfully in diverse, multicultural environments and a genuine appreciation and respect for the diverse peoples of Hawai`i.
- Willingness and ability to effectively lead school advancement efforts including fundraising, development, marketing, and community outreach.
- Flexibility and willingness to actively participate in our school community.
- Outstanding organizational skills and high attention to detail; outstanding written and oral communication skills.

EXAMPLES OF DUTIES AND RESPONSIBILITIES

1. Be an educational leader in creating and sustain a positive project based learning environment.
2. Create and foster community partnerships.
3. Provide leadership and decisions in a fast paced environment.
4. Create positive excitement in accomplishing the vision and mission of our school.
5. Implement the Conscious Discipline and School Family Framework.
6. Provide leadership and direction to all instructional and non-instructional staff.
7. Create the environment for staff to use “best in class” practices and strategies.
8. Ensure wrap-around professional development services are available; coaching and mentoring.
9. Create and sustain teacher education programs; induction, mentorship, leadership.
10. Conduct staff observations on a regular basis and teacher evaluations at least twice a year.
11. Ensure that the school is compliant with required staff certifications.
12. Assist in the continuing professional development of all school personnel.
13. Plan and direct faculty meetings as needed.

14. Administer school scheduling, enrollment and curriculum.
15. Serve as liaison to the Board of Directors, including but not limited to providing formal and informal reports to the Board and charter entity.
16. Prepare requested materials for Board meetings, including student academic achievement data based on comparative and longitudinal measures.
17. Provide written academic year-end reports on the accomplishments of the school and make recommendations for the next year according to standards set forth by the Board of Directors.
18. Assist in supervising, writing and distribution of student evaluations by keeping portfolios on each student to demonstrate each individual child's progress throughout the year.
19. Prepare for and participate in all audits and inspections by the school's sponsor, the State Public Charter School Authority.
20. In close coordination with the Board of Directors, assist in the direction of public relations and publicity activities to promote the school and to recruit and enroll students.
21. Attend and demonstrate support for school-sponsored events.
22. Supervise school-sanctioned fundraising and events along with parents and staff.
23. Ensure proper budgeting, accounting, auditing and financial planning.
24. Assist in ensuring effective management of the school's internal account(s) in accordance with the guidelines and procedures set forth by the Board of Directors.
25. Create and continue to develop open communications with all parents of IMAG Academy.

Employment Standards
Education:
Master's Degree in Education or Business Administration (or related field) – required
Five (5) years of successful teaching and/or group facilitation experience – required
Possession of Hawaii School Administrator Certificate – a plus
Business startup experience – a plus
Master's Degree in Educational Leadership – a plus

Experience:
Proven track record in Organizational Management, Project Management and Strategic Planning.
Mid-Management experience in mid-size to large organization-supervisory experience a must.

Preferred at least two years of
Developing and delivering new educational programs
School administrative experience and/or teaching experience
Senior management experience may be considered in lieu of education-related experience.

Credential(s): Negotiable
Knowledge and use of: Principles and practices of policy, governance, administration and supervision; principles and practices of financial management; budget preparation and budgetary control; office practices and procedures; social-emotional and communication development in a universal/school setting. Capable of leading those passionate about teaching and the education career field.

Demonstrates ability: Excellent oral and written skills; excellent conflict resolution skills; strong organization skills; ability to multitask; and ability to manage time to meet frequently changing deadlines in a fast-paced environment. Past experiences and actions reflect a commitment to the IMAG Academy mission, vision, core values. Reflective, self-aware and adaptable to communication and work styles of others. Critical thinker and problem solver who takes initiative.

School Director Selection Process

The process we used in selecting our school director was a review of what type of expertise, knowledge and energy would be most advantageous to have within a school leader at this startup and chaotic phase of opening a charter school within a year of receiving our approval and growing it to capacity. As with all our leadership positions, our ideal School Director candidate must have

•A commitment to our mission and our instructional framework of community centered projects and IMAG practices that extend standards-based content subject knowledge and skill acquisition.

•The ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment

•Experience being a proactive problem solver who demonstrates initiative and teamwork in strengthening and stabilizing organizational systems

•An open mind and a collaborative leader within a student's learning environment, our teaching community and school community

•Experience with functioning successfully in diverse, multicultural environments and a genuine appreciation and respect for the diverse peoples of Hawai`i.

•Willingness and ability to effectively lead school advancement efforts including fundraising, development, marketing, and community outreach.

•Flexibility and willingness to actively participate in our school community

•Outstanding organizational skills and high attention to detail; outstanding written and oral communication skills

Prior to submitting our application, several board members discussed the best use of our collective expertise and professional experiences in ensuring IMAG Academy would be developed and implemented as designed and in accordance with our vision and mission. We reviewed what is important to us in our leadership personnel as stated above, within our Hiring Criteria of **Attachment Q** and what would be needed to implement our academic framework and start up plans. We concluded Sheila's intimate knowledge in the creation, design and development of IMAG Academy would be best suited as the startup and founding School Director. As important, her unique combination of Conscious Discipline training, extensive experience in organizational development and her academic credentials would ensure the necessary organizational policies, procedures and culture would be created to enhance our success in developing and sustaining our desired learning environment, collaborative teaching community and supportive school organization.

Attachment X - Leadership Resumes

No other leadership positions filled

Summary of Ho'okako'o Corp's Management Services

In lieu of Resume

Hoʻokākoʻo

CHARTER SCHOOL MANAGEMENT SERVICES

The following represents a summary of Charter School Management Services currently being delivered by Hoʻokākoʻo to charter schools in Hawai'i, which are available to IMAG Academy upon charter application approval. Once approved, Hoʻokākoʻo and IMAG Academy will determine the school's priorities and the scope of services needed to ensure the school meets its financial and organizational compliance and contractual responsibilities and requirements.

Finance

- Budgeting
- Accounting:
  - Bank reconciliations
  - Payroll journal entries
  - Monthly financial statements
  - Reconcile payroll to the general ledger
  - Perform month-end procedures
  - Accounts Payable
  - Accounts Receivable
- Reporting/Audit:
  - Prepare grant requests (FRFs, budgets, financial forms)
  - Monitor grant expenditures
  - Prepare disbursement requests/reports for funders
  - Audit coordination and preparation of audit schedules
  - Prepare/review financial statements due to Commission, funders, etc.
- Develop RFPs/vendor contracts and coordinate review with the AG's office
- Develop accounting policies and procedures
- Support school-level staff with day-to-day functions

Meal Program

- Manage federal meals program

Human Resources

- Develop Human Resource Management System
- Oversee all aspects of employee relations to include processing personnel paperwork, benefits coordination, employee leave balances, etc.
- Collective bargaining agreement/statutory interpretation to school leadership
- Draft position descriptions
- Position classification and compensation ranges
- Recruitment activities to include posting, screening, and interviewing
- Oversee all collective bargaining activities to include supplemental and site-based negotiations
- Conduct employee misconduct investigations
- Advise principal/decision maker on employee grievances
- Assist supervisors with employee performance
- Oversee payroll actions; input all payroll changes and submit payroll accurately and timely
- Develop personnel policies and procedures
- Monitor performance evaluation processes
- Receives and handles all labor/EEOC complaints

DRAFT

- Conduct training on a wide range of topics to include employee orientation, workplace violence, sexual harassment, and other personnel functions as needed

Governance & Administrative Oversight

- Organizational Planning & Strategic Development
- Board Development & Management
- Monitor administration & management
- Support to leadership
- Compliance monitoring
- Contract monitoring
- Advocacy
- Stakeholder facilitation & management
- Resource Development
- Public Relations

Development & Communications

- Resource Development
- Development & Fundraising Planning
- Funding research
- Prospect identification, discovery, cultivation, solicitation & stewardship
- Constituent Management
- Grant Writing
- Grant Management
- Project Management
- Community Partnerships
- Develop communication plans
- Create content
- Design materials
- Distribute communications

Quality Assurance

- Compliance Monitoring
- Epicenter requirements
- Contract Monitoring
- Project evaluation
- Data analysis
- Audits

Policy Development

- Governance
- Administrative
- Accounting
- Employment
- Student

DRAFT

IMAG ACADEMY ANTICIPATED YEAR 0 TASKS/PROJECTS

The following are the major service areas identified by Hoʻokākoʻo for Year 0, and is not exhaustive.

Financial

- Establish FEIN, tax and other accounts
- Set up bank accounts
- Select & set up financial software
- Establish org chart and authorized signers for bank accounts, etc.
- Create & approve financial procedures & policies
- Develop forms for reimbursements, credit cards, etc.
- Create chart of accounts
- Manage accounting and financial services

Human Resources

- Develop policies (personnel, administrative, student, etc)
- Develop school-specific personnel forms/documents
- Provide/attend training (supervisory/performance management, Ceridian payroll)
- Setup payroll system
- Finalize position descriptions and prepare for recruitment
- Establish leave accounting system
- Establish employment paperwork processing protocols
- Manage personnel and payroll services

Governance

- Ensure the mission, strategic priorities, policies and viability of the school
- Adopt board by-laws
- Board composition (302D-12)
- Establish board oversight processes
    - Academic
    - Financial
    - Operational
    - School leader oversight and evaluation
    - CMO oversight
- Establish board policies and procedures
    - Recruitment
    - Terms
    - Conflict of Interest
    - Board skills
- Prepare/train board members in nonprofit governance
- Adopt board meeting calendar and procedures (i.e. public meeting requirement)

DRAFT

REGISTRAR

Our students are at the center of our mission, surrounding them are their learning environment, our teaching community, and school organization. Our Registrar's will be expected to understand how the entire school is integrated. Our Registrar is critical positions within all aspects of the school.

FOCUS: Office Professional – scheduling, registration, student records, reporting

JOB SUMMARY: Responsible for the registration of new students and maintaining a variety of student records and transcripts. Perform secretarial duties, coordinate and prepare documents, responsible for maintaining accurate student database information and related reports/spreadsheets.

Our ideal Registrar must have

- A commitment to our mission and our instructional framework of community centered projects and IMAG practices that extend standards-based content subject knowledge and skill acquisition.
- The ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment
- Experience being a proactive problem solver who demonstrates initiative and teamwork in strengthening and stabilizing organizational systems
- An open mind and a collaborative leader within both a student's learning environment and our teaching community
- Experience with functioning successfully in diverse, multicultural environments and a genuine appreciation and respect for the diverse peoples of Hawai`i.
- Willingness and ability to effectively lead school advancement efforts including fundraising, development, marketing, and community outreach.
- Flexibility and willingness to actively participate in our school community
- Outstanding organizational skills and high attention to detail; outstanding written and oral communication skills

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

1. Maintain, monitor and manage an accurate student database according to federal and state laws, school policies and procedures. Add and withdraw students, update personal demographic information and have familiarity with student schedules. Coordinate quarterly grade reporting, including directing teachers in the procedure, collecting, and printing, mailing and filing the grade reports.
2. Facilitate the student enrollment process by scheduling appointments with incoming students and families, obtaining required paperwork, such as requesting records from previous schools; birth certificate, immunization records, standardized test results and grade reports. Transcribe graduation credits of transferring students. Create enrollment packets for new students. Copy and mail student records as requested.
3. Assist in building the master schedule by facilitating student input of said requests. May examine student schedules to ensure they are complete and accurate. May assist in making schedule changes and corrections. May facilitate distribution of schedules to students.

4. Provide student information systems training for new and existing employees and respond to requests for assistance in use of the Infinite Campus system.
5. Coordinate and oversee the course registration process by compiling, designing, verifying data and arranging for the printing and distribution of all registration materials.
6. Perform other duties as assigned.

EMPLOYMENT STANDARDS

Education: High school diploma, plus post-secondary courses in computers or data base software.

Experience: More than one year and up to and including two years of experience in computer, general office and/or public relations. Experience in educational environment preferred.

Knowledge and Abilities: Demonstrated aptitude and competence for assigned responsibilities, including the ability to: Work with staff, students, parents, and the general public in a professional and appropriate manner; Maintain confidentiality; Communicate clearly and tactfully on the telephone and/or communication equipment; Comprehend and maintain detailed information; Make independent judgments in accordance with school/program procedures and policies; Adapt to a changing office environment; Interact appropriately with students and monitor them as directed.

Proficiency in speed writing or shorthand preferred. Ability to use data/word processing programs and equipment, such as Word and Excel. Demonstrated proficiency in spelling, composition, and proofreading.

ACADEMIC RESOURCE COACH & COORDINATOR

Our students are at the center of our mission, surrounding them are their learning environment, our teaching community, and school organization. Our Academic Advisor/Coach will be expected to understand how the entire school is integrated. Our Curriculum Resource Teachers are critical positions within the teaching community of the school.

FOCUS: Teaching Community - Teacher Professional Development

JOB SUMMARY: The academic coach serves as part of their school's leadership team, providing job-imbedded and ongoing professional development for teachers, staff, and administration. The academic coach provides support to the school leadership and staffs in data analysis and professional development decision-making. Responsible for providing curriculum support systems in direct support of teachers; Leads school level program and curriculum development, implementation, and sustainment; Provides professional development and guidance for teachers to improve their content knowledge and effective delivery of instructional strategies. Overall, the job of the coach is to build the capacity of the school and its teachers to meet the learning needs of all students. The academic coach's goal is to ensure that school staff acquires the understanding and skills to:

- enhance instructional practices at the classroom level and
- raise the level of the student academic achievement

Our ideal Academic Resource Coach & Coordinator must have

- A commitment to our mission and our instructional framework of community centered projects and IMAG practices that extend standards-based content subject knowledge and skill acquisition.
- The ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment
- Experience being a proactive problem solver who demonstrates initiative and teamwork in strengthening and stabilizing organizational systems
- An open mind and a collaborative leader within both a student's learning environment and our teaching community
- Experience with functioning successfully in diverse, multicultural environments and a genuine appreciation and respect for the diverse peoples of Hawai`i.
- Willingness and ability to effectively lead school advancement efforts including fundraising, development, marketing, and community outreach.
- Flexibility and willingness to actively participate in our school community
- Outstanding organizational skills and high attention to detail; outstanding written and oral communication skills

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

1. The roles and responsibilities of the academic coach include:
2. Participation in all required coach professional development. The coach is charged with acquiring the knowledge, skills, technology skills, and instructional strategies to effectively impact the instructional practices of the teachers that are coached. He/She must remain knowledgeable about current and past research in the specific content area and other pedagogies relevant to the coaching model.
3. Identification of the school teaching and learning needs, barriers and weaknesses by analyzing student data, and organizing and implementing problem-solving actions with teachers (in teams and individually) to refine their knowledge and skills.
4. Primary support for teachers will include, but not be limited to, in-class coaching, observing, modeling of instructional strategies, guiding teachers in analysis of student work, developing lesson

plans with teachers based on student needs, supporting data analysis, supporting the integration of technology, co-planning with teachers, and conducting classroom walkthroughs.
5. Monitor instructional effectiveness and student progress using tools and strategies gained through professional development.
6. Assistance in collaborative development of district-wide diagnostic and benchmark assessments.
7. Establish and maintain confidential relationships with teachers. The conversations and interactions that the coach has with teachers must always remain confidential so that a high level of trust is created and maintained between the teacher and the coach.
8. Communication with supervisor and site administration through a weekly schedule/log of activities.
9. Performance of additional tasks and responsibilities as assigned.

EMPLOYMENT STANDARDS

Education: Master's degree in curriculum and instruction preferred.

Experience: Five years of successful teaching experience – elementary and/or middle school grades preferred. Experience in differentiated instruction in a standards-based curriculum.

Credential(s): Appropriate teaching credential

Knowledge and Abilities: Demonstrates leadership skills, effective interpersonal skills and organizational skills; knowledge of effective instructional strategies; ability to demonstrate effective practices; effective oral and written communication; knowledge and skills to implement a standards-based curriculum approved instructional materials; ability to perform job duties with minimal supervision.

COUNSELOR

Our students are at the center of our mission, surrounding them are their learning environment, our teaching community, and school organization. Our Counselor's will be expected to understand how the entire school is integrated. Our Counselors are critical positions within all aspects of the school.

FOCUS: Learning Environment & Teaching Community - Student Academic & Social Success

JOB SUMMARY: Responsible for providing counseling and guidance in direct support of student achievement and success. Works directly with students in their academic, personal and social growth, and educational planning. Works collaboratively with teachers in building a support net for each student. Assists and mentors students in establishing successful academic and social habits.

Our ideal Counselor must have

- A commitment to our mission and our instructional framework of community centered V-BASE projects and IMAG practices that extend standards-based content subject knowledge and skill acquisition.
- The ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment
- Experience being a proactive problem solver who demonstrates initiative and teamwork in strengthening and stabilizing organizational systems
- An open mind and a collaborative leader within both a student's learning environment and our teaching community
- Experience with functioning successfully in diverse, multicultural environments and a genuine appreciation and respect for the diverse peoples of Hawai`i.
- Willingness and ability to effectively lead school advancement efforts including fundraising, development, marketing, and community outreach.
- Flexibility and willingness to actively participate in our school community
- Outstanding organizational skills and high attention to detail; outstanding written and oral communication skills

EXAMPLES OF DUTIES AND RESPONSIBILITIES

Student focused duties:
Meet and provide support and guidance to all students being mindful and accepting of their particular academic and social strengths and needs in achieving their goals; current educational, post-secondary, and career and vocational.

1. Provide individual counseling for educational planning and realistic self-concept development
2. Provide group support which focus on student interpersonal needs such as anger management, healthy relationships, and study skills.
3. Conduct intensive appraisal, analysis, and evaluation of students' individual strengths and weaknesses as needed.

4. Be the liaison between the student (and family) with other school and department personnel regarding needed services; advance learning, underachievement, below grade performance, special services (ELL, SPED, Homeless, Gifted and Talented, etc)

Teacher focused duties

1. Provide consultation to teachers in effective use of guidance techniques
2. Work with teachers on case studies of students who have special needs

Administrator focused duties

1. Coordinate the development of comprehensive guidance and testing programs.
2. Provide staff with data about individual students and groups of students to facilitate and encourage learning
3. Direct all referrals to the appropriate resources.
4. Provide assistance with orientation activities for incoming and transitioning students.

Employment Standards

Education: Bachelor's degree required - Master's degree - preferred.

Experience: Five years of successful counseling experience – exposure to all grades preferred

Credential(s): Hawaii Teacher Standards Board School Counselor license

Knowledge and use of: Current principles, practices, techniques and objectives of school counseling and guidance, educational philosophy and psychology; ethics and standards of the American School Counseling Association; educational tests, measurements and statistics; research methods; and community health, social and employment resources.

Demonstrates ability to: Effectively relate to students and their problems and concerns, support students, parents, colleagues, school administration, and the community; maintain a high level of integrity with regard to matters which may be considered to be confidential in nature; and develop and coordinate programs in problem-solving and interpersonal relationships; perform duties with minimal supervision.

STUDENT SERVICES AND PROJECTS COORDINATOR

Our students are at the center of our mission, surrounding them are their learning environment, our teaching community, and school organization. Our Student Services and Projects Coordinator will be expected to understand how the entire school is integrated. Our Student Services and Projects Coordinator are critical positions within all aspects of the school.

FOCUS: Learning Environment and Teaching Community - Family and Faculty Support

JOB SUMMARY: Coordinates the appropriate accommodations, interventions or services to help students succeed. Organizes the school's community centered projects through partnerships with community businesses and members. Keeps appropriate detailed records to facilitate governance to all applicable rules, policies, and laws.

Our ideal Student Services and Projects Coordinator must have

- A commitment to our mission and our instructional framework of community centered V-BASE projects and IMAG practices that extend standards-based content subject knowledge and skill acquisition.
- The ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment
- Experience being a proactive problem solver who demonstrates initiative and teamwork in strengthening and stabilizing organizational systems
- An open mind and a collaborative leader within both a student's learning environment and our teaching community
- Experience with functioning successfully in diverse, multicultural environments and a genuine appreciation and respect for the diverse peoples of Hawai`i.
- Willingness and ability to effectively lead school advancement efforts including fundraising, development, marketing, and community outreach.
- Flexibility and willingness to actively participate in our school community
- Outstanding organizational skills and high attention to detail; outstanding written and oral communication skills

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

Student Services Coordinator (SSC) duties

1. Serve as a link for parents of students needing testing to determine possible special education preschool services.
2. Guide parents and teachers through the process of obtaining accommodations
3. Assist parents in a timely manner with determining and providing appropriate special education services for students who are eligible for special education services.
4. Provide information about community services, either State or private, that families may qualify for such as Easter Seals, DHH, respite, support groups to name a few.
5. Contact previous schools for additional information and records with parent consent on a case by case basis.
6. Set up transition meetings between school levels when students with special needs are graduating into a different school level or to another Hawaii school to ensure a smoother transition.
7. Provide additional copy of confidential records for parents to hand carry to their next duty station to expedite the continuation of services.

School Project Coordinator duties

1. Coordinate details of community centered V-BASE projects
2. Work closely with the School Director, teachers, and community partners
3. Assist in developing planning, and implementing goals and objectives for school projects, recommend and administer policies and procedures
4. Evaluate operations and processes and recommend improvements and modifications
5. Monitor projects to ensure consistency with school goals, strategic plans, policies, and procedures
6. Collect and analyze a variety of information and statistics relating to school projects, and summarizing findings, preparing reports and making recommendations.
7. Develop and conduct training seminars or workshops on functional or organizational topics.
8. Assist in developing and monitoring operational budget and allocation of expenditures in an assigned functional area
9. Prepares cost estimates and justifications for budget item recommendations
10. Collect and analyze a variety of information and statistics, preparing reports and making recommendations.
11. Prepare for and participate in/on a variety of community committees, workshops, meetings, training sessions, task forces, and conferences.
12. Perform other duties of a similar nature or level.

Acctg & HR MANAGER
(Functions to be performed by Ho'okako'o)

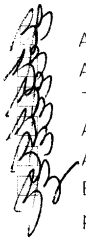
SYSTEMS AND ORGANIZATIONAL DEVELOPMENT	
Organizational Structures & Operations Governance & Leadership Financial Management Systems Human Resource Management Systems Development & Communications Systems	Policies & Procedures Oversight, Accountability & Monitoring Continuous Quality Improvement Systems Capacity Building/Staff Support and Training Community Engagement
ORGANIZATIONAL AND FINANCIAL SERVICES	
Advocacy – Community Engagement	Policy Development
Identify advocacy needs Facilitate stakeholder groups Engage and inform policy-makers/funders Draft Testimony	Administrative Accounting Employment/Personnel Student
Accountability & Quality Improvement	
Oversight Compliance Monitoring Epicenter Contract Monitoring Data Analysis Conduct Reviews & Audits Reporting & Continuous Quality Improvement	
Governance & Oversight	
Board Policies & Procedures By-laws Board Roles & Responsibilities Board Recruitment and Composition (302D-12) Committees • Fund Development Committee • Academic Performance Committee • Finance Committee • Governance Committee • Board Development Committee • Facilities Committee • Executive Committee	Board Meetings Director Oversight & Evaluation CMO Oversight & Evaluation Board Development & Training Board Management Advisory Group • Volunteer Recruitment • Structure & Training • Meetings & Operations • Board Communications
Development & Communications	
Fundraising & Development • Solicit and secure support/funds • Funding research • Fundraising Planning • Grant Writing • Grant Management • Prospect identification, discovery, cultivation, solicitation & stewardship • Constituent Management • Constituent & Gift Records Management	Communications • Communications Planning • Content Creation • Design & Layout • Marketing & Distribution • Project Management • Community Partnerships

<table>
<tr><td>• Grant Management</td><td></td></tr>
<tr><td colspan="2">Human Resource Management</td></tr>
<tr><td>Recruitment & Retention
• Teaching/Staff Needs
• Job Descriptions
• Job Postings & Outreach
• Engagement Activities
• Incentives
• Work Environment
• Professional Development
• Orientation & Support
Payroll
• Prepare timesheets
• Approve timesheets
• Scan timesheets and other payroll docs
• Update payroll spreadsheet
• Enter cycle data/payroll changes
• Review/audit payroll prior to submission
• Submit payroll
• Post payroll audit
• Paycheck distribution
• Verify DOE substitute jobs
• Code Payroll
• Upload Payroll into Accounting System
Classification and Compensation
• Generate job descriptions
• Classify positions
• Advertise/Post positions
• Screen applicants/prepare packet
• Schedule/Conduct Interviews
• Conduct reference checks
• Generate job offer/salary</td><td>Employee Relations
• Generate/Explain New Hire Documents
• Process employment documents
• Review employee background check results
• Generate leave balance records
• Approve leave requests
• Update leave balances
• Audit leave balance records
• Generate personnel files
• Audit personnel files
Labor Relations/Training
• Conduct employee investigations
• Manage CSSP performance
• Manage Certificated personnel performance
• Hear employee grievances
• Conduct employee orientation
• Provide supervisory training
• Assist supervisors in handling unsatisfactory employee performance
• Advise principals on Step 1 grievances at the school level, Serves as Step 2 Hearings Officers for grievances
• Monitor performance evaluation processes; ensures supervisors conducting evaluations properly.
• Conduct trainings to include employee orientation, workplace violence, and others
Collective Bargaining
• Oversee all collective bargaining activities to include supplemental and site-based negotiations
• Facilitate Collective Bargaining Negotiations
• Provide collective bargaining agreement/statutory interpretation to school leadership
• Prepare Proposals
Establish Negotiation Leads</td></tr>
<tr><td colspan="2">Financial Management</td></tr>
<tr><td>Purchasing
• Complete Purchase Request Form
• Approve Purchasing Requests
• Generate PO (if needed)
• Approve PO's
• Place Orders
• Receive & Verify Orders/Sign Packing Slips
• Receive/Stamp/Code Vendor Invoice</td><td>Employee Relations
• Generate/Explain New Hire Documents
• Process employment documents
• Review employee background check results
• Generate leave balance records
• Approve leave requests
• Update leave balances
• Audit leave balance records</td></tr>
</table>

• Review & Approve Vendor Invoice • Review Coding/Verify Alignment to Budget • Send for Processing/ Notify Board or ED of potential issues • Process Checks in Accounting Software • Print Checks/ Attach to Invoice/PO/Supporting Documentation • Sign Checks • Mail Checks to Vendors • File Check Stub/Supporting Documentation Meal Program • General Meal Program Oversight • Daily Meal Counting • Reconciliation • Reporting Budgeting • Identify Needs & Priorities (Data Analysis) • Develop School Wide Plan • Draft Budget to Support the School-Wide Plan • Review/approve budget • Prepare Budget for Commission • Review/Submit Budget to Commission • Edit/adjust as needed Financial Reporting • Prepare quarterly financial reports • Review/approve/submit financial reports	• Generate personnel files • Audit personnel files Labor Relations/Training • Conduct employee investigations • Manage CSSP performance • Manage Certificated personnel performance • Hear employee grievances • Conduct employee orientation • Provide supervisory training • Assist supervisors in handling unsatisfactory • employee performance • Advise principals on Step 1 grievances at the school level, Serves as Step 2 Hearings Officers for grievances • Monitor performance evaluation processes; ensures supervisors conducting evaluations properly. • Conduct trainings to include employee orientation, workplace violence, and others

Final Review Checklist

Initial each item to indicate that it has been completed.



A copy of the application and all of its attachments has been saved for your records.
All required attachments have been submitted.
The application adheres to all applicable page and word limits.
All elements of the application have been converted to proper format for submission.
Application does not contain handwritten parts (other than signatures).
Every page of the narrative proposal is properly labeled with a page number and name of the proposed school in the footer.