

Exhibit 1: Enrollment Plan

Enrollment Plan

Grade Level	Number of Students											
	Year 1		Year 2		Year 3		Year 4		Year 5		Capacity	
	2018		2019		2020		2021		2022		20__	
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												
1												
2												
3												
4												
5												
6												
7	50		50		75		75		100		100	
8	50		50		75		75		100		100	
9												
10												
11												
12												
Subtotals	100		100		150		150		200		200	
Totals	100		100		150		150		200		200	

**Attachment AA. Evidence of support from essential planning and implementation partners
(Criterion V.A.3)**

This attachment is not applicable to North Shore Charter School, and therefore, NSCS will not be submitting an attachment.

**Attachment B. Description, citations, or copies of data sources justifying Enrollment Plan
(Criterion I.B.3)**

The following sources relate to the Priority Needs identified in **Section I.C of the RFP**. Currently neither Kahuku/Wailalua Complex Schools are currently over capacity (Priority Need 1). The following are links to “School Status and Improvement Reports” (SSIR) for 2014 - 15, and 2015 - 16 that were used to gather and analyze student enrollment and demographic data.

- <http://arch.k12.hi.us/kahuku14-15>
- <http://arch.k12.hi.us/wailalua14-15>
- <http://arch.k12.hi.us/kahuku15-16>
- <http://arch.k12.hi.us/wailalua15-16>

NSCS will address, however, Priority Need 2 where both Kahuku High and Intermediate and Wailalua High and Intermediate Schools rank in the bottom 50% of Hawaii’s middle and high schools, as measured by the State’s Strive HI Performance system (relating to both academic performance and chronic absenteeism).

- [StriveHI Kahuku H I 14 - 15](#)
- [StriveHI Wailalua H I 14-15](#)
- [StriveHI Kahuku H & I 15 - 16](#)
- [StriveHI Wailalua H & I 15-16](#)
- [SBA Scores 2014 - 15](#)
- [SBA Scores 2015 - 16](#)
- [StriveHI Master Data 15 - 16](#)
- [HIDOE SBA](#)
- [Official Enrollment Count SY 16 - 17](#)

School Quality Survey responses for both students and parents of 7 - 8th graders for Kahuku High and Intermediate and Wailalua High and Intermediate schools in 2016 both provide additional data to support the NSCS enrollment target.

- [Kahuku H I SQS 2016](#)
- [Wailalua H I SQS 2016](#)

One of the main driving factors for the creation of North Shore Charter School comes from the lack of educational options for middle school students living on the North Shore of Oahu. Middle school is a critical time of development that can determine a student’s path for years to come. The following links are sources that show violence that has plagued middle schools in Hawaii, and the benefits of programs that are specific to middle school students.

- [KHON "Violent Incidents Frequent at Hawaii Middle, High Schools"](#)
- National Middle School Association, ["This We Believe: Keys to Educating Young Adolescents"](#)

North Shore Charter School has assessed demand for students and families who are looking for a public school of choice for 7 - 8th graders through a “Pre-Enrollment” survey. The results indicate that there are at least 100+ students interested in attending NSCS. Please see below:

Timestamp	Parent/Guardian Name:	Email:	Phone:	Please specify # of Children That You Would Like To Pre-Register
8/12/2016 21:40:43	Lacey Beairsto	Lbeairsto49@gmail.com	██████████	1
8/15/2016 10:44:33	Jennifer Radcliffe	jennifer@factorloads.com	██████████	3
8/15/2016 20:09:15	Nicole Linke	Nlinke@mac.com	██████████	2
8/15/2016 21:22:36	Tracy Harris	T.harris926@gmail.com	██████████	4
8/16/2016 1:12:20	Cori Webb	CoriWebb86@gmail.com	██████████	1
8/18/2016 15:05:16	Jennifer Scelfo-Jones	Jenniferscelfo@hotmail.com	██████████	2
8/18/2016 15:13:09	Jennifer Damm	jenidamm@aol.com	██████████	1
8/18/2016 15:54:56	Geoffrey auberlen	Geoffauberlen@gmail.com	██████████	2

8/18/2016 16:26:15	Lisa Conlan	Lisuzza@gmail.com	[REDACTED]	2
8/18/2016 16:38:55	Brenda Oriana Watene	Orianamccallum@yahoo.com	[REDACTED]	1
8/18/2016 16:41:57	Brook "Boogie" Parlow	Boogieparlow@gmail.com	[REDACTED]	1
8/18/2016 17:02:42	Brandi & Jerry Burdine	Brandinjerry@yahoo.com	[REDACTED]	4
8/18/2016 17:07:58	Jennifer Bogart	Jbogart@me.com	[REDACTED]	3
8/18/2016 17:27:02	Kendyl Beschen	Kendylmarley@gmail.com	[REDACTED]	2
8/18/2016 17:51:38	Brandi & Jerry Burdine	Brandinjerry@yahoo.com	[REDACTED]	4
8/18/2016 18:35:23	Jennifer Williams	Jenwilliamshi@yahoo.com	[REDACTED]	2
8/18/2016 18:51:15	Andrea Schvaneveld t	Andyland23@gmail.com	[REDACTED]	4
8/18/2016 19:47:19	Heather Curtis	Feather_curtis@yahoo.com	[REDACTED]	1
8/18/2016 22:20:25	David Thompson	mary4i@yahoo.com	[REDACTED]	2
8/18/2016 22:25:58	Sara Nieling	Mookusmonster@yahoo.com	[REDACTED]	2
8/19/2016 6:10:31	emerge beck	efbeck@rocketmail.com	[REDACTED]	2
8/19/2016 6:52:01	Shannon Bright	Shannybright@yahoo.com	[REDACTED]	1
8/19/2016 7:07:30	Jim Rissi	Jim@jimrussi.com	[REDACTED]	2
8/19/2016 7:16:52	Amy withrow	Amywithrow808@gmail.com	[REDACTED]	1
8/19/2016 10:29:20	Sam Vaughs	svaughs@hotmail.com	[REDACTED]	1

8/19/2016 13:25:47	Colleen Chapman	Collardgreen@gmail.com	██████████	3
8/19/2016 20:49:38	Shannon Brighy	Shannybright@yahoo.com	██████████	1
8/20/2016 10:12:51	Emily Klein	birthinsight@gmail.com	██████████	3
8/20/2016 19:16:06	Sarah Sundby	xapha@yahoo.com	██████████	2
8/20/2016 19:17:02	Sarah Sundby	xapha@yahoo.com	██████████	2
8/25/2016 6:55:58	Brian Bowman	lowermyr8@gmail.com	██████████	1
8/30/2016 7:39:32	Nicole Nestel	Nicole@nicolenestel.com	██████████	1
9/5/2016 15:15:27	Matthew Maletta	malettashredda@hotmail.com	██████████	1
9/8/2016 4:42:05	Tracy Harris	T.harris926@gmail.com	██████████	1
10/4/2016 14:41:28	Amy withrow	Amywithrow808@gmail.com	██████████	1
10/4/2016 15:19:43	Kiele sonognini	Kielemaria@g	██████████	3
10/5/2016 7:30:16	Jim Russi	Jim@jimrussi.com	██████████	2
10/5/2016 11:42:29	Oriana McCallum	Orianamccallum@yahoo.com	██████████	2
10/5/2016 22:47:03	dave thompson	mrthompsonbwd@gmail.com	██████████	2
10/7/2016 17:12:53	Taya Griffiths	Tayadawn@hotmail.com	██████████	2
10/9/2016 7:41:47	Amy wiech	Amy@autismbehaviorconsulting.com	██████████	1
10/9/2016 9:16:11	eddie crawford	snskayo@gmail.com	██████████	1
10/21/2016 11:27:39	Sarah Sundby	xapha@yahoo.com	██████████	2
10/21/2016 11:28:24	Sarah Sundby	xapha@yahoo.com	██████████	2
10/25/2016 14:31:01	Karen Gavey	gavey@hawaii.edu	██████████	1
10/25/2016 20:24:54	Emmy and Raul BUENROST	Esbuenrostro@gmail.com	██████████	1

	RO			
10/25/2016 20:26:58	Emmy and Raul BUENROST RO	Esbuenrostro@gmail.com	██████████	1
10/25/2016 20:35:27	Emmy and Raul BUENROST RO	Esbuenrostro@gmail.com	██████████	1
10/25/2016 20:37:02	Emmy and Raul BUENROST RO	Esbuenrostro@gmail.com	██████████	1
10/26/2016 7:36:15	Brynn Manuel	brynne@hawaii.edu	██████████	2
10/26/2016 13:28:55	Helen-Jean Kaniho	kupulani35@aol.com	██████████	1
10/27/2016 17:42:42	Karissa Bartee	Karissa262001@yahoo.com	██████████	2
10/28/2016 10:52:40	Cappy Esguerra	cappyesguerra@gmail.com	██████████	2
10/31/2016 12:10:34	Lehua Tucker	Lehuatucker6@gmail.com	██████████	1
10/31/2016 12:46:39	Alia Kennedy	alohaalia@gmail.com	██████████	1
11/3/2016 9:55:33	leila alli remais	leilaalli2@globo.com	██████████	1
11/4/2016 14:47:40	Candice Fujiwaki	Cmfujiwaki@gmail.com	██████████	1
11/9/2016 19:54:52	Lea Ann Kline	Lea1129@aol.com	██████████	1
11/16/2016 21:33:08	Marie Rangel	rangelfreddy@aol.com	██████████	1
12/2/2016 0:04:08	Heather Cashman	heather_cashman@yahoo.com	██████████	2
12/8/2016 21:58:56	Cori Webb	Coriwebb86@gmail.com	██████████	1
12/9/2016 14:07:08	Claire Taylor	clairestaylor@me.com	██████████	1

12/23/2016 15:57:11	Marlena farm	Mhow23@gmail.com	██████████	1
12/30/2016 8:36:37	Wendy	Wendylowryonline@gmail.com	██████████	1
12/30/2016 10:46:44	Cathy S. McCabe	csmac16@yahoo.com	██████████	1
1/25/2017 19:03:05	Emmeline Buenrostro	Esbuenrostro@gmail.com	██████████	2
1/27/2017 10:52:43	Amy withrow	Amywithrow808@gmail.com	██████████	1
			TOTAL INTENT TO APPLY:	112

Attachment BB. School director's resume (Criterion V.A.4.c)

Description: If known, identify the school director, and provide as Attachment BB (required attachment, no page limit) the school director's resume including their academic and organizational leadership record.

At this time the Applicant Board of North Shore Charter School has not identified the School Director. The NSCS Governing Board will nominate 3 people board members to serve on the School Leadership Search Committee. The Search Committee will be responsible for posting the School Director job description and requirements on leading job board websites and in local print media and begin recruitment process 12 months prior to school opening (after approval from Charter School Commission). During this time, the Search Committee will also be responsible for designing the process and rubric in which candidates will be measured. Six to nine months prior to opening, resumes will be collected, and candidates will be interviewed and narrowed down by the Search Committee. The committee will then rank 3 final candidates, and recommend their top choice to the board based on the designed evaluation system 4 - 6 months prior to the school opening. The School Director will be hired and start 4 months prior to the school opening (projected March 2018 based on approval in 2017).

DOE Complex Area

The students for the proposed school are expected to come from both the DOE Kahuku and Wailua Complexes.

The below table consists of public and private schools with the grades the proposed school plans to offer, that are located in the geographic areas the proposed school plans to serve.

School Name	Type
Asia Pacific International School	Private
Kahuku High & Int	Public
St. Michael School	Private
Wailua High & Int	Public

Attachment CC. School director's job description or qualifications (Criterion V.A.4.a-b)

School Director:

The School Director serves as the chief administrative official, providing overall leadership and direction for North Shore Charter School, under the direction of the NSCS Governing Board. He or she will lead development of educational program improvement, foster a culture of positive, engaged learners, and serve as a strong advocate for the school's core values, including parental involvement.

The successful candidate will (1) be an inspiring leader and communicator, (2) have significant hands-on teaching and administrative experience, (3) have an accomplished background in school leadership, (4) be aligned with the NSCS's mission and values, (5) have a strong commitment to the community, and (6) possess strong organizational, operational and interpersonal skills, and be a flexible and creative problem-solver.

The School Director must also be a leader who possesses thorough knowledge of school finance, education law and the importance of strong community support.

Qualifications:

- Master's Degree preferred;
- Additional advanced graduate work preferred;
- Hawaii State Department of Education experience as an educator and/or administrator;
- Charter School Administration experience in Hawaii preferred;
- Experience implementing Problem Based Learning (PBL).

Attachment D. Student's school day (Criterion II.G.2.m)

The following student example is for a Monday or Wednesday schedule for live instruction at the school facility.

7:45 - 8:15 am	Student arrival - Students are dropped off by parents or will take public transportation to get to school.	Student arrival
8:15- 8:35	Warm-Up / Team Building (Students with Homeroom Teacher) - Attendance, ice-breakers, or small group activities (non-academic) to get students warmed up to begin regular classes.	Warm-Up / Team Building (Students with Homeroom Teacher)
8:40 - 10:00	Science (7th) - students work in small groups to set goals, delegate project tasks, and complete assignments / assessments that will be included in the project portfolio related to that subject area.	English (8th)
10:05 - 11:25	Math (7th) - students work in small groups to set goals, delegate project tasks, and complete assignments / assessments that will be included in the project portfolio related to that subject area.	History (8th)
11:30 - 11:55	Recess - students will have the opportunity to participate in recreational activities (basketball, soccer, etc.) outside or inside (board games, puzzles) weather permitting.	Lunch
12:00 - 12:25	Lunch - students will bring lunch and eat in a designated area either inside, or under a tent outside.	Recess
12:30 - 1:50	English (7th) - students work in small groups to set goals, delegate project tasks, and complete assignments / assessments that will be included in the project portfolio related to that subject area	Science (8th)
1:55 - 3:15	History (7th) - students work in small groups to set goals, delegate project tasks, and complete assignments / assessments that will be included in the project portfolio related to that subject area	Math (8th)
3:15 - 4:00	Dismissal / Extracurricular Activities - Extracurricular Activities at NSCS will be offered on a rotating basis and change	Dismissal / Extracurricular Activities

	<p>quarterly. For example, students can choose to dance Hula or learn Photography during Quarter 1. In Quarter 2, they will have to option of joining a Surf Club, or attending Art Workshop. Students will be encouraged to join at least one extracurricular activity during each semester. Extracurricular Activities will be led by parent and community volunteers.</p>	
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Attachment DD. School leadership and management team's resumes (Criterion V.A.5.c)

Description: Submit Attachment DD (required attachment, no page limit) to indicate that the business manager and registrar is known or unknown at the time of the application.

At this time the Applicant Board of North Shore Charter School has not yet identified the Registrar or the Business Manager. The NSCS Governing Board will nominate 3 people board members to serve on the School Leadership Search Committee. The Search Committee will be responsible for posting the Business Manager and Registrar job description and requirements on leading job board websites, as well as local print media and begin the recruitment process 12 months prior to school opening (after approval from Charter School Commission). During this time, the Search Committee will also be responsible for designing the process and rubric in which candidates will be measured. Six to nine months prior to opening, resumes will be collected, and candidates will be interviewed and narrowed down by the Search Committee. The committee will then rank 3 final candidates, and recommend their top choice to the board based on the designed evaluation system 4 - 6 months prior to the school opening. The Business Manager and Registrar will be hired and start 4 months prior to the school opening (projected March 2018 based on approval in 2017).

Attachment E. Teacher's school day (Criterion II.G.2.n)

7:30 - 8:10	Teacher Planning - teachers meet together to review and plan daily / weekly assignments and activities.	Teacher Planning
8:15- 8:35	Warm-Up / Team Building (Students with Homeroom Teacher) - teachers take attendance, lead ice-breaker, and small group student activities to begin the day	Warm-Up / Team Building (Students with Homeroom Teacher)
8:40 - 10:00	Science (7th) - teacher guides students through individual and group tasks to complete assignments and assessments for their project portfolio based on subject area.	English (8th)
10:05 - 11:25	Math (7th) teacher guides students through individual and group tasks to complete assignments and assessments for their project portfolio based on subject area	History (8th)
11:30 - 11:55	Recess - teachers supervise students during Recess / Lunch	Lunch
12:00 - 12:25	Lunch - teachers supervise students during Recess / Lunch	Recess
12:30 - 1:50	English (7th) - teacher guides students through individual and group tasks to complete assignments and assessments for their project portfolio based on subject area	Science (8th)
1:55 - 3:15	History (7th) - teacher guides students through individual and group tasks to complete assignments and assessments for their project portfolio based on subject area	Math (8th)
3:15 - 4:00	Teacher PLC, Reflection, and Planning - teachers meet together after dismissal to review and reflect on instruction. They will also use this time to plan ahead.	Teacher PLC, Reflection, and Planning

Attachment EE. School leadership and management team's job descriptions or qualifications (Section V.A.5.a-b)

Business Manager:

The School Business Manager is to be responsible for overseeing the non-academic operations of the school and for achieving operating and financial goals as well as assisting school leadership in setting strategic goals for the future. He or she will assist in the everyday operations of the school and will possess strong accounting skills and the ability to maintain accurate financial reports and accounting files for budgeting and accounting purposes.

The Business Manager must also have (1) a high level of integrity and ethical standards, (2) the ability to successfully multitask, and drive/implement improvements, (3) be detail-oriented, highly-organized, and a self-starter, (4) be aligned with the NSCS's mission and values.

The Business Manager must also oversee payroll, benefits administration and personnel records, and prepare and manage grants and their applications.

Qualifications:

- Bachelor's degree in Business or a related field and experience in financial management;
- Master's Degree preferred;
- Five years office management experience, to include such functions as accounts receivable, facilities and payroll/benefits processing;
- Experience in not-for-profit or educational sector preferred.

Registrar:

The School Registrar is to be responsible for all academic recordkeeping, to include compilations, maintenance and tracking for student academic records for both internal and external uses including but not limited to: attendance and health records, report card generation, application and enrollment intake. The candidate's job also includes ensuring the integrity, accuracy, confidentiality and maintenance of student records in compliance with all Federal, state and accreditation regulations and should be able to respond to all inquiries expected in an audit or accreditation process.

The Registrar must have (1) a high level of integrity and ethical standards, (2) Strong interpersonal, oral and written communication skills, (3) be detail-oriented, highly-organized, and able to multi-task, (4) be aligned with the NSCS's mission and values.

Qualifications:

- Bachelor's degree;
- 2-3 years of administrative and/or data management experience;
- Experience in educational setting preferred.

Exhibit 2: Staffing Chart Template

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.

Elementary School Staffing Model and Rollout

Title	Salary and FTE Per Position Per Year					Year 5 2022	Capacity 20__
	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022		
School Director							
Assistant School Director							
Add'l School Leadership Position 1 [specify]							
Add'l School Leadership Position 2 [specify]							
Add'l School Leadership Position 3 [specify]							
Classroom Teachers (Core Subjects)							
Classroom Teachers (Specials)							
Student Support Position 1 [specify: e.g., Social Worker]							
Student Support Position 2 [specify]							
Specialized School Staff 1 [specify]							
Specialized School Staff 2 [specify]							
Teacher Aides and Assistants							
School Operations Support Staff							
Total FTEs							
Total Salaries							

Middle School Staffing Model and Rollout

Title	Salary and FTE Per Position Per Year					Year 5 2022	Capacity 2022
	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022		
School Director	\$90,000	\$92,700	\$95,481	\$98,100	\$100,800	\$100,800	
Assistant School Director							
Add'l School Leadership Position 1 [specify]	\$67,000 Curricu lum Coordi nator (1.0)	\$69,000 Curricu lum Coordi nator (1.0)	\$70,000 Curricu lum Coordi nator (1.0)	\$72,000 Curricu lum Coordi nator (1.0)	\$73,000 Curricu lum Coordi nator (1.0)	\$73,000 Curricu lum Coordi nator (1.0)	\$73,000 Curricu lum Coordi nator (1.0)

Add'l School Leadership Position 2 [specify]	\$25,000 Busine ss Manage r (.5)	\$25,000 Busine ss Manage r (.5)	\$25,000 Busine ss Manage r (.5)	\$50,000 Busine ss Manage r (1.0)	\$50,000 Busine ss Manage r (1.0)	\$50,000 Busine ss Manag er (1.0)
Add'l School Leadership Position 3 [specify]	\$50,000 Registr ar (1.0)	\$50,000 Registr ar (1.0)	\$50,000 Registr ar (1.0)	\$50,000 Registr ar (1.0)	\$50,000 Registr ar (1.0)	\$50,000 Registr ar (1.0)
Classroom Teachers (Core Subjects)	\$52,663 (4.0)	\$54,282 .89 (4.0)	\$55,870 .18 (6.0)	\$57,300 (6.0)	\$58,700 (8.0)	\$58,700 (8.0)
Classroom Teachers (Specials)	\$52,663 (1.0)	\$54,282 .89 (1.0)	\$55,870 .18 (1.0)	\$57,300 (1.0)	\$58,700 (1.0)	\$58,700 (2.0)
Student Support Position 1 [specify: e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs	8	8	10	11	13	13
Total Salaries	\$495,315	\$508,110	\$631,571	\$671,100	\$802,100	\$802,100

High School Staffing Model and Rollout

Title	Salary and FTE Per Position Per Year					Capacit y 20__
	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022	
School Director						
Assistant School Director						
Dean(s)						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [specify: e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						

Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs						
Total Salary						

Exhibit 6: Final Review Checklist

Final Review Checklist

Initial each item to indicate that it has been completed.



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.

Attachment G. Leadership Evaluation Tool (optional)

The North Shore Charter School Applicant Board, at this time, is still developing a school Leadership Evaluation Tool that is aligned with best practices according to national charter school organizations. Therefore, we will not be submitting this attachment for the application.

Attachment H. Teacher Evaluation Tool (optional)

North Shore Charter School will not develop a teacher evaluation tool until school leadership and teachers are hired. The school leadership and teachers will collaborate to create a supportive and effective teacher evaluation model to be implemented upon the school opening. Therefore, NSCS will not be submitting Attachment H.

State of Hawaii – Department of Education

2018-19 PROPOSED OFFICIAL SCHOOL CALENDAR

Teachers' Work Year - 1st Semester: July 31, 2018 - January 7, 2019; 2nd Semester: January 8, 2019 - June 3, 2019

Students' Work Year - 1st Semester: August 6, 2018 - December 21, 2018; 2nd Semester: January 8, 2019 - May 31, 2019

Week	Student Days	Teacher Days	Su	M	T	W	Th	F	Sa		
			Teacher PD days (stipend)								
			July 22	23	24	25	26	27	28	1st SEMESTER - 89 Student Days (Ends December 21)	
1	0	4	29	30	31		2	3	4	July 31: Teachers' First Day	
2	5	9	August 5	6	7		8	9	10	July 31 - August 3: Teacher Work Days (no students)	
3	9	13	12	13	14	15	16	17	18	August 6: Students' First Day	
4	14	18	19	20	21	22	23	24	25	August 17: Statehood Day	
5	19	23	26	27	28	29	30	31	1	Q1 43 days Ends Oct. 5	
6	23	27	September 2	3	4	5	6	7	8		September 3: Labor Day
7	28	32	9	10	11	12	13	14	15		
8	33	37	16	17	18	19	20	21	22		
9	38	42	23	24	25	26	27	28	29		
10	43	47	October 30	1	2	3	4	5	6		
11			7	8	9	10	11	12	13	October 8-12: Fall Break***	
12	48	52	14	15	16	17	18	19	20		
13	53	57	21	22	23	24	25	26	27		
14	58	62	28	29	30	31	1	2	3	Q2 46 days Ends Dec. 21	
15	62	66	November 4	5	6	7	8	9	10		November 6: Election Day
16	66	70	11	12	13	14	15	16	17	November 12: Veterans' Day	
17	69	73	18	19	20	21	22	23	24	November 22: Thanksgiving	
18	74	78	25	26	27	28	29	30	1	November 23: School Holiday	
19	79	83	December 2	3	4	5	6	7	8		
20	84	88	9	10	11	12	13	14	15		
21	89	93	16	17	18	19	20	21	22	December 24-January 7: Winter Break***	
22			23	24	25	26	27	28	29	2nd SEMESTER - 93 Student Days (Ends May 31)	
23			30	31			3	4	5	December 25: Christmas	
24	93	98	January 2019 6	7	8	9	10	11	12	January 1: New Year's Day	
25	98	103	13	14	15	16	17	18	19	January 7: Teacher Workday (no students*)	
26	102	107	20	21	22	23	24	25	26	January 21: Dr. Martin Luther King Jr Day	
27	107	112	27	28	29	30	31	1	2		
28	112	117	February 3	4	5	6	7	8	9	February 11-15: Institute Day (One day with no students during the week. Date for each island TBD.)	
29	116	122	10	11	12	13	14	15	16		
30	120	126	17	18	19	20	21	22	23		
31	125	131	24	25	26	27	28	1	2	February 18: Presidents' Day	
32	130	136	March 3	4	5	6	7	8	9		
33	135	141	10	11	12	13	14	15	16		
34			17	18	19	20	21	22	23	March 18 - 22: Spring Break***	
35	139	145	24	25	26	27	28	29	30	March 26: Kuhio Day	
36	144	150	31	1	2	3	4	5	6		
37	149	155	April 7	8	9	10	11	12	13		
38	153	159	14	15	16	17	18	19	20	April 19: Good Friday	
39	158	164	21	22	23	24	25	26	27		
40	163	169	28	29	30	1	2	3	4	Q4 47 days Ends May 31	
41	168	174	May 5	6	7	8	9	10	11		
42	173	179	12	13	14	15	16	17	18		
43	178	184	19	20	21	22	23	24	25	May 27: Memorial Day	
44	182	188	26	27	28	29	30	31	1	May 31: Last Day for Students and Second Semester Ends**	
45	182	189	June 2	3	4	5	6	7	8		
-2^	+1^^		9	10	11	12	13	14	15	June 3: Last Day for Teachers	
180	190										

Approved _____, 2015, contingent on legislation, funding and collective bargaining agreements

OFFICIAL STATE HOLIDAYS: 2018-19 SCHOOL YEAR

*2 Instructional days shall be converted to a non-student day for school planning and collaboration	Statehood Day:	August 17, 2018	New Year's Day:	January 1, 2019
	Labor Day:	September 3, 2018	Dr. Marc'n Luther King Jr. Day:	January 21, 2019
	Elecc on Day:	November 6, 2018	Presidents' Day:	February 18, 2019
	Veterans' Day (observed):	November 12, 2018	Prince Jonah Kuhio Kalaniana'ole Day:	March 26, 2019
	Thanksgiving Day:	November 22, 2018	Good Friday:	April 19, 2019
	Christmas Day:	December 25, 2018	Memorial Day:	May 27, 2019

* January 7: Teacher workday between semesters ** Commencement exercises: No sooner than May 24, 2019
 *** For 10-month teachers - Intersession: Oct. 8-12; Recesses: Dec. 24-Jan. 4 and March 18-22
 Educa onal Officer & Teacher Inscutute Days February 11-15

DRAFT CALENDAR

Attachment J. Sample weekly student schedule (Criterion II.G.2.j)

	Monday	Tuesday	Wednesday	Thursday	Friday
Team Building (8:15 - 8:35am)	Students meet for Team Building in "Homeroom" groups for attendance, ice breakers, and small activities to begin the day.	Students meet for Team Building in "Homeroom" groups for attendance, ice breakers, and small activities to begin the day.	Students meet for Team Building in "Homeroom" groups for attendance, ice breakers, and small activities to begin the day.	Students meet for Team Building in "Homeroom" groups for attendance, ice breakers, and small activities to begin the day.	Students meet for Team Building in "Homeroom" groups for attendance, ice breakers, and small activities to begin the day.
Block 1 (8:40 - 10:00 am)	Science (7th) English (8th)	7th Grade Field Work (Group A)	Science (7th) English (8th)	8th Grade Field Work (Group A)	Student Support and Group Conferences
Block 2 (10:05 - 11:25 am)	Math (7th) History (8th)	Students and Math / Science teachers leave after Team Building for field work opportunity, and return for second block of Recess / Lunch. *8th Grade has regular class schedule.	Math (7th) History (8th)	Students and English History teachers leave after Team Building for field work opportunity and return for second block of Recess / Lunch. *7th Grade has regular class schedule.	Block 1 and 2 teachers break students into small groups based on assessment data for review, re-teaching, and revision of assignments (RTI Strategy). Teachers can also use this time to conference with student groups to guide self and peer assessment

					and reflection.
Recess / Lunch (11:30 - 11:55 am)	Recess (7th) Lunch (8th)	Example: Identifying and removing invasive species from Waimea Valley.	Recess (7th) Lunch (8th)	Example: planting and maintaining sustainable gardens at Waihuena Farms.	Recess (7th) Lunch (8th)
Recess / Lunch (12:00 - 12:25 pm)	Recess (8th) Lunch (7th)	7th Grade Field Work (Group B)	Recess (8th) Lunch (7th)	8th Grade Field Work (Group B)	Recess (8th) Lunch (7th)
Block 3 (12:30 - 1:50 pm)	English (7th) Science (8th)	Students and English / History teachers leave after first Recess Lunch block for field work opportunity and return approximately at 3 pm in time for dismissal at 3:15 pm. *8th Grade has regular class schedule.	English (7th) Science (8th)	Students and Science / Math teachers leave after first Recess Lunch block for field work opportunity and return approximately at 3 pm in time for dismissal at 3:15 pm. *7th Grade has regular class schedule.	Student Support and Group Conferences
Block 4 (1:55 - 3:15 pm)	History (7th) Math (8th)	Example: Identifying and removing invasive species from Waimea Valley.	History (7th) Math (8th)	Example: planting and maintaining sustainable gardens at Waihuena Farms.	Block 3 and 4 teachers break students into small groups based on assessment data for review, re-teaching, and revision of

					assignments (RTI Strategy). Teachers can also use this time to conference with student groups to guide self and peer assessment and reflection.
Dismissal and Extra-curriculars (3:15 - 4pm)	Extracurricular Example: Hula	Extracurricular Example: Photography	Extracurricular Example: Hula	Extracurricular Example: Photography	

Attachment K. Sample weekly teacher schedule (Criterion II.G.2.k)

	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher Planning (7:30 - 8:15am)	Teachers meet together to begin the day and collaborate to review and plan daily / weekly objectives and activities.	Teachers meet together to begin the day and collaborate to review and plan daily / weekly objectives and activities.	Teachers meet together to begin the day and collaborate to review and plan daily / weekly objectives and activities.	Teachers meet together to begin the day and collaborate to review and plan daily / weekly objectives and activities.	Teachers meet together to begin the day and collaborate to review and plan daily / weekly objectives and activities.
Team Building (8:15 - 8:35am)	Teachers meet with students for Team Building in “Homeroom” groups for attendance, ice breakers, and small activities to begin the day. (Each teacher has 25 students in Homeroom).	Teachers meet with students for Team Building in “Homeroom” groups for attendance, ice breakers, and small activities to begin the day. (Each teacher has 25 students in Homeroom).	Teachers meet with students for Team Building in “Homeroom” groups for attendance, ice breakers, and small activities to begin the day. (Each teacher has 25 students in Homeroom).	Teachers meet with students for Team Building in “Homeroom” groups for attendance, ice breakers, and small activities to begin the day. (Each teacher has 25 students in Homeroom).	Teachers meet with students for Team Building in “Homeroom” groups for attendance, ice breakers, and small activities to begin the day. (Each teacher has 25 students in Homeroom).
Block 1 (8:40 - 10:00 am)	Science (7th) English (8th)	7th Grade Field Work (Group A)	Science (7th) English (8th)	8th Grade Field Work (Group A)	Student Support and Group Conferences
Block 2 (10:05 - 11:25 am)	Math (7th) History (8th)	Students and Math / Science teachers leave after Team	Math (7th) History (8th)	Students and English History teachers leave after Team	Block 1 and 2 teachers break students into small groups based on

		Building for field work opportunity, and return for second block of Recess / Lunch. *8th Grade has regular class schedule.		Building for field work opportunity and return for second block of Recess / Lunch. *7th Grade has regular class schedule.	assessment data for review, re-teaching, and revision of assignments (RTI Strategy). Teachers can also use this time to conference with student groups to guide self and peer assessment and reflection.
Recess / Lunch (11:30 - 11:55 am)	Recess (7th) Lunch (8th)	Example: Identifying and removing invasive species from Waimea Valley.	Recess (7th) Lunch (8th)	Example: planting and maintaining sustainable gardens at Waihuena Farms.	Recess (7th) Lunch (8th)
Recess / Lunch (12:00 - 12:25 pm)	Recess (8th) Lunch (7th)	7th Grade Field Work (Group B)	Recess (8th) Lunch (7th)	8th Grade Field Work (Group B)	Recess (8th) Lunch (7th)
Block 3 (12:30 - 1:50 pm)	English (7th) Science (8th)	Students and English / History teachers leave after first Recess Lunch block for field work opportunity and return approximately at 3 pm in time for	English (7th) Science (8th)	Students and Science / Math teachers leave after first Recess Lunch block for field work opportunity and return approximately at 3 pm in time for	Student Support and Group Conferences

		dismissal at 3:15 pm. *8th Grade has regular class schedule.		dismissal at 3:15 pm. *7th Grade has regular class schedule.	
Block 4 (1:55 - 3:15 pm)	History (7th) Math (8th)	Example: Identifying and removing invasive species from Waimea Valley.	History (7th) Math (8th)	Example: planting and maintaining sustainable gardens at Waihuena Farms.	Block 3 and 4 teachers break students into small groups based on assessment data for review, re-teaching, and revision of assignments (RTI Strategy). Teachers can also use this time to conference with student groups to guide self and peer assessment and reflection.
Teacher PLC, Reflection, and Planning (3:15 - 4pm)	Curriculum Coordinator and Teachers meet again together to review and reflect on daily / weekly assignments, and plan ahead.	Curriculum Coordinator and Teachers meet again together to review and reflect on daily / weekly assignments, and plan ahead.	Curriculum Coordinator and teachers meet to review assessment data, and group students for Student Support (RTI).	Curriculum Coordinator and Teachers meet again together to review and reflect on daily / weekly assignments, and plan ahead.	Curriculum Coordinator and Teachers meet again together to review and reflect on daily / weekly assignments, and plan ahead.

**Attachment L. Academic performance data for each charter school client of Service
Provider
(Criterion II.I.1.c)**

NSCS will not be contracting with a Service Provider, and therefore, this attachment is not applicable.

**Attachment M. List of charter schools operated or managed by Service Provider
(Criterion
II.I.1.d)**

NSCS will not be contracting with a Service Provider, and therefore, this attachment is not applicable.

Attachment N. Accreditation report from one school operated or managed by Service Provider (Criterion II.I.1.e)

NSCS will not be contracting with a Service Provider, and therefore, this attachment is not applicable.

Attachment O. Proposed Service Provider agreement (Criterion II.I.2.d)

NSCS will not be contracting with a Service Provider, and therefore, this attachment is not applicable.

Exhibit 3: Statement of Assurances Form

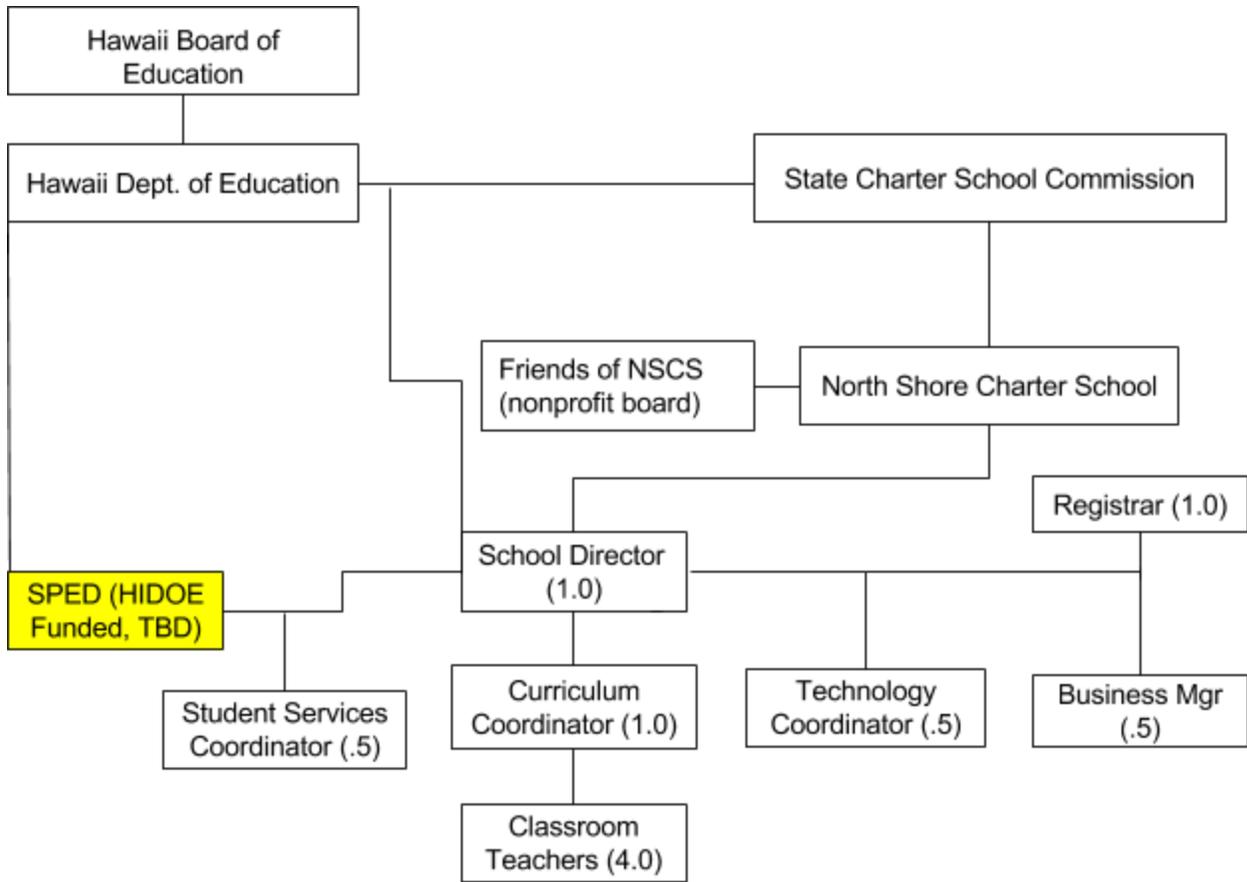
Statement of Assurances

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:

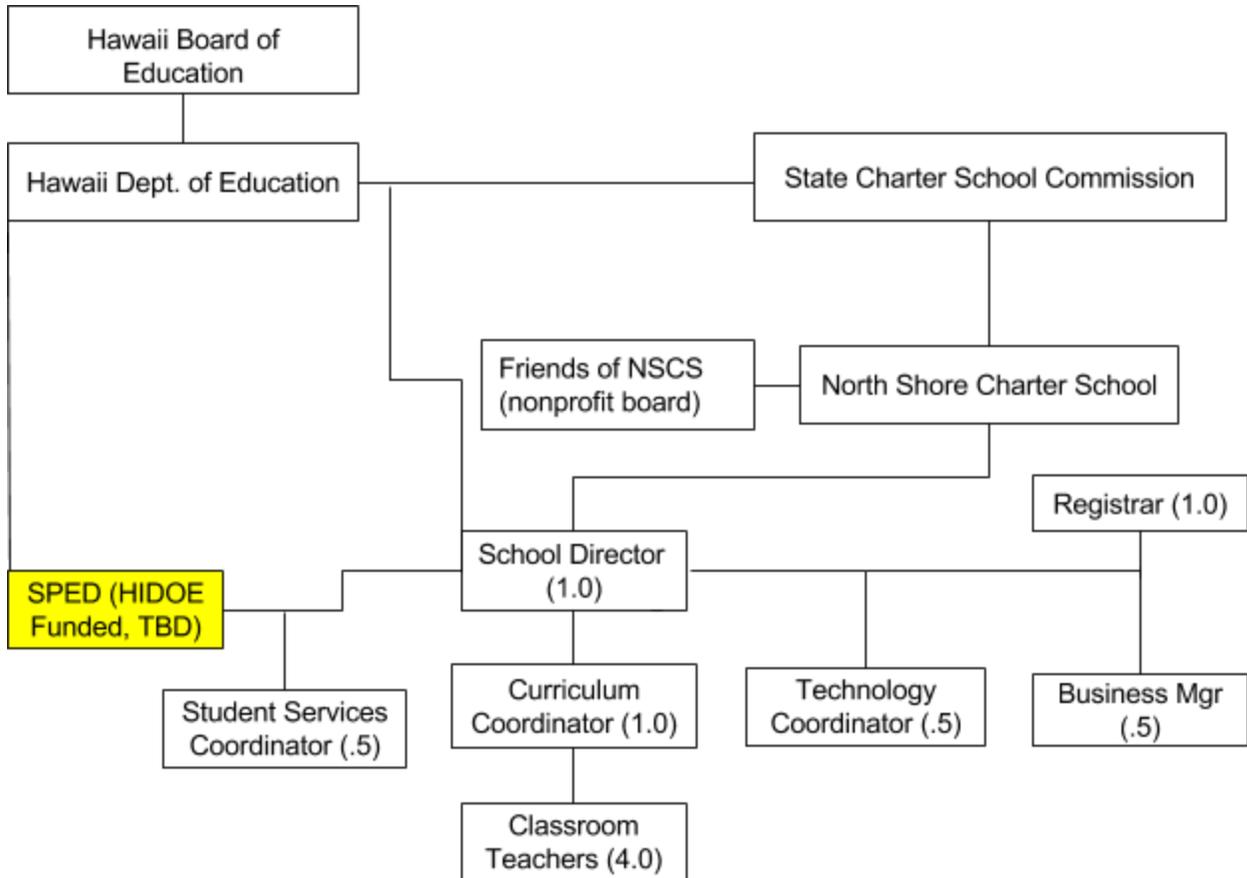
- will operate in compliance with all applicable state and federal laws, including, but not limited to, HRS Chapter 302D;
- will operate as a public, nonsectarian, non-religious public school with control of instruction vested in the governing board of the school under the general supervision of the 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;
- will follow any federal and state court orders in place in the local school district;

North Shore Charter School Organizational Chart



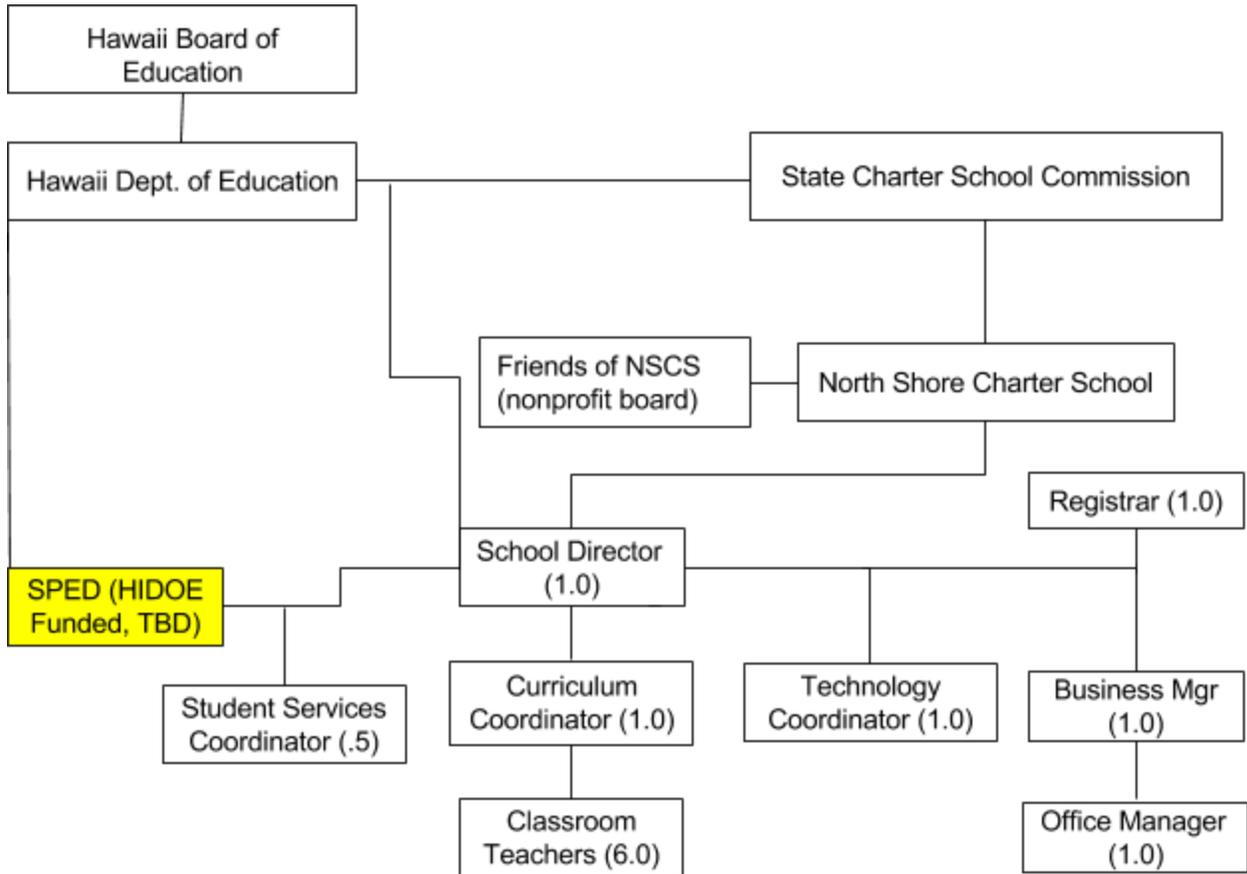
North Shore Charter School Organizational Chart

NSCS Year 2



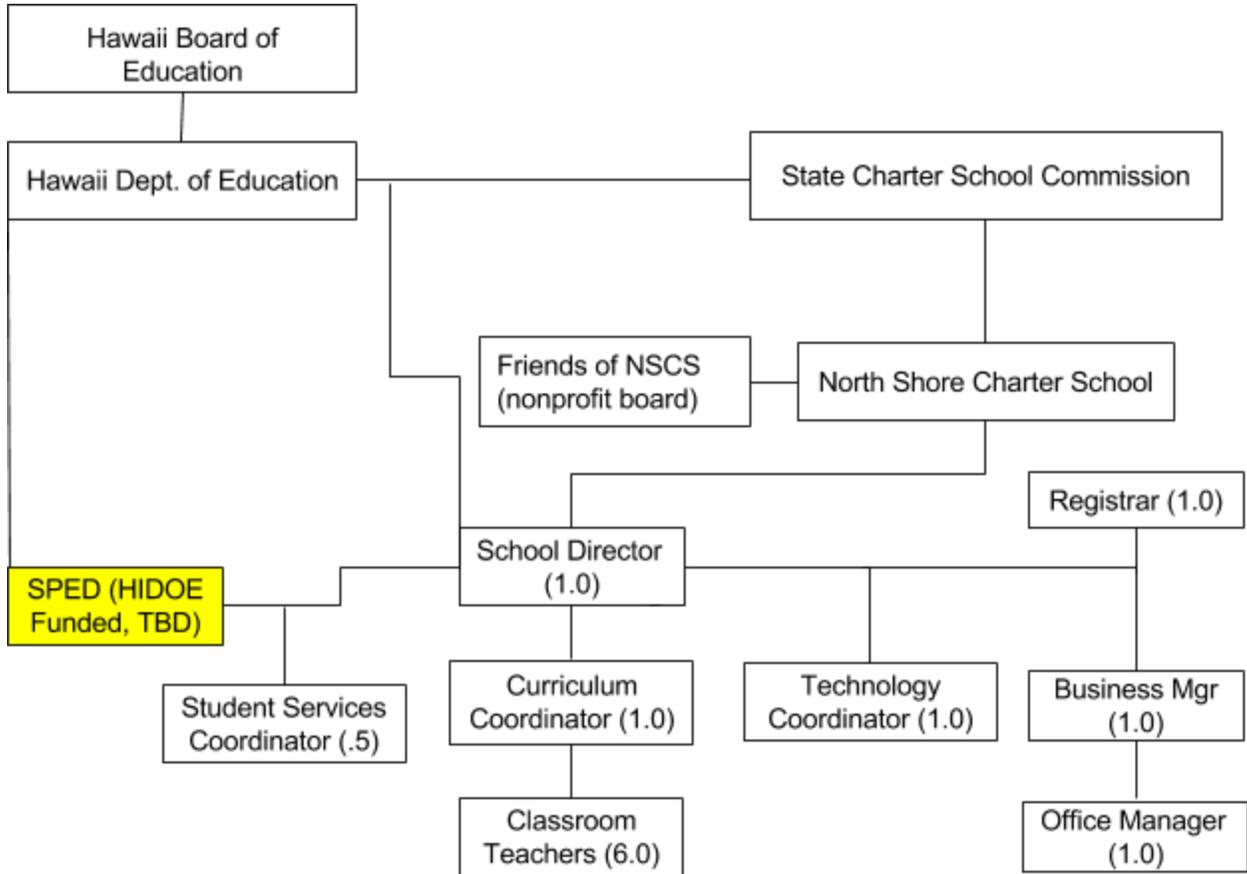
North Shore Charter School Organizational Chart

NSCS Year 3



North Shore Charter School Organizational Chart

NSCS Year 4



North Shore Charter School Organizational Chart

Year 5 (Capacity)

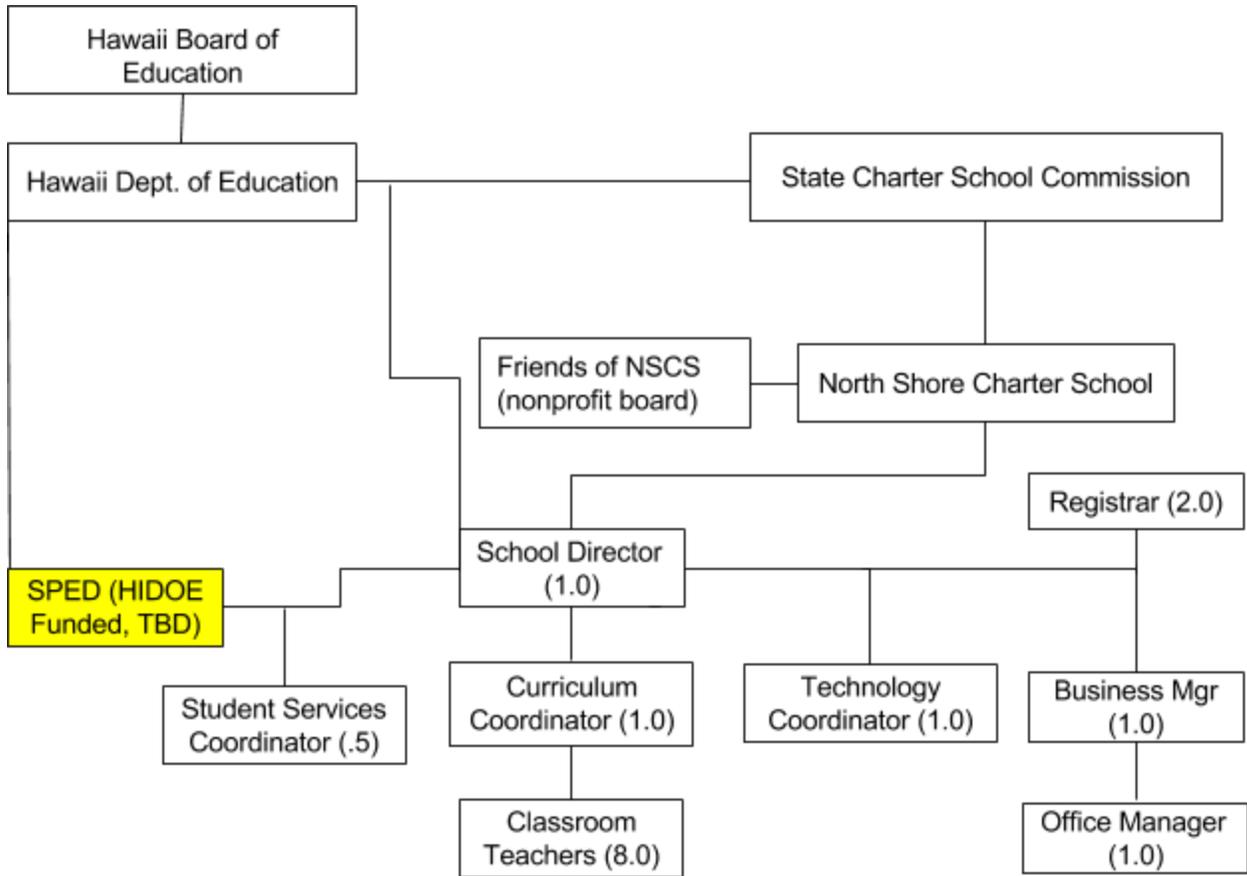


Exhibit 4: Board Member Information Form

Exhibit 4: Board Member Information Form

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

<p>1. Name of charter school on whose governing board you intend to serve: North Shore Charter School</p>
<p>2. Contact information: Name: Brianne Randle [REDACTED] E-mail: brandle@nscharter.org</p>
<p>Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached. <input checked="" type="checkbox"/> Resume and professional bio are attached.</p>
<p>2. 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. <input type="checkbox"/> Does not apply to me <input checked="" type="checkbox"/> Yes I previously served on the Society of Professional Journalists - Hawaii Chapter board from 2011 to 2014.</p>
<p>3. Why do you wish to serve on the governing board of the proposed charter school? I wish to serve on the NSCS governing board because I believe it's necessary for North Shore families to have a choice in where they send their middle-school students. I also support the schools' vision of providing a curriculum that inspires students to take an active role in their learning.</p>
<p>4. What is your understanding of the appropriate role of a public charter school governing board member? The role of a public charter school board is to focus on student success, act responsibly, recruit a school leader who is driven by educational excellence and operate in full accordance with the Hawaii State Charter School Commission. I also understand that the role of the board is to help build the school's reputation and fundraising.</p>

<p>5. 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.</p> <p>I previously served as Secretary of the Society of Professional Journalists – Hawaii Chapter. This gave me experience in how to work effectively with other committee members to execute key goals for our board, lead successful fundraising efforts, and work directly with students and their needs for placement in college internship positions.</p>
<p>6. Describe the specific knowledge and experience that you would bring to the governing board.</p> <p>My 10+ years working as a Journalist in Hawaii has taught me not only how to be a great communicator but how to effectively listen to others. I will also bring my public speaking skills, marketing skills, and organizational skills to the governing board. Being born & raised on the North Shore of Oahu and attending school there gives me insight into specific communities needs and what students need to succeed.</p>

School Mission and Plan

<p>1. What is your understanding of the school's mission and guiding beliefs?</p> <p>The NSCS's mission is to engage 7th & 8th grade students through problem-based curriculum that encourages them to be self-directed learners who value education and have increased motivation for learning in high school and beyond.</p>
<p>2. What is your understanding of the school's proposed academic plan?</p> <p>The NSCS curriculum will combine technology, live instruction, and community partnerships that facilitate students taking a more active role in their learning. NSCS will engage students in the larger community through service learning, field trips, hands-on learning opportunities and guest speakers.</p>
<p>3. What do you believe to be the characteristics of a successful school?</p> <p>A successful school must have a clear vision, strong leadership to uphold that vision, high academic standards, and family/community support.</p>
<p>4. How will you know that the school is succeeding or is not succeeding in its mission?</p> <p>The NSCS will be succeeding in its mission when students are meeting their academic achievement targets, are attending school consistently and engaged in learning. The school must also be fiscally responsible and operating in accordance with its original purpose in a responsible manner.</p>

Governance

<p>A. Describe the role that the governing board will play in the school's operation.</p> <p>The NSCS governing board will support and manage the school leader, encourage student success, create board policies and procedures that strengthen the North Shore Charter School.</p>
<p>B. How will you know if the school is successful at the end of the first year of operation?</p> <p>I will know NSCS is successful after its first year if students are meeting or exceeding the state achievement standards set for both ELA and math, the school is operating under budget, and enrollment targets are being met.</p>
<p>C. How will you know at the end of five years if the school is successful?</p> <p>I will know NSCS is successful after five years when students continue their education into high school and graduate with goals towards higher education. The school will also be successful at the end of five years if it can move into a permanent campus, and maintain strong support and involvement of parents and the community.</p>
<p>D. What specific steps do you think the governing board will need to take to ensure that the</p>

school is successful?

The governing board will need to be accountable for making sure that the first year of school is successful by hiring a strong school leader to carry out the school's mission and vision, overseeing the training of school administration and staff, ensuring the school is acting fiscally responsible, and maintaining strong partnerships within the community.

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?

In that situation I would bring up my concerns to the other board members during executive session and allow the person or persons involved to respond to the allegations.

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

My mother, Patricia Holmberg, is a prospective governing board member. I have a working relationship with the other prospective board members as we have been working together on the application process.

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

7. 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, Brianne Randle, 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.

Brianne Randle

1/18/17

Signature

Date

Exhibit 4: Board Member Information Form

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:

North Shore Charter School

2. Contact information:

Name: Dr. Paul G. Stader

E-mail: paulstader@northshore.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?

The opportunity to serve the students of the North Shore with a school that provides challenging and relevant learning experiences.

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

The appropriate role of a public charter school governing board member is to uphold the legal, fiduciary, and governing responsibilities as required by state law; to manage and support the school's leader and the governing board; and to meet the requirements of the Charter School Commission.

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.

Although I have no previous board service experience, I have many years experience on the Leadership Cadre at Wahjawa Middle School.

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

As part of the Leadership cadre I gained the knowledge and experience of preparing for WASC accreditation team visits, worked with administration on hiring of new teachers and implementation of new curriculum, and assisted administration with PD and other staff development and training.

School Mission and Plan

- 1. What is your understanding of the school's mission and guiding beliefs?**
North Shore Charter School's mission is to empower students to investigate and respond to issues that are local, national, and global. Our guiding beliefs center around teaching students mindfulness, collaboration, responsibility, and perseverance.
- 2. What is your understanding of the school's proposed academic plan?**
The school's academic plan will focus on a project based, problem solving curriculum that engages students with real world issues that are relevant to their lives.
- 3. What do you believe to be the characteristics of a successful school?**
The characteristics of North Shore Charter School will reflect our guiding beliefs of mindfulness, collaboration, responsibility, and perseverance. By acting as models of these characteristics, the staff will lead the students by example and form a cohesive group for a successful learning experience.
- 4. How will you know that the school is succeeding or is not succeeding in its mission?**
North Shore Charter School will be working in partnership with community groups that are active on the North Shore to enable the students to have hands on experiences. By successfully integrating our students and their learning into activities that benefit the community we will know if our goal is being met.

Governance

- Attachment A.** Describe the role that the governing board will play in the school's operation.
The governing board will support and manage the school's leader, provide oversight and accountability for school goals regarding student achievement and strategic planning, and create policies and procedures that expand the capacity and stability of the school.
- Attachment B.** How will you know if the school is successful at the end of the first year of operation?
We will know if the school is successful in the first year by the number of students meeting or exceeding the SBAC, the school's finances are solid, and enrollment increases for the next year.
- Attachment C.** How will you know at the end of five years if the school is successful?
We will know after 5 years that the school is successful by the achievements of students in High School, college or their careers; the school has a permanent location; the school and the North Shore community are working together to malama the North Shore.
- 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 will write grants for revenue as financial viability is crucial; hire a school leader that believes in, and can facilitate, the school's mission and vision; expand the boards size and capacity to effectively govern.
- 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 one or more members were acting unethically we would have an open discussion with all the board members and allow the parties to respond, and if necessary the board would suspend or remove the party.

Disclosures

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

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

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

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

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

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

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

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

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

None Yes

Certification

I, Dr. Paul G. Stader, 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.

Paul G. Stader

 Signature

1-19-17

 Date

Dr. Paul G. Stader
Ph.D. American Studies

Education:

B.A. World History, U.C.L.A., 1984
PBCSE (Post Baccalaureate Credential Secondary Social Studies) U.H. Manoa, 2000
M.A. American Studies, U.H. Manoa, 2002
Ph.D. American Studies, U.H. Manoa 2013

Work Experience:

22 years teaching Social Studies in the Central District Dept. of Education: Radford High School, Aiea High School, Aiea Intermediate School, Wahiawa Middle School. Social Studies Dept. Head and member of Leadership Cadre, Wahiawa Middle School, 2005-2014.
Kumu Hula Wahiawa Middle School, 2005 to present.
Director of Hawaiian Studies, Wahiawa Middle School, 2014 to present.

Personal:

Inducted into the Hawai'i Swimming Hall of Fame, Open Water Category, 2012.

Exhibit 4: Board Member Information Form

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:

North Shore Charter School

2. Contact information:

Name: Sumner Garber

E-mail: sgarber@nscharter.org

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 am a strong believer in the mission of the school and its desired impact on the community I call home. I believe I can help the school accomplish its goals.

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

First and foremost, compliance and performance for all legal and financial issues of the school. The board is accountable for longer term strategic decision making and management of the highly qualified school leader. The board is responsible for ensuring the school is fulfilling its mission and ensuring high student achievement.

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 strong leadership skills developed in my professional life managing employees both locally and in Asia.

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

Financial and Management expertise

School Mission and Plan

- 1. What is your understanding of the school's mission and guiding beliefs?**
The school's guiding mission is empowering students to investigate and respond to local, regional and global issues through expeditionary learning.
- 2. What is your understanding of the school's proposed academic plan?**
North Shore Charter School will employ a project and problem based learning (PBL) curriculum that will engage students with real world issues facing the North Shore of Oahu, the State of Hawaii, and the world.
- 3. What do you believe to be the characteristics of a successful school?**
Graduates of NSCS will have the problem solving and critical thinking skills to be successful students in high school and college, and future leaders in their respective careers and communities.
- 4. How will you know that the school is succeeding or is not succeeding in its mission?**
The school will use a combination of its own measurement and Strive III assessment to measure students' performance, and will maintain an active dialog with the community and parents.

Governance

- Attachment A.** Describe the role that the governing board will play in the school's operation.
- Attachment B.** How will you know if the school is successful at the end of the first year of operation?
- Attachment C.** How will you know at the end of five years if the school is successful?
- Attachment D.** What specific steps do you think the governing board will need to take to ensure that the school is successful?
- 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?

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



 Signature

1/15/2017

 Date

SUMNER GARBER

sumnergarder@gmail.com

PROFILE

Top performing decision maker and capital markets professional with 12 years of experience trading high volumes and identifying new business opportunities across Asia Pacific. Led Japan Equity team for 500-person top financial group to become highest-earning group globally. Trained in broad spectrum of asset classes and strategies. Opened and managed Honolulu office. Core competencies include:

- Event/Special Situations
- Global Macro
- Flow Trading
- Systematic/Quant
- Relative Value
- Statistical Arbitrage
- IPO/Secondary
- Index/SS Vol
- Market Making
- Structured Products
- Trade Execution
- Risk Management
- Trade Cost Analysis
- Trade Surveillance
- Capital Optimization
- Business Development
- Strategic Planning
- College Recruitment
- New Hire Training
- Excel/Bloomberg

EXPERIENCE

EVO INVESTMENT ADVISORS

Honolulu, HI

Managing Director

2012 – 2016

Head Trader and consistent top performer in firm, led Japan Equity team to be highest earning group globally

- Developed manual and systematic proprietary strategies with high sharpe turning over \$20b+ annually
- Reported directly to Executive Committee on business development, strategic planning, risk management, compliance, capital allocation, compensation
- Enhanced franchise value with teams of quants and developers in Honolulu and Romania to design new tools for proprietary strategy development and reporting framework; planned new features and improvements for premier OMS offering in Asia (TORA Compass)
- Designed and implemented recruitment and training program for class of new university graduate hires

EVOLUTION JAPAN ADVISORS, K.K.

Tokyo, Japan

Advisor

2007 – 2012

Business development and execution advisory for global financial group with \$1b+ AUM

- Managed relationships with over 30 counterparts including all bulge-bracket investment banks and led firm to become the top commission account at J.P. Morgan, Citigroup, Morgan Stanley, Macquarie, and others
- Deep dive research and strategy development in Asia-Pacific equity and derivative markets with a focus on rapidly evolving granular details in market microstructure and arbitrage strategies
- Part time assignment in Hong Kong (25-50%) for 2 years to build out NJA Secondary block business
- Broad multi-strategy hedge fund experience: Events/IPO/Secondary, Volatility, Statistical/Index/ETF/Risk/CB Arbitrage, managed illiquid risk and wind-down of structured product/PIPE portfolio during 2008 financial crisis

EVOLUTION CAPITAL MANAGEMENT

Honolulu, HI

Trader

2005 – 2007

- Market-Making and Arbitrage strategies in APAC markets, primarily Japan

EDUCATION

UNIVERSITY OF PENNSYLVANIA

Philadelphia, PA

B.A. in Economics and Psychology with Honors, Minor in Mathematics

2001 – 2005

- Magna Cum Laude, cumulative GPA 3.8/4.0
- Honors research thesis with Dr. Martin Seligman

ADDITIONAL INFORMATION

- Selection Committee for Blue Startups, a top 20 U.S. startup accelerator; Screening Committee for Hawaii Angels
- Interests include big wave surfing, backcountry snowboarding, hiking, food, dogs, and travel

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:

North Shore Charter School

2. Contact information:

Name: Colin Kennedy

E-mail: colin@nsccharter.org

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

I previously served as a member of Hawaii Technology Academy's Governing Board from August 2010 through June of 2015.

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

I wish to serve on the governing board of North Shore Charter School because I believe it will create unique and impactful learning opportunities for middle school students and their families on the North Shore and greater Oahu.

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

I understand first that a public charter school board, and board members are accountable to uphold the legal, fiduciary, and governing responsibilities of the school as required by state law. Secondly, the appropriate role of a charter school board member is to assist in managing and supporting the school leader, and managing the governing board itself. Charter school governing board members will support the school leader to effectively manage the school by focusing on student achievement, strategic planning, raising revenue and spending responsibly, and meeting all compliance requirements of the Hawaii State Charter

School Commission and the Hawaii Department of Education. Governing board members must also be active in managing the governing board by learning and engaging in best practices related to board composition, committee organization, meeting practices, and dynamics to effectively govern the school in the long term.

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.

From August 2010 through June of 2015, I served as a representative on Hawaii Technology Academy's (HTA) Governing Board. In my years of service, HTA went from being marred by scandal to becoming one of the most stable and effective charter schools in the state of Hawaii. In my first year on the board at HTA, the school leader was indicted on grand larceny charges that threatened the school's existence. Over the course of winter break, I worked with the board to successfully renegotiate the governance of school leadership away from our educational service provider to make the new leadership directly accountable to the governing board. I then headed the search committee for a new school leader. During this process the committee and I arranged a nationwide search for candidates, designed our evaluation rubric for candidates, conducted interviews, and made final recommendations to the governing board. The governing board agreed with our recommendation, and our selection is still the school leader at HTA today. Other important decisions that were made during my service included the decision to end the management nature of the school's ESP contract, which created an ongoing budget surplus for the first time in the school's history. I was also a strong advocate for curriculum changes that enabled teachers greater ability to customize course content, which has led to increased student achievement. In summary, I have seen the worst and best of charter school governance and leadership, and I think my unique experience adds value and capacity to North Shore Charter School's governing board.

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

As described above, I have knowledge and experience in recruiting highly effective school leadership, making responsible spending decisions, and selecting curriculum that supports student achievement as a governing board member at HTA. However, I have also been at teacher at HTA since 2009, and also have experience implementing the strategic planning of the governing board. As a teacher, I advocated for the move away from "out of the box" curriculum to an online platform that allows teachers to create and customize content for students at HTA. The result of this change is a more authentic blended learning program that more deeply engages students, and has led to less students being retained from year to year. I believe that my experience as a teacher at HTA has allowed me to develop a strong understanding of educational technology, experiment with different educational models, and find that project and problem based learning motivates students to be more engaged in their learning and achieve deeper knowledge of content and skills. This educational experience and philosophy I bring to North Shore Charter School's Governing Board with the goal of creating a highly effective charter school for middle school students on the North Shore of O'ahu.

School Mission and Plan

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

My understanding is that it is the mission of North Shore Charter School to empower students to investigate and respond to local, regional, and global issues through Project and Problem Based Learning. The school will focus on issues related to sustainability, agriculture, marine science, and economic development to deliver a Common Core based curriculum that facilitates real world learning experiences through live instruction, technology, and community partnerships to better prepare students for success in high school, college, and careers.

The guiding beliefs or core values of North Shore Charter School are Mindfulness, Responsibility,

Collaboration, and Perseverance: Teachers, students, parents, and administration will value cultural differences, multiple perspectives, and human impact on the world (Mindfulness), will be responsible for themselves, each other, and their community (Responsibility), will work together with each other and with community organizations and businesses to investigate real world problems (Collaboration), and be persistent and determined to respond to issues that affect our world (Perseverance).

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

North Shore Charter School's academic plan is to engage 7 - 8th graders with relevant real world issues related to sustainability, agriculture, marine science, and economic development through project and problem based learning. Students will begin each unit with a driving question related to one of the four focus areas. They will then work in groups to investigate, conduct research, experience field work with community partners, collect data, analyze, and draw conclusions in preparation for a culminating activity. The culminating activity will be an authentic assessment of the skills and content students learned during the unit, and require students to produce a product or performance related to the area being studied. After the culminating activity, students will reflect on their learning before concluding the unit with a summative assessment of the Common Core skills and content learned throughout the unit. I understand that PBL was chosen for NSCS to increase student engagement among 7 - 8th graders, and prepare them with the problem solving and critical thinking skills necessary for success in high school.

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

I believe the characteristics of a successful school begin with strong and effective leadership by the school's governing board, and by school leadership to embody the mission, vision, and core values of the school. Successful schools also must be rigorous and set high expectations on students and teachers that motivate them to higher levels of achievement. Student achievement must be measurable in order for students to see progress, and for the school to collect and analyze data to guide teaching. Structure and organization are also important attributes for students and families to have a safe, supportive, and professional environment for learning. Finally, a dedicated staff of administrators and teachers are necessary to put these characteristics into place to create a place where students want to come to learn.

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

In the short term, I will know the school is successfully meeting its mission if students are meeting the achievement level targets on the Hawaii State Assessment, are attending regularly, and are engaged in learning, if enrollment targets are being met, and if the school is financially responsible and viable from year to year.

In the long term, North Shore Charter School will be a success if students are able to develop and exhibit the core values of the school, and become successful in high school, college, and / or their careers. NSCS will also fulfill its mission and vision if students become and stay engaged with issues that affect their communities.

Governance

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

The NSCS governing board will support and manage the school leader to provide oversight and accountability for the larger school goals of student achievement and strategic planning. While the school leader and administration will have responsibility over the day-to-day operations and decision-making of the school, the governing board will be responsible for long term planning and goal setting at NSCS. The governing board will also be responsible for creating board policies and procedures that expand the board's capacity, and increase the overall stability of North Shore Charter School.

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

I will know NSCS is successful after its first year if the average number of students meeting or exceeding the achievement standard on the Hawaii State Assessment is equal to or above the state average for both ELA and Math (as measured by Strive Hi performance reports), the school has responsibly used its funds to come in under budget, and enrollment numbers for the following year meet or exceed the targets set by the school board. These three variables, if met, will show that NSCS is on the track for long term viability and success.

Attachment C. How will you know at the end of five years if the school is successful?

I will know that NSCS is successful at the end of year five if all the 8th graders from year 1 have successfully completed high school, and are moving on to attend college or pursue a career. I will also know that NSCS is successful if it has fully transitioned to a permanent campus and continues to carry a budget surplus. Finally, I will know that NSCS is successful if students, parents, teachers, administrators, and alumni are continuing to investigate and respond to real world issues affecting their communities in a way that encourages ongoing stewardship of the North Shore, Hawaii, and the world.

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 first ensure that the school is successful in its first year of operation. Therefore, the NSCS governing board will apply for grants and raise revenue to cover all costs in "Year 0" and provide cash reserves for "Year 1" and beyond. Revenue during "Year 0" will be used to hire and train administration and staff in PBL planning and execution, and to market the school to the North Shore communities and beyond to reach enrollment targets. Financial viability is a cornerstone for school success. Secondly, if approved, the governing board must recruit and hire an exceptional school leader that believes in the school's overall mission and vision, and has the experience to facilitate the mission and vision becoming reality. Finally, the governing board will need to expand its size and capacity, and engage in trainings to become highly effective at school governance.

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?

I would bring up the situation in executive session (closed to the public) to the other board members to allow the parties involved to respond to allegations, and for other board members to ask questions and state their opinions. If necessary, the board could vote to suspend or remove members after returning to open session in accordance with governing board bylaws.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes
As members together on the applicant board throughout the application process, I have a working relationship with the other board members. The current board members will most likely fill the vacancies for the school's governing board positions if NSCS receives approval.
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, Colin Kennedy, 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.

Colin Kennedy
Signature

1/20/17
Date

Objective

To obtain an administrative position in a dynamic and facilitative secondary education environment

Certification

- New York State Initial Certificate, Social Studies 7-12 (9/01/2008 – 8/31/2013)
- State of Hawaii Standard Teaching License, Social Studies 7-12 (1/14/09 - 1/13/2014)

Education

2006 – 2008

Stony Brook University, Stony Brook, NY

- *Master of Arts in Teaching (MAT)* – Social Studies Education, May 2008

1999 – 2003

University of Miami, Coral Gables, FL

- *Bachelor of Arts* – Political Science, minors in Sports Administration, and Communications

Professional Experience

Aug. 2009 – Present

Secondary Social Studies Teacher, *Hawaii Technology Academy* – Waipahu, HI, Grades 9 – 12

- Developed in-class curriculum, activities, and methods of assessment for all high school social studies students in Hawaiian History, US Government and Politics, World History, US History,
- Managed the online curriculum provided by K12 inc. for all high school history students, which included developing weekly calendars, communicating through kmail and phone with students and parents, grading written assignments, and conducting online classes and tutoring sessions on a daily basis.
- Facilitated participation of HTA seniors in “We The People” program, a nationally recognized course and competition that studies the relationship between US citizens and the Constitution
- Served as “lead teacher” on HTA’s international trip to Beijing, China in April 2011, which included organizing communication with EF Tours and their representatives, managing a group of 48 students and parents, and leading the group through tours that included the Great Wall, the Forbidden City, and Tiananmen Square among others
- Employed differentiated instruction through utilizing lecture, film analysis, primary and secondary document analysis, writing assignments, cooperative learning activities, visual representation, simulations, role-playing, and mock trials in accordance with the curriculum of HTA and the State of Hawaii
- Facilitated critical thinking in a supportive learning environment
- Developed and implemented field trip opportunities to Pearl Harbor, Hawaii Plantation Village, Waimea Valley, and Haunama Bay that increased student engagement and comprehension
- Served as the Co-Faculty Adviser for HTA’s environmental club

Aug. 2010 – Present

Teacher Representative / Secretary, *Hawaii Technology Academy Governing Board* – Waipahu, HI

- Served as a voting member of the HTA Local School Board (LSB), which included making decisions about school expansion, mission, policies, budgeting, and staffing
- Served as the Chair of the Hiring Committee for LSB, which included advertising, interviewing, and recommending candidates for the Executive Director position at HTA
- Facilitated staff discussions and participation over administrative changes and direction of HTA
- Served as LSB secretary, which included recording and publishing meeting minutes to the public

Feb. – June 2009

Leave Replacement, *Berner Middle School* - Massapequa Public School District, Grade 8 American History

- Developed curriculum and methods of assessment for four 8th Grade American History sections, including units on Civil Rights, World War I, The Roaring 20’s, The Great Depression, World War II, the Cold War, and America in the New Millennium
- Employed differentiated instruction through utilizing lecture, film analysis, primary and secondary document analysis, writing assignments, cooperative learning activities, visual representation, simulations, role-playing, and mock trials in accordance with the curriculum of Massapequa and New York State
- Facilitated critical thinking and comprehension in a supportive learning environment

2007 – June 2009

Faculty Advisor, *Massapequa High School Surfrider Club* – Massapequa NY

- Founded a student environmental club with over 50 members
- Facilitated a student developed school-wide recycling program
- Raised over \$6,000 through student run fundraisers and events in 2008-09, which was donated to offset Massapequa High School’s carbon pollution
- Organized field trips and after-school events to places such as the Montauk Lighthouse, TOBAY “Save the Dunes Day,” and Great South Bay Clean-up
- Awarded to the Surfrider Club: Town of Oyster Bay’s Environmental Achievement Award for 2007-2008

Technology Skills

1997 – August 2011

- Proficient at facilitating online learning management systems such as eCollege, and Schoology
- Trained in using educational applications such as Google Apps for Education, Blackboard Collaborate, Adobe Illustrator and Onsync
- Experienced in creating robust online projects with the ability to engage students anywhere with an Internet connection.

References

- **Leigh Fitzgerald**
Executive Director
Hawaii Technology Academy
94-810 Moloalo St.
Waipahu, HI, 96797
[REDACTED]

- **Chris Parker**
Owner / Director of Operations
Aloha Fruit Fly LLC
59-043 Huelo St. Apt. 3A
Haleiwa, HI 96712
[REDACTED]

- **Ms. Libra Forde**
Program Director
Hawaii Technology Academy
94-810 Moloalo St.
Waipahu, HI, 96797
[REDACTED]

- **Mr. Robert Piotrowski**
Assistant Principal
Massapequa High School (Main Campus)
4925 Merrick Road
Massapequa, NY 11758
[REDACTED]

- **Ms. Lois Hawkins**
Social Studies Teacher – Global Studies 10, AP World History, Psychology 12
(Scale)
Massapequa High School (Main Campus)
4925 Merrick Road
Massapequa, NY 11758
[REDACTED]

- **Mr. William J. McDermott**
Attorney at Law for the New York Times Company
3000 Hempstead Tpke. Suite 200
Levittown, New York 11756
[REDACTED]

AMY P. CHIANG

apcl@cornell.edu

EXPERIENCE

STATE OF HAWAII, DEPARTMENT OF COMMERCE AND CONSUMER AFFAIRS, Honolulu, HI
DIVISION OF FINANCIAL INSTITUTIONS, *Field Examination Branch Manager* January 2012 – October 2014
Managed the regulatory examination program for State chartered/licensed financial institutions in Hawaii (banks, depository and non-depository financial loan companies, escrow depositories, money transmitters, and mortgage loan originator companies) to ensure their safety and soundness and compliance with State and federal laws and regulations. Managed a team of examiners that performed on-site examinations and off-site reviews of the institutions. Reviewed, edited and analyzed examiner findings and final reports that are issued to the institutions. Reviewed institution responses to identified violations and observations. Reviewed and modified the examination programs of the various industries as needed, including the launch of an examination program for the mortgage industry. Assisted the Deputy Commissioner and Commissioner with administrative and legislative projects. Performed various administrative duties in connection with managerial position, such as personnel matters, billing, budgeting and examination scheduling.

HAWAII SMALL BUSINESS DEVELOPMENT CENTER Honolulu, HI
Business Consultant (Temporary Contract Position) April 2011 – September 2011
Advised and assisted small businesses in various stages of development, including strategic planning, fundraising, marketing, intellectual property, lease review and other various legal matters.

EVO CAPITAL MANAGEMENT ASIA LIMITED Hong Kong SAR
Assistant General Counsel & Compliance Officer January 2008 – February 2011
Acted as the assistant general counsel and compliance officer of an Asia-focused hedge fund with offices in Hong Kong, Santa Monica, Tokyo, London and Honolulu. Attended to all aspects of regulatory and compliance matters for the firm and its employees, including responding to official inquiries, handling regulatory filings and in-house education and training programs for employees. Developed and oversaw the firm's global regulatory reporting responsibilities and trained junior employees to implement the regime. Acted as transactional deal counsel to and managed structured transactions/special situations positions, including daily management of positions during restructuring efforts and reviewing/negotiating potential exit strategies. Launched a U.S. regulated market making broker dealer, including the development of its initial regulatory compliance regime. Attended to various general corporate matters, including employment, operations and administrative issues. Assisted in various one-off projects within the international group of companies.

EVOLUTION CAPITAL MANAGEMENT LLC Honolulu, HI
Assistant General Counsel July 2006 – December 2007
Assisted the General Counsel in the daily legal and compliance matters of an Asia-focused hedge fund. Reviewed and negotiated private placement transaction documents for the fund's equity linked investments, securities placement agreements, non-disclosure agreements, brokerage agreements, and various types of service agreements. Created monitoring and tracking systems for the firm's regulatory reporting obligations; filed relevant disclosure reports in Korea, Hong Kong, Australia and Japan. Created and established Hong Kong entity/office. Assisted in the launch of new funds, various compliance matters, including handling of restricted securities information and employee trading preclearance.

CADES SCHUTTE LLP Honolulu, HI
Corporate Associate April 2005 – July 2006
Represented limited liability companies and corporations in their formation and reorganization/restructure, acquisitions, negotiations, loans, guarantees, intellectual property assignments, general corporate matters and other various types of corporate transactions. Represented a company in its Regulation D offering. Drafted various formation and transactional documents.

CRAVATH, SWAINE & MOORE LLP
Associate, Corporate Department

Hong Kong & New York, NY
May - July 1999, October 2000 – April 2004

Rotated through securities, general corporate, and mergers and acquisitions groups. Represented issuers and underwriters in various public and private debt and equity offerings, including an attempted initial public offering. Represented an airline in an attempted going-private transaction (terminated due to 9/11). Represented a financial research data provider in an asset and stock acquisition. Drafted and negotiated various transactional documents and agreements. Researched, analyzed and advised U.S. and foreign clients on various issues and performed general corporate work for such clients, including the preparation of various types of public filings.

UNITED STATES DEPARTMENT OF JUSTICE, ANTITRUST DIVISION
Summer Intern

San Francisco, CA
July – August 1999

UNITED STATES ATTORNEY’S OFFICE, E.D.N.Y., CIVIL DIVISION
Summer Intern

Brooklyn, NY
June – August 1998

MCCANN-ERICKSON WORLDWIDE, INC.
Advertising Account Executive

New York, NY
December 1994 – October 1996

Promoted twice in less than two years. Directed and coordinated all aspects of advertising activities on L’Oreal Excellence Hair Crème and Exuberance accounts, including the development and presentation of brand strategy, creative production and media plans to the client, and the management of two advertising budgets totaling \$28+ million. Resulting television campaign for Excellence won an Effie, the industry award for effectiveness. Other brands represented: Preparation H, Dristan, 1-800-FLOWERS, AT&T and AGFA film.

EDUCATION

FORDHAM UNIVERSITY SCHOOL OF LAW

New York, NY

J.D., May 2000, Order of the Coif, Cum Laude, Dean’s List

Fordham Law Review, Associate Editor. Published, “The Federal Boat Safety Act: An Unexpected Exercise in Federal Preemption” (reprinted by request of the Florida Bar Association); invited to join the Mulligan Moot Court Association; President, Asian Pacific American Law Students Association; Fordham Ice Hockey Club.

CORNELL UNIVERSITY COLLEGE OF THE ARTS & SCIENCES
Bachelor of Arts, May 1994, Government, Dean’s List

Ithaca, NY

STUYVESANT HIGH SCHOOL, CLASS OF 1990

New York, NY

SKILLS & INTERESTS

Hawaii Bar (Admitted 2005). New York Bar (Admitted 2001). Passed the Hawaii Real Estate Salesperson Exam on the first attempt (2015). Conversational in Taiwanese, studied Mandarin. Cornell Alumni Admissions Ambassador, Surfing, Traveling, Ice Hockey, Skiing.

Exhibit 4: Board Member Information Form

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:

North Shore Charter School

2. Contact information:

Name: Amy Chiang

[REDACTED]

E-mail: apc1@cornell.edu

1. 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.

2. 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

- 3.

4. I previously served as a board member on the Parent Board of the Rainbow School of Honolulu (Prince Kuhio Federal Child Care Board) from 2014-2015.

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

The families on the North Shore desperately need a better alternative to the current public educational options for middle school (and beyond) for their children. I would like contribute to that effort in any way I can especially as I have a young child myself and would like to remain on the North Shore and be a part of its unique community. Too many families are either moving to the mainland or to Honolulu and having to pay for private school in order to properly educate their children. That should not be the case.

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

The appropriate role of a public charter school governing board member is multi-faceted. First and foremost, it's to ensure that the school abides by its applicable rules and regulations. Second, it's to ensure the school adheres to its charter principles and mission. Thirdly, it's to perform the typical board functions such as selecting and supporting the school leader, strategic planning, and overall financial planning and budgeting of the school.

6. 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 believe that my varied background and experiences will allow me to meaningfully contribute to the NSCS Board. First, as a lawyer with a varied background, I can advise the board from a legal perspective on a variety of issues that may arise and on issues of board governance. Second, I have also previously served on the Parent Board of the Rainbow School of Honolulu (Prince Kuhio Federal Childcare Board) where my son attended daycare from 2014-2015. Third, as a member of the North Shore community, while simultaneously also working and residing in Honolulu, I can bring a unique perspective of "town" and "country" to the Board.

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

As a lawyer, I would bring my knowledge of and experience with the law and board governance. I would also bring my experience as a compliance officer in ensuring that the proper rules and regulations would be followed. From my experience as the Manager with the Division of Financial Institutions at the State of Hawaii, I would bring my managerial skills in dealing with the other members of the board and the school leader. From my experience in advertising, I would bring my knowledge of marketing to the board. From my personal childhood, I would bring my experience and learning from attending a specialized public high school in New York City and see what could be applied to the NSCS. From my life experiences as a whole, I would bring my ability to focus on finding solutions in varied situation using the resources available.

School Mission and Plan

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

My understanding is that it is the mission of North Shore Charter School to empower students to investigate and respond to local, regional, and global issues through Project and Problem Based Learning. The school will focus on issues related to sustainability, agriculture, marine science, and economic development to deliver a Common Core based curriculum that facilitates real world learning experiences through live instruction, technology, and community partnerships to better prepare students for success in high school, college, and careers.

The guiding beliefs or core values of North Shore Charter School are Mindfulness, Responsibility, Collaboration, and Perseverance. Teachers, students, parents, and administration will value cultural differences, multiple perspectives, and human impact on the world (Mindfulness), will be responsible for themselves, each other, and their community (Responsibility), will work together with each other and with community organizations and businesses to investigate real world problems (Collaboration), and be persistent and determined to respond to issues that affect our world (Perseverance).

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

North Shore Charter School's academic plan is to engage 7 - 8th graders with relevant real world issues related to sustainability, agriculture, marine science, and economic development through project and problem based learning. Students will begin each unit with a driving question related to one of the four focus areas. They will then work in groups to investigate, conduct research, experience field work with community partners, collect data, analyze, and draw conclusions in preparation for a culminating activity. The culminating activity will be an authentic assessment of the skills and content students learned during the unit, and require students to produce a product or performance related to the area being studied. After the culminating activity, students will reflect on their learning before concluding the unit with a summative assessment of the Common Core skills and content learned throughout the unit. I understand that PBL was chosen for NSCS to increase student engagement among 7 - 8th graders, and prepare them with the problem solving and critical thinking skills necessary for success in high school.

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

I believe the characteristics of a successful school include a qualified and passionate teaching staff, an engaged student body, an academically challenging curriculum and a supportive environment that inspires and motivates students to be their best selves.

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

Signs that the school is a success will be 1) positive feedback from the students, parents and those in the community, 2) high interest in enrollment from the community and employment by teachers, 3) enrolled students will perform well academically while at NSCS and when they transition to high school, 4) low turnover of teachers and students, and 5) that the school can function and operate within budget.

For the long term, the school can track its students as they continue onto high school and beyond, i.e., college and career, to see how they have fared, the type of work they have chosen and where they eventually settle. Ideally, students will return to the North Shore to become active in the community as leaders and stewards of the lands and culture of the North Shore.

Governance

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

The NSCS governing board will support and manage the school leader to provide oversight and accountability for the larger school goals of student achievement and strategic planning. While the school leader and administration will have responsibility over the day-to-day operations and decision-making of the school, the governing board will be responsible for long term planning and goal setting at NSCS. The governing board will also be responsible for creating board policies and procedures that expand the board's capacity, and increase the overall stability of North Shore Charter School.

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

I will know NSCS is successful after its first year if the average number of students meeting or exceeding the achievement standard on the Hawaii State Assessment is equal to or above the state average for both ELA and Math (as measured by Strive Hi performance reports), the school has responsibly used its funds to come in under budget, and enrollment numbers for the following year meet or exceed the targets set by the school board. These three variables, if met, will show that NSCS is on the track for long term viability and success.

C. How will you know at the end of five years if the school is successful?

I will know that NSCS is successful at the end of year five if all the 8th graders from year 1 have successfully completed high school, and are moving on to attend college or pursue a career. I will also know that NSCS is successful if it has fully transitioned to a permanent campus and continues to carry a budget surplus. Finally, I will know that NSCS is successful if students, parents, teachers, administrators, and alumni are continuing to investigate and respond to real world issues affecting their communities in a way that encourages ongoing stewardship of the North Shore, Hawaii, and the world.

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 first ensure that the school is successful in its first year of operation. Therefore, the NSCS governing board will apply for grants and raise revenue to cover all costs in "Year 0" and provide cash reserves for "Year 1" and beyond. Revenue during "Year 0" will be used to hire and train administration and staff in PBL planning and execution, and to market the school to the North Shore communities and beyond to reach enrollment targets. Financial viability is a cornerstone for school success. Secondly, if approved, the governing board must recruit and hire an exceptional school leader that believes in the school's overall mission and vision, and has the experience to facilitate the mission and vision becoming reality. Finally, the governing board will need to expand its size and capacity, and engage in trainings to become highly effective at school governance.

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?

It would depend on what the actions were but initially, I would most likely discreetly raise the issue with other board members to try and achieve a consensus on a plan of action. Ideally, the issue would be raised in a confidential board meeting where the members accused of acting unethically or not in the best interests of the school would be given the opportunity to respond to the allegations, and if applicable, to cease and desist such actions. Further actions, such as reparations, suspension or removal from the board, would depend on the actions involved and in accordance with governing board bylaws.

Disclosures

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

I/we do not know these individuals Yes

As a member of the North Shore community, I know some of the other prospective governing board members socially. I have also worked with one of the other prospective governing board members at the same company.

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

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


Signature

1/20/17
Date

Exhibit 4: Board Member Information Form

Board Member Information

To be completed individually by each Applicant Governing Board member.

All forms must be signed by hand.

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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:

North Shore Charter School

2. Contact information:

Name: Jessica Amber dos Santos

Phone: [REDACTED]

E-mail: jdossantos@nscharter.org

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.

Jessica joined the NSCS board in 2015. She was born and raised in Kahuku and is an alum of Kahuku High School, the University of Hawai'i at Manoa and the University of Phoenix. After receiving her master's degree in Secondary Education, she began teaching Social Studies at Kalaheo High School for 4 years. She has been teaching History at Hawaii Technology Academy, the state's largest blended learning charter school, for the last 5 years. In addition to being a former board member of the Defend O`ahu Coalition, she has been a lifelong advocate for service learning, organizing and participating in community service events, and has been her school's National Honor Society advisor or co-advisor for the past 9 years. She is a Google Certified Educator and looks forward to successfully building the NSCS so that her son has an excellent middle school option for his future.

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 the youth from the north shore and Ko`olaupua deserve choices in their education that are not currently being offered. Being an educator and having been involved in both the public and charter school environments, I would like my son to have this option when he reaches middle school age.

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

I understand that the board has the highest responsibility to ensure that the school fulfills all of its responsibilities, follows all laws, maintains stakeholder trust, and provides the best educational experience for its students.

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 had extensive experience as an educator for nine years and as a board member of a local non-profit for five years.

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

I have had extensive experience as an educator for nine years, in both the public and charter school environments. I am also a board member of a local non-profit for five years now.

School Mission and Plan

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

I have a deep understanding of it since I helped to craft it. I truly believe that the school's mission, vision and school culture principles are powerful and empowering. The focus on creating student agency through responding to relevant issues and making a difference in their communities will engage students on a deeper level.

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

I helped to draft this academic plan from the beginning, so I feel I have a very strong understanding of it. The board has gone through great effort to ensure that the academic plan was not only going to meet the requirements of the State of Hawai'i and national education laws, but was based on best practices supported by research and over three decades worth of combined experience as seasoned educators.

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

A successful school constantly seeks improvement through study of best practices and analysis of data, it remains adaptable and conscious of changes in the larger community and world, it remains consistent in holding high standards for student and faculty achievement and performance and, most importantly, it does what is best for the students and keeps their well being in the highest priority.

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

We will know if the school is succeeding or not when students make a difference in their communities, perform well academically and have the confidence to move forward in life having

the skills they will need to understand and navigate through it.

Governance

Attachment A. Describe the role that the governing board will play in the school's operation. The governing board will support the school and make sure that the school follows all laws, remains accountable to accomplishing strategic goals, provides high quality education while following its mission, vision and school culture principles. The board will create policies and procedures which allow it to grow with the changing needs of the school and help create sustainable and stable school structures.

Attachment B. How will you know if the school is successful at the end of the first year of operation? I believe that if we meet our initial goals for meeting enrollment targets, exceeding state averages on applicable standardized assessments and responsibly staying on budget we will have had a successful first year.

Attachment C. How will you know at the end of five years if the school is successful? I will know that we are successful at the end of five years if the school is an established and reputable educational choice with a permanent location. By then alumni would be graduates entering college or careers and they would have gone on to better their larger communities and demonstrating student agency to make positive change.

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

The board will need to help the school to manage funds responsibly, fundraise additional funds, secure grants to help the school do things the right way from the beginning. They will need to choose school leadership that is strong and ready to carry the school towards realizing the mission, vision and school culture to fruition. They will need to study the best practices and successful efforts of other successful boards, receive training and conduct research to increase their capacity to continue to grow with the school. They will need to organize the strategic planning process so that goals, actions and measures are clearly laid out and articulated.

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?

I would make sure to review bylaws and policies to ensure that the processes involved in bringing the unethical behavior to light were strictly followed. Then, according to the stated procedures, I would work with the board to work through that process while providing both due process for the individual involved and due diligence on the part of 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

As members of the applicant board whom have worked together on the application process, we have working relationship with each other. The current board members will most likely fill the vacancies for the school's governing board positions if NSCS receives approval.

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, Jessica dos Santos, 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.

Jessica dos Santos
Signature

1/16/17
Date

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Background- describe your role and time commitment

<p>1. Name of charter school on whose governing board you intend to serve: North Shore Charter School</p>
<p>2. Contact information: Name: Patricia Holmberg Phone: [REDACTED] E-mail: pnoimberg@nscharter.org</p>
<p>Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.</p> <p><input type="checkbox"/> Resume and professional bio are attached to this form.</p> <p>1989-1998- State of Hawaii certified teacher. Lead Teacher for Chapter 1 & Title 1 in the Central District of Oahu</p> <p>1998- present- Owner of Kokua in Kind, 1006 Mikole St. Honolulu, HI 96819 I work with over 150 local charities & non-profit organizations handling in-kind vehicle donations.</p>
<p>2. 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.</p> <p style="text-align: right;"><input checked="" type="checkbox"/> Does not apply to me <input type="checkbox"/> Yes</p>
<p>3. Why do you wish to serve on the governing board of the proposed charter school?</p>

I'd like to serve on the governing board of the NSCS because right now the two middle schools serving the north shore of Oahu are both attached to high school campuses. I'd like to see a stand-alone middle school that will give students a meaningful and fulfilling educational experience.

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

I understand that the governing board will provide support, oversight and guidance to the head of the school so that the school leader can focus on student achievement. Also, the governing board will make sure that the school fully complies with all of the requirements of the Hawaii State Charter School Commission.

5. 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 was a Hawaii certified elementary teacher for 10 years. After that I opened a small business in Honolulu. I work closely with local non-profits and charities and feel my well-rounded education as well as business experience will bring added value in many areas to the charter school's governing board.

6. Describe the specific knowledge and experience that you would bring to the governing board. As a 42-year resident of the north shore I bring an understanding of our community. Also, as a businesswoman I bring management, marketing and communication skills as well as fiscal understanding.

School Mission and Plan

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

I know our mission will promote an engaging curriculum combining technology, live instruction and community partnerships to enhance the learning experience.

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

Our school will have a curriculum that is geared to the student developing problem solving and critical thinking skills by engaging in classroom learning. This will be enhanced with field trips and extra curricular learning.

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

In addition to a great faculty and staff I think parent and community support and involvement are most important.

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

I will know the school is fulfilling its mission if the students are reaching their Hawaii State Assessment achievement objectives, are attending school on a regular basis and exhibit the core values of the school.

Governance

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

The governing board will be responsible for long-term planning, implementing goals and insuring the permanence of the North Shore Charter School.

B. How will you know if the school is successful at the end of the first year of operation?
I will know the school is successful at the end of the first year when the Hawaii State Assessment shows that students are achieving at or above the standards for both ELA and math. Also, when enrollment numbers are on target to grow the following year and the school has operated within its given budget.

C. How will you know at the end of five years if the school is successful?
I will know NSCS is successful after five years when students have made a successful transition into high school and have graduated or are on track to graduate. At the end of five years NSCS should also have moved into a permanent campus. It is also important that in 5 years NSCS continues to have the support of parents, community and partnership members.

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 ensure that the first year of school is successful. To do this the governing board will need to make sure that the head of the school is someone who will make the school's mission and vision a priority and reality.

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 think the best way to handle such a situation would be to bring up my concerns to the other board members and allow the parties involved to respond to the allegations.

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
My daughter, Brienne Randle, is a prospective governing board member. I have a working relationship with the other prospective board members as we have been working together on the application process.

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

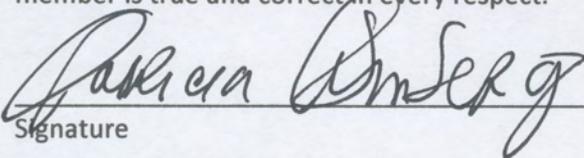
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes

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

<p>or school management organization. <input checked="" type="checkbox"/> I/we do not know any such persons <input type="checkbox"/> Yes</p>
<p>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. <input type="checkbox"/> N/A. <input checked="" type="checkbox"/> I/we have no such interest <input type="checkbox"/> Yes</p>
<p>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. <input type="checkbox"/> N/A <input checked="" type="checkbox"/> I/we or my family do not anticipate conducting any such business <input type="checkbox"/> Yes</p>
<p>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. <input checked="" type="checkbox"/> Does not apply to me, my spouse or family <input type="checkbox"/> Yes</p>
<p>7. 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. <input checked="" type="checkbox"/> None <input type="checkbox"/> Yes</p>

Certification

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



 Signature

01/18/2017
 Date

NSCS Board Bios

Jessica dos Santos

Jessica joined the NSCS board in 2015. She was born and raised in Kahuku and is an alum of Kahuku High School, the University of Hawai'i at Manoa and the University of Phoenix. After receiving her master's degree in Secondary Education, she began teaching Social Studies at Kalaheo High School for 4 years. She has been teaching History at Hawaii Technology Academy, the state's largest blended learning charter school, for the last 5 years. In addition to being a former board member of the Defend O`ahu Coalition, she has been a lifelong advocate for service learning, organizing and participating in community service events, and has been her school's National Honor Society advisor or co-advisor for the past 9 years. She is a Google Certified Educator and looks forward to successfully building the NSCS so that her son has an excellent middle school option for his future.



Patricia Holmberg



Patricia has lived on the North Shore since 1975.

Patricia is a Hawaii state certified teacher and worked with Oahu's Central District for 10 years as a special education Chapter 1 teacher.

She is presently a business owner who works with local charities and non-profits.

Patricia regularly volunteers in her community in many capacities. She has experience as a Girl Scout leader, soccer coach, event coordinator and fundraiser, and community food bank collaborator.

Most recently Patricia joined the NSCS board because she sees the need for a stand-alone middle school on the north shore that can provide an exceptional learning experience for 7th and 8th grade students.

Colin Kennedy

Promoting Expeditionary Learning and School Choice for Students on Oahu's North Shore



Colin moved to the North Shore of Oahu from Amityville, NY. He studied political science at the University of Miami, and earned his Master's degree in Teaching Social Studies from Stony Brook University in 2008. After moving to Hawaii, Colin began working in an innovative charter school environment guiding student achievement as the 7 - 12th grade history teacher at Hawaii Technology Academy (HTA). In 2010 he was nominated to serve on HTA's Governing Board where he helped guide the school from crisis to success by leading the search for a new school director, eliminating the school's debt, and advocating for curriculum changes that have led to increased student achievement.

Under the guidance of family and friends, Colin joined the North Shore Charter School Applicant Board in 2015. His passion for the ocean, the environment, and education was a natural fit with the core values of the North Shore community. As the "Applicant Lead" Colin has made it his goal to bring expeditionary learning to the North Shore and school choice to middle school students and their families living on Oahu. Colin is committed to creating a school that engages students with real world issues supported by sound research, collaboration with the North Shore community, and professional development that creates unique learning opportunities for students and empowers them to become leaders in their communities.

Brianne Randle

Sumner Garber



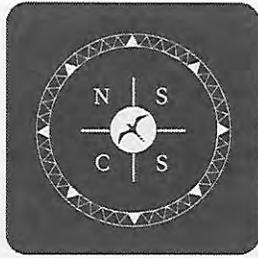
Sumner is a capital markets professional with over 10 years finance experience in Hawaii and Asia. He joined Evolution Capital Management in Honolulu in 2005, and subsequently spent 5 years in its Tokyo and Hong Kong offices. Since returning to Hawaii in 2011, he has engaged with the local community in several volunteer roles as a Mentor with Blue Startups (a national top 20 startup accelerator) and Kupu Hawaii (a conservation service learning program). He graduated from the University of Pennsylvania with a B.A. in Economics and Psychology and a minor in Mathematics. Sumner joined the NSCS board in 2015 and is committed to its success for both his own family and the community as a whole.

Dr. Paul G. Stader

Paul has lived on the North Shore since 1984 and joined the NSCS board in 2016. Paul has a Doctorate in American Studies, 20 years teaching experience in Social Studies, and is a Kumu Hula dedicated to perpetuating the Hawaiian culture through the chants and dances. As a member of the teacher cadre following the Hokule'a on her Malama Honua worldwide voyage, Paul envisions the NSCS as an institution where students can learn and apply the the values of mindfulness, responsibility, cooperation, and perseverance as they work together on issues relevant to our islands and planet.

Attachment S. Admission and enrollment policy (Criterion III.D.3)

NSCS is in the process of creating its admission and enrollment policies. Therefore, we will not be submitting a draft of the document with this application.



**NORTH SHORE
CHARTER SCHOOL**
Mindfulness. Collaboration. Responsibility. Perseverance

www.nscharter.org

Memorandum of Understanding: Offer to Lease Space

Queen Lili'uokalani Protestant Church

66 - 090 Kamehameha HWY

Haleiwa, HI, 96712

Lease Proposal Date — July 1, 2018

Proposal Expiration Date — June 30, 2019

Dear Queen Lili'uokalani Church Council:

This Lease Proposal document outlines the proposal terms for lease of the premises described above to you, North Shore Charter School ("Prospective Tenant"), by Queen Lili'uokalani Church ("Landlord"). If you are interested in proceeding, the full Lease Agreement will be prepared and submitted to you for review and signature.

1. Term of lease — Commencing on July 1, 2018 and ending on June 30, 2019
2. Renewal option — Any negotiations between North Shore Charter School ("Prospective Tenant") and Queen Lili'uokalani Church ("Landlord") for renewing the lease must take place no less than 60 days prior to the initial lease expiration date.
3. Proposed usage — North Shore Charter School (NSCS) proposes to use Emerson Hall, the adjoining bathrooms, and outside space on the property to educate up to 100 middle school students (7th - 8th grade). For the full usage details and NSCS

requirements, please view the attached [NSCS Requirements & Materials List](#) document.

4. Rent — to be negotiated between by the “Prospective Tenant” and the “Landlord” and included in the final agreement.

5. Inclusions — to be negotiated between by the “Prospective Tenant” and the “Landlord” and included in the final agreement.

6. Exclusions — to be negotiated between by the “Prospective Tenant” and the “Landlord” and included in the final agreement.

7. Other items — NSCS would like to work collaboratively with the QLC Council to devise an appropriate and efficient plan for the drop off and pick up of students that minimizes impact on the church property and operations.

8. Lease Agreement — A formal, written lease agreement would be executed between the Parties that would become the final agreement between them.

If you are interested in proceeding to finalize a formal, written Lease Agreement under the scope set out above, please contact Colin Kennedy at (808) 439 - 9622 OR colin@nscharter.org at your earliest possible convenience.

This Lease Proposal does not constitute a contract, or an offer to contract, but rather an invitation to proceed with further actions by the Parties towards execution of a formal agreement between the Parties.

Colin Kennedy

Colin Kennedy, Applicant Board Representative

North Shore Charter School ("Prospective Tenant")

58 - 122 Mamo St.

Haleiwa, HI 96712

1/19/17

Date

John Hirota

John Hirota, Moderator

Queen Lili'uokalani Protestant Church ("Landlord")

66 - 090 Kamehameha HWY

Haleiwa, HI 96712

1-19-17

Date

January 1, 2017

North Shore Charter School
P.O. Box 1116
Haleiwa, HI 96712

The Honorable Sean Quinlan
State Capitol, Room 27
415 South Beretania Street

Dear Charter School Commission,

I am writing to show my support for the North Shore Charter School's charter application. The Ko'olauloa and North Shore communities need a middle school option that will prepare more students to succeed in high school and college. Furthermore, students, and the community, will benefit from an innovative program that empowers its students to respond to the local, regional and global issues our world faces through Project-Based and Expeditionary learning.

As the newly elected Representative for the North Shore's District 47, education and jobs for the North Shore communities were important issues that propelled my campaign's success. Now in office, I will advocate for experiential learning and vocational training for our students in the fields of agriculture, and technology that will better prepare our youth to land high paying jobs and afford them the opportunity to continue living in the district as adults. Students in this district also need greater access Science, Technology, Engineering, and Mathematics (STEM) curriculum that better prepares them for success in the 21st Century. North Shore Charter School's plan for using technology in the classroom and to focus on marine science, sustainability, agriculture, and the local economy will help meet the educational needs of District 47. Therefore, I am pleased to support their efforts to develop an innovative curriculum which emphasizes real-world learning opportunities outside of the classroom to develop lifelong contributors in our community.

We look forward to the Commission's approval of the North Shore Charter School's application. We also look forward to partnering with the school and helping it to realize its mission and vision. Please feel free to contact me at repquinlan@capitol.hawaii.gov should you have any questions.

Sincerely,



The Honorable Sean Quinlan
Hawaii State Representative, District 47

December 21, 2016

North Shore Charter School
P.O. Box 1116
Haleiwa, HI 96712

Waihuena Farm
59-414 Kamehameha Hwy
Haleiwa, HI 96712

Aloha Charter School Commission,

We are writing to express Waihuena Farm's support for the North Shore Charter School's charter application. The Ko`olauloa and North Shore communities need a middle school option that will prepare more students to succeed in high school and college. Furthermore, students, and the community, will benefit from an innovative program that empowers its students to respond to the local, regional and global issues our world faces through Project-Based and Expeditionary learning.

Waihuena's mission is to "Grow Food and a Place for quality of life, health and well being." We offer the community a place to connect with nature and each other. We run an organically produced Community Supported Agriculture program with on farm pickup on Mondays, weekly volunteer days, tours, monthly potlucks, live on farm internships and offer a variety of different events throughout the year. Therefore we believe that we can effectively partner with NSCS in practicing shared values. We are also pleased to support their efforts to develop a curriculum which emphasizes real-world learning opportunities outside of the classroom.

We look forward to the Commission's approval of the North Shore Charter School's application. We also look forward to partnering with the school and helping it to realize its mission and vision. Please feel free to contact us at info@waihuenafarm.com, or on my cell 808.551.8132 (our farm landline 638.0570 is more likely to go to voicemail) should you have any questions.

Mahalo,

Meleana Judd-Cox, Manager
Property Owners- The Judd Ohana, Cully, Carol, Julie & Andrew
& The Waihuena Farm Team including-
India Clark
Eliza Johnson
Caleb Monroe
Menko Mckee

January 18th, 2017

North Shore Charter School
P.O. Box 1110x 4166
Haleiwa, HI 96712

Defend O'ahu Coalition
P. O. Box 416
Kahuku, HI 96731

Dear Charter School Commission,

I am writing to provide Defend Oahu Coalition's support for the North Shore Charter School's charter application. The Ko'olauloa and North Shore communities need a middle school option that will prepare more students to succeed in high school and college. Furthermore, students, and the community, will benefit from an innovative program that empowers its students to respond to the local, regional and global issues our world faces through Project-Based and Expeditionary learning.

Our program's mission is to protect the North Shore and Ko'olauloa from the harmful effects of large scale development. Our program offers the community a chance to preserve open spaces, agricultural lands, pristine shorelines, and natural environments. Therefore we believe that we can effectively partner with NSCS in practicing shared values. We are also pleased to support their efforts to develop a curriculum which emphasizes real-world learning opportunities outside of the classroom.

We look forward to the Commission's approval of the North Shore Charter School's application. We also look forward to partnering with the school and helping it to realize its mission and vision. Please feel free to contact us at stibbardm003@hawaii.nm.com should you have any questions.

Sincerely,



Margaret Primacio
President Pro tem
For Defend O'ahu Coalition

January, 8 2016

North Shore Charter School
P.O. Box 1116
Haleiwa, HI 96712

Wanana Paoa
Your Address
Your Address Line 2

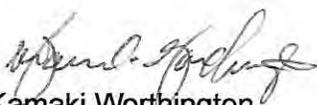
Dear Charter School Commission,

I am writing to show Wanana Paoa's support for the North Shore Charter School's charter application. The Ko`olauloa and North Shore communities need a middle school option that will prepare more students to succeed in high school and college. Furthermore, students, and the community, will benefit from an innovative program that empowers its students to respond to the local, regional and global issues our world faces through Project-Based and Expeditionary learning.

Our program's mission is to share the values of Malama Honua with students and members of the North Shore community to promote sustainability through experiencing voyaging on a traditional Hawaiian sailing canoe . Our program offers the community a chance to learn from the lessons of islanders to take care of our limited resources, as though we were living on a canoe in the open ocean or an island in the middle of the sea. On a canoe, water, food, plants, and other basic needs are in limited supply and are tended to with great care; so too we must tend to our resources on islands, and for all of Island Earth. Therefore we believe that we can effectively partner with NSCS in practicing shared values, and providing students the opportunity to learn how sustainability can affect their lives. We are also pleased to support their efforts to develop a curriculum which emphasizes real-world learning opportunities outside of the classroom.

We look forward to the Commission's approval of the North Shore Charter School's application. We also look forward to partnering with the school and helping it to realize its mission and vision. Please feel free to contact us at nakahili@yahoo.com should you have any questions.

Sincerely,


Kamaki Worthington
Wanana Paoa Founder

January 8, 2016

North Shore Charter School
P.O. Box 1116
Haleiwa, HI 96712

Malama Loko Ea Foundation
P.O. Box 553
Haleiwa, HI 96712

Dear Charter School Commission,

I am writing to show Malama Loko Ea Foundation's support for the North Shore Charter School's charter application. The Ko`olauloa and North Shore communities need a middle school option that will prepare more students to succeed in high school and college. Furthermore, students, and the community, will benefit from an innovative program that empowers its students to respond to the local, regional and global issues our world faces through Project-Based and Expeditionary learning.

MLEF is dedicated to restoring a healthy flourishing ecosystem to Loko Ea through our ongoing habitat restoration, known as, Kulāiwi Nani. Removal of invasive grass species throughout the pond has been ongoing since 2008, reopening waterways, allowing the native vegetation to thrive, in turn, restoring a balanced ecosystem to the area. Our program initiative plays a vital role not only to Loko Ea itself, but also to the greater Waialua bay where marine life rely heavily on the natural food source provided by the nutrient rich water of Loko Ea. Therefore we believe that we can effectively partner with NSCS in practicing shared values, and offer students the opportunity to participate in the restoration and stewardship the Loko Ea Fishpond. We are also pleased to support their efforts to develop a curriculum which emphasizes real-world learning opportunities outside of the classroom.

We look forward to the Commission's approval of the North Shore Charter School's application. We also look forward to partnering with the school and helping it to realize its mission and vision. Please feel free to contact us at rae@lokoea.org should you have any questions.

Sincerely,



Rae Decoito
Executive Director, Malama Loko Ea Foundation

Attachment U. Start-up project management plan (Criterion III.F.1)

Start-up Area	Tasks to Complete	Timeline	Milestones	Responsible Individuals
Facility Financing	<ol style="list-style-type: none"> 1. Research grant opportunities 2. Apply for Public and Private Grants 3. Hold fundraising events (in person and online) 4. Finalize lease agreement with Lili'uokalani Church 5. Assess building and make improvements 	<ol style="list-style-type: none"> 1. Feb. 2017 2. Feb - April 2017 3. March 2017 - June 2017 4. July 2017 5. July 2017 - June 2018 	<p>Important milestones in this category include submitting grant applications, holding fundraising events (already being planned), and finalizing the lease agreement (negotiations currently underway)</p>	<p>NSCS Applicant Board - Brianne Randle, Sumner Garber, Amy Chiang, Colin Kennedy</p> <p>FNSCS (Nonprofit Board) - All members will work on grant research, writing, and fundraising</p>
Start-up Funding	<ol style="list-style-type: none"> 1. Research grant opportunities 2. Apply for Public and Private Grants 3. Hold fundraising events (in person and online) 	<ol style="list-style-type: none"> 1. Feb. 2017 2. Feb - March 2017 3. March 2017 	<p>Important milestones in this category include submitting grant applications prior to the deadline, potentially receiving grant funding, and holding fundraising events.</p>	<p>NSCS Applicant Board - Paul Stader, Brianne Randle, Sumner Garber</p> <p>FNSCS (Nonprofit Board) - All members will work on grant research, writing, and fundraising</p>
School Enrollment (Marketing)	<ol style="list-style-type: none"> 1. Make updates to school website 2. Begin advertising for "pre-enrollment" 3. Develop registration process and procedures 4. Advertise open 	<ol style="list-style-type: none"> 1. Jan. 2017 2. March - July 2017 3. Jan - July 2017 4. July 2017 - 	<p>Important milestones in this category include finalizing the registration process, which will facilitate open enrollment marketing in print and social</p>	<p>All members of NSCS Governing Board will participate in executing the school marketing and enrollment plan.</p>

	<p>enrollment (after approval by CSC).</p> <ol style="list-style-type: none"> 5. Hold "Open House" events to advertise school 	<p>June 2018</p>	<p>media, and through attending community events through the North Shore and Windward communities. "Open House" event will also be scheduled with community partners to show the community the type of education NSCS will offer.</p>	
<p>Hiring Admin and Faculty</p>	<ol style="list-style-type: none"> 1. Create School Leadership Search Committee 2. Post job description and qualifications 3. Collect resumes and interview qualified applicants 4. Make final recommendation to Governing Board 5. Hire School Leadership Positions 	<ol style="list-style-type: none"> 1. July 2017 2. July - August 2017 3. Aug - Dec. 2017 4. Jan. 2018 - March 2018 5. March 2018 	<p>All important milestones are listed in the timeline for this category.</p>	<p>The School Leadership Search Committee (TBD) will take the lead in tasks 1-4. The entire Governing Board will make the final decision on school leadership positions by March 2018.</p>
<p>Governing Board Expansion</p>	<ol style="list-style-type: none"> 1. Recruit new members with background in technology, accounting, and / or facilities development 2. Add board members and conduct training 	<ol style="list-style-type: none"> 1. Jan 2017 - July 2017 2. April 2017 - June 2018 	<p>The Governing Board will begin trainings during this time period to build capacity and develop all school policies and procedures pertaining to school</p>	<p>All Governing Board members will participate in GB expansion and training.</p>

			governance, finance, academics, and management	
Curriculum Development	<ol style="list-style-type: none"> 1. Finalize contract terms for use of Connexus 2. School Leadership hires teachers 3. Teachers undergo training and professional development related to PBL and Connexus. 	<ol style="list-style-type: none"> 1. July 2017 - Aug. 2017 2. April - May 2018 3. June - July 2018 	<p>After the School Director is hired, they will be in charge of interviewing and hiring teachers. Once teachers are hired, they will begin 10 total training days (70 hours) in PBL Curriculum training and development, and learning Connexus</p>	<p>NSCS GB Academic Committee - to facilitate the training and curriculum development plan for new teachers.</p>

Attachment X. Nonprofit organization's bylaws or policies (business and conflict of interest) (Criterion III.G.4.b)

NSCS will not be operated by a non-profit organization, and therefore is not required to submit this optional attachment. This attachment is not applicable.

Attachment z. Evidence of Commitment For Funds

NSCS is in the process of researching and securing funds from both federal and non-profit agencies. NSCS will provide further details at later date.