

Alaka`i O Kaua`i Charter School Attachment – N/A

Attachment J – We have not yet developed an Employee Manual

Attachment K: School Calendar for Year 1 (2017-2018)

Alaka'i O Kaua'i Proposed School Calendar 2017-2018

Week	Student Days	Teacher Days		Su	M	Tu	W	Th	F	Sa	
0	0	0 + 5	July 2017	23	24	25	26	27	28	29	1st SEMESTER 89 Student Days (Ends December 22)
1	0	4 + 1		30	31	1	2	3	4	5	July 24 – 31 – A school Training (paid workshop – 6 days)
2	5	9	August	6	7*	8*	9*	10*	11	12	August 1 – Teachers' First Day
3	9	13		13	14	15	16	17	18	19	August 7 – Student's first day (gr 1-4)
4	14	18		20	21	22	23	24	25	26	Aug 7 10 – Kindergarten Assessments*
5	19	23		27	28	29	30	31	1	2	August 11 – Kindergarten first day
6	22	27	September	3	4	5	6	7	8	9	August 18 – Statehood Day (Ho day)
7	27	32		10	11	12	13	14	15	16	August 21 Sept 1 – Benchmark Assessments (F&P, Do che, WTW, MAP)
8	32	37		17	18	19	20	21	22	23	Sept 4 – Labor Day (Ho day)
9	37	42		24	25	26	27	28	29	30	September 5 – Teacher Collaborat on Day (no students)
10	42	47	October	1	2	3	4	5	6	7	September 6 – Back to School Night
11	42	47		8	9	10	11	12	13	14	September 13 – 15: LP Conferences (early release)
12	47	52		15	16	17	18	19	20	21	October 9 13: Fall Break
13	52	57		22	23	24	25	26	27	28	
14	57	62		29	30	31	1	2	3	4	
15	61	66	November	5	6	7	8	9	10	11	November 10 – Veteran's Day
16	66	71		12	13	14	15	16	17	18	
17	69	74		19	20	21	22	23	24	25	November 23: Thanksgiving (Ho day)
18	74	79		26	27	28	29	30	1	2	November 24: School Ho day (Ho day)
19	78	83	December	3	4	5	6	7	8	9	December 4: Teacher Collaborat on Day (no students)
20	83	88		10	11	12	13	14	15	16	December 13 – 15: Student Led Conferences (Early Release)
21	87	93		17	18	19	20	21	22	23	December 22: Winter Break (no school)
22	87	93		24	25	26	27	28	29	30	2nd SEMESTER - 93 Student Days (Ends May 31)
23	87	93		31	1	2	3	4	5	6	December 22 – January 5 – Winter Break
24	92	98	January	7	8	9	10	11	12	13	December 25 – Christmas (Ho day)
25	96	102		14	15	16	17	18	19	20	January 1 – New Year's Day (Ho day)
26	101	107		21	22	23	24	25	26	27	January 8 – Teachers' Work Day (no students)
27	106	112		28	29	30	31	1	2	3	January 15: Martin Luther King, Jr Day (Ho day)
28	111	117	February	4	5	6	7	8	9	10	January 16 25: Benchmark Assessments (F&P, Do che, WTW, MAP)
29	116	122		11	12	13	14	15	16	17	February 12 16: Institute Day (One day with no students during the week. Date TBD.)
30	120	126		18	19	20	21	22	23	24	February 19: Presidents' Day (Ho day)
31	125	131		25	26	27	28	1	2	3	
32	130	136	March	4	5	6	7	8	9	10	
33	135	141		11	12	13	14	15	16	17	
34	135	141		18	19	20	21	22	23	24	March 19 – 23: Spring Break
35	138	144		25	26	27	28	29	30	31	March 26: Kuh o Day (Ho day)
36	143	149	April	1	2	3	4	5	6	7	March 30: Good Friday (Ho day)
37	148	154		8	9	10	11	12	13	14	May 7 17: Benchmark Assessments (F&P, Do che, WTW, MAP)
38	153	159		15	16	17	18	19	20	21	
39	157	164		22	23	24	25	26	27	28	Apr 23: Teacher Collaborat on Day (No Students)
40	162	169		29	30	1	2	3	4	5	May 31 – Last Day for Students and Second Semester Ends
41	167	174	May	6	7	8	9	10	11	12	
42	172	179		13	14	15	16	17	18	19	
43	177	184		20	21	22	23	24	25	26	
44	181	189		27	28	29	30	31	1	2	
TOTAL	181	189 + 6		3	4	5	6	7	8	9	June 1 – Last Day for Teachers
Q1	42	47 + 6	Legend Ho day Assessments (Full Day for Students & Teachers) Non-School Day Early Release Days (Students); Full Day for Teachers Teacher Work Day (no students) Professional Development (Suspended Teacher Time)								
Q2	45	46									
Q3	47	48									
Q4	46	48									

Attachment L: Sample Daily and Weekly Schedules

Kindergarten: Daily and Weekly Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:50 – 8:15	Voice and Choice	Voice and Choice	Voice and Choice	Voice and Choice	Voice and Choice
8:15 – 8:45	<u>Morning Meeting</u> Sing-Along, Calendar & Number Corner	<u>Morning Meeting</u> Sing-Along, Calendar & Number Corner	<u>Morning Meeting</u> Sing-Along, Calendar & Number Corner	<u>Morning Meeting</u> Sing-Along, Calendar & Number Corner	<u>Morning Meeting</u> Sing-Along, Calendar & Number Corner
8:45 – 9:45	<u>Daily Five</u> Listen to Reading Work on Writing, Word Work	<u>Daily Five</u> Listen to Reading Work on Writing, Word Work	<u>Daily Five</u> Listen to Reading Work on Writing, Word Work	<u>Daily Five</u> Listen to Reading Work on Writing, Word Work	<u>Voice and Choice: Workshops</u> (Dance, Art, Music, Outdoor Ed,) Field Trips <i>Students will sign up for special topics workshops offered by teachers, support staff, and volunteers form the community. (eg: theatre, gardening, book club)</i>
9:45 – 10:00	Morning Recess & Snack	Morning Recess & Snack	Morning Recess & Snack	Morning Recess & Snack	
10:00 – 10:30	<u>Daily Five</u> Read to Self, Read to Someone Guided Reading	<u>Daily Five</u> Read to Self, Read to Someone Guided Reading	<u>Daily Five</u> Read to Self, Read to Someone Guided Reading	<u>Daily Five</u> Read to Self, Read to Someone Guided Reading	
10:30 – 11:15	Everyday Math	Everyday Math	Everyday Math	Everyday Math	
11:15 – 11:30	Movement/ P.E.	Movement/ P.E.	Movement/ P.E.	Movement/ P.E.	
11:30 – 12:00	Lunch	Lunch	Lunch	Lunch	11:30am Early Release
12:00 – 12:30	S.E.L. (7 Habits)	S.E.L. (7 Habits)	S.E.L. (7 Habits)	S.E.L. (7 Habits)	
12:30 – 1:50	<u>Project-Based Learning:</u> Social Studies/ Science/ Health/ 5 C's	<u>Project-Based Learning:</u> Social Studies/ Science/ Health/ 5 C's	<u>Project-Based Learning:</u> Social Studies/ Science/ Health/ 5 C's	<u>Project-Based Learning:</u> Social Studies/ Science/ Health/ 5 C's	
1:50 – 2:00	<u>Closing Circle</u>	<u>Closing Circle</u>	<u>Closing Circle</u>	<u>Closing Circle</u>	
2:00	School Ends	School Ends	School Ends	School Ends	

Attachment L: Sample Daily and Weekly Schedules

Grades 1-2 Daily and Weekly Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:50 – 8:15	Voice and Choice	Voice and Choice	Voice and Choice	Voice and Choice	Voice and Choice
8:15 – 8:45	Morning Meeting & S.E.L. (7 Habits)	Morning Meeting & S.E.L. (7 Habits)	Morning Meeting & S.E.L. (7 Habits)	Morning Meeting & S.E.L. (7 Habits)	Morning Meeting & S.E.L. (7 Habits)
8:45 – 9:45	Daily Five Listen to Reading Work on Writing, Word Work	Daily Five Listen to Reading Work on Writing, Word Work	Daily Five Listen to Reading Work on Writing, Word Work	Daily Five Listen to Reading Work on Writing, Word Work	<p><u>Voice and Choice:</u> <u>Workshops</u> (Dance, Art, Music, Outdoor Ed,) Field Trips</p> <p><i>Students will sign up for special topics workshops offered by teachers, support staff, and volunteers form the community. (eg: theatre, gardening, book club)</i></p>
9:45 – 10:00	Morning Recess & Snack	Morning Recess & Snack	Morning Recess & Snack	Morning Recess & Snack	
10:00 – 10:30	Daily Five Read to Self, Read to Someone Guided Reading	Daily Five Read to Self, Read to Someone Guided Reading	Daily Five Read to Self, Read to Someone Guided Reading	Daily Five Read to Self, Read to Someone Guided Reading	
10:30 – 11:30	Everyday Math	Everyday Math	Everyday Math	Everyday Math	
11:30 – 11:45	Movement/ P.E.	Movement/ P.E.	Movement/ P.E.	Movement/ P.E.	
11:45 – 12:15	Lunch & Recess	Lunch & Recess	Lunch & Recess	Lunch & Recess	
12:15 – 12:30	Words Their Way (Spelling)	Words Their Way (Spelling)	Words Their Way (Spelling)	Words Their Way (Spelling)	
12:30 – 1:50	<u>Project-Based Learning:</u> Social Studies/ Science/ Health/ 5 C’s	<u>Project-Based Learning:</u> Social Studies/ Science/ Health/ 5 C’s	<u>Project-Based Learning:</u> Social Studies/ Science/ Health/ 5 C’s	<u>Project-Based Learning:</u> Social Studies/ Science/ Health/ 5 C’s	
1:50 – 2:00	<u>Closing Circle</u>	<u>Closing Circle</u>	<u>Closing Circle</u>	<u>Closing Circle</u>	
2:00	School Ends	School Ends	School Ends	School Ends	

Attachment L: Sample Daily and Weekly Schedules

Grades 3-5 Daily and Weekly Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:50 – 8:15	Voice and Choice/ Guided Reading	Voice and Choice/ Guided Reading	Voice and Choice/ Guided Reading	Voice and Choice/ Guided Reading	Voice and Choice/ Guided Reading
8:15 – 8:45	Morning Meeting & S.E.L. (7 Habits)	Morning Meeting & S.E.L. (7 Habits)	Morning Meeting & S.E.L. (7 Habits)	Morning Meeting & S.E.L. (7 Habits)	Morning Meeting & S.E.L. (7 Habits)
8:45 – 10:00	<u>Daily Five</u> Listen to Reading Work on Writing, Word Work Read to Self, Read to Someone	<u>Daily Five</u> Listen to Reading Work on Writing, Word Work Read to Self, Read to Someone	<u>Daily Five</u> Listen to Reading Work on Writing, Word Work Read to Self, Read to Someone	<u>Daily Five</u> Listen to Reading Work on Writing, Word Work Read to Self, Read to Someone	<u>Voice and Choice:</u> <u>Workshops</u> (Dance, Art, Music, Outdoor Ed.) Field Trips <i>Students will sign up for special topics workshops offered by teachers, support staff, and volunteers form the community. (eg: theatre, gardening, book club)</i>
10:00 – 10:15-	Morning Recess & Snack	Morning Recess & Snack	Morning Recess & Snack	Morning Recess & Snack	
10:15 – 10:30	Words Their Way (Spelling)	Words Their Way (Spelling)	Words Their Way (Spelling)	Words Their Way (Spelling)	
10:30 – 11:30	Everyday Math	Everyday Math	Everyday Math	Everyday Math	
11:30 – 12:00	<u>Specials:</u> Music/Arts/PE/Language	<u>Specials:</u> Music/Arts/PE/Language	<u>Specials:</u> Music/Arts/PE/Language	<u>Specials:</u> Music/Arts/PE/Language	
12:00 – 12:30	Lunch & Recess	Lunch & Recess	Lunch & Recess	Lunch & Recess	
12:30 – 1:50	<u>Project-Based Learning:</u> Social Studies/ Science/ Health/ 5 C’s	<u>Project-Based Learning:</u> Social Studies/ Science/ Health/ 5 C’s	<u>Project-Based Learning:</u> Social Studies/ Science/ Health/ 5 C’s	<u>Project-Based Learning:</u> Social Studies/ Science/ Health/ 5 C’s	11:30am Early Release
1:50 – 2:00	<u>Closing Circle</u>	<u>Closing Circle</u>	<u>Closing Circle</u>	<u>Closing Circle</u>	
2:00	School Ends	School Ends	School Ends	School Ends	

Attachment L: Sample Daily and Weekly Schedules

Grades 6 Daily and Weekly Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:50 – 8:30	<u>Advisory</u> Team Planning, Journaling, Voice and Choice,	<u>Advisory</u> Team Planning, Journaling, Voice and Choice,	<u>Advisory</u> Team Planning, Journaling, Voice and Choice,	<u>Advisory</u> Team Planning, Journaling, Voice and Choice,	<u>Advisory</u> Team Planning, Journaling, Voice and Choice,
8:30 – 8:45	<u>Morning Meeting</u> S.E.L. (7 Habits)	<u>Morning Meeting</u> S.E.L. (7 Habits)	<u>Morning Meeting</u> S.E.L. (7 Habits)	<u>Morning Meeting</u> S.E.L. (7 Habits)	<u>Morning Meeting</u> S.E.L. (7 Habits)
8:45 – 10:00	<u>Daily Five</u> Read to Self Work on Writing, Word Work Listen to Reading Read to Someone	<u>Daily Five</u> Read to Self Work on Writing, Word Work Listen to Reading Read to Someone	<u>Daily Five</u> Read to Self Work on Writing, Word Work Listen to Reading Read to Someone	<u>Daily Five</u> Read to Self Work on Writing, Word Work Listen to Reading Read to Someone	<u>Voice and Choice: Workshops</u> (Dance, Art, Music, Outdoor Ed,) Field Trips
10:00 – 10:15	Morning Recess & Snack	Morning Recess & Snack	Morning Recess & Snack	Morning Recess & Snack	<i>Students will sign up for special topics workshops offered by teachers, support staff, and volunteers form the community. (eg: theatre, gardening, book club)</i>
10:15 – 10:45	<u>Daily Five</u> Listen to Reading Words Their Way Read to Someone	<u>Daily Five</u> Listen to Reading Words Their Way Read to Someone	<u>Daily Five</u> Listen to Reading Words Their Way Read to Someone	<u>Daily Five</u> Listen to Reading Words Their Way Read to Someone	
10:45 – 11:00	Words Their Way	Words Their Way	Words Their Way	Words Their Way	
11:00 – 12:00	Everyday Math	Everyday Math	Everyday Math	Everyday Math	
12:00 – 12:30	Lunch	Lunch	Lunch	Lunch	11:30am Early Release
12:30 – 1:50	<u>Projects</u> Social Studies/ Science/ Health/ 5 C's	<u>Projects</u> Social Studies/ Science/ Health/ 5 C's	<u>Projects</u> Social Studies/ Science/ Health/ 5 C's	<u>Projects</u> Social Studies/ Science/ Health/ 5 C's	
1:50 – 2:00	<u>Closing Circle</u>	<u>Closing Circle</u>	<u>Closing Circle</u>	<u>Closing Circle</u>	
2:00	School Ends	School Ends	School Ends	School Ends	

Attachment L: Sample Daily and Weekly Schedules

Friday Schedule (Grade K-6)

	<u>Kindergarten</u>	<u>Grades 1-2</u>	<u>Grades 3-5</u>	<u>Grade 6</u>
7:50 – 8:15	Voice and Choice	Voice and Choice	Voice and Choice	<u>7:50 – 8:30</u> <u>Advisory</u> Team Planning, Journaling, Voice and Choice,
8:15 – 8:45	Morning Meeting Sing-Along, Calendar & Number Corner	Morning Meeting & S.E.L. (7 Habits)	Morning Meeting & S.E.L. (7 Habits)	8:30 – 8:45 <u>Morning Meeting</u> S.E.L. (7 Habits)
8:45 – 9:35	<u>Workshop Series 1 (multiage grouping)</u> <i>Students will sign up for special topics workshops offered by teachers, support staff, and volunteers from the community. (eg: theatre, gardening, book club)</i>			
9:35 – 9:40	Passing Time			
9:40 – 10:20	<u>Workshop Series 2 (multiage grouping)</u> <i>Students will sign up for special topics workshops offered by teachers, support staff, and volunteers from the community. (eg: theatre, gardening, book club)</i>			
10:20 – 10:35	Recess			
10:35 – 11:15	<u>Workshop Series 3 (multiage grouping)</u> <i>Students will sign up for special topics workshops offered by teachers, support staff, and volunteers from the community. (eg: theatre, gardening, book club)</i>			
11:15 – 11:30	<u>Village Meeting: Closing Circle, Singing</u> <i>In the true spirit of Aloha, the entire Alaka`i O Kaua`i School Community will close each week’s time together with a gathering to affirm our group identity and commitment to community by celebrating successes and singing together.</i>			
11:30	School Ends			

Alaka`i O Kaua`i Charter School Attachments The following attachments are not applicable for our 2015-2016 application.

Attachment M – “Not applicable because the proposed school does not plan to partner with a Service Provider”

Attachment N – “Not applicable because the proposed school does not plan to partner with a Service Provider”

Attachment O – “Not applicable because the proposed school does not plan to partner with a Service Provider”

Attachment P – “Not applicable because the proposed school does not plan to partner with a Service Provider”

Attachment Q – “Not applicable because the proposed school does not plan to partner with a Service Provider”

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Governing board bylaws, governing policies

Bylaws
Of
Alaka`i O Kaua`i Charter Schools
(A Non-Profit Public Benefit Corporation)

**ARTICLE I
NAME**

Section I. NAME. The name of this corporation is Alaka`i O Kaua`i Charter School.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located in Kapa`a, Hi 96746. The Board of Directors may change the location of the principal office. The secretary on these bylaws opposite this Section must note any such change of location; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to create, organize and provide support for a charter school in the community of Kauai, Hawaii. Also in the context of these purposes , the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda , or otherwise attempting to influence legislation, and the Corporation shall not participate in , or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section I. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise, the general provisions, rule of construction, and definitions in the Hawaii Non-Profit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

Section I. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a non-profit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501 (c)(3).

**ARTICLE VI
MEMBERSHIP**

section I. MEMBERS. Alaka'i O Kaua'i Charter School, a Hawaii nonprofit public benefit corporation, shall be the sole statutory member of this corporation ("Sole Statutory Member") as the term "member" is defined in Section 5056 of the Nonprofit Corporation Law of Hawaii. The membership of the Sole Statutory Member in this corporation is not transferable.

Section 2. ASSOCIATES. Nothing in this Article 6 shall be construed as limiting the right of the corporation to refer to persons associated with it as "members" even though such persons are not members of the corporation, and no such reference shall make anyone a member within the meaning of Section 5056 of the Hawaii Nonprofit Corporation Law, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the board of trustees, but may not vote. The corporation may confer by amendment of its articles of incorporation or these bylaws some or all of the rights of a member, as set forth in the Nonprofit Corporation Law of Hawaii, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the corporation's assets, on the merger or dissolution of it, or on changes to its articles of incorporation or bylaws, but no such person shall be a member within the meaning of Section 5056. The board of trustees may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

Section 3. RIGHTS OF SOLE STATUTORY MEMBER. The Sole Statutory Member shall have the right to vote, as set forth in these bylaws, approving this corporation's elected directors of the board, on the disposition of all or substantially all of this corporation's assets, on any merger and its principal terms and any amendment of those terms, and on any election to dissolve this corporation, and as otherwise required under the Hawaii Nonprofit Corporation Law or set forth in these bylaws.

ARTICLE VII BOARD OF DIRECTORS

Section I. GENERAL POWERS. Subject to the provisions and limitations of the Hawaii Non-Profit Public Benefit Corporation Law and any other applicable laws, subject to the powers of the Sole Statutory Member, and subject to any limitations of this corporation's articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the "Board of Directors", "Governing Board" or "Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board, subject to the powers of the Sole Statutory Member.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section I of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- (a) Appoint and remove, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require them to provide security for faithful service.
- (b) Change the principal office or the principal business office in Hawaii from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside Hawaii; and designate a place in or outside Hawaii for holding any corporate meetings.
- (c) Adopt and use a corporate seal and alter the form of the seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than nine (9) voting members. With the exception of the initial Directors, which have been named by the Incorporator, all Directors shall be nominated and elected by the existing Board of Directors and approved by the Sole Statutory Member, except that the following seats will be reserved:

- (a) One (1) The Superintendent of the Kauai School District may appoint one Director at the District's discretion. In the event that the Superintendent fails to appoint the District Director, in any year, on or before October 15 of such year, then the Board of Directors may nominate and elect, subject to the approval of the Sole Statutory Member, an additional community member Director to fill that seat for that year;
- (b) At least one (1) parent Director may be nominated and elected by a vote of the parents of the charter school's current year students, and approved by the Sole Statutory Member, to serve a term of one (1) year. In the event that no parent representative is elected to the Board of Directors on or before October 15 of any year, then the Board of Directors shall nominate and elect, subject to the approval of the Sole Statutory Member, an additional Director to fill that seat for that year;
- (c) At least one (1) teacher Director may be nominated and elected by a vote of the teachers of the charter school's current year, and approved by the Sole Statutory Member, to serve a term of one (1) year. In the event that no teacher representative is elected to the Board of Directors before October 15 of any year, then the Board of Directors shall nominate and elect, subject to the approval of the Sole Statutory Member, an additional community member Director to fill that seat for that year.

Except for parent Director and teacher Director positions, Directors shall hold office for one (1)

year in the start-up year and three (3) years thereafter until a successor Director has been designated and qualified, and may be reelected for unlimited terms. Terms for the initial Board of Directors shall be staggered to establish continuity and sustainability.

Parent Directors and teacher Directors, or those elected to fill their seats, shall have a term of one (1) year, but may be re-elected for two (2) consecutive years. All terms shall be subject to the removal rights of the Sole Statutory Member.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 1/3 of the persons serving on the Board of Directors may be "interested persons." An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Section 5. PROCESS FOR NOMINATION AND ELECTION OF BOARD MEMBERS. Other than a parent Director, teacher Director or District Director, which are elected or appointed as set forth in Section 3, the Board of Directors may identify Director candidates by any means, typically by (i) recommendation of a current Director, or (ii) when a candidate asks to be a Director and/or fills out an application. The Board Development Committee will review all applicants from the Charter School Board Application Form which states their community experience and/or employment, why they are interested in serving on the governing board and areas of expertise/experience that will contribute to the board. The Board Development Committee will meet with potential candidates and make a nomination(s) to the full Board. Nominated candidates will be given five minutes to introduce themselves to the board, followed by an opportunity for a question answer session. At the following board meeting, a vote will be held to decide which candidate will fill any vacancy(ies).

Section 6. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the board's authorization.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of

- (a) the death or resignation of any director;
- (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under Hawaii Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3;
- (c) the increase of the authorized number of directors; (d) disenrollment from the charter school of a student or students of a parent serving on the Board of Directors; or (e) termination of employment with the charter school. Such vacancies shall be filled pursuant to Section 10 below.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairperson of the Board, if any, or to the President or the Secretary of the corporation. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the Hawaii

Attorney General, no director may resign if the corporation would be left without five (5) directors.

Section 10. VACANCIES FILLED BY BOARD AND SOLE STATUTORY MEMBER Vacancies on the Board of Directors may be filled by nomination and election of the Board of Directors, and approval of the Sole Statutory Member or, if the number of directors then in office is less than a quorum, by (1) the unanimous consent of the directors then in office, subject to the approval of the Sole Statutory Member, (2) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211, subject to the approval of the Sole Statutory Member, or (3) a sole remaining director, subject to the approval of the Sole Statutory Member.

Section II. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any director being removed before his or her term of office expires.

Section 12. REMOVAL Other than the District Director, any director may be removed at any time, with or without cause, by the Sole Statutory Member.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Regular meetings shall be held at the principal office of the corporation; provided, however, that the Board of Directors may designate that a meeting be held at any place on Kauai that has been designated by resolution of the Board of Directors or in the notice of the meeting.

Section 14. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be agreed upon by the Board of Directors at the annual Board meeting in October of such year. The Board of Directors shall hold an annual meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Agendas must be posted seventy-two (72) hours previous to the meeting. All meetings the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, Hawaii Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the Chairperson of the Board, if any, the President or any Vice-President, the Secretary, or any two Directors but may only be conducted if two-thirds of the board of directors vote that a situation warranting a special or emergency meeting exists.

Section 16. NOTICE OF SPECIAL OR EMERGENCY MEETINGS. Notice of the time and place of special meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the director's address or telephone number as shown on the corporation's records.

Notice of the time and place of special or emergency meetings shall be given to all media who have provided written notice to the corporation.

The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

Section 17. QUORUM. A majority of the authorized number of directors shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the board, subject to the more stringent provisions of the Hawaii Non-Profit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the board, and (d) indemnification of directors. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 18. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 19. CREATION OF POWERS OF COMMITTEES. The board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the board, to the extent provided in the Board of Directors resolution, except that no committee may:

- (a) Fill vacancies on the Board of Directors or any committee of the board;
- (b) Fix compensation of expenses of the directors for serving on the Board of Directors or on any committee
- (c) Amend or repeal bylaws or adopt new bylaws;
- (d) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repeal able;
- (e) Create any other committees of the Board of Directors or appoint the members of committees of the board;
- (f) Approve any action for which the Hawaii Nonprofit Corporation law or these bylaws require the approval of the Sole Statutory Member;
- (g) Take any final action on any matter that, under the Hawaii Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members of the board;

Section 20. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other Board of Directors actions, except as otherwise set by either the Board of Directors or the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 21. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Treasurer Chief Financial Officer. The corporation, at the board's direction, may also have a chairperson of the board, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article VIII, Section 4 of these by laws

Section 2. DUPLICATION OF OFFICE HOLDERS. The same person may hold any number of offices, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the chairperson of the board .

Section 3. ELECTION OF OFFICERS. The officers of this corporation, except any appointed under Article VIII, Section 4 of these bylaws, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint or authorize the chairperson of the board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority hold office for the specified period, and perform the duties specified in the bylaws or established by the board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. Any other officer on whom the Board of Directors confers the power of removal may remove an officer who was not chosen by the Board of Directors. If a Director has missed two (2) or more consecutive meetings, he/she will automatically be removed from the Board.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the maimed prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRPERSON OF THE BOARD. If a chairperson of the Board of Directors is elected, he or she shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the chairperson of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the chairperson of the board, if any, and subject to the control of the board, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and Officers as fully described in any applicable employment contract, agreement, or job specification. In the absence of the chairperson of the board, or if none, the President shall preside at all Board of Directors meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the board, or, if not ranked, a Vice-President designated by the board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and is subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section II SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the board, and committees of the board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special and, if special, how authorized; the notice given; and the names of persons present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal or Hawaii office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER/TREASURER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation's funds as the Board of Directors may order; (iii) render to the President, chairperson of the board, if any, and the board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

If required by the board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. No director of this corporation or any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors or have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous management with reasonable effort under

the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X LOANS TO DIRECTORS AND OFFICERS

Section I. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the Hawaii Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XI INDEMNIFICATION

INDEMNIFICATION To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238(b) or section 5238(c), the Board of Directors shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XII INSURANCE

Section I. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

**ARTICLE XIII
MAINTENANCE OF CORPORATE RECORDS**

Section I. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of its board and committees of the board; and
- (c) Such reports and records as required by law.

**ARTICLE XIV
INSPECTION RIGHTS**

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by Hawaii and federal law. The director's agent or attorney may make in person or the inspection. The right of inspection includes the right to copy and make extracts of documents as permitted by Hawaii and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with Hawaii or federal law pertaining to access to books, records, and documents.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal Hawaii office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Board of Directors at all reasonable times. If the corporation has no business office in Hawaii, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and by laws, as amended to the current date.

**ARTICLE XV
REQUIRED REPORTS**

Section I. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors and the Sole Statutory Member within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes
- (d) The corporation's expenses or disbursement for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An independent accountants' report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and furnish to each director a statement of any transaction or indemnification of the following kind:

Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:

Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVI AMENDMENT OF BYLAWS

Section I. AMENDMENT. The Board of Directors may adopt, amend, or repeal bylaws unless doing so would be a prohibited amendment under the Hawaii Corporations Code. Any amendment to these bylaws will require a majority vote of the authorized number of directors. In addition, any amendment to these bylaws, which would affect the Sole Statutory Member's rights as provided under the Hawaii Nonprofit Corporation Law, or these bylaws requires the approval of the Sole Statutory Member.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Alaka'i O Kaua'i Charter Schools, a Hawaii non-profit public benefit corporation; that these bylaws, consisting of 11 pages, are the bylaws of this corporation as Adopted by the Board of Directors on _____; And that these bylaws have not been amended or modified since that date.

Executed on this _____ Day of _____, 2015

Secretary, Alaka'i O Kaua'i Charter Schools

Board Governance

Board Duties and Responsibilities; Delegation of Power

Charter schools are governed by boards, not by individual board members. While understanding their separate roles, the Board of Directors and the School Director work together as a governance team in operating **Alaka'i O Kaua'i** ("School"). The governance team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively. In consideration of these guiding principles, the following policy identifies the role of the Board and the role of the Director.

Role of the Governing Board

Vision and Strategic Plan:

- The Board drafts, modifies and approves the School Mission and in each subsequent year, reevaluates the School Mission
- The Board reviews, provides input and approves the Strategic Plans submitted by the School Director
- The Board adopts policies to successfully implement the School Mission and Strategic Plans.
- The Board oversees the School Director to ensure that the School Mission and Strategic Plans are reflected in the day-to-day operations of the school, including ensuring that the curriculum aligns with the School Mission.

Academic Performance Monitoring:

- The Board, or a committee thereof, annually reviews student performance based on state and federally-mandated assessments and sets goals for student achievement;
- The Board, or a committee thereof, periodically reviews student performance based on school level assessments and sets goals for student achievement on school level assessments;
- The Board reviews and adopts academic policies to achieve the student achievement goals
- The Board approves all academic performance reports to all federal, state and local agencies as required by law
- The Board, or a committee thereof, researches or develops student data collection systems and periodically reviews them to ensure their effectiveness.

Staffing and Personnel:

- The Board reviews and approves personnel policies and any amendments thereto
- The Board hires and terminates, upon nomination and recommendation of the School Director, all personnel. When the Board does not agree with a personnel recommendation by the School Director, the decision of the Board is final after further consideration appropriate to the circumstances.
- The Board hires, evaluates, and terminates the employment of the School Director.
- The Board establishes performance goals for the School Director and communicates the goals to the School Director.
- The Board annually reviews the School Director' performance.
- The Board reviews the School Director' employment contract, and reevaluates it;
- The Board establishes and annually reviews the School Director succession and recruitment plans.
- The Board approves the salaries and compensation policies for all School personnel.

Parent, Student and Community Relations

- The Board, or a committee thereof, hears and decides student expulsion recommendations;
- The Board, or a committee thereof, hears and decides student suspension appeals;
- The Board reviews and approves student and parent policies and any proposed amendments thereto.
- As needed, the Board communicates with the media and community at large consistent with the School's Mission and Vision.

Finance and Budget

- The Board reviews and approves the fiscal management and internal controls policies and any proposed amendments thereto
- The Board reviews and approves the school's annual academic calendar and class schedule
- The Board, or a committee thereof, solicits and selects the school's independent financial auditor, oversees the auditor's work, and receives the auditor's report(s)
- The Board, or a committee thereof, reviews and adopts and amends the annual budget as well as interim and annual financial statements.
- The Board, or a committee thereof, reviews and approves the audit report.
- The Board monitors the responses to the audit report and implementation thereof.

Facilities

- The Board enters into financing and building contracts.
- The Board approves construction and remodeling of facilities.
- The Board, or a committee thereof, researches school sites as needed, and funding and facilities options.
- The Board, or a committee thereof, makes recommendations on facilities needs and policies.

Board Internal Business

- The Board drafts, reviews and approves board policies and amendments thereto
- The Board recruits prospective Board members
- The Board orients new Board members
- The Board, as needed, provides training to its members
- The Board develops and yearly implements a Board self-evaluation. From time to time, the Board re-evaluates its self-evaluation process.

Charter Performance and Renewal

- The Board annually reviews the school performance reports
- The Board, as needed, reviews charter school renewal proposals and reports.

Delegation of Power to the School Director

The Board delegates the following powers to the Director, or his/her delegate:

Vision and Strategic Plan:

- The School Director provides input to the Board when it drafts, modifies and approves the School Mission and in each subsequent year when it reevaluates the School Mission
- The School Director drafts and submits to the Board the School's one- and five-year Strategic Plans
- The School Director implements the Board-adopted policies to implement the School Mission and Strategic Plans, by among other things adopting appropriate procedures and training staff on the policies and procedures.

Academic Performance Monitoring:

- The School Director creates a report reflecting student performance based on state and federally mandated assessments, provides a copy to the Board, reviews the performance with the Board, or a committee thereof, and provides input to the Board when setting goals for student achievement on national assessments. The School Director implements the goals for student achievement on such assessments
- The School Director quarterly creates a report reflecting student performance based on school level assessments, provides a copy to the Board, reviews the performance with the Board, or a committee thereof, and provides input to the Board when setting goals for student assessment on school level assessments. The School Director implements the goals for student achievement on school level assessments
- The School Director implements Board adopted policies to achieve the student achievement goals, by among other things, adopting appropriate procedures and training staff on policies and procedures;
- The School Director creates all academic performance reports required by all federal, state and local agencies as required by law and provides them to the Board for approval;
- The School Director develops the school calendar and class schedule and provides them to the Board for approval.

Staffing and Personnel:

- The School Director drafts all personnel policies and presents them to the Board for review and approval. The School Director also recommends any proposed amendments to the personnel policies and presents them to the Board for review and approval
- The School Director nominates and recommends hiring and terminating all school personnel other than the Director and presents those nominations and recommendations to the Board, for final approval or rejection. The School Director is responsible for all recruitment activities associated with the hiring of school personnel
- The School Director recommends the salaries for all School personnel in compliance with any applicable state laws and collective bargaining procedures (if applicable) to the Board for final approval;
- The School Director ensures that all school personnel are evaluated on a yearly basis and creates the process for such evaluation
- The School Director implements all personnel policies, including the school's internal complaint procedures. If applicable, the School Director presents employee grievances to the Board, which hears and decides them (only applicable if employees are given grievance rights under a contract

or collective bargaining agreement).

Parent, Student and Community Relations

- The School Director implements the policies and procedures adopted for student expulsion and recommends student expulsions to the Board, upon completion of the school-level procedures.
- The School Director follows the policies and a procedure adopted for student suspensions and refers any student appeals to the Board to hear and decide such appeals
- The School Director drafts, and subsequently implements the Board adopted student and parent policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The School Director drafts amendments to the student and parent policies, and presents them to the Board for approval
- At the request of the Board, the School Director communicates with the media and community at large in a fashion that is consistent with the School’s Mission and Vision

Finance and Budget

- The School Director drafts and subsequently implements the Board adopted fiscal policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The School Director drafts amendments to the fiscal policies, and presents them to the Board for approval
- The School Director drafts and submits to the Board, or a committee thereof, the quarterly and yearly budget drafts
- The School Director drafts and submits to the Board the final quarterly and yearly budgets and other required financial statements
- The School Director implements the responses to the audit report as instructed by the Board.

Facilities

- The School Director conducts school site needs assessments at the direction of the Board
- The School Director conducts capital campaigns as needed
- The School Director implements any facilities policies.

Charter Performance and Renewal

- The School Director annually drafts any required school performance reports for Board review
- The School Director, as needed, drafts charter school renewal proposals and reports.

Adopted: _____

Amended: _____

Board Governance

Board Operations

A. Roberts Rules of Order

Absent a policy to the contrary, the business of the Board of Directors (the “Board”) of **Alaka`i O Kaua`i** (the “School”) at its meetings will be conducted in accordance with the specifications of Roberts Rules of Order. Any member may rise to a point of order under these rules, which action shall take precedence over all other business before the Board.

B. Polling of Board of Trustees

Voting on resolutions shall be by the polling of voting Board members. The minutes shall record the person making the motion, the person seconding it, and the names of the trustees voting for and against the motion or abstaining, as well as Board members who are absent. Secret ballots and proxies are prohibited.

C. Board Member Compensation and Reimbursement of Actual and Necessary Expenses

Board members shall serve without compensation. Board members may, however, be reimbursed for actual and necessary expenses related to school business in accordance with the school’s fiscal policies and budget.

D. Officers, Directors and School Liability Insurance

The School will maintain adequate insurance to protect the School against loss because of fire, damage to school property, loss to other property, or general liability resulting as a responsibility of the School and its Board members or officers while acting on behalf of the School.

E. Appointment of Board Committees

Consistent with the charter, bylaws, and any other applicable provisions of contract or law, the Board may appoint committees for any purpose deemed appropriate by the Board. The resolution establishing the committee shall clearly define the range of the committee’s responsibility and authority, and shall specify whether the committee shall be a standing or limited-term committee. In meeting and carrying out designated purposes, any such committee shall comply with any applicable legal or contractual requirements. Specifically, unless otherwise specified in Board by-laws, parent/teacher associations and/or parent committees shall be advisory only.

F. Board Election/Nomination Process

The Board shall carry out its election and nomination process consistent with the requirements of its charter and bylaws. Should the charter and bylaws not address any issue, which may arise, the Board may adopt regulations, which address such concerns. Should the Board wish to alter its election or nomination process, it must do so consistent with any requirements of its charter, unless the charter is revised.

G. Board Member Resignations

Board members may submit a resignation at any time during their term but should give due consideration, as to the timing of the resignation, concerning the impact the resignation may have upon the Board. While a resignation must be acknowledged by the Board at the next regularly scheduled meeting following notice of the resignation, assuming it may be properly agendized, a Board member's resignation need not be accepted by the Board. The resignation becomes effective once brought to the attention of the Board.

H. Board Member Removal From Office

A Board member may be removed from office by vote of two-thirds of the Board following a motion made in open session for the removal of the Board member. A motion to remove a Board member may not be made in closed session.

I. Dispute Resolution with Granting Agency

Any dispute that may arise with the granting agency must be handled in strict accordance with the dispute resolution process outlined in the charter. Should the Board wish to amend the dispute resolution process it must amend the charter to do so.

Adopted: _____

Amended: _____

School Board Meetings

I. Types of Meetings

A. Regular Meetings

Regular meetings of the Board of Directors of Alaka`i O Kaua`i (“Board”) shall be held once a month consistent with the calendar for such meetings as established by the Board each year.

If at any time any regular meeting falls on a holiday, (Federal, State or local), such regular meeting shall be held on the next business day.

When required by law, meetings of advisory committees or standing committees, for which an agenda is posted at least 72 hours in advance of the meeting in accordance with law shall be considered regular Board meetings.

B. Special Meetings

Special meetings may be called on an as-needed basis by the board president **or a majority of the members of the board**, consistent with legal requirements.

C. Emergency Meetings

A board majority may call emergency meetings when an emergency situation arises involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities in accordance with law.

II. Notification of Meetings

Regular Meetings

Notice of the time and place of regular meetings, along with the agenda and supporting documentation, will be provided to all Board members and those persons or entities who have previously requested notice of such meetings, not later than 72 hours prior to a regular meeting. The notice and agenda will also be posted in a location that is freely accessible to members of the public not later than 72 hours prior to a regular meeting. It is the Director’s responsibility to provide notice and copies of the agenda and supporting documentation for regular meetings.

Special Meetings

Notice of the time and place of special meetings, along with the agenda and supporting documentation, will be provided to all Board members and those persons who have previously

requested notice of such meetings, not later than 24 hours prior to a regular meeting. Board members and media outlets (local newspapers, radios and/or television stations), that have requested notice in writing, will be provided written notice delivered personally or by any other means to ensure receipt at least 24 hours before the time of the special meeting. The agenda packet will be mailed to all other persons requesting a copy of the agenda, and supporting documents under Government Code section 54954.1 at the time the materials are distributed to all members of the Board if possible or, if not a majority of the Board.

The notice and agenda will be posted in a location that is freely accessible to members of the public not later than 24 hours prior to a special meeting.

It is the Director's responsibility to provide notice and copies of the agenda and supporting documentation for special meetings.

Emergency Meetings

In the case of an emergency situation involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, notice to the Board will be provided as soon as is reasonably practicable under the circumstances. All media outlets that have requested notice of special meetings shall be notified one hour prior to the emergency meeting, or in the case of a dire emergency, at or near the time that the Board members are notified of the emergency meeting. The notice shall be given by telephone and all telephone numbers provided by the media outlet in the request for notice shall be exhausted. If telephones are not working, the notice requirement is waived and the media shall be notified of the fact of the holding of the emergency meeting, the purpose of the meeting and any action taken at the meeting as soon after the meeting as possible.

Agendas

Preparation of Agenda and Process

The Director shall be responsible for preparing the agendas for all meetings of the Board.

The Director shall include on the agenda items that relate to school business as are requested for inclusion by Board members, and determined by the Director to be appropriate for discussion at that meeting. In addition, a citizen may request that a topic directly related to school business be placed on the agenda. The Director and/or Board **President** shall determine, in his/her discretion, whether the citizen request is or is not an item directly related to school business. No citizen-requested item shall be placed on the agenda if it is repetitive of a previous item placed on an agenda and considered by the Board.

Requests for items to be included on the agenda by Board members, school employees or citizens shall be in writing and submitted to the Director's office no later than seven (7) working days prior to the next regularly scheduled Board meeting.

At a Board meeting, Board members or the Director may request that a topic be placed on the agenda, which topic had been recently considered and acted upon by the Board, provided there is new and relevant information on the topic. Discussion at the meeting is limited to

determination of whether to reconsider the agenda topic at the next Board meeting.

Contents of the Agenda

In preparing the agenda, the Director shall include the following:

- Time and location of the meeting, including, if applicable, any teleconferencing location(s);
- A brief general description of all items of business to be transacted or discussed at the meeting, including those items to be discussed in closed session; Closed session items must be described in accordance with Government Code section 54954.5;
- An opportunity for members of the public to directly address the Board in accordance with the Board's public comment policy (addressed below);
- If teleconference locations are being utilized, an opportunity for members of the public to address the Board directly at each teleconference location; and
- Information regarding how, to whom and when a request for disability related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting.

Supporting Information Relating to Agenda Items

The Director is responsible for preparing all supporting information that may accompany each agenda topic originating from the administration or the Board.

The purpose of preparing supporting information is to facilitate decision-making on the part of the Board members by having available to them in advance of Board meetings comprehensive data pertaining to each agenda topic. The supporting information shall accompany the agenda and be delivered to the Board members concurrently with the agenda.

If supporting materials are distributed to Board members during a public meeting, such materials will be made available for public inspection at the meeting if prepared by the Director. If some other person prepares such materials, they shall be made available after the meeting at which they were distributed. The Board may charge a fee or deposit for a copy of such materials.

These materials will be made available in appropriate alternative formats upon request by a person with a disability as required by the Americans with Disabilities Act. No surcharge will be imposed on persons with disabilities in violation of the Americans with Disabilities Act.

Citizens who request to have a topic placed on the agenda are encouraged to submit, in writing, supporting information detailing their reason for having the topic placed on the agenda and what is being requested of the Board. This is intended to provide background information for Board members to help expedite the Board's handling of the topic at the Board meeting.

Board Meetings

Open Session

All regular, special and emergency meetings of the Board shall be open to the public and the media, except Closed Sessions as authorized by law.

Public Participation at Meetings

Public comment generally: At a regular meeting, any person may address the Board concerning any item on the agenda and any other matters under the Board's jurisdiction. At a special meeting, any person may address the Board only concerning the items on the agenda. The total time devoted to presentations to the Board on all public comment (including agenda items and non-agenda items at regular meetings) shall not exceed one-half hour, unless the Board grants additional time. At the discretion of the **Board President** individuals may be granted 5 minutes to make a presentation to the Board. Normally, individuals may be granted 2 minutes each for public comment.

Limits on public comment: The Chairperson may curtail individual presentations if repetitive of points raised by others, particularly if it appears the total allotted time may be exceeded. Any person who addresses the Board shall not make impertinent, slanderous or profane remarks to any Board member, staff or general public. Any person who makes such remarks, or who utters loud, threatening, personal or abusive language, or engages in any other disorderly conduct that disrupts, disturbs or otherwise impedes the orderly conduct of any Board meeting shall, at the discretion of the **Board President** or a Board majority, be barred from further audience before the Board during that meeting.

In the event that any meeting is willfully interrupted by a group(s) of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are willfully interrupting the meeting, the Board may order the meeting room cleared and continue the session. Only matters appearing on the agenda may be considered in such a session. Representatives of the press or other media, if not participating in the disturbance, shall be allowed to attend any such session

Citizens desiring Board action on an item are required to seek placement of the issue on the Board agenda in accordance with policy rather than presenting the matter during general public comment. This will facilitate discussion and expedite resolution.

Time for public comment: All public comment concerning all matters shall be heard immediately after the meeting is called to order and prior to the formal discussion of the agenda topics by the Board and consideration of action.

Recording and/or broadcasting of meeting: Persons attending an open meeting have the right to record or broadcast the proceedings with an audio or video tape recorder or a still or motion picture camera unless the Board reasonably finds that the recording or broadcast cannot continue without noise, illumination or obstruction of view that constitutes, or would constitute, a persistent disruption of the proceedings.

Requests to address the Board: Prior to the beginning of the meeting, citizens seeking to

address the Board on an item on the agenda or during time allocated for public comment shall complete the card, "Request to Address the Board" (located in the Board Meeting Room), and give it to the **Board President** or Board Secretary, or their designee.

Board Members at Meetings

Board discussion and action: For regular and special meetings, no action or discussion shall be taken on any item not appearing on the posted agenda. At a regular meeting, however, Board members or staff may briefly respond to statements made or questions posed by persons during public comment. At regular meetings, a Board member may, on his/her own initiative or in response to a question posed by the public, ask a question for clarification, make a brief announcement or make a brief report on his/her own activities. Additionally, a Board member may provide a reference to staff or other resources for factual information, request staff to report back to the Board at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda.

Exceptions in regular meetings: In regular meetings, the Board may take action on items of business not appearing on the posted agenda if any of the following conditions apply: 1) A majority of the Board determines that an emergency situation exists; 2) A determination by a two-thirds vote of the Board members present at the meeting, or if less than two-thirds are present, a unanimous vote of those Board members present, that there is a need to take immediate action and that the need for action came to the attention of the Board after the agenda was posted; or 3) The item was properly posted for a prior meeting occurring not more than five calendar days prior to the date action is taken on the item, and at the prior meeting, the item was continued to the meeting at which action is being taken. If items are discussed under these conditions, the **Board President** shall publicly identify the item(s).

Closed session: Prior to holding any closed session, the Board shall disclose, in an open meeting, the item(s) to be discussed in the closed session. The disclosure may take the form of a reference to the item(s) as they are listed by number or letter on the agenda. In the closed session, the Board may consider only those matters covered in its statement.

After any closed session, the Board shall reconvene into open session prior to adjournment and make a report of any action taken in closed session and the vote or abstention of every Board member present thereon in accordance with Government Code section 54957.1.

Minutes of Board Meetings

Open session meetings: The minutes of open session meetings of the Board shall record all motions, show the names of Board members making and seconding motions and state the vote upon the motion. In the event that Board members are participating via teleconferencing, all votes during the meeting shall be by roll call and will be reflected in the minutes. The open session minutes shall also record all resolutions, the recommendations of the administration and the substance of the Board's discussion or the substance of statements pertinent to Board's business made by members of the staff or public. The minutes shall follow the generally accepted pattern in form.

The original copy of the open session minutes shall be signed by the Secretary of the Board and approved by the Clerk. Original minutes shall be bound in chronological order, volumed

by fiscal year and paged consecutively.

Closed session meetings: The Board designates **the Office Manager** to attend each closed session of the Board and keep and enter in a minute book a record of topics discussed and decisions made at the meeting. The minute book for closed session is not a public record subject to inspection and shall be kept confidential. The minute book shall be available only to Board members, or when otherwise required by law. The minute book may, but need not, consist of a recording of the closed session.

Minutes for Emergency Meetings: Any time an emergency meeting is held, the minutes must provide a list of persons who were notified or attempted to be notified, a copy of the roll call vote, and any actions taken at the meeting. The minutes will be posted for a minimum of 10 days in a public place as soon after the meeting as possible.

Storing the minutes: The official minutes of the Board (for open and closed sessions) shall be kept in fireproof storage. The following documents shall be bound with the official minutes and referred to in the text of the minutes to which they apply:

- Original copies of all resolutions unless required by other agencies, in which case photocopies of the originals may be substituted;
- Original copy of all budget transfers;
- Copies of any document determined by the Board to be attached to the official minutes; and
- Other documents which, in the opinion of the Secretary, are necessary to fully substantiate or record Board action.

In addition to the official minutes, an additional copy of all minutes and attached documents shall be maintained in the office of the Secretary of the Board. This set of minutes shall be bound, indexed by those categories detailed above and by subject.

Quorum Requirements

A majority of the voting members of the Board shall constitute a quorum of the Board, which is necessary for the Board to transact business. All motions, in order to pass, need positive action by at least a majority of the Board. Should there be fewer than a majority of the Board present at any meeting, the meeting shall be adjourned.

Continuances and Adjournment

Continuances

Items appearing on agendas for regular meeting may be continued to another meeting, to be held within 5 calendar days from the date of the originally posted meeting, without triggering

the requirement that the agenda item be re-posted with the requisite notice.

If the Board is holding, has noticed or ordered a hearing, at any meeting, the Board may, by order or notice, continue to any subsequent meeting of the Board in the same manner and to the same extent that a meeting may be adjourned (see below). If the hearing is continued to a time less than 24 hours after the time specified in the order or notice of hearing, a copy of the order or notice of continuance of hearing shall be conspicuously posted on or near the door immediately following the meeting at which the continuation was adopted or made.

Adjournment

The Board may adjourn any regular or special meeting to a time and place specified in an order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent from any regular meeting, the Board Secretary may declare the meeting adjourned to a stated time and place and he/she shall cause a written notice of adjournment to be given in the same manner as provided for special meetings, unless such notice is waived for special meetings. A copy of the notice of adjournment shall be conspicuously posted on or near the door of the place where the regular or special meeting was held within 24 hours after the time of adjournment. When a regular meeting is adjourned, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings.

Adopted: _____

Amended: _____

Curriculum and Instruction

Curriculum Assessment

The Board recognizes that it is accountable to the students, parents/guardians and community for conducting ongoing evaluation of the curriculum and educational program of the charter school. Appropriate means for continuing evaluation of the entire educational program shall be established.

The Director/Administrator of the charter school or his/her designee shall review the effectiveness of the curriculum in meeting the charter school's educational program needs. He/she shall provide the Board and with regular reports on student progress in reaching the charter school's educational goals, including professional development of staff. Based on these evaluations, the Board shall take appropriate actions to maintain the effectiveness of programs and to improve the quality of education delivered by the charter school.

Elements of the evaluation may include the following:

- Test, surveys, inventories, checklist, etc. of student behavior;
- Observing pupil behavior that can be assessed subjectively by teachers, peers or the student himself/herself;
- Planning and carrying out experiences for students that are designed to bring about the desired outcomes;
- Tests, measurements and observations during or after the learning experience;
- Comparing outcomes with objectives;
- Comparing the charter school curriculum with the standards formulated by the Department of Education and other federal law and regulations;
- Assessment including the SBAC or other required assessments;
- Student writing samples and end-of-course grades.

Each year the Director/Administrator of the charter school or his/her designee shall evaluate and provide the Board with the results of the evaluation so that the Board will be able determine the extent to which the charter school has accomplished or made significant progress toward achieving its professional development and educational goals.

Adopted: _____

Amended: _____

Sample Governing Board Committee Charge: Nominating Committee

Committee Composition

The founders of Alaka'i O Kaua'i charter school hereby establish the Nominating Committee, a standing committee of the board. The Board Chairperson shall nominate the Committee with approval by the whole board. It shall consist of at least three, but no more than 5 members, at least two of whom shall be board members. Committee member terms shall last no longer than 2 years and shall be nominated to serve staggered terms. The committee chair shall regularly consult with the board chair to ensure sound communication with other committees.

The committee's job is to assist the board with identification and nomination of potential board members, specifically focusing on the following:

- Identifying potential new board members who will bring needed expertise to the board.
- Implementing the nomination process and timeline described in the school's bylaws or policy
- Ensuring that the nomination process is inclusive of the school community
- Ensuring that potential board members understand the expectations of board members.
- Presenting a slate of nominees to the full board

Specifically, the board charges the committee with the following:

- Identify the skills and expertise the new board members might add to the current board expertise by using a Board Member Matrix or similar guide.
- Implements the nomination process as described in the school's bylaws.
- Work with the director, the full board, and other stakeholders to ensure that all stakeholder groups are informed of the nomination process and the dates when nominations are being accepted.
- Identify and contact potential board members to determine their interest in serving on the board
- Provide the board member job description to each potential board member so that they understand the responsibilities and time commitments of membership.
- Create an information brief on each nominee for sharing with the voting members.
- Presents a slate of nominees to the full board and all voting members.

Specific limitations on the committee's powers:

- In general, the committees powers are advisory in nature and are limited to those described above
- In order to avoid conflicts or disputes, the committee's powers are specifically limited as follows:
- The nomination committee will include on the slate any nominee for the board all nominees who are eligible to serve on the board according to the bylaws and who agree to serve.

Reviewed and adopted by the Board on [insert date]:

Moved by: _____ Seconded by: _____ Vote: _____

Board Secretary Signature/Date _____

Statement of Assurances

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

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

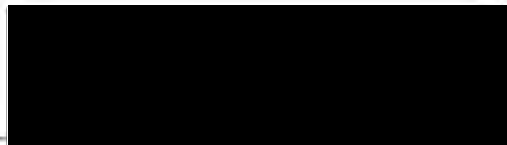
- will operate in compliance with all applicable state and federal laws, including, but not limited to, HRS Chapter 302D;
- will operate as a public, nonsectarian, non-religious public school with control of instruction vested in the governing board of the school under the general supervision of the 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 Elementary and Secondary Education Act, including, but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act, and assessments (P.L. 107-110);
- will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services, including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;
- will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
- will ensure equitable program participation, as required under Section 427 of the General Education Provision Act;
- will follow any federal and state court orders in place in the local school district;
- will comply with federal and state applicable health and safety standards.

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

Certification

Name of Proposed School: Alaka'i O Kaua'i Charter School
 Name of Authorized Representative: DrB Blackwell

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

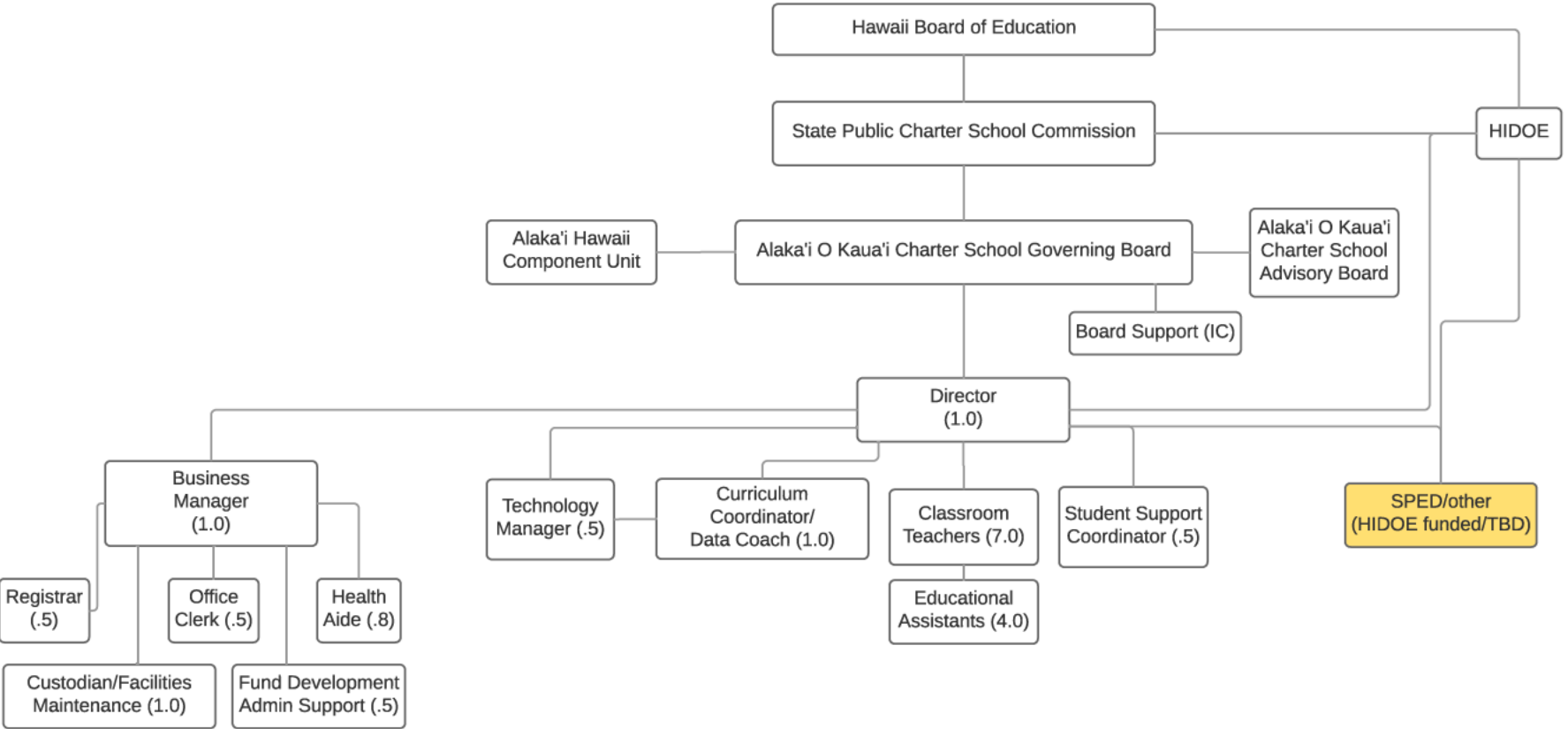


Signature of Authorized Representative

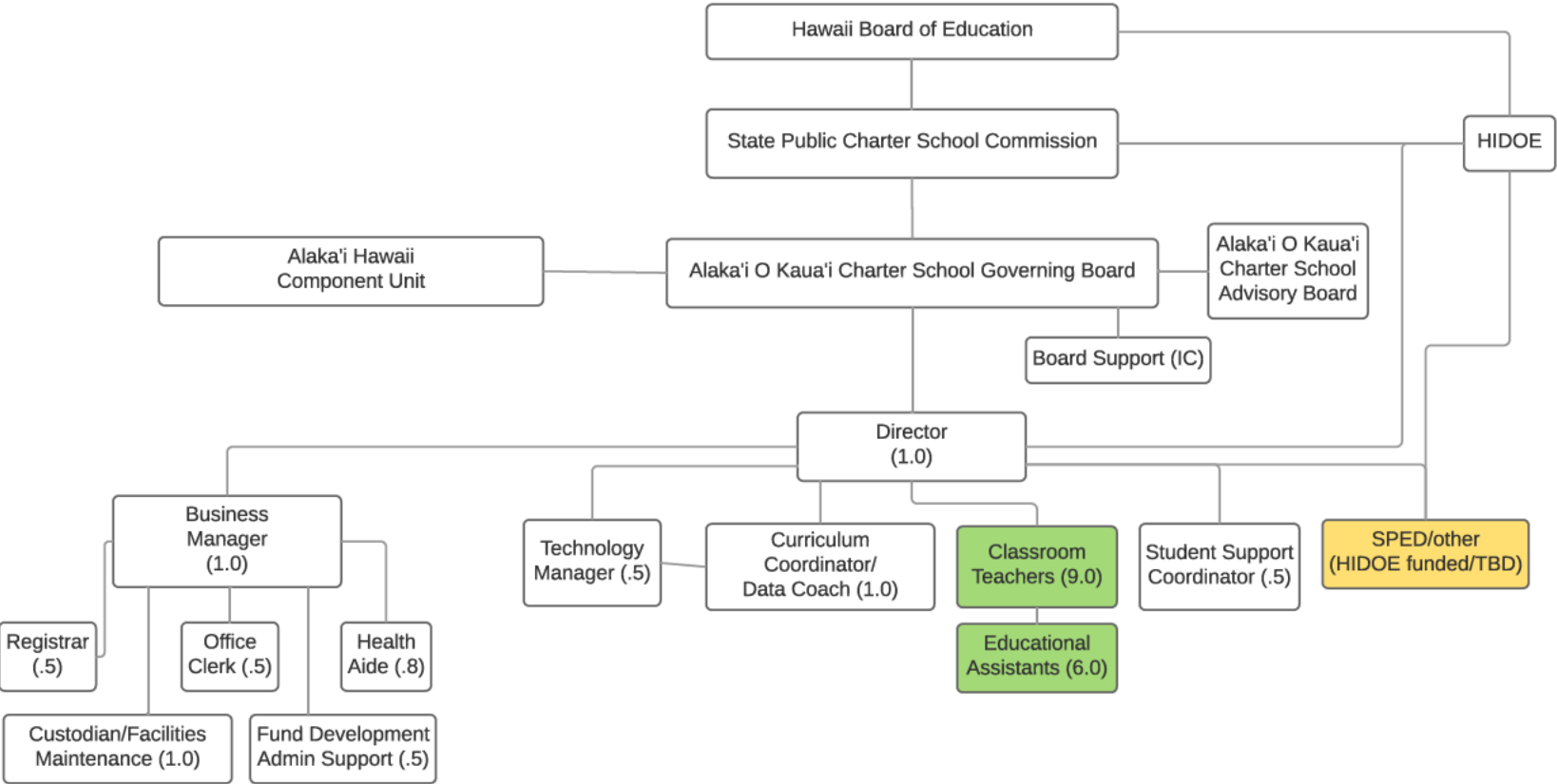
February 1, 2016

Date

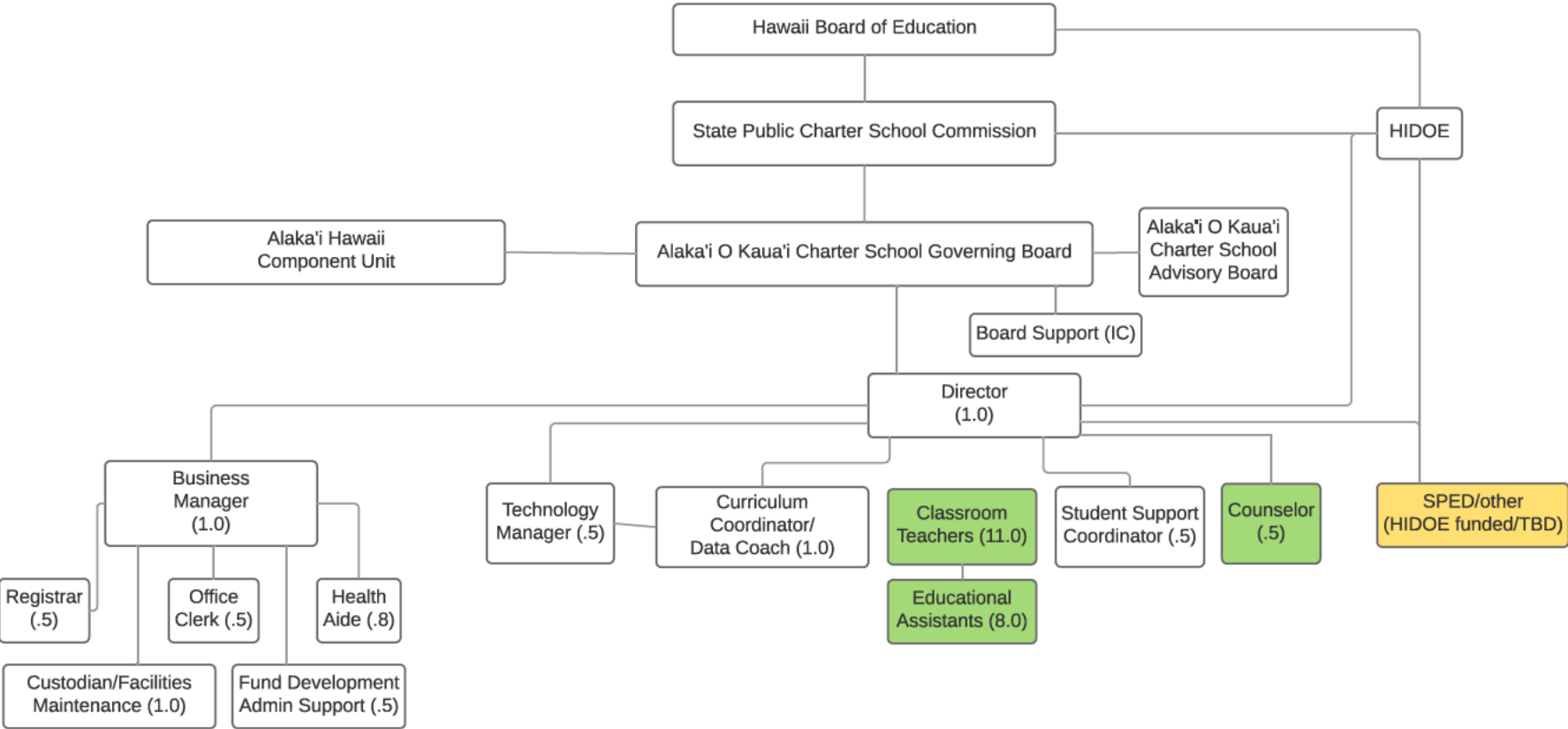
ALAKA'I O KAUAI CHARTER SCHOOL ORG CHART - YEAR 1



ALAKA'I O KAUAI CHARTER SCHOOL ORG CHART - YEAR 2



ALAKA'I O KAUAI CHARTER SCHOOL ORG CHART - YEAR 3



**Attachment U- Completed and Signed Board Member Information Sheet
(Exhibit 4) and Resume**

Board Member Information

To be completed individually by each proposed school governing board member. All forms must be signed by hand.

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

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

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

Background

- Name of charter school on whose governing board you intend to serve: **Alaka`i O Kaula`i Charter School**

- Contact information: Name: Elizabeth Reeves Phone: [REDACTED] E-mail: [REDACTED]

- Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached. Resume and professional bio are attached to this form. Resume and professional bio are attached elsewhere in the application: _____

- 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?
Having the opportunity to help create the ideal learning environment for my children as well as the future generations of Kaua'i is something I am honored and grateful to do because learning should be fun, creative. Teachers should be encouraged to get creative as well. Being on the board will help ensure the quality of education is at the high standards I hold.
- What is your understanding of the appropriate role of a public charter school governing board member?As a member of a team, we will be co-creating regulations, policies, organizing events, outreach to the greater community, sounding board for ideas, listening to the needs of staff and administration.
- Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have been self-employed for most of my professional life, currently project director of the L.L.C. I helped create. I understand what it takes to create and maintain a business, manage employees and finances, advertise, be in the public eye. My background in bodywork and yoga has helped hone my communication, intuition, and interpersonal skills. As a parent, I also am sensitive to the needs of children.
- Describe the specific knowledge and experience that you would bring to the governing board. Raising children, managing employees, writing training manuals, advertising, time management/scheduling, hard work, fortitude, vision, problem solving, non violent communication, public relations, servitude

School Mission and Plan

- What is your understanding of the school's mission and guiding beliefs?Teaching island-based kids about their personal culture and environment so they learn the value of their roots/where they come from, incorporated with modern technology, core curriculum standards as well as arts and language. When and if the children grow up and decide to experience other parts of the world, which many do, then they will have the skills and knowledge to succeed outside of island life.Project-based learning gives children real-world skills from an early age. Building confidence as a result of acknowledging each child's strengths and needs. Combining various subjects into a greater learning experience, utilizing creativity/arts/culture to make learning fun.
- What is your understanding of the school's proposed academic plan?Project-based learning combines various subjects into a larger lesson plan which can include

creative, active, technological, agricultural types of hands-on modalities to make learning engaging and fun. More like real-life experiences. Each child will have his/her own ILP so no one is left feeling bored or lost.

- What do you believe to be the characteristics of a successful school? Children look forward to going there, parents and community also eager to be involved. Lessons are fun and retained. Children know their worth and develop their individual skills. Graduates come back to visit, and stay in touch. Teachers not forced to fit a mold. Private donations flow in, finances are balanced.
- How will you know that the school is succeeding or is not succeeding in its mission? Child enrollment substantially decreases, Common core standards are not met, teachers leave their positions are obvious signs of not succeeding.

Governance

- Describe the role that the governing board will play in the school's operation. Creating policies/rules and regulations. Hearing complaints and concerns and problem solving. Scheduling events, various subcommittees organizing responsibilities.
- How will you know if the school is successful at the end of the first year of operation? Enrollment is up due to referrals. Children prosper and look forward to coming back. Finances have been balanced.
- How will you know at the end of five years if the school is successful? We have grown in size, there are waiting lists for enrollment. We have added higher-level grades, there is sufficient and surplus of financial support.
- What specific steps do you think the governing board will need to take to ensure that the school is successful? Community outreach, plan fundraisers, communicate effectively, handle complaints judiciously
- How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school? Write a letter to each member explaining the actions in question, without naming names. Read letter at meeting. If there is agreement that the actions in question are unethical, then decide consequences as a group. Guilty member can recuse him/herself or if actions can be proven then consequences can be acted out

Disclosures

- Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship. I/we do not know these individuals Yes I have met a couple of the prospective board members, only the ones who are working together currently to help establish this school.
- Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. I/we do not know any such employees Yes I have met some teachers who work at the local elementary schools and are considering applying for a position at Alakai O Kauai.
- 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
- 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
- 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
- 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
- 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


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

Does not apply to me, my spouse or family Yes

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

Certification

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



Signature

Date 2/10/15

Elizabeth Reeves

Work History

2011 – Present : Gopal's Creperie, L.L.C., Owner/Operator

Starting with very little capital, I created, managed and grew the business from catering at markets and events into a popular food establishment located on Kaua'i.

2007 – Present : Parent of 2 boys, current ages 6 and 7. Full-time parent from birth to 6 years. Homeschooled preschool lessons and activities for school readiness. They are both currently top of their class. Currently volunteer in the kindergarten classroom once a week, helping with various lessons such as art and reading.

2005 – 2007 : Extensive travel, both domestic and international. Assisted and served famous artist during travel and stays in India. Service involved cooking, massage, public relations, event set-up.

1998 – 2007 : Self – Employed Licensed Massage Therapist. Responsibilities include advertising, effective communication skills, time management, handling finances, and excellent customer service.

2003 – 2005 : Massage Therapist at ANARA Spa, Grand Hyatt, Kaua'i. Responsibilities include punctuality, customer service, cleanliness, time management, and various bodywork modalities.

2003 : Horseback Tour Guide, Silver Falls Ranch, Kaua'i. Responsibilities include public speaking, animal care, safety awareness, and customer service.

2003 : Animal Caretaker, Kaua'i Humane Society. Responsibilities include feeding, caring, cleaning for shelter and quarantine animals; cleaning the facility, customer service, training animals.

2002 : Live-In caregiver for 2 children, ages 7 and 9. Responsibilities include playing games, cooking meals, helping with schoolwork, disciplining, health awareness.

2000-2001 : Resident at Himalayan Institute Yoga Ashram and Holistic Health Center, a self-sustainable community, Pennsylvania. Responsibilities include: Massage Therapy, Receptionist, Yoga International Magazine staff. Traveled to India where I taught new massage therapists at the Mumbai site of their holistic health center.

1998 – 2000 : Massage Therapist at Carson Mineral Hot Springs Resort, Carson, Washington. Responsibilities include punctuality, customer service, time management.

Education History

2005 – Present : International Pure Bhakti Yoga Society under the guidance of Srila Bhaktivedanta Narayan Goswami Maharaja, study and practice of bhakti yoga.

2000- 2001: Himalayan Institute, study of yoga.

1998 – 2005 : Massage Therapy continuing education, various courses.

1998-1999 : East-West College of the Healing Arts, Portland, Oregon. Certificate of Completion of Massage and Bodywork Therapy

1993-1997 : James Madison University, Virginia. Bachelor of Science in Communication Sciences and Disorders (Speech Pathology / Audiology)

1989 – 1993 : Indian Hills High School, New Jersey.

Board Member Information

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

All forms must be signed by hand.

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

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

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

Background

1. Name of charter school on whose governing board you intend to serve:
Alaka'i O Kaua'i Charter School
2. Contact information:
Name: DrB Blackwell
Phone: [REDACTED]
E-mail: [REDACTED]
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
 Resume and professional bio are attached elsewhere in the application: _____

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes I presently serve on Growing Our Own Teachers on Kauai, a non-profit 501(c)3 educational organization, and did serve as President of Circle of Friends & Relatives of First Americans dba Kauai Powwow Council, a 501(c)3 educational and cultural organization
5. Why do you wish to serve on the governing board of the proposed charter school? As an educator of 50 years, recently retired from University of Hawaii, Manoa and teaching only part-time now, I wanted to assist this innovative, project-based school for Kauai keiki, teachers, and parents.
6. What is your understanding of the appropriate role of a public charter school governing board member? As defined in Chapter 302D, the Governing Board is responsible for overseeing the financial, organization, and academic viability of the Charter School as Contracted by the Charter Commission. To my understanding, it is the accountability factor in complying with all applicable state and federal laws for the benefit of our keiki and being responsible for tax payers' money in educating our youth.
7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have been a Board member on Kauai of two non-profit educational and cultural organizations serving as a Founder/Director and President. Before Kauai, as Assistant Superintendent of Educational Services, I served on several community Boards having to do with social services and education.
8. Describe the specific knowledge and experience that you would bring to the governing board. My strength to the governing board will be my academic background (50 years as an educator) and my past service as a School Principal, District Resource Administrator and of being in charge of 12 schools, evaluating the Principals and Vice-Principals as Assistant Superintendent of a large School District. Also my role of working with all the schools and administrators on Kauai (K-12), including the Superintendent of Schools for the last 12 years.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs? The basic belief that EVERY child can learn and through project-based constructivist methodology, the potential of every child will be reached. Their belief that each child's creativity, individuality, and collaborative work will be nurtured for life-long learners who will care for the future of others and society.
2. What is your understanding of the school's proposed academic plan? The academic plan is to provide innovative project-based learning that is steeped in research and best practices. The assessments of project based learning where all curricula is integrated and demonstrated.
3. What do you believe to be the characteristics of a successful school? A successful school produces life-long learners who contribute to social justice issues to improve society. Another characteristic of a successful school is to have 100% graduation rate that has prepared students for college, careers, or civic duty.
4. How will you know that the school is succeeding or is not succeeding in its mission? Success will be measured by students self-assessment of projects, the confidence to demonstrate their

learning, and by productive completion of inter-curricular activities. Having students to critically think, analyze and use inquiry in their lives will be indicators of the school succeeding in its mission.

Governance

1. Describe the role that the governing board will play in the school's operation. It will be the Board's responsibility to oversee the academic, operational and financial well-being of the school, in addition to meeting the Charter Contract.
2. How will you know if the school is successful at the end of the first year of operation? The Board will need to assess student data (attendance, performance, student outcomes) and work with the School Director and leaders of the school to look at goals, tasks accomplished, and financial solidness.
3. How will you know at the end of five years if the school is successful? This will take on more of a summative assessment again reviewing mission, goals, and accomplishments. Student enrollment and parent satisfaction will also be evaluated. Looking at the success of students and their data will be important.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful? I am expecting that fund-raising for the school with donations and outreach to the community will be necessary. The ideas of being an educational service organization will take hard work and consistent effort to ensure that the school is managed efficiently and effectively.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school? This is difficult and I hope that our Board will have training in to how to handle a situation like this. I would think that bringing this to the attention of the individual or individuals would be the first step, The second would be to bring it to other board members, but I also know that a Board member can be removed from office by a vote of 2/3 of the Board in open session.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes Kauai is a small community and I am well-known for my educational service. I am friends with the Mayor and his wife (who will serve as a Non-Profit Board Member for I taught their daughter at UHM). I know all the members of the Board but two people, but know of their o'hana (families).
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes I know of the teacher representatives from being UHM supervisor at their schools.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I/we do not know any such persons Yes

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

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

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

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

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

Does not apply to me, my spouse or family Yes

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

None Yes

Certification

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



Signature

2/10/16

Date

Abbreviated resume attached

DrB Blackwell

EDUCATION - DEGREES/CREDENTIALS

Doctorate of Education

United States International University, San Diego, CA, School of Education -
Curriculum & Instruction - Emphasis: Cognitive Psychology

Administration Credentials – 1988, 1992, Life Credential

San Diego State University - Preliminary Administrative Credential in Education
Saint Mary's College of Education, Professional Administrative Credential in Education,

Masters of Education

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

Bachelor of Science

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

UNIVERSITY TEACHING EXPERIENCE – 25 years

October 2014 – (present) – Education Consultant - Schools Development

January 2011 – (present) University of Hawaii, Manoa (UHM) – Adjunct Faculty

As a retired full time professor, I continue to teach course online for UHM and specialize in Multicultural Education.

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

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

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

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

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

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

1963 - 1997 – Part-time University Adjunct Faculty

1997 - *California State University, Monterey Bay*, Foundation course - "Teaching and Learning"
1994 - *California State University, Stanislaus* Extension Course, Turlock, CA - Administrator for Summer Reading Academy for K-12 Teachers in Reading and Multiple Intelligences
1988 - 1989 - *Humboldt University* - Arcata, CA, Summer Arts Institute - Arts Education in K-12
1979 - 1980 - *San Diego State University Extension Courses* - Department of Education,
Integrating the Arts into Elementary Curriculum
Alaka'i O Kaua'i Charter School

K-12 PUBLIC EDUCATION EXPERIENCE: Teaching and Administration – 25 years

CLASSROOM TEACHING: (total 9 years)

Classroom Teacher - Cajon Valley Union School District, ADA 19,000, San Diego, California, Flying Hills School – 6th Grade (1979-1980), Magnolia School 1st Grade (1980-1981), Madison School – Grades 4-5 (1989-1992)

Classroom Teacher - Board of Education of the Virgin Islands, Grades K-12, St. Thomas, Virgin Islands, Tutu Elementary School – 4th Grade (1973-74), School of Creative Learning – Grades 7-12 (1971-1973)

TEACHING-ADMINISTRATION: (total 8 years)

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

ADMINISTRATION: (total 7 years)

Assistant Superintendent, Educational Services - Franklin-McKinley School District, K-8, ADA 10, 976, San Jose, California

Responsibilities of the Educational Services of 13 multi-track year-round schools: Curriculum & Instruction, Special Education Services, Language Development, and State and Federal Categorical Programs with full responsibility for curriculum leadership, planning, budgeting, grant-writing, and implementing, and assessing programs for the effectiveness and impact on student learning (outcomes) 1995-1997.

Principal - Moon Elementary School, Waterford School District, K-8, ADA 1575, Waterford, California

Complete administration and management of school site for 850 students with a staff of 48 people. Provided curriculum leadership for the school, teachers, students, and community as well as management of budget and programs 1992-1995.

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

CREDENTIALS/CERTIFICATE

CA Professional Administrative Services Credential: valid – 2007 - life

Language Development Specialist Certificate (LDS/CLAD): clear, valid - life

CA Teaching Credential - Multiple Subjects K-12: valid - life

CA Community College Instructor Credential: valid – life

UNIVERSITY LEADERSHIP PROFESSIONAL SERVICE:

University of Hawaii, Manoa – 2003-2010 - Adjunct faculty 2011-present

- My main leadership role for University of Hawaii, Manoa was in the establishment and implementation of the Statewide Teacher Education program since its inception, August 2003. The Statewide Teacher Education program was developed for the neighboring islands of Hawaii offering the same rigorous curriculum as on Oahu. This necessitated taking leadership in online learning and distance education as well as curriculum development. I also served as Statewide Coordinator of the Elementary Education Statewide program involving four neighboring islands (Kauai, Maui, Molokai, Hawaii Island) before assuming a role of sole leadership in Teacher Education for UHM for the island of Kauai.
- As a faculty member and neighbor island Co-hort Coordinator on Kauai, I served on faculty committees and attended monthly faculty meetings on Oahu. In 2007, I served on the faculty committee for submitting a proposal for an alternative pathway for the B.A. degree. I also served on the Office of Academic Student Services Advisory Committee for Kauai. In previous years at UHM, I undertook leadership roles in course development and in providing leadership and guidance for the Statewide Teacher Education program for distance education developing courses online.
- All four courses that I taught for the university had a focus designation: ITE 312 Introduction to Elementary Education (Writing Focus), ITE 329 Integration of the Performing Arts in Elementary Education (Oral Focus), ITE 390 Multicultural Education (Hawaiian, Asian, & Pacific Issues Focus), ITE 390 Seminar for Student Teaching (Ethics Focus) and were taught in the hybrid format of face-to-face classes as well as online.
- I took an active role in serving Kauai and representing UHM for a variety of events that included National College Fairs and local high school college fair, Kauai Community College (KCC) Parents' Night, Accreditation and Assessment committees for KCC, and working with professional organizations on Educational issues for the island of Kauai.

University Leadership Professional Service – CSU, Monterey Bay 1997-2003

If full 20 pages of resume are needed, please advise.

University Leadership Professional Service - CSU, Monterey Bay 1997-2003

DISTRIBUTED LEARNING AND EXTENDED EDUCATION -DISTANCE LEARNING

- Faculty Coordinator for Distributed Learning and Extended Education, 1999-2003
- Teach masters level course online from Kauai, MAE 636 Culture, Cognition, and Development, hybrid model, June-August 2002
- "Technology & the Pedagogy of Teaching" - new faculty orientation presentation, Aug. 2001
- Faculty team member for course design and construction - Distributed Learning & Extended Education, developing online courses, Blackboard Courseinfo development - 2000 - 2003

- Designed and taught online course for one of three series of CLAD Certification as a pilot for other faculty members to model, "Developing the Hybrid Model", June-Aug. 2001
- Received certification in Online Teaching - Blackboard Course-Info for Faculty, summer 2000

Community Service - Professional Application – State/National/International

Local area – Kauai, Hawaii (2003-2009)

- UH Manoa representative for Service Learning Advisory Council for Kauai Community College.
- Chairperson of Education Committee for Circle of Friends and First Americans, a Native American outreach to the schools

Local – Tri-County area – Monterey, CA (1997-2003)

- Faculty tutor for America Reads Program – Leon and Sylvia Panetta Institute, 1999-2003

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

State of Hawaii

- Invited speaker for Legislative Hearing on Hooser’s Senate Bill 1089 loan forgiveness program for teachers who teach on neighboring islands, February 14, 2005.
- Kauai Grant representative for Evaluation Workshop, Hawaii Department of Education, Instructional Services Division, January 2004, February 2006
- External Evaluator for Mathematics (NSF Grant) and Mathematics, Science and Technology, Hawaii Department of Education, 2004-2007, 2006-2009

State of California – if full 20 pages of resume are needed, please advise

National/International Activities - if full 20 pages of resume are needed, please advise

PUBLICATIONS/Juried Papers and Presentations – if full 20 pages of resume are needed, please advise.

UNIVERSITY GRANTS - University of Hawaii, Manoa

- **Grant Consultant and Project Evaluator** for Kauai Central Complex, “3 R’s for Tomorrow: Rigor, Relevance, and Relationships in Mathematics, Science, and Technology”, Department of Education, 1st Year amount: \$388,500, **awarded** January 2006 – 2009.
- Grant Writer and Project Evaluator for “Malama ‘ia ka Makemakika” (MIM), A math partnership grant for Kauai Complex Area Department of Education, Kauai Community

College, and University of Hawaii, Manoa, three year grant \$250,000, **awarded** January 2004-2007.

UNIVERSITY GRANTS - CSU Monterey Bay - 1997-2000

- **Project Evaluator** for “University Research Support for High School Science Teachers”, **National Science Foundation Grant** - Elephant Seal Project, Principal Investigators: Dr. Chris Hasegawa and Dr. Henry Kibak - \$550,000, **awarded** June 1998 - 2000, (extended May 2002)
- Continuing **Partner for Service Learning 2000-2001 Grant** – Research through Portraits – Stanford University Service Learning Grant - \$5,000 **awarded** Feb. 2000
- **Grant - Lead Writer and Principal Investigator** - Commission on Teacher Credentialing - Authored grant and served as Principal Investigator, “Alternative Certification: CSUMB Teaching Internship Program (CTIP)”, \$350,000 - two years, **awarded** June 1998-2000
- **Grant writer: "CSUMB-Service Learning and Teacher Education" – Principal Investigator**, National Partner, Stanford University Service Learning Grant - \$5,000, **awarded** 1998-1999
- **National Science Foundation** - Collaboration with Dr. Chris Hasegawa - **program evaluator** for Remote Sites of the Virtual Canyon Project (sub-contract), Dec. 1997- June 1998

PROFESSIONAL AFFILIATIONS

American Association of Colleges for Teacher Education (AACTE)
American Association of University Women (AAUW)
Association of California School Administrators (ACSA)
American Educational Research Association (AERA)
Association for Supervision & Curriculum Development (ASCD)
Association of Teachers of Higher Education (ATHE)
California Arts Alliance for Educators (CAAE)
California Association of Bilingual Educators (CABE)
Circle of Friends & Relatives of First Americans - Kauai
Friends of the Children Justice Center on Kauai
National Association of Multicultural Education (NAME)
National Education Association (NEA)
Phi Delta Kappa (PDK)
Service Learning - Special Interest Group

Teaching Areas of Expertise and Experience:

Administration & Leadership
Art & Science of Teaching and Learning
Culturally Responsive Curriculum
Curriculum Design and Development
Culture and Cognition-Brain-based learning
Educational Administration (K-12)
Field-based Teacher Education – Supervision & Seminar
Foundations of Elementary and Secondary Education

Human Development and its Role in Education
Multicultural Education
Psychological Foundations of Learning
Teachers as Leaders

REFERENCES

[Redacted reference text]

[Redacted reference text]

[Redacted reference text]

[Redacted reference text]

Board Member Information 

To be completed individually by each proposed school governing board member. All forms must be signed by hand.

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

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

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

Background

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

Alaka'i O Kaua'i Charter School

Contact information:

Name: Minna Freeman Phone: E-mail:

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

Resume and professional bio are attached to this form.

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

x Does not apply to me Yes

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

My teaching experience and training in Environmental Project/Place/Problem Based Education will be a valuable asset to the governing of the proposed Alakai O Kauai, which proposed to be a Project Based School. The increasing population of Kauai, especially in the targeted east side area, desperately needs alternative education options to serve the needs of the community. Serving on the governing board of the proposed charter school will allow me to put my experience, passions, and dedication to education into action to serve the needs of our islands children and families.

- **What is your understanding of the appropriate role of a public charter school governing board member?** As a public charter school governing board member it will be my role to advise and conduct charter school business in accordance to all laws and by laws with the utmost ethical responsibility of keeping student's best interests in mind and following the schools charter, mission, and vision. ☒
- **Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.** ☒

My experiences as a teacher in both traditional and alternative education settings, as well as trainings and teaching experience in Environmental Project/Place/Problem Based Education will be a valuable voice in the creation and continuing governance of the proposed charter school. My 6+ years experience teaching within Washington State Public and outdoor schools, and within Hawaii DOE public schools and trainings have led to a deep understanding of the EES evaluation System, the Charlotte Danielson Framework, Common Core State Standards, research based instructional strategies, backwards curriculum design, and assessment will all serve to assist in the creation and continued governance of the proposed charter school, as these are all vital components to any school. I am a strong voice for education and an advocate for authentic learning for our children. I am dedicated to hard work and strong communities in order to build new educational models that best serve the education needs of Kauai. ☒

- **Describe the specific knowledge and experience that you would bring to the governing board.** I have a deep understanding and working knowledge on research based methods of teaching, learning, and assessment. Specifically, in Environmental Project/Place/Problem Based Education that puts the learner and the learning process at the center of the learning. As our proposed charter school uses project based teaching and learning, it is vital to have a governing board member who is well versed in these methods. ☒

School Mission and Plan

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

Alakai O Kauai believes children learn best through project based curriculum: integrating arts, cooperative collaboration, high level problem solving, teamwork, service learning, and inspiring innovation to prepare students for leadership in being college and career ready. Children are highly engaged and active in 'doing' the learning, with individualized learning plans for each student, and high level of student responsibility.

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

Project based learning is used to teach students strategies, skills, and meta-cognition in order to become high- level problem solvers. Content is arts integrated to increase emotional connection and a deeper understanding of content for students. Collaboration, innovation, problem solving, and creativity are fostered and encouraged in order to best prepare students for the unknown challenges that will confront them upon graduation. Alakai O Kauai starts with the youngest in Kindergarten and increases the rigor, complexity, and responsibility of each learner as they grow. Individual learning Plans are developed for each student to ensure that the individual learning needs of each student are addressed and assessed.

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

Collaboration and transparent communication between students, staff, faculty, administration, parents, and community members are vital for the success of a school. Successful schools honor and allow for educator collaboration and voice in curriculum development, data collection, data analysis, and school wide problem solving. Successful schools believe in the power of their teachers and students. Successful schools are true to their founding mission and vision and work as a team to ensure that the educational, social, physical, and emotional needs of all students remain the focus and priority of the school community. Successful schools teach to the whole child, to each learning style and ability: and inspire a lifelong love of learning that transfers to long term learning success, **and effectively, college and career readiness.**

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

By observing the learning that happens within the learning community of the school, by reviewing student work, learning portfolios, and other demonstrations of learning, data analysis and review, and by authentic assessment of and by students, faculty, and administration.

Governance

- **Describe the role that the governing board will play in the school's operation. The governing board will be responsible for establishing policies and goals for the school director and school administration; as well as the active governance of the school's academic, fiscal, legal, and ethical success.** The board will have the power to make and execute contracts as needed to support the goals and policies of the school, as well as review, assess, and analyze data as needed in all areas of school governance. Board will remain in collaboration with school director,

parents, teachers, students, and community stakeholders on all relevant matters.

- **How will you know if the school is successful at the end of the first year of operation?** School governing board will self-assess, review data, and make evaluations in line with the school's academic and fiscal plans. Governing board will evaluate to ensure that charter school remains in line with their intended mission and vision in all aspects of school operation.
- **How will you know at the end of five years if the school is successful? School governing board will review data and make evaluations in line with the school's strategic plans.** Governing board will evaluate academic data, evaluations, demonstrations of student learning, and fiscal budgets to ensure that charter school remains in line with their intended mission and vision in all aspects of school operation.
- **What specific steps do you think the governing board will need to take to ensure that the school is successful?** The governing board will meet monthly to ensure school operation is in line with mission and strategic plan. Board should review academic performance in the form of data analysis, student presentations of learning, teacher evaluations and self-assessments, as well as classroom visits and observations. School board meets regularly to support director in relevant matters of running the school, evaluates School Director, hears and votes on community issues, reviews and approves budget, oversees facilities decisions, and annually reviews school performance.
- **How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?** Our Governing Board will be held to the highest standards of ethical conduct and sign on the understanding of such, as well as avoiding any conflict of interest. Any breaches of unethical conduct or conflicts of interest will be investigated fairly and thoroughly. In the case of suspected unethical activity, the issue should be brought to the other board members for collaboration and review as needed and followed through with due diligence. Board trainings on conduct and ethics should be provided regularly, so as all Board member share a common understanding as to avoid unethical actions or conflict of interest. I will hold myself and my fellow board members to the highest standards and continually strive for excellence for the success of Alaka'i O Kauai Charter School.

Disclosures

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

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

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

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

5. 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. x I/we do not know any such persons Yes

- 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. x I/we have no such interest Yes

- 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 x I/we or my family do not anticipate conducting any such business Yes

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

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

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

Certification

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

 2/15/2015
Signature Date

Resume:

Minna Freeman



Professional Experience

2012-Current 2012 2011-2012

General education: Kindergarten Jr. Kindergarten 5th grade

My Growing Place Preschool, Kilauea

Coordinator and teacher of Summer Sprouts program.

Bainbridge Island School District, Washington

Certified substitute teacher for the district Taught all subjects in elementary, middle, and high school: in the mainstream, alternative and mixed age schools.

Tutor and Nanny: 2011- 2012

Provided private tutor and nanny services to three girls aged 10, 13, and 16. All with emotional, behavioral, and learning challenges due to ADD, ADHD, and Bi-polar disorder. I enforced structure, routine, self-confidence building, direct nature experiences, and emotional intelligence work in addition to academic tutoring. I also changed the

girls' diet to include more whole foods and removed foods from the home containing ingredients that negatively affect moods and behavior. The girls made significant progress in healthy lifestyle choices and self-management.

Island Wood: 2009-2012

www.islandwood.org

Environmental Educator

I taught programs on art, sustainable gardening, environmental and community stewardship, ethno-botony, ecosystems, watersheds, science, social studies, leadership, teamwork, and community building to a variety of ages. I worked with elementary, middle, and high school students; as well as adults during corporate workshops, weddings, and community events.

Suquamish Elementary, North Kitsap School District via Antioch University

Spring and summer 2011 Suquamish, Port Madison Indian Reservation, Kitsap County, WA, USA ☒ As student teacher I taught in a fifth grade class of 31 students on a local indigenous reservation. I also continued on at this school for three weeks during summer school as a full time volunteer. ☒ The class and school consisted of students from a wide variety of learning styles and abilities, and a diversity of cultural and economic backgrounds. Located on the Port Madison Indian reservation, I incorporated local cultural and environmental teachings into the public school environment. ☒

Island Wood: Environmental Education Graduate Student

Instructor ☒

Graduate student and student teacher August 2009- June 2010 ☒ As an Island Wood instructor I was responsible for field groups of up to 12 students, ranging from 3rd to 8th grade.

The Island Wood campus is composed of 255 acres of underdeveloped forest and wetland, which served as an outdoor classroom. I have worked with students of greatly varying learning abilities and from a wide range of ethnically and socio-economically diverse backgrounds. During four-day teaching weeks I was responsible for the following: ☒

- * Developing and implementing my own relevant lessons, integrating art, natural and cultural history, science, social studies, current events, stewardship, community and team building
- * Teaching ecosystem and watershed curriculum in line with Washington State

standards☒

* Integrating technology into my teaching; I-pods, cameras, computers, high power microscopes☒

* Maintaining emotional and physical safety of students at all times☒

* Facilitating community building and teamwork with in the field group☒

* Operating and facilitating field groups on a low ropes teams' course☒

* Leading field groups safely up a canopy tower☒

* Remaining flexible and taking advantage of teachable moments☒

* Pushing students just past their comfort zones to promote learning, growth, and meaningful hands on experiences☒I was also a liaison to one local public, Suquamish Elementary in North Kitsap, and one private school, Swan School in Port Townsend. As liaison my duties include:☒

*Preparing schools for their Island Wood visit by teaching in class lessons, leading activities, and presenting relevant information to students, parents, and teachers☒

*Post Island Wood follow up includes teaching lessons, leading activities, and promoting and supporting schools to participate in service learning projects☒

* Opening each field day with a friendship circle; leading songs, maintaining noise level, keeping attention, and sharing important information for up to 180 children and adults☒As a graduate student I worked and studied in a cohort of 29 students, often spending up to 60 hours a week together. Working and learning in such intensive conditions prepared me for a future of working within and building close knit learning communities.

CERTIFICATION

State of Hawaii Teaching License: current

Masters of Education: Elementary Ed☒Washington State k-8 Teaching Certificate☒

Certificate of Education, Environment, and Community Bachelor of Art: Anthropology

EDUCATION

Antioch Seattle

Washington State teaching certificate: Elementary Education Masters in Education☒

University of Washington☒School of Education

Graduate studies: Curriculum and Instruction

All classes taken at Island Wood, accredited through University of Washington. Awarded graduate certificate in Education, Environment, and Community

University of Washington

Alaka`i O Kaua`i Charter School

[REDACTED]



Board Member Information

To be completed individually by each proposed school governing board member. All forms must be signed by hand. Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract. As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient. The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

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

Alaka'i O Kaua'i Public Charter School

• Contact information: Name: Robert Sherrill Phone: 

• 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 strongly believe in the mission and vision of this school in particularly it's alternative approach to learning that is adapted to each kids interests.

• What is your understanding of the appropriate role of a public charter school governing board member? A governing board member is responsible for ensuring that the charter school is being operated ethically and in conjunction with the rules and bylaws, as well as state law. The board contributes to establishing the policies governing the school, ensuring it is meeting its mission.

• 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 owned and operated a software development company for over 15 years. I generally have experience in all areas of operating a successful business and I believe my current skillsets translate directly into being a productive board member.

8. Describe the specific knowledge and experience that you would bring to the governing board. I have experience working with many different types of people and businesses. I have been designing and building custom information systems for over 15 years. The experience I have is directly in improving the operations efficiency of numerous types of businesses. I believe I can do the same for Alaka'i O Kaua'i. Also I can contribute as a technology expert.

School Mission and Plan

- What is your understanding of the school's mission and guiding beliefs? The mission is to create an alternative to educational facility focusing on teaching the whole child including academics, emotional intelligence as well social. This is achieved using individualized approach through project based learning.
- What is your understanding of the school's proposed academic plan? The academic plan is to meet and exceed traditional schooling requirements per our mission.
- What do you believe to be the characteristics of a successful school? Financial responsibility is personally what I believe to be a foundation for building a successful school this includes being on budget as well as generating new funding through community fund raising and events. Second are results which exceed the level of other schools on the island. A sense of community within the school as an organization as well as being recognized as contributing to the communities on Kauai. Moral standards such as social responsibility being practiced.
- How will you know that the school is succeeding or is not succeeding in its mission? The growth of the school in terms of enrollment. The attitude and enthusiasm of the children will be obvious to most people who visit. The mission includes adapting the subject matter to each of the students and so there will be a tangible amount of enthusiasm for learning which will set this school apart.

Governance

- Describe the role that the governing board will play in the school's operation. Understanding and overseeing the finances, fund raising, ensuring academic standards are being met and exceeded.
- How will you know if the school is successful at the end of the first year of operation? Meeting financial responsibilities, successful fundraising, community support and awareness, enrollment.
- How will you know at the end of five years if the school is successful? Test scores will

have increased, Student enrollment will be significantly higher, overall growth rate of school, growth in fund raising, The students' attitude and view toward education.

- What specific steps do you think the governing board will need to take to ensure that the school is successful? Ensuring that the school director's actions and goals are in line with our vision and mission.

Ensuring that the school well-funded through fundraising and entrepreneurial efforts.

5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school? I believe the truth is most helpful to those who do not recognize it easily and therefore I would give my best effort to be clear with these members and express to them clearly that the behaviors do not line up with the best interests of the school. At that point I would seek to remove them as I believe doing so is a service to both the individuals and the school.

Disclosures

- 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 - Two of the members I met while applying in the previous year. The rest I know through our common goal to open Alakai O Kauai.
- 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 Dr B. whom my wife and I met through our efforts in applying during a previous year. I believe Dr B. works for the University of Hawaii.
- 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
- 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
- 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.

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

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

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

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

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

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

None Yes

Certification

I, Robert Sherrill, certify to the best of my knowledge and a
the State Public Charter School Commission as a prospective
correct in every respect.

Signature



Software Development Skills

Programming

- Software Architect ☒
- Full Stack Developer ☒
- Object Oriented Design ☒
- Service Oriented Design ☒
- Design Patterns ☒
- Web Services (RESTful) ☒
- Agile Methodologies ☒

•

Robert Sherrill Sr.

Software Engineer [REDACTED]
[REDACTED]

www.Firegarden.com

Technologies • MS SQL Server, MySQL • SQL Server Reporting Services • Entity Framework, NHibernate • ASP.NET / ASP.NET MVC • WPF, Silverlight, WinForms • HTML5, CSS3, W3C DOM APIs • JavaScript & Web UI Libraries

Competencies • Expert C# 6.0 • Expert ASP.NET / MVC • Expert .NET Framework • Expert API / Web Services • Advanced Dynamic HTML5 • Amazon DevOps (Win & Linux) • Expert Business Consulting

Software Development Experience (Reflective of contract software development services DBA Firegarden) 2012- Agemmi LLC – Salt Lake City, UT (Remote)

www.agemmi.com

• Sr. Software Architect and Team Lead. Systems designer and developer of core SaaS product offerings.

• Created full stack dev standards using HTML5 / JavaScript / ASP MVC / WCF, Web API / Entity Framework

2011- Retailer Interact – Salt Lake City, UT (Remote)

www.sattracks.com

• Lead Developer in charge of design and coding of multimillion dollar SaaS application known as “SatTracks”.

• Significantly increased market share leveraging C# Async CTP as well custom Model-View-Presenter pattern.

2011 Barclays Capital, North American Real Estate Division – Manhattan, NY

www.barclays.com

• Lead developer, financial management platform, multibillion dollar real estate portfolio with systems integration

- Using MVVM, WPF UI, Linq and NHibernate to manage deals, risk and performance calculations, as well reporting.

2010 BIA Protect – Manhattan, NY

www.biaprotect.com

- Development of e-discovery software system into a “Total Discovery” SaaS product offering.

- Created Silverlight and ASP MVC prototype software solution targeting multiple platforms (windows, mac & web).

2008 Ceramic Décor Centre – Guelph, ON

www.ceramicdecor.com

- Business consulting and custom software development managing all aspects of operations including POS, work orders & inventory. Built and implemented custom software systems handling 10+ million in annual sales.

2007 TAI Communications – Cambridge, ON

www.ceonline.ca

- Custom WPF Smart client / WCF web services app streaming online continuing education application “CE Online”. 2006 Reid’s Heritage Group – Cambridge, ON

www.reidsheritagehomes.com

- • €Business software consulting and custom development for large home builder, managing all aspects of company.
- • €Created budgeting / forecasting app using C#, WPF and SQL Server, job costing, home building, service scheduling.

2005- Geosign Corporation – Guelph, ON 2006 • Team Lead special projects resulted in fastest growing internet company in history of Canada - Geosign.

- Custom ASP.NET 2.0 Async pipeline to handle extreme load with net revenues exceeding 1 million per month.

2015 2012

Software Development Experience (Reflective of contract software development services as Firegarden)

2004- Orbex Computer Systems – Guelph, ON 2005 • Firegarden resumed sales and services after Orbex lost its entire development team (5 developers).

- Sales, project management and software development services on numerous mission critical software projects. • E.g. Development Visual Basic / SQL Server sales forecasting application for fortune 500 company “Arvin Meritor”.

2002- The General Store – Guelph, ON 2004 • 24 month development project building and migrating custom consignment point of sales software for national retail chain using Window Forms front end, Custom SQL Server Express replication and Web Services back end. • Hired and managed University of Waterloo student with Bachelor of Mathematics in Honors Computer Science.

2001 Geosign Corporation – Guelph, ON ☒ • • €Founding member of “.com startup”.

Worked directly with founder implementing numerous ideas and prototypes.

- PERL Programmer using Regular Expressions to create proprietary dataset ‘screen scraping’ North American web.

2000 Firegarden – Guelph, ON

- Started business software consulting and development company – Fire Garden Corporation.
 - PHP and MySQL Development building numerous websites, custom catalogs and shopping carts. Providing full software design and life cycle services, custom web applications, managed outsourced development services.
- 1998- IT Systems Administrator – Ontario Die Company, Waterloo, ON 2000 • IT Administrator of a 40+ seat network consisting of Windows NT, Linux and Mac computers, TCP/IP Network, ☒Firewall, Corporate VPN's, Mail Server • Visual Basic, PHP, JavaScript, HTML and MySQL development of internal company applications. ☒1998 Graduated with Honors - Center Wellington District High School

Personal Accomplishments and Interests

- § Autodidact – Completely self-taught computer programmer and business consultant.
- § Entrepreneur – Founded web software Development Company in 1999 'Firegarden' at the age of 20.
- § Personal Development – Significant amounts of energy and focus invested in personal development.
- § Black Belt – Goju Karate. Trained steadily from age 7 through to the age of 25.
- § Weight Training – Significant time in gym learning from personal trainer.
- § Video Editing – From Age 12 until early 20's became proficient video editor.
- § Law of Attraction – Significant interest and understanding of LOA concepts.
- § Music Lover – Eclectic fan of music and concerts. ☒
- § Husband & Father – I have a wife and 2 amazing children.

Firegarden Software Services - Robert Sherrill – Resume V3.5

Board Member Information

To be completed individually by each proposed school governing board member. All forms must be signed by hand.

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

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

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

Background

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

Alaka'i O Kaua'i Charter School

- Contact information: Name: **Samantha Shetzline** Phone: 8 [REDACTED] E-mail:

[REDACTED]

- Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached. **Resume and professional bio are attached to this form.** Resume and professional bio are attached elsewhere in the application: _____

I earned a BSA in Accountancy from The American University in Washington DC. I have been a Hawaii licensed CPA since 2007, originally licensed in Colorado in 2000. I have worked in the field of public accountancy since 2000 and operated my own CPA firm since 2008. I have been a board member for the Hawaii Society of CPAs since 2009. In my CPA practice I not only prepare tax returns, but payroll, financial statements and

budgets for many clients in various industries.

- Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization. Does not apply to me **Yes** I have been on the board of the Hawaii Society of CPAs, a nonprofit, since 2009.

- Why do you wish to serve on the governing board of the proposed charter school?
As a mother of a young child about to enter the school system, I would like to support new options in education for today's youth.

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

The governing board of a public charter school is responsible for the oversight of the financial, managerial and academic viability of the charter school. The board is accountable for complying with all state and federal laws and the stewardship of governmental funds to be used for education.

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

I have served on the board of the Hawaii Society of CPAs since 2009.

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

As a CPA, I am able to contribute knowledge of accounting, payroll, budgeting and financial statements to the governing body of the school.

School Mission and Plan

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

The belief that all children have the potential to learn and that through project-based constructivist methodology the child's creativity and individuality can be nurtured.

- What do you believe to be the characteristics of a successful school? A successful school is to have 100% graduation rate and produces students who are prepared for college and careers.

- How will you know that the school is succeeding or is not succeeding in its mission?
Success will be measured by more than standardized tests. Students success will be measured in their academic projects, confidence to demonstrate their learning and participation in inter-curricular activities.

Governance

- Describe the role that the governing board will play in the school’s operation.

The board is responsible for overseeing the financial, managerial and academic aspects of the school.

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

The board will review student data such as attendance and performance and work with the school’s director and teachers to determine if academic and financial goals were met.

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

After five years the board will review the mission, goals and accomplishments of the school based on student data, parent satisfaction, student growth academically and socially.

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

I expect the school to require fund-raising and community involvement in order to be successful.

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

I would first inquire with the suspect person, then approach the school’s director and other board members since I am aware that a board member can be removed by a vote of 2/3 for the board if necessary.

Disclosures

- 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

- 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

- 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

- 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

• 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

• 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

• 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

• 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, Samantha Shetzline, 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.

Samantha Shetzline
Signature

1/28/16
Date

(Attach Your resume here)

SAMANTHA L. SHETZLINE, CPA



To encourage more diverse educational options for Kauai's youth through participation in charter schools on the island.

I have been on the board of directors of the Hawaii Society of CPAs since 2010.

President and sole shareholder of Samantha L Shetzline CPA Inc

Since July 2007

I have been a Hawaii licensed CPA and operated my own public accounting firm since 2007. I employ two part time employees. We prepare income tax returns for more than 325 clients which include individuals, partnerships and corporations. We process payroll and bookkeeping for more than 20 local businesses as well.

Staff Accountant, Edward L punua CPA Inc

2001 until July 2007

Processed payroll, general excise tax and income tax returns for many clients in various industries while gaining the 5 year experience requirement to transfer my Colorado CPA licensure to Hawaii.

The American university, Washington, DC

Bachelor of Science in Accountancy

4.0 GPA ☑ TOP TEN SCORES IN COLORADO ON NOVEMBER 1997 CPA EXAM
Original CPA licensure in Colorado in 2000

References:

REBECCA ASANO SANTOS, CPA

and Professor at Kauai Community College, Lihue [REDACTED] ☒

KATHY CASTILLO, Executive Director, Hawaii Society of CPAs, Honolulu

[REDACTED]

Board Member Information

To be completed individually by each proposed school 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

- Name of charter school on whose governing board you intend to serve:
Alaka'i O Kaua'i Charter School
- Contact information: Name: Jacob Vogelgesang Phone [REDACTED]
E-mail: [REDACTED]
- Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached. X •X Resume and professional bio are attached to this form. • Resume and professional bio are attached elsewhere in the application: _____
- Indicate whether you currently or have previously served on a board of a school

district, another charter school, a non-public school, or any nonprofit organization. X Does not apply to me • Yes NO

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

Children deserve a choice in different forms of education.

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

The role of a board member ultimately is to ensure that a student's needs are being met.

- 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 currently lead a division of 100+ Kauai residents at the Sheraton Kauai Resort. Being born and raised on the island of Kauai has allowed me to establish many business connections. I have lived in Boston and Los Angeles where my wife and I researched numerous school systems that would benefit our children's needs.

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

I would bring business leadership, community connections and event planning proficiencies.

• **School Mission and Plan**

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

It incorporates hands on / project based learning that is much more natural to a child.

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

A successful school has the ability to flex in order to meet the different needs of different students. Both parents and students are excited about learning. Students are prepared to be successful members of society at a capacity decided on by them.

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

Understanding the progress made by individual students. Pace and test scores will be different for different people.

- **Governance**

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

The board will be involved in hiring administrators, setting budget and educational goals.

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

Measurable goals will need to be set prior. Goals should include student educational success, parent and teacher satisfaction, budget adherence, as well as community support.

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

Student educational success, parent and teacher satisfaction, budget adherence, and community support.

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

Specific and measurable guidelines need to be established as a road map to success. The guidelines can evolve as more information and trends become available.

- 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?

Validate that the concerns are true then bring it to the board to determine next steps. Unbiased third parties may need to be involved.

the business that is being or will be conducted. *(N/A)* - I/we or my family do

• Disclosures

- 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
- 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
- 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
- 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
- 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. X • Not applicable because the school does not intend to contract with an education service provider or school management organization. (-X)/we do not know any such persons • Yes
- 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. X • (N/A) • I/we have no such interest • Yes
- 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. X • (N/A) • I/we or my family do

not anticipate conducting any such business Yes

- Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate. • X Does not apply to me, my spouse or family • Yes
- Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board. • X None • Yes

A handwritten signature in black ink, appearing to be 'J. O.' or similar, written in a cursive style.

2/7/16

Jacob Vogelgesang



Professional Profile

An innovative hospitality professional, passionate about providing specialized guest experiences to differentiate the property. Consistently recognized for delivering results.

Experience

9/2014 - present Starwood Hotels Sheraton Kauai Resort Poipu, HI
Returned upon request of the General Manager to restore his vision for the food and beverage operations

Director of Food and Beverage

- Guest satisfaction for food and beverage first place in the region amongst like Starwood properties
- Associate engagement and satisfaction increased by 25% through effective communication
- Improvement of both revenue and profitability

09/2013 - 9/2014 Marriott Hotels Marriott LAX Los Angeles, CA
Director of Restaurant and Bar Operations

An airport property consisting of 1004 rooms and 55,000 square feet of meeting space.

- Directing three distinct restaurants in addition to in room dining and a high volume Starbucks
- Award winning wine list comprising of a 10,000 bottle inventory
- Managed a beer list consisting of 21 draft selections

06/2011 - 09/2013 Starwood Hotels Sheraton Boston Boston, MA
Director of Restaurant and Bar Operations

The largest hotel in New England consisting of 1220 rooms and 70,000 square feet of meeting space. Food and Beverage annual revenue exceeded \$28M

- Rebranded Side Bar Grille which resulted in a 8% increase in revenue per occupied room
- Implemented a loyalty rewards program in Apropos that increased capture and average check
- Responsible for beverage pricing and purchasing as well as wine and specialty drink list creations. Beverage cost improved by 1.7%.

07/2007 ~ 06/2011 **Starwood Hotels** **Sheraton Kauai Resort** **Poipu, HI**

Director of Food and Beverage - 3/2008 to 6/2011

Director of Restaurant and Bar Operations - 7/2007 to 3/2008

Starwood owned resort consisting largely of transient clientele with restaurants accounting for 95% of Food and Beverage revenue. 20,000 square feet of indoor and outdoor meeting space. Food and Beverage annual revenue exceeded \$10M

- Part of the founding team that created the "Make a Green Choice"
- Effectively directed Food and Beverage staff of six managers and 130 associates
- Directed an annual outdoor festival with 6,000 attendees involving six entertainment offerings, 12 restaurants, and children's amusement area
- Implemented "Farm to Table" program that further fostered a positive relationship between community and resort
- Increased dinner capture by 12 basis points through the creation of special events and improved strategic marketing

05/2003 ~ 07/2007 **Starwood Hotels** **Sheraton Fairplex** **Los Angeles, CA**

Director of Outlets / Six Sigma Leader - 6/2004 to 7/2007

Banquet Manager - 5/2003 to 6/2004

Hotel consists mainly of corporate clientele with 11,000 square feet of meeting space on site and 300,000 square feet of indoor meeting space off site. Starwood Hotel of the Year, Southern California 2005. Starwood GSI Hotel of the Year, 2006.

- Played integral role in banquet and catering operations which included dinners for 6,000 and a biannual NHRA event for 16,000 people in 40 locations over a four day period
- Increased guest satisfaction through focus groups, guest feedback analysis, and internal feedback capture

06/2001 ~ 05/2003 **Starwood Hotels** **The Royal Hawaiian** **Honolulu, HI**

Banquet Captain

Historic hotel which is part of Starwood's Luxury Collection. Indoor meeting space of 12,000 square feet with additional 66,000 square feet of outdoor meeting space.

- Selected to be Lead Captain for served Gubernatorial Inaugural Dinner with 2500 attendants
- Developed efficient systems for gratuity distribution and event floor planning

Education and Training

Breakthrough Leadership – Marriott Hotels

Property Service Culture Trainer – Starwood Hotels

Food and Beverage University – Starwood Hotels

Leading Starwood – Starwood Hotels

Six Sigma Green Belt – Starwood Hotels

TIPS Certified Trainer – Health Communications Inc.

Serve Safe Certified – American National Standards Institute

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

1. Name of charter school on whose governing board you intend to serve:
Alaka'i O' Kaua'i Charter School
2. Contact information:
Name: Maegan Sakai
Phone: [REDACTED]
E-mail: [REDACTED]
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes
5. Why do you wish to serve on the governing board of the proposed charter school?

I believe education is about innovation and Alaka'i O Kaua'i seeks to pursue that. I am excited to be a part of something that dares to believe in something better and isn't afraid to try something out of the contemporary box.

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

A public charter school governing board serves the community by overseeing the school's progress in all its facets and advising the administration in the ways that will best fit the needs of its students. Like any public form of governance it listens to its community and works to serve it in the best possible way by considering best practices and leading research in the field.

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

I am young and my leadership experience is severely limited in number of years. I believe that I have the capacity to serve on this board because I am not afraid to take on new challenges and I like to solve problems. I am a person that believes in what they do and therefore put earnest effort into my work. Lastly, I am not afraid to look at an issue from all sides, and ask straightforward questions when it comes to making informed decisions. I believe that as a board member it is my duty to do so. Besides the committees I have served on, and my role as a voluntary RTI teacher for my grade level, some other extra curricular roles that I have held are: cub scout den leader and assistant cub master for the last four years, HYSA soccer coach, and KEAHI Soccer Club Board Member.

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

I can bring specific knowledge of the public school system and my training as a teacher to the governing board. This insight allows me to have an intimate knowledge of where public education is today, including its present demands and strengths. I have practical and fundamental experience in regards to working in an existing education system and working with children and other teachers. This isn't everything a governing board would need, but it serves as an important component of a public charter school's governing board.

School Mission and Plan

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

The school's mission and guiding beliefs are that learning happens in different ways and learning can also be expressed in different ways. The school seeks to provide a rigorous and creative education that utilizes direct instruction and project based learning to provide students with the tools they need to engage in high quality critical thinking. The school believes all students can learn and are motivated to learn through project based learning.

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

The school's proposed academic plan is to provide all students with a project based learning curriculum that allows them to directly connect with their learning, while engaging in higher order thinking strategies to solve problems and further their projects.

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

I believe the characteristics of a successful school are successful humble administrators willing to listen in order to lead, efficient data management, transparent finances/budgeting, passionate faculty, and a supportive community.

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

I know the school is successful in its mission based on the assessment data we gather from students, and the objective feedback we receive from the parents and students we serve. If our students show academic gains in the assessment data and our students feel happy coming to school; I will feel that our school is succeeding. If we are not making academic gains based on the assessment data then as a school we would need to re-evaluate the rigor of our curriculum. If our students are not happy coming to school then as a school we may need to re-evaluate the types of social emotional learning or project based learning activities we are doing to motivate our students.

Governance

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

The role of the governing board is to review and oversee the school's academic, financial, and administration, as they relate to the charter contract.

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

I will know that the school is successful at the end of the first year of operation if we are within our allotted financial budget, student data indicates academic growth, and our school organization allows us to see where we may be able to improve our capacity for the next year.

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

I will know the school is successful at the end of five years if our faculty's understanding of project based learning has grown as evidenced by a refined pbl curriculum, growing student achievement, students that want to continue in our school, and the community has a growing interest in what we can provide.

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

As a governing board we need to be vigilant about reviewing our school's financial plan to ensure that it is balanced and responsible. We should also diligently review our academic assessment information and develop sound criteria that will effectively reflect growth and be evaluated on a school wide level. Overall as a board we must not be afraid to ask hard questions in our pursuit to serve the people of Kaua'i.

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

I think transparent discussions are the best way to avoid unethical behavior. If there are suspicions of unethical behavior and it warrants a growing concern it should be brought up openly for discussion at a board meeting and an investigation pursued.

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 DrB Blackwell was my professor and supervisor at UHM. I also know another teacher that will be serving on the governing board - Ms. Minna Freeman-Pritchard

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 - I plan to apply at this charter school, if approved, as a teacher.

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

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

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

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

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

Certification

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

2/15/16

Signature *J* Date

Please attach Resume here:

Maegan Sakai

Education/Training:

B.Ed degree - University of Hawaii Manoa, College of Education - 2010

2011 Kauai District Common Core State Standards Training ☒ 2011 Kauai District

Conceptual Learning/Mentoring and Teacher Induction Program ☒ 2011 DIBELS

curriculum training (RTI) ☒ 2011 Reading Mastery curriculum training (RTI)

Work Experience:

2011-2014 K-6 Elementary Teacher at King Kaumualii Elementary School; Hanamaulu, Kauai - serving grades 1-2

2011-2014 RTI Tier 3 instructor and committee member 2011-2014 Gale Elkins Direct Instruction Workshop 2012 Data Teams Workshop ☒ 2013 Stepping Stones Math curriculum training

2013 Reading Wonders Language Arts curriculum training 2015 Substitute Teacher for Kauai DOE schools

Currently I am on leave from the classroom and work as a substitute teacher, to stay home with my 1 year old son.

Personal Statement:

I have had the privilege to work at King Kaumualii Elementary School for the past 4 years. In that time Hawaii's public education has undergone much change to improve standardized test scores, in an effort to improve the competitiveness of our children in a global workplace. King Kaumualii Elementary has tried to take ambitious steps to prepare its staff with up to date trainings and I have directly benefitted from all of this. I chose to work at this elementary school because of its "high risk" student population and spent many personal hours working with parents and students that could not find success in a traditional classroom setting. Although I find success working with students in small group and one on one settings, my ultimate professional goal is to inspire wonder and creativity in my students, creating the magic and fun I experienced in my foundational years of school. I love the rigor of CCSS and informing instruction through data collection and management, and eagerly work to find a way to unite these polar opposites of public education.

Extra curricular roles:

- cub scout den leader and assistant cub master for the last four years ☒
- HYSA soccer coach, and KEAHI Soccer Club Board Member. ☒

Attachment V – Conflict of Interest Statements

Resource Sheet: Conflict of Interest Policy

Background

A good conflict of interest policy is essential to charter board governance. It helps build trust in the charter school and the entire movement by demonstrating to the public that the governing board is operating in a fair and unbiased manner.

When devising a conflict of interest policy, a governing board may want to consider circumstances that might arise that would create a risk — or the appearance of a risk — of the board’s judgment being unduly influenced by a secondary interest. The policy should restrict board members from voting on matters affecting their financial interest and limit the circumstances under which they can receive anything of value because of their official position.

Pursuant to Section 2.2 of the State Public Charter School Contract (“[Charter Contract](#)”), a charter governing board “shall comply with the [Code of Ethics](#) (Hawaii Revised Statutes (“HRS”) Chapter 84) and shall adopt and adhere to a conflict of interest policy which is consistent with the Code of Ethics, and which includes provisions related to nepotism.”

In addition to the information provided here, governing board members should familiarize themselves with the State [Code of Ethics](#). They may also want to review the Hawaii State Ethics Commission’s [Ethics Guide](#). They can also contact the State Ethics Commission at 808-587-0460 or ethics@hawaiiethics.org with any questions they may have pertaining to the Ethics Code.

The Code of Ethics requires that State of Hawaii legislators and employees disqualify themselves from taking “any official action directly affecting 1) A business or other undertaking in which the employee has a substantial financial interest; or, (2) A private undertaking in which the employee is engaged as legal counsel, advisor, consultant, representative, or other agency capacity.” HRS §84-14 (a).

Pursuant to HRS §84-3, an “official act” or “official action” means “a decision, recommendation, approval, disapproval, or other action, including inaction, which involves the use of discretionary authority.”

Also pursuant to HRS §84-3, “financial interest” means an interest held by an individual, the individual’s spouse, or dependent children which is:

- 1) An ownership interest in a business.
- 2) A creditor interest in an insolvent business.
- 3) An employment, or prospective employment for which negotiations have begun.

Attachment V – Conflict of Interest Statements

Conflict of Interest Disclosure Statement

This Conflict of Interest Disclosure Statement is intended to help the charter school's officers and members of the Board of Directors ensure that they are not compromising their ability to act in the charter school's best interest by placing themselves in a position of an actual or potential conflict of interest. Please initial following Item A or Item B, whichever is appropriate, and provide a detailed explanation if you answered Item B (attach additional sheets if necessary) Please review the Conflicts of Interest Policy when completing these items

Item A: I am not aware of any relationship or interest or situation involving myself or my immediate family or any entity with which I am affiliated that might result in a conflict of interest between me and the charter school.

Initial Here: DB

Item B: There may be relationships or interests or situations involving myself or my immediate family or any entity with which I am affiliated that either currently or is likely to result in a conflict of interest between me and the charter school.

Initial Here: _____

Immediate family is an individual's brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law

Item C: I am a board member, a committee member, an officer or an employee of the following organization(s) which may present a real or potential conflict:

I have read and understand the charter school's conflicts of interest policy and agree to be bound by it. I will promptly inform the Board of Directors of any material change that develops in the information contained in the foregoing statement.

Dr. B Blackwell

Typed/Printed Name

[Redacted Signature]

Signature

2/3/16

Date

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Item A: I am not aware of any relationship or interest or situation involving myself or my immediate family or any entity with which I am affiliated that might result in a conflict of interest between me and the charter school.

Initial Here: _____

Item B: There may be relationships or interests or situations involving myself or my immediate family or any entity with which I am affiliated that either currently or is likely to result in a conflict of interest between me and the charter school.

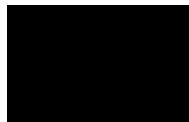
Initial Here: _____

Immediate family is an individual’s brother, sister, ancestor, descendant, spouse, brother---in---law, sister---in---law, son---in---law, daughter---in---law, mother---in---law, or father---in---law.

Item C: I am a board member, a committee member, an officer or an employee of the following organization(s) which may present a real or potential conflict:

I have read and understand the charter school’s conflicts of interest policy and agree to be bound by it. I will promptly inform the Board of Directors of any material change that develops in the information contained in the foregoing statement.

Jacob Vogelsang



Signature

2/7/16

Date

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Item A: I am not aware of any relationship or interest or situation involving myself or my immediate family or any entity with which I am affiliated that might result in a conflict of interest between me and the charter school.

Initial Here: ER

Item B: There may be relationships or interests or situations involving myself or my immediate family or any entity with which I am affiliated that either currently or is likely to result in a conflict of interest between me and the charter school.

Initial Here: _____

Immediate family is an individual's brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law.

Item C: I am a board member, a committee member, an officer or an employee of the following organization(s) which may present a real or potential conflict:

I have read and understand the charter school's conflicts of interest policy and agree to be bound by it. I will promptly inform the Board of Directors of any material change that develops in the information contained in the foregoing statement.

Elizabeth Reeves

[Redacted Signature]

1/13/16

Typed/Printed Name

Signature

Date

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Item A: I am not aware of any relationship or interest or situation involving myself or my immediate family or any entity with which I am affiliated that might result in a conflict of interest between me and the charter school.

Initial Here: mf

Item B: There may be relationships or interests or situations involving myself or my immediate family or any entity with which I am affiliated that either currently or is likely to result in a conflict of interest between me and the charter school.


Initial Here: _____

Immediate family is an individual's brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law.

Item C: I am a board member, a committee member, an officer or an employee of the following organization(s) which may present a real or potential conflict:

I have read and understand the charter school's conflicts of interest policy and agree to be bound by it. I will promptly inform the Board of Directors of any material change that develops in the information contained in the foregoing statement.

Minna Freeman
Typed/Printed Name


Signature

2-3-16
Date

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Item A: I am not aware of any relationship or interest or situation involving myself or my immediate family or any entity with which I am affiliated that might result in a conflict of interest between me and the charter school.

Initial Here: MS

Item B: There may be relationships or interests or situations involving myself or my immediate family or any entity with which I am affiliated that either currently or is likely to result in a conflict of interest between me and the charter school.

Initial Here: _____

Immediate family is an individual's brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law.

Item C: I am a board member, a committee member, an officer or an employee of the following organization(s) which may present a real or potential conflict:

I have read and understand the charter school's conflicts of interest policy and agree to be bound by it. I will promptly inform the Board of Directors of any material change that develops in the information contained in the foregoing statement.

Maeqan Sakai
Typed/Printed Name


Signature

2/15/16
Date

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Item A: I am not aware of any relationship or interest or situation involving myself or my immediate family or any entity with which I am affiliated that might result in a conflict of interest between me and the charter school.

Initial Here: AS

Item B: There may be relationships or interests or situations involving myself or my immediate family or any entity with which I am affiliated that either currently or is likely to result in a conflict of interest between me and the charter school.

Initial Here: _____

Immediate family is an individual's brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law.

Item C: I am a board member, a committee member, an officer or an employee of the following organization(s) which may present a real or potential conflict:

I have read and understand the charter school's conflicts of interest policy and agree to be bound by it. I will promptly inform the Board of Directors of any material change that develops in the information contained in the foregoing statement.

Robert Sherrill

Typed/Printed Name



Signature

1/12/2010

Date

Attachment W - Section III. A. 9

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

Alaka'i O Kaua'i School Advisory Board emphasizes the importance of a collaborative Decision Making Process in accordance with the school's Mission and Vision. The primary function of our advisory board is to provide advice and assistance to the School Leadership Team and the Board in the specific area of each member's expertise and training. The planned composition of the advisory body has expertise in Education, Law, Real Estate, Grant Writing, Business and Financial Advising, and School Management. Recruitment for advisory positions will be an ongoing process with ideal composition ultimately representing a wide array of professionals whose philosophies, talents and backgrounds support the Alaka'i O Kaua'i Mission. We have already included several members with experience in these field and will continue to cultivate these bodies by exercising our collective contacts. Advisory Bodies will generally report directly to the school director or directly to the governing board. Parents, students, teachers and other community members may be nominated to serve as an advisory board member. At present, Alaka'i O Kaua'i is proud to list the following five individuals as Advisory Board Members: (All five resumes are attached.)

Mr. Richard Mosher, Oahu Legal Council, Attorney

Mr. Paul Zina- Ele`ele Elementary School Principal on Kauai

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

Ms. Felicia Cowden – Author, School Director, Radio Talk Show Host

Dr. Yuriko Wellington – Educator, Executive Director of Non-profits, university professor

Once approved, we understand that legal counsel will be supplied by the DOE and we may no longer use the services of Mr. Mosher, our Oahu lawyer.

Mr. Paul Zina is an exceptional elementary school principal on Kauai, which several of our board members have actual working relationships. When planning and starting a charter school, a multitude of questions arise, which is most helpful for an experienced Principal to be able to inform and advise.

Mr. Steve Martin-Oldfield is an experienced facility expert. He owns his own Kauai Pacific Real Estate company and is one of the largest property managers on Kauai. His expertise in this field has already been invaluable with the search for a site and

identifying situations or problems that might occur, such as negotiating leases and responsibilities.

[Felicia Cowden](#) is a community development activist who has held an interest in education for three decades on Kauai. She has held positions on school boards and organizations from her son's pre-school to high school, worked four years in educational support for the DOE, was the chair of County of Kauai Youth Council, the chair of the School Community Council for Kapaa High, part of the community advisory team for the HSA tests, among other positions. [Akamai Learning](#) is her alternative middle-school program that provides life-based education for home schooling families in the primary hours of the school week. She also has a talk-show radio program on [KKCR](#) discussing Kauai issues, as well as had a strong run last election season for Kauai County Council.

Dr. Yuriko Wellington is an educator with experience in education ranging from pre-school through university teaching. She was raised in Kailua, Hawaii and comes from a long line of educators and social justice activists. She has over 20 years of K-12 teaching experience as well as a background in social services and nonprofit start-up.

For the past 15 years Dr. Wellington has taught in teacher education programs at University of Georgia, University of Arizona, University of Hawaii at Manoa, and Chapman University. Yuri has served on numerous Boards for nonprofit and educational organizations. In addition to her work at various research universities in the United States, Dr. Wellington has developed curriculum and taught graduate and undergraduate courses in education, research, social services, and nonprofit policy and practice.

Dick Mosher

[REDACTED] ☒
[REDACTED] ☒
[REDACTED]

Hawaiian Islands - Legal Services
Current: Anderson Kill, Hawaii State Judiciary Court Annexed
Arbitration Program, Hawaii Court of Appeals AMP

Previous: Hawaii State Bar Association, Law Department Consortium, Northwestern University

Education: Northwestern University School of Law

Attorney, Arbitrator and Mediator
Anderson Kill

July 2012 – Present - Honolulu, Hawaii-Dallas, Texas - Attorney and Mediator in Honolulu and Dallas with practice specializing in mediation, commercial law and litigation, insurance recovery-policyholder disputes, captive insurance, labor and employment, and international law

Arbitrator - Hawaii State Judiciary Court Annexed Arbitration Program

August 2014 – Present - Honolulu, Hawaii - Non-Binding arbitration of tort cases with a probable jury verdict of \$150,000 or less

Mediator - Hawaii Court of Appeals AMP

January 2015 – Present - Honolulu, Hawaii - Mediation of cases selected from the Hawaii Intermediate Court of Appeals Docket

Co-Chair ADR Section

Hawaii State Bar Association - January 2015 – Present

Vice-Chair Business Law Section

Hawaii State Bar Association - January 2014 – Present

Vice-Chair, International Law Section

Hawaii State Bar Association January 2015 – Present - Honolulu, Hawaii **ADR**

Committee Lead Chair

CLM Alliance - August 2014 – Present - NY **Chairman, Nomination Committee**

RIMS Hawaii Chapter - April 2013 – Present - Honolulu - Review candidates for officer positions

Audit Committee - CLM Alliance - May 2013 – Present - NY - Audit issues

Faculty and CLO panel moderator - SW Law Institute, Plano, TX 2010 – Present -

Plano, Texas - General Counsel Moderator

Member

National Association of Corporate Directors - December 2010 – Present

Member of Association - ***Chairman, Insurance Section***

Hawaii State Bar Association

January 2013 – December 2014 - Honolulu, Hawaii

Manage Section

Advisory Board

Law Department Consortium - January 2008 – November 2014

Efficient management of litigation to meet company values and goals

Secretary-BOD DFW Alumni

Northwestern University - November 2011 – June 2012 -Alumni activities in the DFW area

VP-BOD - Northwestern Kellogg Alum DFW - November 2011 – June 2012 -

Dallas/Fort Worth Area – Alumni activities in the DFW area President - BOD ACC-DFW

ACC, Dallas November 2008 – June 2012 - President and Board of Directors, ACC DFW, TX

US Postal Service - 2003 – June 2012 - Employment and labor litigation

University of Phoenix - January 2002 – January 2011 - ***Faculty, DFW, TX*** , Teach in graduate and undergraduate programs

Law Dept Mgt and Int'l Legal Affairs Committees

- **Association of Corporate Counsel** - September 2009 – October 2010 - ***Director***
- **First Law International, Sarl** 2005 – 2009 - International legal services with emphasis on cost effective work and rates CLO **Loctronix Corporation** 2006 – 2008 Loctronix is a wireless GPS location services company located in Woodinville, WA. I also work for the U.S Government (Postal Service Law Department) on employment (EEOC) litigation and an Australian wealth management company as US Counsel.
- **Maytag/Hoover** - 1996 – 2006 (10 years) - General corporate law with emphasis on international law, M&A, contracts and litigation.
- **Attorney - Maytag/Hoover/Ball** - 1990 – 2000 (10 years)
- **Attorney - Fujiyama, Duffy & Fujiyama** 1973 – 1978 (5 years) - Litigation attorney

Summary - Over 40 years of global business and legal experience as an officer, director, attorney, consultant, lead negotiator and advisor for large, small, public, private, and start-up companies. Currently "of counsel" to the Anderson Kill law firm in Hawaii specializing in corporate, litigation, captive insurance, employee law, international business, insurance recovery, and mediation. Chairman of the Insurance Section of the Hawaii State Bar Association. Member of the Hawaii Lodging and Tourism Ass'n and

Hawaii Captive Insurance Ass'n Loctronix, Ball Corporation, Ball Aerospace, Maytag, Hoover, First Law International (Belgium), Absolute Business (Seattle), Special Assistant U.S. Attorney, Consultant to U.S. Postal Law Department on Employment and Labor Law; Body by Banks Fitness (Salt Lake), University of Phoenix (TX, WA, UT) MBA faculty at University Phoenix and Regis University, Director Tacoma, WA Entrepreneurial Network. Association of Corporate Counsel (D.C.) chair of three national committees, advisor to global companies and law firms on cross-cultural communications, keynote speaker at international conferences on four continents. Specialties: insurance recovery, manufacturing, aerospace, high-tech, communications, government, education, mergers and acquisitions, international law and communications, wireless gsa, consulting, intellectual property protection and licensing .

Paul Zina



Professional Profile

Eager to bring public school students into the twenty-first century using a unique combination of education experience coupled with seventeen years' education background on the island of Kauai.

- Hold Hawaii Public School Administrators Certificate, Bachelors Degree in Secondary English Education.
- Experienced in use of the internet and many forms of educational software.
- Dedicated to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of knowledge in children.

Qualifications and Certifications

Public School Administrator Certificate Hawaii Department of Education, 2006

Bachelor of Education Secondary English/Teacher Licensed University of Hawaii, HI. 1997

Phi Theta Kappa International Honor Society **Sigma Phi Epsilon National Fraternity** **Kauai Lodge Free and Accepted Masons**

Work Experience

Administrated full school operations with financial and academic planning at:

1. Ele`ele Elementary School (336 Students K-5, Principal) 2014-present
2. Wilcox Elementary School (900 students pre-K to gr.5 Vice Principal, Acting Principal) 2010-2014
3. Kauai High School (1200 students gr.9-12 Vice Principal) 2007-2010
4. King Kaumualii Elementary School (550 students pre-K to 5 Vice Principal) 2006-2007

English Teacher /School wide Curriculum Coordinator / WASC Self-study Coordinator (Waimea High School gr.9-12) 1998-2000, 2003-2006

English Teacher / Department Chair / Team Leader (Chiefess Kamakahaiei Middle School gr.8) *2000-2003

Student Teacher English / Special Education Math Teacher (Kapaa Middle School gr.7) *1997-1998

Steven M. Martin-Oldfield



Professional Profile

The owner and Broker of Kauai Pacific Real Estate on the Island of Kauai, Hawaii, brings many opportunities for management and growth as a professional as well as for an individual. Upon relocating to Kauai in 1998 a new career was started in the real estate business and within two years I became one of the owners, and eventually the sole owner, of what is now Kauai Pacific Real Estate.

With a rich background in business management, both national and international sales experience, and developing strong interpersonal and business relationships has provided me the opportunity to learn to succeed in a very competitive business.

Work History

1970 – 1975 Mt. Nebo School District, Springville UT. Secondary teacher. Taught English, Theatre and Television Arts. Department Head.

1975 – 1977 CBS Television, Las Vegas, NV. Director and Producer. At the time the youngest producer in the history of CBS.

1977 - 1984 Briarton Financial Services, Pleasanton, CA. Self employed Business Consultant. Provided Political and Business consulting services.

1984 – 1998 Harris Research, Inc., Sacramento CA / Logan, UT. Executive Vice President of Sales and International Development. Rated each year as the Best Franchise in America, The Top Ten Fastest Growing Franchise in America, number one franchise in our category.

Grew company from 56 franchises in five states to 5,600 franchises in 53 countries.

1998 – 2015 Owner and Broker of Kauai Pacific Real Estate, Kapa'a, HI. Specializing in real estate sales, long term property management and vacation rental management.

Educational Background

1962 – 1966 San Ramon Valley High School, Danville, CA

1966 - 1970 Bachelor of Arts, Brigham Young University, Provo, UT

1970 - 2015 Assorted Continuing Education Classes including class work for Master of Fine Arts, Certified Financial Planner, Series 7 License (stock broker), Hawaii Real Estate Brokers License.

Personal Information

Married father of seven children, twenty two grandchildren and two great grandchildren currently living in Kilauea, Hawaii.



Resume - Alaka'i O Kaua'i

Kaua'i resident for 32 years

Education experience:

Akamai Learning ~ 5 years school director alternative middle school private program
education ~ DOE ~ 4 years support teacher Hanalei & Kilauea
School Community Council Kapaa High (chair), Hanalei School SCBM, Kilauea School
PTSA, Kauai Educators Leadership Alliance, Aloha School Board
County of Kauai Youth Council- Chair roughly 2004-2006
Authored a book: Life is the School, Love is the Lesson on Free-Schooling

Non-profit and ngo involvement (partial list - past and/or present):

Kauai North Shore business council 13 years (9 years pres or vice pres.)
Kauai WorkForce Investment Board, Workwise, Kauai Youth Council (co-chair)
Kauai Chamber of Commerce, Filipino Chamber of Commerce
Regenerations Botanical Garden (vp - treas - sec), Hawaii Farmers Union United
Kilauea Neighborhood Association, Hanalei Community Association
KKCR - programming committees
Aha Moku - Koolau, Puna Active Waipa volunteer/collaborator

Government involvement:

Recent political campaign bringing me high involvement with less-familiar communities
Decades of participation at state and county legislation and workshops, meetings
Routine attendance at planning meetings and workshops; open to form-based code

Business & Employment

Engineer & Marketing - 3 years intel corporation Arizona and England
Hanalei Surf Company ~ manager/owner 18 years 40+ employees
Quicken, Point of Sale inventory systems, computer management
Media and Public Speaking
Public affairs (talk show) radio programmer www.kkcr.org 5 years (present)
Published (self) author, small scale film making, produce websites, imagery
Organizer of events for years, business, sports (surf), non-profits, parties, events

Educational Background: 1984 BS Engineer - Electrical Computer Science
Northern Arizona University

Grad School: 1st year MS Elect. Eng. ASU 1st year Law School Univ. Puget Sound

Additional training: year participation in inaugural class for Leadership Kauai
year class at Hawaiian Alliance for Community Based Economic Development
Hawaii Real Estate License

Alaka'i O Kaua'i

akamaibackyard.com · akamailearning.org · feliciacowden.com

Yuriko C. Wellington, Ph.D.

EDUCATION

DOCTOR OF PHILOSOPHY IN LANGUAGE, READING AND CULTURE, 2002.

University of Arizona, Tucson, Arizona,
College of Education
Department of Language, Reading and Culture
Major: Language and Literacy
Minor: Culture and Education

Dissertation Title: To Know, To Care, and To Act: Multiculturalism – Where Do We Go From Here?
Descriptive Analysis of an Interdisciplinary Graduate Curriculum in Education From Multiple Perspectives
Dissertation Advisors: Dr. Kathleen G. Short and Dr. Teresa L. McCarty

MASTER OF SCIENCE IN EXERCISE PHYSIOLOGY with commendation, 1986.

George Williams College, Downers Grove, Illinois.
Specialization: Preventative and Rehabilitative Cardiovascular Health.

BACHELOR OF SCIENCE IN EDUCATION, 1977.

Bradley University, Peoria, Illinois..
Specialization: Kindergarten-Primary Education with concentrations in Speech Pathology and Fine Arts.
Minors: Language Arts and Social Studies.

CURRENT POSITION

2008 – present *Founder and Executive Director, Teach Cambodia, Inc.* (nonprofit 501(c)(3) providing teacher training, community-based educational research, and sustainable village schools in Cambodia)

UNIVERSITY TEACHING AND RESEARCH

2012 – 2014 *Visiting Scholar and Adjunct Professor*, College of Educational Studies, Chapman University
2004 – 2007 *Assistant Professor Of English Language Arts and Multicultural Education*, University of Hawaii at Manoa.
2002 – 2004 *Assistant Professor of Social Science Education*, College of Education, University of Georgia
2000 – 2002 *Associate Research*

K-12 TEACHING EXPERIENCE

2015-2016 *Kindergarten Facilitator (Classroom Teacher)*
ILEAD Antelope Valley Learning Center
Lancaster, California

2000-2001 *Fifth Grade Classroom Teacher*
Van Horne Elementary School
Tucson Unified School District, Tucson, Arizona

1998-2000 *Classroom Resource Teacher,*
(Bilingual ESL Reading, Math and Social Studies)
Challenger Middle School, Tucson, Arizona

1996-1998 *K-12 Technology Coordinator*
Hana High and Elementary School, Hana, Maui, Hawaii

- 1994-1996 ***Multi-Age Pilot Project Team Leader (Grades 1-5)***
Multi-Age Classroom Teacher, Multi-Age 1-2-3
 Hana High and Elementary School, Hana, Maui, Hawaii
- 1993-1994 ***Second Grade Classroom Teacher***
 Hana High and Elementary School, Hana, Maui, Hawaii
- 1989-1990 ***Accelerated Multi-Age Kindergarten Classroom Teacher***
 Stivers Academy, San Lorenzo, California
- Fall, 1985 ***9th – 10th Grade Health Teacher***
 St. Rita's Catholic School, Chicago, Illinois
 (Neuromuscular Relaxation and Introduction to Physiology)
- 1977-1984 ***Elementary Classroom Teacher***
 Hana High and Elementary School, Hana, Maui, Hawaii
- 1983-84 ***K-6 Grade Level Chair***
- 1981-84 ***Third Grade Teacher***
- 1979-81 ***IRA Math, Grades 3-6***
- 1978-79 ***Substitute Teacher, Grades K-6***
- 1977-78 ***Title I Reading, Grades 2-4***
- 1982-1984 ***Ropeskipping Demonstration Team Coach/Director***
 (Coaching, fundraising (± \$30,000 annually), organized, coordinated and supervised school-site demonstrations and workshops, lectures, health fair demonstrations statewide; organized, coordinated, and supervised nationwide team tours in 1983 and 1984; designed statewide Ropeskipping Fitness Curriculum for implementation K-8.)
- 1982-1984 ***Jump Rope for Heart Coordinator***
 American Heart Association, Maui County Division
 (Coordinated county-wide school-based fundraising events.)
- 1974-1975 ***Speech Therapist (Practicum)***
 Bradley University Speech Clinic, Peoria, Illinois
 (Wrote and executed therapy plans for language development and speech correction for clients aged 4 to 9; participated in observation and client screening for Midwest Oro-Facial Anomalies/Cleft Palate Clinic)
- 1970-1974 ***Child Care Worker and Teacher Aide***
 Saint Christopher's Nursery and Day Care, Kailua, Hawaii
 (Taught motor skills, reading readiness skills, games, songs, and dances to children aged 2 to 5; supervised recreation, meals, and rest periods; planned and executed academic lessons in therapeutic residential and day settings for children aged 2-5.)
- Summer, 1973 ***Music and Dance Instructor for the Deaf and Hearing Impaired***
Swimming Instructor for the Blind and Visually and Impaired
 Hawaii School for the Deaf and Blind, Honolulu, Hawaii

COMMUNITY SERVICES/DIAGNOSTIC EXPERIENCE

- Summer, 2001 ***Museum Consultant - K-5 Curriculum Development***
 Arizona State Museum, School-Community Partnership Program

- Information and Resource Development Consultant**
(Designed and Produced resource manuals, brochures, office procedures manuals, quality control protocols, workbooks, playbills, posters, and resource guides; developed Office Management Systems; developed, conducted, and evaluated needs assessments (agency, school, city, state, county); developed and implemented quarterly budget processes for schools, colleges, and nonprofit agencies; developed instructional materials for K-12, community college, post-graduate and professional classrooms)
- 1992-1997 **AIDS Trainer and Workshop Facilitator**
Boston, California, Florida, Hawaii, and Badenwertenberg, Germany
- Beginning and Advanced HIV Home Health Care for Visiting Nurses
 - Cultural sensitivity, Cross-cultural AIDS Care, Self-Care for Social Service & Health Care Workers, HIV/AIDS Education, HIV/AIDS Train-the-Trainer Workshops
 - Non-Profit Start-up Procedures, Community-Based Program Design, Development, Funding & Evaluation
- 1989-1993 **Founder and Executive Director**
Hale Laulima, Inc. (Non-Profit Transitional Housing Program serving women & children with HIV) Oakland, California
(As Founder, developed site plan and secured funding and in-kind services in excess of \$800,000 over five years, developed board of directors and community advisory board, wrote and administrated private foundation, city, county and federal grants including CBDG, HUD, HOPWA, and HERSA. As Executive Director, developed program plan, hired, trained, and supervised a 30+ full and part-time staff providing 24-hour services. As the director for the on-site schooling program, coordinated with city, county, and state social services agencies, including family court, for the Individualized Educational Plans for homeless and special needs students.)
- 1988-1989 **Volunteer Services Administrator**
The Center for AIDS Services, Oakland, California
Administrative Leadership Team member; Recruitment, training, placement and scheduling of all volunteers; Development & maintenance of reporting system and record-keeping of volunteer hours; Development & implementation of new volunteer programs; assessment and re-organization of existing programs; Maintenance & expansion of Welcoming Faith Communities Program (parish-based volunteer programs and AIDS support groups); On-going volunteer support & follow-up, and development of support programs for volunteers; Development of systems of support, recognition & motivation for all volunteers; Active participation on the management team consisting of all administrator and the Executive Director; Development of volunteer training materials, including Volunteer Resources Manual and the Welcoming Faith Communities Brochure; Development and implementation of Community Outreach Program with Welcoming Faith Communities and the AIDS Interfaith Network of the East Bay; etc.
- 1/87 - 9/87 **Pacemaker Clinic Coordinator**
Non-Invasive Cardiovascular Laboratory
Children's Hospital of San Francisco, San Francisco, California
- 1986-1987 **Non-Invasive Cardiovascular Diagnostic Laboratory Technician**
Pacific Presbyterian Medical Center, San Francisco, California
- 1985-1986 **Phase III Cardiac Rehabilitation Specialist**
Marianjoy Rehabilitation Hospital, Wheaton, Illinois

Sign Language Instructor and Simultaneous Interpreter (volunteer)
Department of Children and Family Services, Peoria, Illinois
Division of Social Services, Peoria, Illinois
Community Action Center, Peoria, Illinois
Peoria Agency on Aging, Peoria, Illinois

SAMPLE ABSTRACTS AND PUBLICATIONS

A list of abstracts and publications is available upon request

AWARDS AND HONORS

- 2013 ***“Changing the World” Award***
Chapman University College of Educational Studies
- 2013 ***Favorite Teacher Award***
Chapman University Division of Residence Life
- 2008 ***Mentoring Award***
Council on Anthropology and Education, American Anthropology Association.
- 2007 ***Outstanding Professor Award (finalist)***
College of Education Doctoral Students’ Association, University of Hawaii.
- 2007 ***Outstanding Professor Award (finalist)***
College of Education (undergraduate) Students’ Association, University of Hawaii.
- 2006 ***2006 Fellow, American Issues Forum***
Leadership America, Dallas, Texas.

PROFESSIONAL ACTIVITIES

Licenses And Certifications

Hawaii Elementary Teaching License (tenured, License #6151)
Arizona Teaching License – Elementary (2000-2001)
Illinois Limited K-9 Teaching Certificate (1977)

Current Memberships

American Anthropological Association (AAA)
National Association for Multicultural Education (NAME)
American Association of University Women (AAUW)
American Educational Research Association (AERA)
Society for Applied Anthropology (SFAA)
Association for Childhood Education International
National Education Association (NEA)

SERVICE AND OUTREACH

(relevant sampling; a detailed list of service and outreach experience is available upon request.

- Summer & Fall, 2005 ***Secondary Field Placement Coordinator***
Institute for Teacher Education, University of Hawaii
- Spring 2005 ***Convener, Leadership and Governance Work Group***
Institute for Teacher Education, University of Hawaii
- 2004 --2006 ***NCATE Folio Writer, Secondary English (B.Ed., P.B.C.S.E.)***
College of Education, University of Hawaii

- 2003 --2004 **University Faculty Senate Curriculum Review Committee**
University of Georgia
- 2003 - 2004 **Dean's Council on Institutional Diversity**
College of Education, University of Georgia
- 2003 **Partnership in Education Proposal Reviewer**
Eisenhower/National Partnership Grants
- 2002 --2003 **Georgia Regional Conference Planning Committee**
National Association for Multicultural Education, Georgia Chapter
- 2002 --2005 **GSTEP - Social Science Curriculum Committee**
Georgia Systemic Teacher Education Project (GSTEP)
University of Georgia

Other Community Service and Administration

- 2008 - present **Founder and Executive Director**
Teach Cambodia, Inc. dba TeachCambodia.Org (a 501c3 organization founded by world-class educators to facilitate teacher training and the development of sustainable village schools in poor, rural areas of Cambodia).
As Founder, developed strategic plan and secured funding and in-kind services in excess of \$200,000 over five years, developed board of directors and community advisory board, developed community outreach and education plan, and funding plan. As Executive Director, developed program plan, teacher training curriculum, hired, trained, and supervised a 20+ full and part-time community-based staff in Cambodia. As the director for the on-site teacher training program program, coordinated with village, commune, district and ministry officials and other nongovernmental agencies, for the implementation of the teacher training and sustainable village schools programs.
- 2002-2007 **Principal Investigator and Primary Faculty**
MTEPP (Multicultural Teacher Education Pedagogy Project).
(MTEPP) was a meta-collaborative research planning and development project involving several dozen scholars from across the country. It includes a series of interdisciplinary dialogues taking place at major educational convocations over a period of 18-24 months. To date 73 scholars from 43 institutions in 23 states and 3 foreign countries have participated in the conversation. The purpose of the dialogue was to develop a network of educators and researchers who would engage in multi-site, longitudinal studies of the outcomes of multicultural teacher education on K-12 classrooms. The major goal of MTEPP was to stimulate the development of formal research collaborations for cross-disciplinary, multi-site longitudinal studies of outcomes related to multicultural teacher education pedagogy.
- July-August, 2001 **Museum Consultant - K-5 Curriculum Development**
Arizona State Museum, School-Community Partnership Program
- 1986-2001 **Information and Resource Development Consultant**
(Designed and Produced resource manuals, brochures, office procedures manuals, quality control protocols, workbooks, playbills, posters, and resource guides; developed Office Management Systems; developed, conducted, and evaluated needs assessments (agency,

school, city, state, county); designed and implemented intra-agency and inter-agency information flow systems; developed and implemented quarterly budget processes for schools, colleges, and nonprofit agencies; developed instructional materials for K-12, community college, post-graduate and professional classrooms)

1992-1997

AIDS Trainer and Workshop Facilitator

Boston, California, Florida, Hawaii, and Baden-Wurttemberg, Germany

- Beginning and Advanced HIV Home Health Care for Visiting Nurses
- Cultural sensitivity, Cross-cultural AIDS Care, Self-Care for Social Service and Health Care Workers, HIV/AIDS Education, HIV/AIDS Train-the-Trainer Workshops
- Non-Profit Start-up Procedures, Community-Based Program Design, Development, Funding & Evaluation

1989-1993

Founder and Executive Director

Hale Laulima, Inc. (a cooperative living community for women with HIV/AIDS and their children) Oakland, California.

(As Founder, developed site plan and secured funding and in-kind services in excess of \$800,000 over five years, developed board of directors and community advisory board, wrote and administrated private foundation, city, county and federal grants including CBDG, HUD, HOPWA, and HERSA. As Executive Director, developed program plan, hired, trained, and supervised a 30+ full and part-time staff providing 24-hour services. As the director for the on-site schooling program, coordinated with city, county, and state social services agencies, including family court, for the Individualized Educational Plans for homeless and special needs students.)

1988-1989

Volunteer Services Administrator

The Center for AIDS Services, Oakland, California

(In this position I developed recruitment, training, support and recognition programs for volunteers; worked with community based agencies to provide systematic services to people living with HIV/AIDS in Alameda County. The program grew from 50 volunteers in 7 areas of service to 230 volunteers in 31 areas of service during my 1-year tenure.)

1/87 - 9/87

Pacemaker Clinic Coordinator

Non-Invasive Cardiovascular Laboratory

Children’s Hospital of San Francisco, San Francisco, California

1986-1987

Non-Invasive Cardiovascular Diagnostic Laboratory Technician

Pacific Presbyterian Medical Center, San Francisco, California

1985-1986

Phase III Cardiac Rehabilitation Specialist

Marianjoy Rehabilitation Hospital, Wheaton, Illinois

ACADEMIC SERVICE (list available upon request)

SERVICE TO PUBLICATIONS (list available upon request)

ADDITIONAL COURSEWORK IN EDUCATION

- Assertive Discipline , Kahului, Hawaii. 1993
- Kagan Cooperative Learning, Kahului, Hawaii (1 "B" unit). 1994
- Developmentally Appropriate Practices, Kahului, Hawaii. 1994.
- Developing and Implementing a Multi-Age Classroom. Honolulu, Hawaii. 1994.

- Wright Group - Integrating Language Across the Curriculum. Honolulu, Hawaii. 1995.
- Rigby - Theme-Based Whole Language Learning. Honolulu, Hawaii. 1995.
- B.E.R.S. - Integrating Mathematics Across the Curriculum - 1995.
- S.E.E.D. Science. Kahului, Hawaii. 1995.
- Marcy Cook Math. Hands-On-Math. Kahului, Hawaii. 1996.
- Success Compact Inservice, State of Hawaii D.O.E. 1995, 1996, 1997.
- Technology and Telecommunications for Teachers (15 semester units), Hawaii D.O.E. 1996-1997.
- Technology Literacy Challenge (3 semester units), Hawaii D.O.E. 1997-1998.

SELECTED PRESENTATIONS

After over 40 years in the professional academic arena, the list of presentations and publications are too numerous to list here. Therefore, I have listed a select few that are relevant to the position for which I am applying. A complete list of my publications and presentations is available upon request.

- **Rubrics for Assessing Hawaiian Children's Literature.** Presented at the 12th Annual Graduate Student Colloquy, Department of Language, Reading, and Culture, University of Arizona, Tucson. February, 1999
- **Heritage Language Use in Hawaii Public Schools: Problems with Implementation of 1978 Statewide Mandate.** Presented at the 13th Annual Graduate Student Colloquy, Department of Language, Reading, and Culture, University of Arizona, Tucson. February, 2000
- **Friends From the Other Side: Responses to Insiders and Outsiders in Critical Conversations About Books.** Presented at Finding Our Way Through the Controversies: 8th Annual Conference on Literature and Literacy for Children and Adolescents. University of Arizona, Tucson, March, 2000
- **Woman in Transition: The Role of Schooling Experiences in the Construction of Teacher Identity, and It's Impact on Classroom Praxis.** Presented at the invited session, "Changing the Culture of Teacher Education", of the 99th Annual Meeting of the American Anthropological Association. San Francisco, CA, November 19, 2000.

VOLUNTEER ACTIVITIES

- Editor in Chief, Southern Arizona Review, University of Arizona, Tucson . 1999, 2000.
- Classroom Resource Teacher, Challenger Middle School Bilingual Program, Tucson Arizona, 1999, 2000.
- AIDS Interfaith Network of the East Bay, Oakland, California. 1988-1993.
- East Bay Women's AIDS Network, Oakland, California, 1989-1993.
- Board of Directors, Metropolitan Community Church of San Francisco, 1990-1993.
- The Spiritual Resource Center, Inc., Oakland, California. 1988.
- Hawaii Heart Association. 1982-1984.
- Maui Canoe Racing Association, Maui, Hawaii. 1978-1981.
- Hana Canoe Club, Hana, Maui, Hawaii. 1977-1981.
- Volunteer Action Center, Peoria, Illinois. 1973-1977.
- Bradley University Alpha Phi Omega Service Fraternity, Peoria, Illinois. 1973-1977.
- Peoria Agency on Aging, Peoria, Illinois. 1976.
- Children and Family Services, Peoria, Illinois. 1975-1976.
- Sterling School for the Deaf, Peoria, Illinois. 1974.
- Hawaii School for the Deaf and the Blind, Honolulu, Hawaii. 1972-1973.
- Leahi Hospital Long-Term Care Unit for Children, Honolulu, Hawaii. 1970-1972.
- Hawaii State Hospital, Kaneohe, Hawaii. 1968-1970.

APPOINTED POSITIONS

WOW (World of Words) International Children's Library Advisory Board, 2008 – present
 Alameda County AIDS Advisory Board, 1991-1993.
 Alameda County Ryan White Funding Distribution Committee, 1992-1993.
 National Alcoholism Center Board of Directors, 1991-1993.

Alaka`i O Kaua`i Charter School Attachment – N/A

Attachment X – Alaka`i O Kaua`i will not be submitting any School Specific Measures for additional assessment.

Attachment Y: Admission and Enrollment Policies

Alaka`i O Kaua`i Charter School
Application and Enrollment Policies
Draft: 02-09-2017

PURPOSE:

The purpose of these Enrollment Policies are to outline the process by which students will be admitted to **Alaka`i O Kaua`i Charter School**.

GOAL:

The goal of the admissions policy of Alaka`i O Kauai Charter School is to attract, enroll and retain the broadest spectrum of students and families representative of the rich diversity existing in Kauai County. Alaka`i O Kaua`i will be nonsectarian in its programs, admissions policies, employment practices and all other operations. In accordance with HRS §302D-34 Alaka`i O Kaua`i shall not discriminate against any student or limit admission based on race, color, ethnicity, national origin, religion, gender, sexual orientation, income level, disability, level of proficiency in the English language, need for special education services, academic, or athletic ability.

- A. Enrollment Maximum:** The maximum enrollment will be dependent on our current facility's capacity, collectively bargained class sizes and other factors. Annually, the Board will determine and approve the enrollment maximum, based off of these factors.

Our enrollment capacity for the first 3 years of operation will be as follows:

	K	1	2	3	4	5	6
2017-2018	40	50	25	25	25		
2018-2019	40	40	50	25	25	25	
2019-2020	40	40	40	50	25	25	25

- B. Application Period:** For our first year of operation (the 2017-2018 school year) applications will be made available and accepted beginning September 1, 2016.

- C. Lottery:** We do not anticipate the need for a lottery during our first year of operation. *However*, if more students apply for admission than space allows, the school will admit students based on a public lottery system as required by federal mandate. A lottery is a random selection process by which applicants are admitted to the charter school. Each completed application will be drawn in random order to fill the available open slots. Once the openings are filled, the subsequent applicants will be assigned a waitlist number. In the event that more than one child from a single family has applied to the same grade level (twins), one child will be placed in the lottery and one number will be assigned to both children.

During our start-up year, applications to be included in the lottery will be accepted from September 1, 2016 through 4:00 pm on January 5, 2017. In following years, applications will be accepted on the date established by annual admission timeline, through 4:00 pm on the date prior to the lottery for the following school year.

- D. Notification of Lottery Results:** Parents do not need to be present at the lottery to gain entry for their child. Children accepted for enrollment at the lottery or from the wait list are notified by telephone and/or in writing. If a family cannot be reached by phone and the letter is returned without forwarding information, the school will go to the next child on the list to offer enrollment.

Attachment Y: Admission and Enrollment Policies

- E. Waitlists:** Once all available spaces have been filled, applicants will be placed on a wait list. This wait list will be valid until October 15th, which is our enrollment cut-off date. As applicants are called and offered enrollment, your child's name moves up on the list. Waitlists will be purged after the October 15th enrollment cut-off date. Applicants will need to reapply each year.
- F. Round 2 Lottery:** In the event that there are more applicants than spaces available for the remaining slots after the first lottery and enrollment deadlines have passed, then a second lottery will take place on March 1, 2017. All applications submitted by February 28, 2017 will be included in the lottery.
- G. Continuing Application and Enrollment:** If there are slots available after the 2nd lottery date, applications will be accepted and all students shall be admitted on a first-apply, first-offered basis until the charter school enrollment count date (October 15, 2017), as established by law, or until those slots are filled, whichever comes first.
- H. Completion of Enrollment:** Once a family has been notified that their child has been accepted, they have 21 days (3 weeks) from acceptance offer in which to return a **completed enrollment packet**. In the event that the **completed** enrollment packet is not received, the slot **may be** forfeited and be offered to a child on the waiting list, depending on the circumstances. If the family wishes to re-apply, the child's name will be added to the bottom of the waiting list.
- I. Acceptance:** A student is considered "accepted" by the School when the completed Enrollment packet has been received (no later than 3 weeks of notification of acceptance), and the student's name has been placed on the role for a specific grade and class.
- J. Attendance/Matriculation:** Accepted student are required to attend the first day of school. ' In rare instances exceptions may be made by the Principal and/ or his designee. If a child fails to attend by the end of the first full week of school without prior approval, the student slot will be forfeited and released to another student.
- K. Enrolling after the start of the year:** If space is available, students may submit applications to enroll after the start of the year, until the October 15th Count Date. Students entering after the school year has started may do so only after:
- a. Parent/guardian of new student provides a copy of the previous year's report card and/or that of the previously completed quarter(s) for accurate grade placement.
 - b. Parent/Guardian submits a completed enrollment packet.
 - c. The student has received clearance from the health aide verifying that the student has met State health requirements for entering public school children.
- L. Eligibility Requirements:** Students must be at least age five by July 31st of the application year, as follows:
- a) **Kindergarten Enrollment Criteria**
Children who are 5 years old by July 31 may enroll in kindergarten for that school year. For example, children who are 5 years old by July 31, 2017 enroll in kindergarten for the 2017-2018 school year. Children who turn 5 on August 1 or later may enroll the *following* school year. (Senate Bill 2768 (Act 76). For more information on this policy, go to

Attachment Y: Admission and Enrollment Policies

<http://www.hawaiipublicschools.org/ParentsAndStudents/GradeLevelOverview/Kindergarten/Pages/home.aspx>

b) Enrollment in Grades 1-6

Children who enroll in Grades 1-6 must submit a copy of their previous year's report card, showing the grade assigned for the enrollment year. For students enrolling after the start of the year, the previous quarter's report card must be submitted showing

c) Enrollment from Home-School:

Children who enroll from Home School after Kindergarten will generally be placed in the appropriate grade based upon their age:

Grade Level	Age by July 31 of entry year	Grade Level	Age by July 31 of entry year
Grade 1	6	Grade 4	9
Grade 2	7	Grade 5	10
Grade 3	8	Grade 6	11

M. Enrollment Preferences: Admission will be granted with the following preferences:

- a. Current Alaka'i O Kaua'i students applying for the following school year will be "accepted".
- b. Siblings of currently enrolled students receive first preference on open slots. Siblings include children within the household wherein the caretakers have legal guardianship.
- c. Children of staff receive second preference on remaining open slots, not to exceed 10% of the total school population.
- d. If there are more applicants by the deadline than the remaining open slots, a lottery will be held. Students admitted by lottery will automatically be given preference on open slots for eligible sibling applicants. Others will be placed on a waiting list.

N. Special Needs Applicants: The Department of Education has developed a policy regarding the enrollment of Special Education students in charter schools. The purpose of this policy is to ensure that students and their families are aware of the services available at the charter school. Students who have been identified as needing Special Education Services, have an IEP, and are selected in the lottery are offered enrollment after it is determined that Alaka'i O Kaua'i can provide the services needed for that child. Parents will meet with the Student Success Team (SST) to determine what services are needed for their child and what services Alaka'i O Kaua'i can provide. SPED students at Alaka'i O Kaua'i receive services from a Special Education teacher using an inclusion model (students are not pulled out of their classroom for servicing; rather they receive services in the classroom in their regular setting.) As early as possible in the school year, an IEP meeting will also be scheduled to insure that the instructional and support models at Alaka'i O Kaua'i are able to adequately meet the child's needs. If SPED services are required that Alaka'i O Kaua'i cannot provide, the child's placement will be at his/her home school where services can be provided.

O. Multiple Sibling Families: Alaka'i O Kaua'i believes it is important for siblings to attend the same school. It is our desire to keep families together.

Younger siblings: Our enrollment system is able to honor family enrollment if your child is selected for enrollment in kindergarten because in subsequent years, younger siblings applying

Attachment Y: Admission and Enrollment Policies

for enrollment are given preference (*see Enrollment Preferences, #J above*).

Older siblings of kindergarten grade applicants enrolled are not offered automatic enrollment as all grades beyond kindergarten may have an existing wait list. Older siblings of kindergarten applicants wishing to enroll need to submit their own application, go through the lottery if applications are available for the coming school year for the desired grade level. Kindergarten grade applicants have a better chance for enrollment because it is the entry year for the school and no kindergarten grade wait list exists – consequently, openings are available.

- P. Non-Discrimination:** Admission procedures comply with the Hawai'i charter school statutes. Enrollment is open to all students and does not discriminate on the basis of race, color, creed, national origin, language, gender, sexual orientation, ethnicity, mental or other special needs.
- Q. Completion of Enrollment:** Once a family has been notified that their child has been accepted, they have 21 days (3 weeks) from acceptance offer in which to return a **completed enrollment packet**. In the event that the **completed** enrollment packet is not received, the slot **may be** forfeited and be offered to a child on the waiting list, depending on the circumstances. If the family wishes to re-apply, the child's name will be added to the bottom of the waiting list.
- R. Acceptance:** A student is considered "accepted" by the School when the completed Enrollment packet has been received (no later than 3 weeks of notification of acceptance), and the student's name has been placed on the role for a specific grade and class.
- S. Attendance/Matriculation:** Accepted student are required to attend the first day of school. ' In rare instances exceptions may be made by the Principal and/ or his designee. If a child fails to attend by the end of the first full week of school without prior approval, the student slot will be forfeited and released to another student.
- T. Enrolling after the start of the year:** Students entering after the school year has started may do so only after:
- d. Parent/guardian of new student provides a copy of the previous year's report card and/or that of the previously completed quarter(s) for accurate grade placement.
 - e. The student has received clearance from the health aide verifying that the student has met State health requirements for entering public school children

DEFINITIONS:

"Accepted" means that a space has been reserved or held in a particular class or learning team for a student. The space will be held for the student once the non-refundable supply fee is paid unless otherwise notified by the parent/guardian and/or unless the student fails to attend by the end of the first week of school without prior approval.

"Count Date" is the date designated by the State Department of Education that is used to determine the official student enrollment count for the school year. The student enrollment count is used as a multiplier to determine the funding allocation for the School.

"Start Date" is the first day of school for students as published on the official school calendar. For students starting after the first day of school, the start date is the date that is agreed upon and approved by the School administration.

**Alaka`i O Kaua`i Charter School
Admission Timeline
School Year 2017-2018**

Notice of Application Availability sent to all families who completed the “Intent to Enroll” forms in 2015.	September 1, 2016
Applications will be made available to interested families	September 1, 2016
Applications Accepted	September 1, 2016 thru January 5, 2017
Round 1: Deadline for applications to be included in lottery <i>*We are unsure whether a lottery will be necessary during our start-up year.</i>	January 5, 2017 by 4:00pm*
Round 1: LOTTERY SCHEDULED <i>*If necessary</i>	January 6, 2017 3:30pm*
Deadline for response to acceptance (Lottery selections) <i>Parents/guardians have three weeks from date of acceptance to submit completed enrollment packets.</i>	January 31, 2017 by 4:00pm
Waitlist candidates will be contacted via phone in order of date/timestamp of application received.	February 1, 2017
Applications will be made available for grade levels in which spaces still exist.	February 1, 2017
Round 2: Deadline for applications to be included in lottery <i>*We are unsure whether a lottery will be necessary during our start-up year.</i>	March 1, 2017 by 4:00pm*
Round 2 LOTTERY SCHEDULED <i>*If necessary</i>	March 2, 2017 3:30pm*
Deadline for response to acceptance (Lottery selections) <i>Parents/guardians have three weeks from date of acceptance to submit completed enrollment packets.</i>	March 24, 2017 by 4:00pm
Waitlist candidates will be contacted via phone in order of date/timestamp of application received.	March 27, 2017
Continuing Application and Enrollment for remaining spaces	April 1, 2017 thru October 15, 2017

Attachment Y: Admission and Enrollment Policies

Detach, Sign, and Return to School Office

Acknowledgement of Admission Policy

I, _____, parent/guardian of _____
(Print Parent/Guardian Name) (Print Student Name)

have received and read the **Alaka`i O Kaua`i** admissions and enrollment policy. I understand that my child will not be accepted or re-enrolled, if a **completed enrollment packet** is not submitted to the school by the deadline provided for me. I further understand that I may choose to withdraw my child. If I later desire to re-enroll my child, her/his name will be placed at the bottom of the waiting list.

<u>Deadline</u> for Receipt of Completed Enrollment Packet: Date: _____

Signed: _____ Date: _____

Received by: _____ Date: _____

Attachment Z- Existing Evidence of Support from Community Partners



To: State Public Charter School Commission

1111 Bishop Street, Suite 516

Honolulu, HI. 96813

info@spcsc.hawaii.gov

Tel: 808-586-3775

Fax: 808-586-3776

November 18th, 2015

Dear Hawaii State Charter School,

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

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

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

Sincerely,

Melinda Murray, OTR/L

Owner: Kauai In-Home Therapy LLC



November 23, 2015

To The Hawaii State Charter School Commission,

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

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

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

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

Mahalo nui loa,

Tiana Kamen

Farm to Keiki, Founder and Director

Kauai to do outreach for visitors, community, and to engage in conversations with government agencies and others to improve overall management of our coastal marine resources.

I humbly submit this document in support of Alakai O Kauai. I look forward to providing more details in future documents necessary for the Charter School Application. Please do not hesitate to call me at [REDACTED] for any questions or clarification. ☐

Respectfully Submitted,

Kamealoha Smith

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



Nov 26, 2015

To whom it may concern,

My name is Robert Sherrill, president of Firegarden a custom software company founded in 1999. I am writing to inform the Hawaii Charter School Commission that Firegarden has partnered with Alakai O Kauai to design and publish the AlakaiKauai.org website. Also Firegarden has been working in cooperation with Alakai O Kauai staff in spreading the word and introducing the possibilities to Kauai. When I first heard about Alakai Kauai I knew that it was something special and that it deserved my full attention. I have recently been seeking alternative educational opportunities on Kauai for my 4 and 5 year old children. In speaking to other parents, teachers and community members, I am finding there are slim options for parents who are interested in the non-traditional form of schooling. My wife, Nicola, and I have been considering home schooling as our only comfortable option to truly maximizing the non-traditional educational model of which we hold to the highest standard, until hearing about the proposal for Alakai O Kauai. We are now very enthusiastic.

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

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

Aloha,

Robert Sherrill Firegarden

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

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

November 20, 2015

To Whom it May Concern,

Aloha, my name is Elizabeth Reeves and I have recently volunteered and been appointed to Alakai O Kaua'i school's board of directors representing the students' parents. I have lived on Kaua'i for the past 12 years. First and foremost. I am a parent to two wonderful boys, ages 7 and 8. My husband is British, a business owner in Wailua, and we all follow a spiritual tradition from India. I am also a business owner in Kapa'a while my children are in 1st and 2nd grades at Kapa'a Elementary School.

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

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

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

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

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

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

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

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

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

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

I am honored to represent the parents on Alakai's board of directors! I am eagerly looking forward to every step of the process we have ahead of us.

In Service,



Elizabeth Reeves

Alaka`i O Kaua`i Charter School Attachment – N/A

Attachment AA – Facility Arrangements – A facility is not yet decided.

Attachment BB- Alaka`i O Kaua`i Start-up Plan

H. Start-Up Period

1. A comprehensive, reasonable, and sound management plan for the start-up period, provided as **Attachment BB (no page limit)**, that aligns with the Academic, Organizational, and Financial Plans (including the start-up year (Year 0) budget in the Financial Plan Workbook). The management plan must detail the start-up plan for the proposed school, including specific tasks, timelines, milestones, and responsible individuals for each of the following areas:

Key for timeline, which is submitted at end of narratives.

- BOD=Board of Directors
- SD= School Director;
- OM=Office Manager
- BM=Business Manager
- NP= Non-Profit Alaka`i Hawai`i

- a. Plans to obtain financing for the proposed school's facility, highlighting the alignment of the financing plan with the timing of obtaining and renovating the facility, as described in [Criterion III.G.2](#);

Alaka`i O Kaua`i Charter School is in negotiations with Knudsen Trust, Inc., the overseers of Mount Kahili Park. As mentioned in the facilities section of this application, the school was vacated by a private school in July 2014. There will be some renovations that will need to be done, especially in the fixing of the road to the site, making sure cable is provided for a sophisticated technological program and other upgrades. But the school is actually in "move-in" shape and permits for a school are still current. Because of our unique program, Century 21 success skills and also because all of Kauai has such kinship with the `aina (land), we are going to be able to connect with industries, farmers, production companies, and even government officials to help support this school.

Our charter will negotiate with contracted services to have a large portion of service paid upon completion, which will be the time to receive our first installment of funding. In addition, Alaka`i O Kaua`i is actively pursuing partnership with several people on the island, who have expressed an interest for philanthropic contributions to education.

[Plans to fund the start-up period, including all plans for fundraising and grant writing and a description of any specific fundraising opportunities and grants the applicant has identified;](#)

Alaka`i O Kaua`i is actively pursuing grants, private investors and community partnerships. We will also apply for State CIP funds for sewer, solar, and other sustainability credits. The non-profit Alaka`i Hawai`i will organize donation drives, develop community partnerships, write grants and have a big fundraising event (a concert) that will assist in raising funds for the school. Since Alaka`i O Kaua`i Charter School will be teaching Hawaiian language as one of the languages offered to every child at the school from kindergarten through third grade and then continue with students who select to learn the Hawaiian language through 6th grade, we will be seeking funds from

Kamehameha Foundation, Chamberlin Foundation, Schiedel Foundation, and Aloha Angels are organizations we have contacted. However, until our proposed school has been granted pre-charter status, we are unable to apply for grants. (See Attachment GG for a list of foundations that we will apply to.)

- b. Plans to market the proposed school to the school's anticipated student population and develop partnerships with other charter schools, DOE schools, and private schools to identify possible students and achieve the proposed school's projected enrollment, including any other ways the applicant plans to achieve its projected enrollment;**

Alaka`i O Kauai has spent the last two years engaged in an intensive marketing campaign for our school. As a result of our ongoing communications with the community via public meetings, newspaper articles, airing our community meetings on local public television, and connecting with social media and a strong internet presence, we currently have over 600 likes on our Facebook page and 165 students on our plan to enroll list. We have reached out to Kanuikapono and Kawaikini Public Charter Schools and have initiated partnerships with each of them. Complex Area Superintendent, Bill Arakaki has invited us to participate in his Kauai Educational Leadership Alliance (KELA) summit that includes all Kauai Principals/Directors from public, private and charter schools on the island. As an active member of this organization, we have formed partnerships that are collaborative and not adversarial, for our students will come from their schools. All but one school is at capacity and our opening will bring relief to their schools. We are very confident that we will achieve our projected enrollment numbers because of our marketing, parent interests and community support. We held two community meetings and each time there were over 100 people in attendance with Superintendent Arakaki and Mayor Carvalho as speakers. In addition to our outreach, as soon as we are approved, we will have a booth at the Kauai County Farm Bureau in late August 2016 and will actively acquire enrollment commitments during the Fair which everyone attends. We will reassess our strategy and what more we need to do to reach our enrollment goal.

- c. Plans to hire teachers, administrative staff, and support staff during the start-up period, if any, incorporating the timelines for hiring teachers, described in [Criteria II.E.4](#), and delivering the professional development, described in [Criteria II.E.2](#);**

The hiring process at Alaka`i O Kauai will be very similar to the process used at the DOE with an application, interview, checking references, and the required fingerprinting and background checks. And we expect many of our teachers will come from the schools, especially those who have been active in assisting us with the application process.

We also have a partnership with University of Hawaii, Manoa (UHM) and Growing Our Own Teachers, a 501©3 non-profit organization that has provided 65 UHM graduates with financial assistance, gifting them \$4,000 during their student teaching semester. Many of these teachers have expressed a desire to teach in a more progressive and innovative school. The UHM Advisor on Kauai, Karen Wilson knows and supports the proposed school, and shares information with new UHM graduates.

Alaka'i O Kauai will have applications online on their website and will start interviewing as early as January 2017, but will not be able to actually offer contracts until we have confirmed our enrollment and received our funding in June or July.

- d. Plans to identify, recruit, select, and add or replace new governing board members that align with the recruitment plan described in [Criterion III.A.5.d](#), the governing board transition plan described in [Criterion III.A.5.e](#), and any governing board training described in [Criterion III.A.8](#), as applicable; and

Under the Governance Section (III. A – 5 & 6), we have identified our board members, how they were selected, the recruitment plan and that they will be the governing board. Alaka'i O Kaua'i will take the initiative to develop our boards' governing capacity through self-assessment and strategic planning. In addition, we will contract with a vendor, to provide services and training relating to board development. This board training is subject to change and will include but is not limited to:

Agenda or Topic	Timeline	Required Participation
Welcome, Introduction of members, Board members roles and responsibility	September 2016	Board members
Code of Ethics and Conflict of Interests Policy development	October 2016	Board members Committee members
Risk management	November, 2016	Board members Committee members
Evaluating school performance	December, 2016	Board members Committee members
Attributes of successful school leaders and how to support and evaluate them	January, 2017	Board members Committee members
School finance	February, 2017	Board members Committee members
Cultivating positive school culture	March, 2017	Board members Committee members

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

- e. Any other plans for activities that will need to be completed during the start-up period, such as the selection of curriculum materials, as applicable.

As soon as teachers are hired, there will be a meeting with the Director and they will work as grade level chairs to review curriculum, purchase materials and make suggestions. The business manager will need to add his/her expertise to the team and advise as to costs.

Domain	Action	Start Date	End Date	Responsible
Finance	Research and write grants	Dec 2015	ongoing	NP, BOD
Operations	Develop and distribute student handbook	Jan 2016	Aug 2016	BOD, SD, OM
Academic	Prepare school calendar and distribute to families as they enroll	Feb 2016	May 2017	OM
Facility	Conduct facility negotiations and execute lease	Mar 2016	Sept 2016	NP, BOD,
Finance	Create fundraising plan for financing school's facility and start-up	Aug 2016	Aug 2016	SD, NP, BOD
Recruitment	Kauai County Farm Bureau	Aug 25, 2016	Aug 28, 2016	SD, BOD
Facility	Renovation: identify needs, secure contractor, negotiate terms, establish timeline, complete punch list	Sept- 2016	July 2017	BOD, SD
Finance	Contract with DOE for accounting/bookkeeping to participate in financial systems	Sept- 2016	Sept- 2016	BOD, SD
Governance	Appoint board officers	Sept 2016	Sept 2016	BOD
Governance	Ratify bylaws and code of ethics	Sept 2016	Sept 2016	BOD
Finance	Contract with DOE for payroll and establish payroll systems	October 2016	October 2016	BOD, SD

Domain	Action	Start Date	End Date	Responsible
Governance	Create letter of employment for School Director	Oct 2016	Oct 2016	BOD
Finance	Approve fiscal policies and procedures	Nov 2017	Nov 2017	BOD
Staffing	Interview and Hire school staff	Jan 2017	June 2017	SD Interview team
Finance	Develop budget for FY17-18	Mar 2017	May 2017	SD, BM

Academic	Research and secure standardized assessments	Mar 2017	Aug 2017	SD
Technology	RFP for technology infrastructure	April 2017	Jun 2017	SD
Operations	Explore food service options: coordinate vendor evaluation of kitchen capacity, solicit proposals, select vendor	Apr 2017	July 2017	BM, SD, OM
Operations	Explore transportation need: coordinate bus routes and stops, inform parents of options	May 2017	Jul 2017	BM, SD, OM
Technology	Install technology infrastructure	May 2017	Aug 2017	SD
HR	Complete fingerprinting background checks	June 2017	July 2017	SD, OM
Facility	Obtain Certificate of Occupancy	June 2017	Jun 2017	SD
PD	Prepare Summer training materials	June 2017	Aug 2017	SD, PD vendor
Technology	Install software programs	June 2017	Jul 2017	SD, BM
Governance	Approve all employees' contracts	July 2017	July 2017	BOD
Operations	Obtain student records: obtain permission from parents, contact previous schools, etc.	July 2017	Aug 2017	OM, SD
PD	Conduct Summer Institute	July 2017	July 2017	SD, vendor contracted
Domain	Action	Start Date	End Date	Responsible
Academic	create project plans	July 2017	Ongoing throughout the year	Staff Grade level teams
Operations	Create a draft safety plan	July 2017	Aug 2017	BM, OM, SD
Operations	Secure IEPs and student records	July 2017	Aug 2017	OM

Operations	Purchase SISs and train staff	July 2017	Aug 2017	SD
Academic	Finalize curriculum maps	Aug 2017	Aug 2017	SD, Staff,
Academic	Research and secure intervention resources for students	Sept 2017	Sept 2017	SD, Staff

Alaka`i O Kaua`i Charter School Attachments The following attachments are not applicable for our 2015-2016 application.

Attachment CC – “Not applicable because the proposed school is not a conversion charter school”

Attachment DD – “Not applicable because the proposed school is not a conversion charter school”

Attachment EE – “Not applicable because the proposed school does not plan to partner with a Service Provider”

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Alaka`i-Attachment GG – Funds to supplement per pupil funding (IV.B.2.a)

- a. A description indicating the amount and sources of funds, property, or other resources expected to be available not only via per-pupil funding but also through corporations, foundations, grants, donations, and any other potential funding sources. The description must note which are secured and which are anticipated; explain evidence of commitment, and provide such evidence as **Attachment GG (no page limit)**, for any funds on which the proposed school’s core operation depends (*e.g.*, grant award letters, MOUs); and describe any restrictions on any of the aforementioned funds.

The governing board of Alaka`i O Kaua`i directed the acting Chair to establish a gofundme account with our non-profit Alaka`i Hawai`i which has over \$20,000 presently in the account. (See https://www.gofundme.com/alakai_o_kauai). This effort will continue to accept donations and we hope to reach \$30,000 within the next few months. The Board then discussed developing a plan that would bring in \$150,000 during the Start-up year.

Fundraising Plan

Strategies	Planned Date	Anticipated funding
1. Fund-raising event -	April 2016	\$15,000
2. Grants – (see chart below)	September 2016 A & B Development	\$75,000
3. Partner with `Oihana Writers	October-June 2016	\$75,000

A fund-raising event is in the works to bring our community up-to-date with our effort and progress, which will provide dinner, silent auction, a craft fair, and feature a famous and popular musician from Maui.

Board has identified additional foundations from which to seek funding. Our acting chair on the non-profit board, Alaka`i Hawai`i has experienced serving on the Growing our Own Teachers on Kauai Board of Directors, which has raised over \$285,000 in the last eight years. With this successful experience, we will be contacting many of the foundations which have a history of supporting education on Kauai.

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The following chart lists some of our successful partners and foundations which have a strong interest in education.

Chart of Grants/Foundation

Organization	Program Name	Date to submit	Amount to Request	NOTES
Alexander & Baldwin Development-Honolulu	Kokua Giving Program	Large requests (\$20,000 or greater) are considered just twice a year, in March & September.	\$75,000	A&B Properties owns over 88,000 acres of land, primarily on the islands of Maui and Kauai and plan development in homes on Kauai. Our school may be at Mount Kahili which is adjacent to their property.
Chamberlin Family Foundation	Supporting Public Education	Open. Invite letters for support are on-going.	\$20,000	We seek to make a positive impact on public education in Oahu, and to support other promising K-12 education initiatives in Hawaii".
Braitmayer Foundation	Grants for K-12 Innovation	March 15, 2016	\$35,000	Focus: Curriculum and school reform initiatives, as well as innovative professional develop solutions for K-12 teachers.
Kellogg Foundation	Asian & Pacific Islander American Health Forum	Kellogg grants have no due dates	\$75,000	Enable the organization to achieve its mission by providing general operating support.
Scheidel Foundation	Economic Empowerment through Education	Grants are reviewed by the board three times a year, normally in July and November.	\$25,000	Seed money to begin new and innovative programs, with detailed evaluation component to prove success to potential new funders
Kauai Island Utility Cooperative	Sharing of Aloha	Monthly, applications are due first week of the month	\$5,000	Community giving to help education and other non-profit organizations.
Office of Hawaiian Affairs	`Ahahui Grants	April 2017 for upcoming school year event	\$8,000	Hawaiian focused charter schools. If we have Native Hawaiians enrolled, we are eligible to apply. They also do grants for Events.
Hawaii Community Foundation	Kūkulu Ola:Living Hawaiian Culture Program	September 2016	\$5,000	Supporting educational enrichment opportunities;
State Educational Agency	Federal Start-up grants for Charter Schools in HI	(Not yet published for upcoming RFPs)	\$3 million available to 9-11 awards	Grants.gov: Application packages for ED programs

DrB has met with Frank Ranger from `Oihana Grant Writers Business Consulting whose motto is "Helping organizations achieve success through grant writing". Here is a list of over 50 grants (<http://www.oihanagrantwriters.com/projects.html>) that have been awarded to local organizations, businesses and schools here on Kauai through working with Mr. Ranger. Alakai O Kauai Charter School is working diligently to start our active grant writing as soon as approved.

Hale Uluwehi Charitable Fund-4
Kauai Board of Economic Development
Annie S. Knudsen Foundation-2
Wal-Mart Foundation-3
Matson Foundation
Open Meadows Foundation
Bill Healy Foundation
American Honda
Hawthorne Foundation
Honolulu Presbyterian Church Foundation-2
Herb Society of America
Folke H. Peterson Foundation
Cooke Foundation
Hawaii Community Foundation-2
Laura Niles Foundation
Kauai Charity Walk
Amaturo Foundation

Atherton Foundation-2
Mazon Foundtion-2
Dover Saddlery-2
Safeway Foundation-2
Autism Speaks Foundation
National Alliance for Grieving Children
P. Buckley Moss Foundation
Greg Biffle Foundation
Kokua Foundation-2
Whole Foods Foundation
Art Buckley Foundation
Bernice Barbour Foundation
Eileen Fisher Foundation
Lowes Foundation
Summerlee Foundation
Emma Barnsley Foundation
Edward Morris Foundation

Attachment HH – Partners, Resources for Implementation of Academic Plan (V.A.3)

3. A description that identifies any organizations, agencies, or consultants that are essential partners to the successful planning and establishing of the proposed school and/or implementation of the Academic Plan; explains the current and planned roles of such essential partners and any resources they have contributed or plan to contribute to the proposed school's development; and includes evidence of support, provided as **Attachment HH (no page limit)** (such as letters of intent or commitment, memoranda of understanding, and/or contracts), from such essential partners demonstrating these partners are committed to an ongoing role with the proposed school, if applicable.

The Academic Plan is the foundation upon which Alaka`i O Kaua`i Charter School will be built. The support of the DOE Superintendent, other principals/directors, the Governing Board and especially the three main writers of the Academic Plan will need to stay actively involved. Although the teachers on the governing board, presently are employed by the DOE, they have expressed that they will definitely help out in the ongoing school's development. On the Advisory Board, Paul Zina, a principal of one of our DOE schools has submitted a letter of ongoing commitment. Yuriko Wellington also on the Advisory Board, was very instrumental in the writing of the Academic Plan also plans to continue her support as well. Sue Dueber, a consultant with Joining Hands will also be available to give her support and money has been into the school's budget to have contracted help as well as board members lending their support. Although DrB will be moving to the non-profit board, she is committed to always being a resource and assist the school during their first years. In addition, government officials who make decisions about education will be lending their ongoing support.

Committed to ongoing role:

Dr. Yuri Wellington – Advisory Board
DrB Blackwell

Attached are letters from:

Recruitment and Hiring of New Teachers

University of Hawaii, Manoa Student Services – Ms. Karen Wilson

Government Decision makers who will lend their ongoing support of the charter school:

House of Representative Derek Kawaikami

Department of Education – who want to partner with us and provide ongoing support

Paul Zina, Principal

Kawaikini Charter School – Director Samuel Kaauwai and Alohilani Rogers (on video tape)

Academic Plan writers and consultants

Sue Deuber, Consultant



UNIVERSITY
of HAWAII
MĀNOA

College of Education
Office of Student Academic Services

February 20, 2013

To Whom It May Concern

I am writing this letter in support of the creation of ^{new} new Charter School, Alaka'i O Kaua'i Charter School. We support the creation of educational opportunities for Hawaii's children. As an Academic Advisor for the College of Education, I frequently talk with teacher licensure students on Kauai about employment prospects after they finish their teacher licensure programs, and I share information about public, charter and private schools. I look forward to adding ~~the~~ new charter school, Alaka'i O Kaua'i Charter School, to that body of information.

Sincerely,

A handwritten signature in cursive script that reads "Karen Wilson".

Karen Wilson, Academic Advisor
Office of Student Academic Services, College of Education
University of Hawai'i at Mānoa

1776 University Avenue, Every Hall, Room 126 Honolulu, Hawaii 96822
Telephone: (808) 956-7849 Fax: (808) 956-4271
An Equal Opportunity/Affirmative Action Institution

January, 2016

To The Public Charter School Commission of Hawaii,

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

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

I am confident to lend my support to the project and working with DrB Blackwell as Acting Chair of the Governing Board for she has partnered with all our Kauai schools since 2003 and is well-versed in the ways our DOE schools work. Kauai teachers I have worked with are deeply involved in the proposed Alaka`i O Kauai Charter School and I am privileged to provide my administrative assistance to the team of teachers, parents, and the community.

On behalf of the island of Kauai, I urge the board to approve the proposed Alaka`i O Kaua`i Charter School proposal for the 2016-2017 school year.

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

Sincerely,



Paul Zina
Public School Administrator



Joining Hands Consulting

February 10, 2016

Letter of Support for Charter School Application: Alaka`i O Kaua`i

To Whom It May Concern:

As a former charter school administrator and one who has been extensively involved in charter schools since 2002, my consulting work has included curriculum development, teacher evaluation, human resource consultation, program evaluation, school leader coaching, and Board training. I have had the fortune of working with the Alaka`i O Kaua`i applicant group and have witnessed their passion, their commitment, and their tireless efforts at opening a charter school that will serve the children of Kaua`i through an innovative, student-centered program.

I am committed to helping and supporting them in any way I can as they embark on the challenging yet rewarding journey of opening and operating a start-up charter school. They have demonstrated their commitment to learning by seeking outside expertise when needed and have allotted funding in their budget to support these efforts.

It would be my honor and privilege to work with them in the future.

Feel free to call with any questions you have.

Mahalo,

Sue Deuber

Sue Deuber, Charter School Consultant

Joining Hands Consulting

(808)372-0425



HOUSE OF REPRESENTATIVES

STATE OF HAWAII
STATE CAPITOL
HONOLULU, HAWAII 96813

February 2, 2016

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

RE: 2015-2016 Alaka'i O Kaua'i Charter School

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

As the State House Representative for District 14, East and North Kauai, I am pleased to submit a letter of support for 2015-2016 Alaka'i O Kaua'i Charter School. It is my perspective to support new approaches to education that accommodate the individual needs of students and provide the State with successful templates that can dramatically improve Hawaii's educational standards for the twenty-first century.

As charter schools continue to become a visible component of the education system, it must also be held to a high degree of public accountability and academic viability. It is my understanding that the 2013 and 2014 charter school applications were denied due to a lack of measurable standards required by law. However, as there continues to be a strong community support for Alaka'i O Kaua'i Charter School, the applicant has persevered and has addressed all previous deficiencies in its prior applications.

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

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

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

With Warm Regards,

Representative Derek S.K. Kawakami

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

Alaka`i O Kaua`i Charter School Attachment – N/A

Attachment II – Our school director has not been selected, thus no resume.

Alaka`i O Kaua`i Charter School
(proposed for approval: August 11, 2016 and to open July 2017)

Date Posted: 2/15/2016
JOB TITLE: **Charter School Director**
LOCATION: Exact location TBA - on Kaua`i, Hawaii
START DATE: March 2017
EMPLOYMENT: Full time

Alaka`i O Kaua`i Charter School is seeking an enthusiastic, energetic, and caring educational leader who is familiar with Project-based Learning. The successful candidate for Director will have the interpersonal and instructional leadership skills necessary to promote increased student achievement through a commitment for continuous improvement, educational innovation, and student-centered learning environments. Candidates must have the ability to plan and manage daily school operations; provide instructional leadership; foster team collaboration, differentiated instruction and positive school – community relationships; and effectively develop, supervise, support, and evaluate faculty and staff.

ESSENTIAL DUTIES: The Director reports directly to the Governing Board. He/She will have overall responsibility for the successful operation of Alaka`i O Kaua`i Charter School, planning, organizing and administration; overall supervision of instructional and extra-class programs; budget development; staff and student discipline; evaluation of staff; student and community relations, and working with governing and non-profit boards.

Responsibilities of the Director as outlined by the Governing Board:

Vision and Strategic Plan:

- The School Director provides input to the Board when it drafts, modifies and approves the School Mission and in each subsequent year when it re-evaluates the School Mission

Academic Performance Monitoring:

- The School Director creates a report reflecting student performance based on state and federally mandated assessments, reviews the performance with the Board, and provides input to the Board when setting goals for student achievement on national assessments.

Staffing and Personnel:

- The School Director drafts all personnel policies and presents them to the Board for review and approval. The School Director also recommends any proposed amendments to the personnel policies and presents them to the Board for review and approval

Parent, Student and Community Relations

- The School Director drafts, and subsequently implements the Board adopted student and parent policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures.

Finance and Budget

- The School Director drafts and submits to the Board the final quarterly and yearly budgets and other required financial statements

MINIMUM QUALIFICATIONS:

- Qualities sought include excellent verbal and written communication skills;
- Expert knowledge and use of technology;
- Desire to maintain high visibility with active involvement in the school community.
- Ability to plan effectively and a clear commitment to meeting the needs of **all** students.
- The candidate should have a firm grasp of project-based learning and curriculum connected to Common Core Standards of all subject areas.
- Teaching and administration experience in public, private, or charter schools;
- A basic understanding of the principles, laws, and practices of private, charter or elementary schools.

PREFERRED QUALIFICATIONS:

- Five years or more teaching experience in Hawaii
- Hawaii Teaching and Administrative Credentials
- Cultural knowledge of Hawaii and specifically Kauai

COMPENSATION: Salary commensurate with educational experience

Applicants should apply online at alakaiokauai@gmail.com and include your cover letter of how you meet the qualifications and why you are interested in this position. Please include your resume, certification, and two professional letters of recommendation from a previous administrator, supervisor, or board member and one personal letter of your character. Review of applications for consideration will begin on March 15, 2016 and successful applicants will be notified immediately for interviews.

APPLICATION TIMELINE:

Submit application – February 15, 2016 – March 15, 2016

Interviews – in person or by Skype – March 20 – April 30, 2016

Finalist Interviews: Week of May 2, 2016

This is a rolling hire, and the position will be filled once a qualified applicant is selected.

Alaka`i O Kaua`i Charter School is committed to creating a diverse environment and is proud to be an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, gender, gender identity or expression, sexual orientation, national origin, genetics, disability, age, or veteran status.

Alaka`i O Kaua`i Charter School Attachment – N/A

Attachment KK – Our Business Manager has not been selected, thus no resume.

Date Posted: 2/15/2016
JOB TITLE: **Charter School Business and Office Manager**
LOCATION: Exact location TBA - on Kaua'i, Hawaii
START DATE: May 2017
EMPLOYMENT: Full time

Mission: Alaka'i O Kaua'i Charter School will provide a comprehensive K-6 education through project-based learning that meets the individual needs and potential of every student. We are committed to interdisciplinary instruction with equal emphasis on teaching to the whole child academically, socially, and emotionally. Our mission will be to instill the joy of learning in a progressive, alternative way. Our learners will perpetuate the cultural traditions and values of Hawai'i. They will also acquire and demonstrate 21st Century Skills of collaboration, critical thinking, communications, creativity, and caring, that are needed to lead productive lives and contribute meaningfully to society.

We are looking for an experienced business manager to be a partner with our school that will be knowledgeable and have interpersonal skills in working with a team. The manager will answer directly to the Director of the school, who answers to the Governing Board of Directors.

ESSENTIAL DUTIES:

- Serve as the school accountant and supervise business office personnel;
- Use standard accounting and bookkeeping procedures, to keep an accurate continuous record of the cash and financial position of the school;
- Manage the financial operation of the school so that the institution remains financially stable.
- Prepare a monthly operating statement for the Director and the governing board. ☒
- ☒ Provide a monthly report of expenditures for use of each individual budget center within the school.
- Provide for the securing of an annual audit of the school's financial records and financial positions. ☒
- Oversee all school purchasing, financial investments, banking activities, payroll and benefits program.
- Oversee school transportation, including transportation routes, schedules and contracts and to assess the performance of the transportation companies.
- Ensure the effective management of the food-service operation and any other auxiliary enterprises of the school. ☒
- Perform other duties as assigned by the Director of the school and
- Support the school and its leadership. ☒

MINIMUM QUALIFICATIONS:

- Bachelor's degree in accounting or finance
- Proficient knowledge of Microsoft Office, Excel,

- Solid understanding of accounting and finance principles
- Ability to plan effectively and to meet deadlines quickly and accurately
- Demonstrates impeccable organizational skills and attention to details
- Ability to define problems collect data, analyze, establish facts and draw conclusions
- Be able to multi-task and be a team player.

PREFERRED QUALIFICATIONS:

- A basic understanding of the principles, laws, and practices of private, charter or elementary schools.
- Past experience working with school budgets and transportation
- Cultural knowledge of Hawaii and specifically Kauai

COMPENSATION: Salary commensurate with educational experience

Applicants should apply online at alakaiokauai@gmail.com and include your cover letter of how you meet the qualifications and why you are interested in this position. Please include your resume, certification, and list three references, two professional recommendations and one personal recommendation. Review of applications for consideration will begin on March 15, 2016 and successful applicants will be notified immediately for interviews.

APPLICATION TIMELINE:

Submit application – February 15, 2016 – March 31, 2016

Interviews – in person or by Skype – Week of April 25, 2016

Finalist Interviews: Week of June 2, 2016

This is a rolling hire, and the position will be filled once a qualified applicant is selected.

Alaka`i O Kaua`i Charter School is committed to creating a diverse environment and is proud to be an Affirmative Action/Equal Opportunity Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, gender, gender identity or expression, sexual orientation, national origin, genetics, disability, age, or protected veteran status.