

EXTERNAL ORGANIZATION SUPPORT



Founding Board

Governing Board

School Leadership Support Team

Staffing Structure

Non-Profit Board

Community Council

External Organizations

- **External organizations may support DreamHouse academically, organizationally, or financially; it is ultimately up to the school board as to whether or not their partnership will be strategic and beneficial to our school;**
- **External organizations will interact primarily with school director and / or board chair upon initial partnership for accountability reasons;**
- **Founding Leadership Support Team will develop protocols and partnership expectations (internal/ external) during the planning year.**

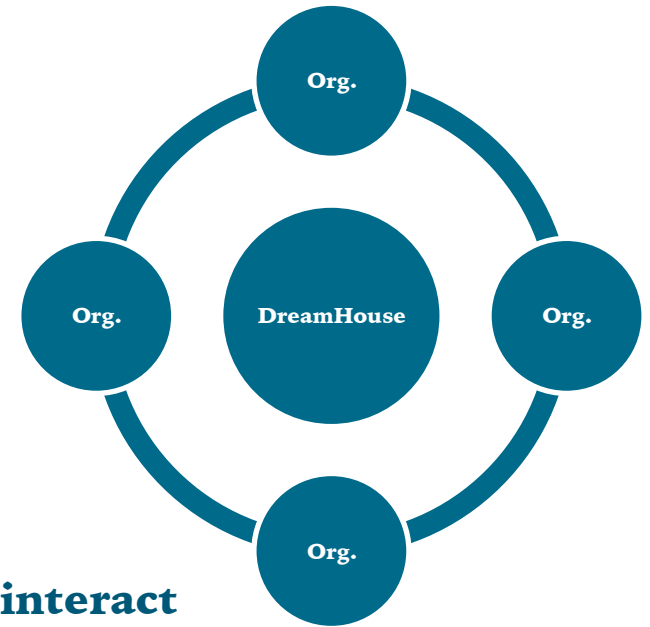


Exhibit 4: Board Member Information Form

Board Member Information

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

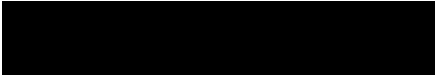
Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its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

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

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

Background

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

2. Your Contact Information:
Name: Dr. Deborah K. Zuercher


3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
X Resume and professional bio are attached to this form.

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

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

I want to contribute the knowledge and experience I have gained as a classroom teacher, principal and university professor to support a community-based school on my island home that empowers children to be affirmed in their identities, grounded in and committed to the values

of our community, and equipped with skills to be leaders. I believe in student-centered pedagogy and children driving change, and doing so in a way that they know who they are, what they stand for, and how they will have a positive impact on our community.

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

I served on an International Baccalaureate and private school board in Ohio. From these experiences and higher education, I understand that my role as a public charter school governing board member includes:

- Supporting local governance of the school's academic, community-based - organizational, and financial aspects;
- To help ensure that all school operations align with the charter;
- To ensure instructors have the resources for strong educational program delivery to students and the community;
- To actively partner with school management to listen to participant voice and troubleshoot, support, and sustain the school;
- Advocating for the best interest of the school in all public communication.

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 five years of service on an International Baccalaureate and private school board in Ohio as a consultant and principal;
- I spearheaded a K-12 private school five year strategic planning process in Ohio.
- I have served as a consultant for community-based schools' accreditation documentation in Ohio, American Samoa and Hawaii;
- I have served as a consultant for the transition to Common Core State Standards within diverse cultural contexts in Hawaii, American Samoa, Saipan, Guam and Palau;
- I supported teacher professional development as a qualitative research consultant to help teachers utilize their classroom action research data as part of the culturally-responsive Kamehameha Collaborative Inquiry Project.
- I researched the national standards and wrote the University of Hawaii at Manoa Institute of Teacher Education program's National Council for Accreditation of Teacher Education (NCATE) successful elementary education report.
- I served as the Principal Investigator of the American Samoa Teacher Education Program for over five years and managed all aspects of this successful transnational program.
- I continue to mentor graduate teacher candidates as an associate professor at the University of Hawaii at Manoa Institute of Teacher Education across the Pacific.

- I received a Fulbright Scholarship to explore multilingual and culturally-responsive education in 2013.
8. Describe the specific knowledge and experience that you would bring to the governing board.

The specific knowledge and experience that I bring to the governing board is outlined in my curriculum vitae. I highlight my knowledge and experience as a public school classroom teacher, private school principal, university teacher educator, university field supervisor, qualitative researcher, and community education consultant. I bring community-based knowledge and experience through ten years of education service in the Pacific in addition to international perspective through a Fulbright Scholarship and active national and international education conference participation.

School Mission and Plan

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

I have been consistently invited to participate in the creation of the school’s mission and guiding belief statements for the past three years and have the following understanding:

Mission: Our Mission is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders. We believe in children driving change, and doing so in a way that they know who they are, what they stand for, and how they will have a positive impact on our community.

Guiding Beliefs:

- We believe in the tremendous potential of the children growing up in Ewa Beach and want to see them live fulfilling, successful lives;
- We believe in serving these children, welcoming their unique identities into the classroom, and empowering them as leaders;
- We believe in growth mindsets in our staff; engaged and committed teachers engaged in professional development and committed to getting better for students;
- We believe the assets and people of Ewa Beach are integral to our students’ journeys.

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

Academic excellence, leadership and college and career readiness for students with a unique Pacific identity in Ewa Beach, Hawaii is the goal of the proposed academic plan:

- The Academic Plan is grounded in leadership, identity, high academic expectations, and 21st century skills;

- Identity - encouraging children to bring into the classroom and school their identity, culture, heritage, and values;
- Leadership - honoring our community and islands and committing to better ourselves in order to serve, improve, and further the well-being of our island community;
- High Academic Expectations as outlined in national Common Core and state standards for college and career opportunity and success;
- 21st Century Skills - developing a culturally-responsive set of 21st century skills preparing students to successfully navigate middle, high school, and college with local, national, and global lenses
- The Academic Plan's four main components (leadership, identity, high academic expectations, and 21st century skills) provide the foundation of all school operations;
- The plan will be contextualized for Hawaii as well to highlight place-based learning opportunities so students see the relevance of schooling to their lives;
- Teaching, curriculum, assessment, instructional methods, and the learning environment will be centered on student inquiry, problem-solving and exploration of concepts and skills;

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

As a former middle/secondary level principal, I summarize the characteristics of a successful school as academic excellence, developmental appropriateness and social justice. These overarching themes support the following characteristics of a successful school:

Academic Excellence:

- A strong academic philosophy supported by exceptional teachers and learning environments;

Developmental Appropriateness:

- Students who feel supported to learn at their own developmental readiness pace, feel challenged and encouraged to take risks and excel, and who realize their own growth as success;

Social Justice:

- Adults who care for and empower students to think critically for themselves;
- Adults who care for, support and empower each other;
- Administration that supports teachers;
- A capable and invested school board committed to successful execution of the academic, organizational, and financial plan for the school;
- Parents and families who are engaged in the decisions, happening, and progress of their child and school;
- Community is engaged and welcomed into the school;
- Teaching staff and leadership reflects local community;
- School leadership and board is steeped in local knowledge and receptive to feedback and changing dynamics

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

As a qualitative education researcher, I believe in continuously collecting and analyzing contextualized data to inform participants' professional practices. Specific areas for this type of continuous qualitative action research include a descriptive analysis of how:

- The school is adhering to its charter with organizational integrity;
- Components from the academic plan are being actualized;
- Participant voice from interview (talk story), artifact analysis and survey indicators from students, staff, parents, community, and board rank overall satisfaction and feeling engaged, welcomed, appreciated;
- To create instructional interventions to ensure that student academic results trend in a positive direction;
- A community-based school promotes culturally-responsive identity and leadership;
- Financially, the school adheres to state performance standards and is a responsible steward of resources;

Governance

1. Describe the role that the governing board will play in the school's operation.
I believe that the governing board exists in an advisory nature to support students, teachers and administration at the charter school to specifically:
 - Support local governance of the school across academic, organizational, and financial aspects of operating a school;
 - Assist with supporting and managing the school director and administrative teams;
 - Divide into committees and oversee various areas (hiring pipeline, funding, etc.) in depth;
 - Uphold alignment to the charter;
 - Ensure support for teacher to facilitate strong educational program delivery to students and the community;
 - Offer strategic planning to school director and leadership;
 - Maintain fiduciary transparency and responsibility;
 - Maintain ethical operation of the school through oversight and partnership;
 - Respond to and engage with State Commission and community stakeholders as needed
2. How will you know if the school is successful at the end of the first year of operation?
We will continuously collect and analyze contextualized data and use this data analysis to report on the following emergent themes:
 - Student demographics: a diverse cohort of 100 students participating from Ewa Beach;
 - A roster of 100 students for year two drawn fairly from a lottery;
 - Physical facilities in place for year two;
 - Expand teacher hire necessary to teach 6th and 7th grade as outlined in growth model;
 - Fundraising goals for the year;
 - How components of our charter contract were actualized across academic, organizational, and financial areas;
 - Academic goals realization;

- Families and communities will offer perspectives;
- Student perspective and retention;
- School and community partnerships;

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

A strategic plan for a charter school includes both one year and longer-term, five-year goals and objectives. The following areas have been outlined as data collection measures for school success:

- According to the growth plan, there will be 500 students, grades 6-10, ready to add 11th grade in our 6th year;
- Active and intentional teacher recruiting pipeline, strong staff retention and full staff;
- Stakeholder demographics include full school and non-profit boards with diverse members from across the community;
- A positive growth financial position as indicated by Commission metrics;
- A renewed charter status;
- Strong partnerships with community organizations and institutional entities in the area and islands;
- Physical facility;
- Sustainable with per pupil government funds;
- Strong student retention;
- The educational plan exhibits academic growth, students exceeding goals, and teachers supporting the model and school;

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

To provide informed and current advisement for school success, the governing board will need to:

- Exhibit community representation and diversity with experienced members committed to the success of our students, school, and community;
- Develop and grow professionally as a board, staying current with best practices to support personnel, in order to optimize our size, structure, reach, and potential;
- Remain informed and engaged in all aspects of the operation and growth of the school;
- Continue to engage in the local educational and charter landscape evolution as positive public advocates;
- Listen to participants' perspectives and be responsive with care, empathy and action.

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 ethical actions positively impact student achievement, teacher effectiveness, administrative ease and stakeholder positive perceptions. If a board member is perceived as acting in ways that impede these attributes, the following steps should be taken:

- Document the actions in question.

- Refer to discrepancies between documented member actions and bylaws and raise questions internally to board chair and school director;
- Meet with board president, school director, and members concerned to problem solve;
- Highlight potential breach of ethics and allow for board chair and school director to assist in determining arbitration and next steps;
- If egregious, support a motion to remove concerned individuals from board;
- If questionable, but not damaging, work with individuals, board chair, and school director to make a plan of restitution recovery, growth steps, and a vision for success.

Disclosures

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

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

I know Alex Teece as a graduate university instructor and advisor.

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 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 contract with an education service provider or school management organization.
 I/we do not know 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

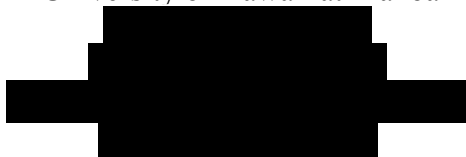
I, Dr. Deborah K. Zuercher, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.

Dr. Deborah K. Zuercher
 Signature

January 25, 2016
 Date

DR. DEBORAH K. ZUERCHER, Pd.D.

University of Hawaii at Manoa



ACADEMIC DEGREES

- Kent State University, Curriculum and Instruction. (2007). Doctor of Philosophy in Education Ph.D.
- International Teaching English as a Foreign Language (TEFL) Teacher Training. (2007). Teaching English as a Foreign Language. Certificate.
- Kent State University, (1997). Master of Arts in Teaching.
- Kent State University, (1996). Bachelor of Arts. *magna cum laude*, Music.
- University of Waterloo, (1983). Bachelor of Arts.

PROFESSIONAL EXPERIENCE

2011 – Present Associate Professor Master of Education in Teaching Program (MEdT).

Teach graduate education courses to in-service and pre-service teacher candidates. Conduct field observations and facilitate graduate field seminars. Advise graduate level teachers about course selection, dispositions and educational research projects. Teach graduate professional courses and field seminars (ITE 601, 602, 603, 604, 610, 612), ITE 427 Classroom Teaching Models in Affective Education, EDSC 602 Advanced Topics in Academic Writing/Oral Communication, EDSC 610 First Five Years of Teaching, EDSC 632 Qualitative Research Methods, EDSC 640M Adolescent Development Issues and EDSC 642 Seminar in Issues in Multicultural Middle Level Education. Advise culminating graduate Plan B research projects in three programs: Master of Education in Teaching, Middle Level Master of Education, and Curriculum Studies. Serve as liaison between the University of Hawaii and Leeward Community College. Participate in the University of Hawaii mentor-training program as a 21st Century Leadership Scholarship award recipient. Conduct research on teacher education program effectiveness. Assist with MEdT program development, documentation and assessment. Writer of the successful National Council for the Accreditation of Teacher Education (NCATE)/Association for Childhood Education International (ACEI) program reports and assessments to maintain the accreditation of the University of Hawaii College of Education MEdT Elementary Program. Member of the Middle Level Master of Education (MLMED) faculty team as a middle level course instructor and graduate advisor. Coordinator of the graduate teacher education program in American Samoa. Advise doctoral candidates in Hawaii, American Samoa and across Micronesia.

2013 Fulbright Scholar. I received an administrative Fulbright Scholarship to travel and study with a cohort of US education administrators in Germany and France during the Fall 2013 semester.

2013 College of Education Congress Leadership Award.

2013 Pacific Resource Comprehensive Center (PRCC) Consultant. The Pacific Resources for Education and Learning (PREL) and the College of Education team to provide technical assistance to the Pacific. I was invited to facilitate Common Core State Standard English technical support with an emphasis on bilingual education ESL students to American Samoa, Guam, Palau, and Saipan through webinars and face-to-face seminars.

2009-2014 Principal Investigator/International Program Administrator of the Territorial Teaching Training Assistance Project (TTTAP), Special Education and Early Childhood Education Endorsement, University of Hawaii.

Principal Investigator TTTAP: Provide program administrative leadership and vision through the development of goals, policies and procedures. Manage the transnational teacher education program including strategic planning, scheduling, stakeholder communication, curriculum and instruction implementation, physical and human resourcing, budget and fiscal allocation, recruitment and advisement of candidates, and marketing of the program. Prepare annual contracts including multi-million dollar budget, scope of work, and collaboration with American Samoa Department of Education in finalizing, executing and reporting on services specified in the contract. Plan and coordinate annual course offerings for approximately 130 teacher candidates in American Samoa including recruitment of University of Hawaii teaching faculty. Supervise four cohort coordinators, field supervisors, and administrative personnel. Work with university support institutions including Outreach College, Office of Student Academic Services, Admissions and Records, Office of Student Advising, English Language Institute, Math Department, etc. Facilitate and coordinate advisory sessions for students; coordinate Praxis test preparation and reporting; serve as a liaison between UH Manoa departments and the American Samoa Department of Education; maintain and secure appropriate program records; and plan and participate in distance technology program operations meetings.

2008 – 2010 Assistant Professor, Master of Education in Teaching Program, University of Hawaii. Teach graduate education courses to emergency hire inservice teachers. Conduct field observations and facilitate graduate field seminars. Advise graduate level teachers about course selection, dispositions and educational research projects. Teach graduate professional courses and field seminars (ITE 601, 602, 603, 604, 610, 612), ITE 313 Literacy, ITE 427 Classroom Teaching Models in Affective Education, EDCS 610 First Five Years of Teaching, and EDCS 632 Qualitative Research Methods. Teach undergraduate students ITE 343 Health at University of Hawaii Manoa and EDEE 496B Performing Arts Education and EDEE 324 Health, PE and Movement at University of Hawaii West Oahu. Advise graduate Plan B research projects in three programs: Master of Education in Teaching, Middle Level Master of Education, and Curriculum Studies. Serve as liaison between the University of Hawaii and Leeward Community College. Participate in the University of Hawaii mentor-training program as a 21st Century Leadership Scholarship award recipient. Conduct research on teacher education program effectiveness. Member of the Middle Level Master of Education faculty team as a middle level

course instructor and graduate middle level teacher candidates' advisor. Assist with MEdT program development, documentation and assessment. Faculty team member in the graduate teacher education program in American Samoa. Writer of the National Council for the Accreditation of Teacher Education (NCATE)/Association for Childhood Education International (ACEI) program reports and assessments to maintain the accreditation of the University of Hawaii College of Education MEdT Elementary Program.

2007-2008 Assistant Specialist, Master of Education in Teaching Program, University of Hawaii. Teach graduate education courses to on-the-job teachers. Conduct field observations and facilitate graduate field seminars. Advise graduate level teachers about course selection, dispositions and educational research projects. Teach graduate professional and field seminars (ITE 601, 602, 603, 604), ITE 427 Classroom Teaching Models in Affective Education, EDCS 610 First Five Years of Teaching, and EDCS 632 Qualitative Research Methods. Teach undergraduate students ITE 343 Health and EDEE 496B Performing Arts Education. Serve as liaison between the University of Hawaii and Leeward Community College. Conduct research on teacher education program effectiveness. Assist with MET program documentation and assessment.

2005 – 2007 Assistant Specialist, University of Hawaii American Samoa PreK-8 Teacher Education Program. Teach graduate and undergraduate education courses in curriculum and instruction, action research, health, and literacy; collaborate with the American Samoa Department of Education in offering teacher certification courses plus Praxis I and II test preparation to in-service teachers in American Samoa; conduct critical ethnographic research on characteristics of multicultural teachers; advise undergraduate and masters teacher candidates; facilitate professional development seminars with local private and public schools; guide the American Samoa teacher education NCATE documentation process; manage research grants; and serve on University of Hawaii faculty teams.

2004 - 2005 Lecturer and Field Supervisor of Middle Childhood Education, Kent State University. Teach graduate and undergraduate courses in curriculum and instruction, middle childhood education, and independent studies; conduct research; collaborate with school districts on professional development projects; advise undergraduate and masters students; write and manage research grants, serve on university and school district committees. Provide leadership in development of faculty, curriculum, and school field experience sites.

1999 - 2004 Administrator, Middle School Principal and District Director of Curriculum, Central Christian Schools, Kidron, Ohio. Facilitate continuous professional growth for 45-member faculty. Coordinate curriculum mapping and integration within interdisciplinary faculty teams; align differentiated curriculum, instruction and assessment to National Standards and State Benchmarks. Collaborate with faculty, parents, and students to create a positive climate for student life and growth; design and interpret student discipline policies; mediate all student restitution/discipline conferences. Teach grades 5-8 students study skills and advisory. Coordinate Entry Year Teacher mentoring program, evaluate classroom teacher performance and summative faculty portfolios; recruit, hire and mentor all personnel. Serve as a public representative of the school by delivering seminars and multi-media presentations at conferences,

school and community meetings. Write education grants; manage current grant projects and *Title* funding. Create and manage middle school budget, flexible schedules, and daily operations. Organize student field trips, mini-term exploratory courses, and service learning experiences. Chair Licensing and Professional Development Committee, Curriculum Committee, Strategic Planning Committee, Parent Advisory Council, Handbook Committee; member of the district Administrative Team, Technology Committee.

January 2002 - May 2002 International Education Co-Administrator, Doctoral Intern and Assistant Program Director, Kent State University, Geneva, Switzerland. Responsible for co-management of the Kent Geneva Semester Abroad program including supervision of 40 college students and 8 international faculty, liaison with residence management and home-stay providers, assistant instructor for international human rights courses, coordinator and leader of week-long trips to international organizations beginning in Amsterdam and ending in France. Completed an administrative internship with Dr. Roger Reed, professor for *International Organizations and Human Rights*.

August 2001 - December 2001 Instructor/Graduate Assistant, Department of Teaching Leadership and Curriculum Studies, Kent State University. Team-taught *MCED 40000 Teaching and Learning in Middle Childhood* to Block II Kent State Education Majors with Dr. Joanne Arhar. Co-supervisor of Kent Middle Childhood Field Experience in the Twinsburg School District. Performed various Graduate Assistant duties as designated by Dr. Joanne Arhar including research, curriculum design, writing, presenting, teaching, and committee work.

1999 - 2001 Administrator, Grades 6-12 Assistant Principal, Central Christian Schools, Kidron, Ohio. Spearheaded the district strategic planning process, synthesized departmental objectives, and formulated school and community partnerships to inspire faculty, students, and parents to own the mission of the school. Initiated conflict resolution and restitution options to mediate student discipline referrals. Chair Licensing and Professional Development Committee, Technology Committee, Parent Advisory Committee, Curriculum Committee, Advisory Committee, and Student Government. Manage all building operations including attendance, field trips, substitutes, and schedules. Facilitated a 10-day international service learning trip for high school students to Calgary, Alberta, Canada.

1997 - 1999 Classroom Teacher, Grades 5-12, Green Local Schools, Smithville, Ohio. Team with colleagues on interdisciplinary units, curriculum mapping, and integrative grant implementation.

May 1986 - September 1986 Research Assistant, University of Calgary, Calgary Alberta, Canada, Department of Educational Policy & Administration. Gathered data through interviews and focus groups with representatives from Chinese language schools and cultural organizations.

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INVITED REGIONAL PUBLICATIONS

Kessler, C., Zuercher, D.K., Yoshioka, J. (Fall 2010). Teacher Leadership through Content Area Specialized Training. *Pacific Educator*. PREL.

Zuercher, D. K. & Kessler, C. (Spring, 2009). Samoan success: On the journey to building highly qualified teacher capacity. *Pacific Educator*. PREL.

CHAPTER IN BOOKS

Zuercher, D.K. & Yoshioka, J. (2012). A Longitudinal Case Study of Transnational Distance Education Informs Future Transnational Partnerships. In *The Future of Education Conference Proceedings 2012* published (with ISBN code) by the Italian publisher Simonelli Editore.

Zuercher, D.K. & Yoshioka, J. (2012). Distance Learning in the Pacific: A Case Study of American Samoa. In Hogan (Ed.), *Transnational Distance Learning and Building New Markets for Universities*. IGI Global Disseminator of Knowledge. doi:10.4018/978-1-4666-0206-9

Zuercher-Friesen, D.K. (1996). Perceptions of Amish music “unplugged”. In J.W. Friesen and B.K. Friesen, *Perceptions of The Amish Way*. Dubuque, Iowa: Kendall Hunt.

NATIONALLY PEER-REVIEWED PROGRAM RECOGNITION REPORT FOR NCATE ACCREDITATION PROCESS

Zuercher, D. K. (2008). *National Recognition Program Report in Elementary Education* to the Association for Childhood Education International. Honolulu, HI: College of Education, University of Hawaii at Manoa.

ARTICLES IN OTHER PERIODICALS

Zuercher, D.K. (2015, July). *Congratulations to patience: UH Manu'a Cohort 31, a forever first*. Samoa News.

- Zuercher, D.K. (2014, August 29). Achieving the promise of Place-Based Education: National Park and ASDOE create Healthy School Partners. *Samoa News*. Retrieved September 6, 2014, from <http://www.samoanews.com/content/en/natl-park-doe-create-healthy-school-partnership>
- Zuercher, D. K. (2013, August 8). UH Cohort Program using Samoan Arts in Early Childhood Education. *Samoa News*. Retrieved August 20, 2013, from <https://www.samoanews.com/?q=node/76659>
- Zuercher, D.K. (2013, July 3). Governor Asks: UH Responds with a Bonus. Transforming tradition and cultural practices into engaging math lessons. *Samoa News*. Retrieved July 3, 2013, from www.samoanews.com/?q=node/75821.
- Zuercher, D.K. (2012, July 18). University of Hawaii Cohort 25 Literacy Carnival. *Samoa News*. Retrieved August 8, 2012, from www.samoanews.com
- Zuercher, D.K. (2011, May 18). University of Hawaii Cohort 22 Graduation slated for this week, continued partnership with UH assured. *Samoa News*. Retrieved August 8, 2010, from www.samoanews.com
- Zuercher, D. K. (2011, May). UH Cohort XXIV graduates 23 -the late Herman Fuimaono receives his BA. *Samoa News*. Retrieved August 8, 2010, from www.samoanews.com
- Zuercher, D. K. (2010, August 3). University of Hawaii Summer School Marks 15th Year Serving the Territory. *Samoa News*. Retrieved August 8, 2010, from www.samoanews.com
- Zuercher, D.K. (2010, September 14). Territorial Teacher of the Year. *Samoa News*. Retrieved September 14, 2010, from www.samoanews.com
- Zuercher, D.K. (2010, September 14). University of Hawaii Launches Secondary Bachelor of Education Program. *Samoa News*. Retrieved September 14, 2010, from www.samoanews.com

REFEREED SCHOLARLY CONFERENCE PRESENTATIONS

- Zuercher, D.K. , Yoshioka, J., & Zilliox, J. (November, 2015). *Pacific Island partnerships: Meaningful trends in US graduate teacher education*. 8th annual International Conference of Education, Research and Innovation (ICERI). Seville, Spain.
- Zuercher, D.K. , Yoshioka, J., & Tauiliili, P. (November, 2015). *Indigenous innovations: Culturally responsive pedagogy in the Pacific*. 8th annual International Conference of Education, Research and Innovation (ICERI). Seville, Spain.
- Zuercher, D.K., Yoshioka, J., Deering, P.D., & Zilliox, J. (October 2015). *Multicultural middle level lessons learned in Hawaii*. Association for Middle Level Education (AMLE). Columbus, Ohio.

- Zuercher, D.K., Yoshioka, J., Zilliox, J., Benz, S., (October 2015). *Voices in a seashell: Using past Pacific culture to motivate future leaders*. National Association for Multicultural Education (NAME). New Orleans, LA.
- Yoshioka, J, Zuercher, D.K., & Zilliox, J. (October 2015). *Bumbai You Learn: Reflecting on the Past to Connect Yesterday, Today and Tomorrow*. National Association for Multicultural Education (NAME). New Orleans, LA.
- Yoshioka, J., Matsumoto, V., Zuercher, D., Zilliox, J., Nakamura, C., Yasana, R., Boltz, B., & Dare-Attanasio, Z. (March 2015). *It's simple, really...Fairness + Opportunity = Equity*. Submitted for presentation at the annual conference of the National Association for Professional Development Schools. Atlanta, Georgia.
- Yoshioka, J., Zuercher, D., & Matsumoto, V. (February 2015). *Stepping Up: How one University-Professional Development School Relationship is Creating Teacher Leaders and Agents of Change*. Accepted for presentation at the annual meeting of the Association of Teacher Education. Phoenix, Arizona.
- Yoshioka, J., Matsumoto, V., & Zuercher, D.K. (January 2015). *Planning for the future by reflecting on the past*. Hawaii International Conference on Education. Honolulu, Hawaii.
- Zuercher, Deborah K., Yoshioka, J, Zilliox, J. (November 2014). *Voices in a seashell: Bilingual Pacific Instruction*. La Cosecha Bilingual Education Conference. Santa Fe, New Mexico.
- Zuercher, D. K., Yoshioka, J., Laolagi, L., Chang, N., Benz, S., Huff, K., Tripp, P., and Akana, A. (October, 2014). *Multicultural Education*. Hawaii Association of Middle Schools (HAMS). Honolulu, Hawaii.
- Yoshioka, J., & Zuercher, D. (April 2014). *Homegrown teacher leaders*. National Science Teachers Association. Boston, Massachusetts.
- Zuercher, D.K., Yoshioka, J., and Benz, S. (March 2014). *Impact Of The Nine Essentials On A PDS Partnership As K-12 Teachers Transition From Direct Instruction To The Common Core Standards In The Pacific*. National Association for Professional Development Schools (NAPDS). Las Vegas, Nevada.
- Gorter, R., Yendol-Hoppey, D., Zuercher, D.K., Yoshioka, J., Levine, A., Bennet, M., Parsons, P., Day, L., Samuels, L., Benson, G., Ogletree, S., Jaegher, L., Feola, D., Schut, J.W., Rijbroek, M., and Stomp, L. (March 2014). *Role Perspectives On International PDS Developments*. National Association for Professional Development Schools (NAPDS). Las Vegas, Nevada.
- Yoshioka, J and Zuercher, D.K. (January 2014). *Using the 4Cs (Cooperation, Collaboration, Coordination, and Communication) to Create 21st Century Agents of Change*. 12th Annual Hawaii International Conference on Education (HICE). Honolulu, Hawaii.

- Yoshioka, J., Zuercher, D., & Matsumoto, V. (November 2013). *Using the Power of “?” to break down borders*. National Association for Multicultural Education. Tucson, Arizona.
- Yoshioka, J., Zuercher, D.K., and Matsumoto, V. (November 2013). *Homegrown Agents of Change*. National Association for Multicultural Education (NAME). Oakland, California.
- Zuercher, D.K. (October 2013). *2013 German American Administrative Fulbright*. Invited international presentation delivered for the French Fulbright Commission. Strasbourg, France.
- Zuercher, D.K., Kutsunai, K., DeLong, L., Deering, P. Faulkner, S. and Lafao-Apulu, J. (October 2013). *Characteristics of a Professional Learning Community that Support the Hawaii Teacher of the Year*. Hawaii Association of Middle Schools (HAMS). Honolulu, Hawaii.
- Zuercher, D. K. (September 2013). *Respectful, Reciprocal and Responsible 21st Century Collaboration: The Master of Education in Teaching Program Partnership with K-12 Professional Development Schools*. Invited International Conference Paper Presentation. Kyoto, Japan: Bukkyo University Invited International Conference Proceedings.
- Zuercher, D. K. (July 2013). *Writing strategies to engage middle level students and assist teachers with Praxis I writing tests in Palau*. Republic of Palau Ministry of Education Conference. Koror, Palau.
- Zuercher, D. K. (July 2013). *Writing strategies for early elementary students*. Republic of Palau Ministry of Education Conference. Koror, Palau.
- Zilliox, J. & Zuercher, D. K. (July 2013). *Instruction practices that support college and career readiness*. 28th Pacific Education Conference. CNMI: PREL.
- Zuercher, D. K. (May 2013). *Supporting in-service student teaching in American Samoa*. Consortium for Overseas Student Teaching. Kent, Ohio: COST.
- Yoshioka, J., Zuercher, D.K., & Zilliox, J. (May 2013). *A moving target: The problem of defining teacher quality*. 15th Annual International Conference on Education. Athens, Greece.
- Yoshioka, J., Zuercher, D.K., & Zilliox, J. (May 2013). *Pearls in the Pacific: Lessons in improving teacher quality*. International Conference of Education New Developments (END). Lisbon, Portugal. Presentation won the conference award for best paper presentation.
- Zuercher, D., Yoshioka, J., Zilliox, J., Deering, P., & Laolagi, L. (February 2013). *Preparing the next generation of teachers in the territories: A reflection on practical strategies for empowering teacher candidates in transnational PDS partnerships*. National Association for Professional Development Schools. New Orleans, Louisiana.

- Yoshioka, J. & Zuercher, D.K. (February 2013). *Content Area Specialized Training in the Pacific: A successful model of teacher training and capacity building*. Hawaii Education Research Association. Honolulu, HI.
- Yoshioka, J. & Zuercher, D.K. (January 2013). *The CAST Initiative in Guam and American Samoa: A Model of effective teachers teaching teachers*. 11th Annual Hawaii Conference of Education. Honolulu, HI.
- Zuercher, D.K., Yoshioka, J., & Rishel, T. (November 2012). *Territorialized Teachers: A Longitudinal Case Study on Transnational Distance Education*. One Voice International Education Conference. New York, New York.
- Zuercher, D., Yoshioka, J., Deering, P., & O'Neill, T. (November 2012). *Math, science and web-based activities to raise awareness about nutrition and obesity*. Association for Middle Level Education. Portland, Oregon.
- Zuercher, D.K., Yoshioka, J., Deering, P., Curry, K., & Apisa, S. (November 2012). *Teaching in the Territories: Middle Level Teacher Education in American Samoa and Guam*. Association of Middle Level Education. Portland, Oregon.
- Zuercher, D.K., Yoshioka, J., & Deering, P. (October 2012). *Nurture the Mind for a Healthy Body*. Hawaii Association of Middle Schools. Honolulu, Hawaii.
- Zuercher, D., Yoshioka, J., & O'Neill, T. (October 2012). *Science and web-based activities to raise awareness about nutrition and obesity*. Hawaii Association of Middle Schools (HAMS) Annual Conference. Honolulu, Hawaii.
- Deering, P., Zuercher, D., Apisa, S., Martin, K., Ashford, A., Curry, K., O'Neill, T., Yoshioka, J. (September 2012). *Translating a collaborative learning community for educators to a transnational, virtual environment*. 2nd Annual International Conference on Education and e-Learning (EeL 2012). Bali, Indonesia.
- Zuercher, D.K. (July 2012). *Reviving Writing in the Pacific*. Republic of Palau Ministry of Education 18th Annual Conference. Koror, Palau.
- Zuercher, D.K. (July 2012). *Integrating Math, Science and Technology to Address the Growing Problem of Obesity in the Pacific*. Republic of Palau Ministry of Education 18th Annual Conference. Koror, Palau.
- Zuercher, D. K. & Yoshioka, J. (June 2012). *A Longitudinal Case Study of Transnational Distance Education Informs Future Transnational Partnerships*. The Future of Education. Florence, Italy.
- Zuercher, D.K., Yoshioka, J., & Deering, P. (May, 2012). *Lessons Learned: A Longitudinal Case Study of Transnational Distance Education*. 14th Annual International Conference on Education. Athens, Greece.

- Zuercher, D.K. & Yoshioka, J. (January, 2012). *Creating teacher leaders in American Samoa: The CAST initiative in American Samoa*. Accepted for presentation to the Hawaii Education Research Association (HERA). Honolulu, Hawaii.
- Zuercher, D.K. & Yoshioka, J. (January, 2012). *The CAST initiative in American Samoa: A model of effective teachers teaching teachers*. Accepted for presentation to the Hawaii International Conference on Education. Honolulu, Hawaii.
- Zuercher, D. K. & Yoshioka, J. (November, 2011). *Nurturing mind for healthy bodies*. Accepted for presentation to the Association of Middle Level Education. Louisville, Kentucky.
- Zuercher, D. K. & Yoshioka, J. (November, 2011). *From NMSA to IMSA: Emerging international middle level issues*. Accepted for presentation to the Association of Middle Level Education. Louisville, Kentucky.
- Zuercher, D. K. (April, 2011). Middle level education research SIG mentor. Accepted for presentation to the American Education Research Association. New Orleans, Louisiana.
- Zuercher, D.K. (November, 2010). *Health integration: Obesity mapping in the USA*. Accepted for presentation to the National Middle School Association. Baltimore, Maryland.
- Zuercher, D.K. (November, 2010). *Lessons learned online*. Accepted for presentation to the National Middle School Association. Baltimore, Maryland.
- Zuercher, D.K. (November, 2010). *Thinking maps*. Accepted for presentation to the National Middle School Association. Baltimore, Maryland.
- Deering, P. & Zuercher, D.K. (November, 2010). *Collaborative inquiry works for Hawaiian educators: It will transform your school too!* Accepted for presentation to the National Middle School Association. Baltimore, Maryland.
- Deering, P. & Zuercher, D.K. (May, 2010). *An 'Ohana approach to developing leadership with multicultural middle level educators*. Presented to the Pacific Circle Consortium. Ashland, Oregon.
- Zuercher, D.K. (May, 2010). *After the wave of direct instruction*. Presented to the One Voice International Conference. Long Branch, New Jersey.
- Deering, P. & Zuercher, D.K. (May, 2010). *Constructing a community of collaborative inquiry with educators in Hawai'ian culture-based public charter schools*. Presented to the American Education Research Association. Denver, Colorado.
- Zuercher, D.K. (2010, January). *Lessons learned online*. Presented to the Hawaii Educational Research Association. Honolulu, Hawaii.

- Kessler, C. & Zuercher, D.K. (2010, January). *Teaching thinking*. Presented to the Hawaii International Conference on Education. Honolulu, Hawaii.
- Zuercher, D. K. & Yoshioka, J. (2010, January). *The CAST initiative in Guam: Effective teachers teaching teachers*. Presented to the Hawaii International Conference on Education. Honolulu, Hawaii.
- Zuercher, D.K. (2009, November). *Health statistics and strategies*. Presented to the National Middle School Association. Indianapolis, Indiana.
- Zuercher, D.K., Deering, P., & Apisa, S. (2009, November). *Teacher candidate assessment: Precis and portfolio*. Presented to the National Middle School Association. Indianapolis, Indiana.
- Zuercher, D.K., Deering, P., & Apisa, S. (2009, October). *Agents of change in Hawai'i: Develop a middle level leadership with an 'Ohana approach*. Presented to the Hawaii Association of Middle Schools. Honolulu, Hawaii.
- Kessler, C. & Zuercher, D.K. (2009, October). *Teaching thinking: Thinking maps as an instructional intervention*. Presented to the Hawaii Association of Middle Schools. Honolulu, Hawaii.
- Zuercher, D. K. (2009, October). *Digital natives & digital immigrant teachers: Bridging the gap through emergent technology*. Presented to the Hawaii Association of Middle Schools. Honolulu, Hawaii.
- Deering P. & Zuercher, D.K. (2009, April). *Developing leadership with multicultural middle level educators: An 'Ohana approach*. Presented to the American Educational Research Association Annual Conference. San Diego, California.
- Zuercher, D.K., Kessler, C., & Yoshimoto, J. (2009, February). *After the Wave of Direct Instruction: The CAST Initiative in Guam*. Presented to the Hawaii Education Research Association. Honolulu, Hawaii.
- Zuercher, D.K. (2009, January). *Health Education Workshop*. Presented to the 7th Annual Hawaii International Conference on Education. Honolulu, Hawaii.
- Zuercher, D.K. (2009, January). *Sovereignty and Standards*. Presented to the 7th Annual Hawaii International Conference on Education. Honolulu, Hawaii.
- Zuercher, D.K. (2008, October). *Healthy and Wise*. Presented to the National Middle School Association Annual Conference. Denver, Colorado.
- Zuercher, D.K. & Deering, P. (2008, October). *Got Aloha? Educators learn with Aloha and good middle level practice in Hawaii*. Presented to the National Middle School Association Annual Conference. Denver, Colorado.

Zuercher, D. K. (2008, July). *Tough to Talk About: Integrating Children's Literature and National Health Standards*. Presented to the Hawaii Children's Literature Conference. Honolulu, Hawaii.

Zuercher, D.K. (2008, January). *Indigenous Perceptions of the University of Hawaii Teacher Education: Quality and Equity Issues*. Presented to the Hawaii Education Research Association (HERA). Honolulu, Hawaii.

Zuercher, D.K. (2007, October). *Healthy and Wise: Integrating National Health Standards into the Middle Level Curriculum*. Presentation to the Hawaii Association of Middle School Conference on Education. Honolulu, Hawaii.

Friesen, D.K. & Rishel, T. (2007, January). *This We Believe and We Have Acted: Collaborative Research Project on Implementing National Middle School Association Belief Statements*. Presentation to the International Conference on Education. Honolulu, Hawaii.

Friesen, D.K. (2007, January). *Critical Ethnography: Indigenous Educators' Perceptions of their Experiences as Participants in an NCATE-Accredited Teacher Education Program*. Presentation to the International Conference on Education. Honolulu, Hawaii.

Friesen, D.K., Achica, D., Ekeroma, J., Maifea, A., Sauni, L. (2007, January). *Action Research and Accountability: American Samoan Educators' Perceptions of the Relevance of Praxis II as an Indicator of Highly Qualified South Pacific Teachers*. Presentation to the International Conference on Education. Honolulu, Hawaii.

REFEREED SCHOLARLY CONFERENCE PRESENTATIONS PRIOR TO HIRE

Friesen, D.K. (2005, November). *Action research and accountability: A good match*. Presentation to the National Middle School Association annual conference, Philadelphia, Pennsylvania.

Friesen, D.K. (2005, November). *This we believe: And we have taken action*. Presentation to the National Middle School Association annual conference, Philadelphia, Pennsylvania.

Friesen, D.K. & Arhar, J.M. (2005, April). *Action research to improve achievement in reforming middle level schools*. Presentation to the Ohio Confederation of Teacher Education Organizations. Columbus, Ohio.

Friesen, D.K., Rishel, T. & Arhar, J.M. (2005, February). *This We Believe in Action: Research to improve achievement in reforming middle level schools*. Presentation to the National Middle School Association Symposium on Middle Level Teacher Preparation. Columbus, Ohio.

- Friesen, D.K. & Kourney-Bowers, C. (2004, November). *Professional development and school improvement through action research*. Presentation to the National Middle School Association annual conference, Minneapolis, Minnesota.
- Friesen, D.K., Arhar, J.M., Detrow, C. & Troyer, R. (2001, November). *Creating and sustaining multiage learning environment for middle age students: A strategy for academic excellence, developmental appropriateness, and social equity*. Presentation to the National Middle School Association, Washington, DC.
- Friesen, D.K. & Friesen, B.K. (2000, November). *Hands on activities for sociology and psychology teachers*. Presentation to the National Council for the Social Sciences, San Antonio, Texas.
- Friesen, D.K. & Friesen, B.K. (2000, November). *Alternative assessment strategies in sociology and psychology classes*. Presentation to the National Council for the Social Sciences, San Antonio, Texas.
- Friesen, D.K. & Arhar, J.M. (1997, November). *Action research for professional development*. Presentation to the National Middle School Association, Indianapolis, Indiana.

GRANTS and SCHOLARSHIPS

2013		Fulbright International Education Administration Seminar Award in Germany (October 2013).
2013	\$2,300,000.00	Territorial Teacher Training Assistance Project Grant
2013	\$48,000.00	Early Childhood Education American Samoa Grant
2012	\$2,069,195.00	Territorial Teacher Training Assistance Project Grant
2012	\$48,000.00	Early Childhood Education American Samoa Grant
2011	\$1,183,853.00	Territorial Teacher Training Assistance Project Grant
2011	\$47,946.00	Early Childhood Education American Samoa Grant
2010	\$1,183,853.00	Territorial Teacher Training Assistance Project Grant
2010	\$47,800.00	Early Childhood Education American Samoa Grant
2010	\$1,100,000.00	Liaison for the Secondary Education American Samoa Grant
2010	\$700,000.00	Liaison for the Education Administration School Leadership American Samoa Grant
2009	\$348,750.00	Liaison for the Middle Level Master of Education Degree Scholarship for 25 American Samoa Department of Education Graduate Candidates.
2009	\$2000.00	SEED Diversity and Equity Initiative Grant. University of Hawaii Manoa.
2008	\$2000.00	SEED Diversity and Equity Initiative Grant. University of Hawaii Manoa.
2008	\$1500.00	21 St Century Leadership

GRANTS PRIOR TO HIRE

2005	\$500.00	University Teaching Council Grant, Kent State University.
2004	\$300.00	Teaching, Leadership and Curriculum Studies Grant, Kent State University.

2003	\$5,000.00	Ohio Conference Education Grant.
2002	\$6,000.00	Ohio Department of Education, Innovative and integrative teaching.
2001	\$5,000.00	Peoplehood Foundation.

SERVICE

Department

- Coordinator Pioneer Statewide MEdT Cohort, 2015.
- Member ITE DPC Committee, 2012.
- MEdT Facility and Equipment Liaison with Leeward Community College, 2008-Present.
- Institute of Teacher Education EECE Territorial Teacher Training Assistance Project and Early Childhood Education, 2010.
- Member of Elementary Assessment Review Committee, 2008
- Special Project Leader: MEdT Elementary NCATE Report Writer, 2008
- MEdT OJT Workshop Facilitator: *Peace Education Forum*, Dr. Tricia Jones at Leeward Community College.
- MEdT Faculty Team Member, 2007-Present
- Middle Level Masters in Education Faculty Team Member, 2007-Present.
- University of Hawaii Graduate Teacher Education Samoa Project Committee Member, 2005-Present

College

- Recipient of the 2013 College of Education Congress Leadership Award.
- Team leader PREL, Standards and Assessments: Pacific Regional Comprehensive Center. 2013.
- College of Education Dissertation Committee, Paul Tauiiili. 2010-2015. University of Hawaii, Manoa.
- College of Education Dissertation Committee, Kale'a Silva. 2013-2015. University of Hawaii, Manoa.
- College of Education Dissertation Committee, Cory Bennett. 2009-2010. University of Hawaii, Manoa.
- College of Education Dissertation Committee, Pamela Edwards. 2009-2010. University of Hawaii, Manoa.
- College of Education Dissertation Committee, Katie Martin. 2008-2010. University of Hawaii, Manoa.
- College of Education Dissertation Committee, Fran Wong. 2008-2010. University of Hawaii, Manoa.
- College of Education Dissertation Committee, Dani Mamangon. 2010-2013. University of Hawaii, Manoa.
- College of Education Dissertation Committee, Rhoda Velasquez. 2010-2013. University of Hawaii, Manoa.

- College of Education Dissertation Committee, Epi Moses. 2010-2013. University of Hawaii, Manoa.
- I have served as the Plan B advisor for 74 graduate program completers in American Samoa and Hawai'i in the MEdT, MLMed and Curriculum Studies programs. The high frequency of graduate advising is a significant contribution to the COE.
- Search Committee Chair, ITE EECE Reading faculty position 2012.
- Search Committee, tenure-line math faculty position for Curriculum Studies, 2008
- 21st Century Leadership Committee Member. Interact with leadership scholarship recipients from different college departments and campuses, 2008.
- College of Education DPC. 2012-2013.
- Nominated for Teaching Excellence Award 2008, 2009, 2012, 2013.

School District/Community

- Awarded by Council for International Exchange of Scholars (CEIS) through a peer review process for a Fulbright International Education Administration Seminar Award in Germany (October 2013).
- Recipient of the best conference paper presentation award (May 2013). International Conference on Education New Developments. Lisbon, Portugal.
- Licensed Foster Parent for the State of Hawaii (2013).
- Member of Hawaii Education Research Association.
- Member of Hawaii Partnership for Educational Research Consortium (HPERC), a working group comprised of Hawaii-based organizations that support and conduct research focused on the improvement of educational outcomes in the State of Hawaii. HPERC works to foster collaboration amongst members of Hawaii's community of educational researchers and to build statewide capacity to conduct educational research in Hawaii.
- Principal Investigator for University of Hawaii Manoa College of Education and American Samoa Department of Education K-12 Schools. (2010).
- Kamehameha Schools Collaborative Inquiry Partnership with Hawaiian Charter Schools. (2008-Present).
- PREL MACIMISE. Graduate Education Research consultant for candidates across Micronesia conducting Ethnomathematic research.
- Content Area Specialist Teachers (CAST). Consultant in Guam and Samoa to provide professional development to teacher leaders in academic content knowledge, standards-based instruction and assessment.
- Castle Foundations. Participate in a mentor relationship with Terrence George, Vice President and Executive Director of Castle Foundations to build university/community partnerships, 2008 to Present.
- University of Hawaii Master of Education in Teaching Partnership Schools, 2007 - Present.
- University of Hawaii MLMED Moanalua Middle School, 2007-Present.
- St. Clement's Episcopal Church. Organist, pianist, music director. Honolulu, Hawaii, 2007-Present.
- University of Hawaii Ethics Training, April 2011

- University of Hawaii Search Committee Training, April 2011
- Chair, Reading Search Committee, Spring 2011, Spring 2012, Fall 2012

SERVICE PRIOR TO HIRE

- Advisor, International Baccalaureate Committee. Wooster City Schools, 2004.
- National Mennonite Secondary Education Council, 1999-2004.
- Strategic Planning Committee. Central Christian Schools, 2002.
- The Ohio Alliance for Arts Education, 1998.
- Deregulation Grant Committee Green Local School District, 1997.

INVOLVEMENT IN PROFESSIONAL ORGANIZATIONS

- Editorial Review Board Member, *Research in Middle Level Education Online*, 2010.
- International Advisory Board Member, *The One Voice International Institute of Elemental Ethics and Education*, 2010.
- Member, Association for Childhood Education International, 2008-Present
- Member, American Education Research Association, 2008-Present
- Member, Hawaii Association of Middle Schools, 2007-Present.
- Member, National Middle School Association, 1999-Present.
- Member, Hawaii Education Research Association, 2007-Present.
- Member, Association for Supervision and Curriculum Development, 1999-Present.

CONSULTANCY

Zuercher, D.K. (2013). Pacific Region Comprehensive Center. Technical assistance provided on the English Common Core State Standards with a focus on bilingual English Language Learners for American Samoa, Guam, Palau, and Saipan through webinars and face-to-face seminars.

Zuercher, D.K. January 2013. Presentation to HIDOE ACE Vice-Principals on Research Methodology in Pacific Education Settings as part of the HPERC partnership initiative.

Zuercher, D.K. (October, 2012 – Present). Developing and retaining highly effective teachers and leaders task leader for the Pacific Regional Comprehensive Center (PRCC) to Commonwealth of the Northern Marianas Islands, American Samoa, Federated States of Micronesia, Republic of the Marshall Islands, Hawai'i, Guam and Republic of Palau. PREL/ University of Hawaii Grant Partnership.

Zuercher, D.K. (2010-Present). Research advisor to graduate candidates in the MACIMISE project located in Chuuk, Kosrae, Hawai'i, American Samoa, CNMI, Guam, Pohnpei, Yap, RMI, and Saipan. PREL/University of Hawaii Grant Partnership.

Zuercher, D.K. & Deering, P. (August 14, 2010). *Action research as accountability for school improvement and accreditation presentation*. Kamehameha Schools Inc., Hilo, Hawaii.

Zuercher, D.K. & Deering, P. (August 2010 - May 2, 2011). *Action research as accountability for school improvement and accreditation*. Kamehameha Schools Inc., Hawaii.

Zilliox, J. & Zuercher, D.K. (July, 2010) *The Content Area Specialized Training (CAST) Initiative*. The American Samoa Department of Education.

Zuercher, D.K. & Deering, P. (August 1, 2009 – May 12, 2010). *Action research as accountability for school improvement*. Kamehameha Schools Inc., Hawaii.

Zilliox, J. & Zuercher, D.K. (June 1-10, 2009) *The Content Area Specialized Training (CAST) Initiative*. The University of Guam and Guam Public School District, Guam.

Zuercher, D.K. & Deering, P. (August 2008-May 21, 2009). *Action research as accountability for school improvement*. Kamehameha Schools Inc., Hawaii.

Zuercher, D.K. & Deering, P. (May 7, 2009). *Action research as accountability for school improvement presentations*. Kamehameha Schools Inc., Hilo, Hawaii.

Zuercher, D.K. & Deering, P. (October 21, 2008). *Action research as accountability for school improvement*. Nawahi Charter School. Keaau, Hawaii.

Zuercher, D.K. & Deering, P. (October 20, 2008). *Action research as accountability for school improvement*. Ka Umeke Charter School. Hilo, Hawaii.

Zuercher, D.K. & Deering, P. (October 15, 2008). *Action research as accountability for school improvement*. Kanuikapono Charter School. Anahola, Hawaii.

Zuercher, D.K. & Deering, P. (August, 2008). *Action research as accountability for school improvement*. Kamehameha Schools. Honolulu, Hawaii.

Zilliox, J. & Zuercher, D.K. (July, 2008). *CAST Project: Language Arts Standards and Teacher Leadership following direct instruction in Guam*. University of Guam, Guam.

Zuercher, D.K. (2006). *Highly qualified teacher development: Praxis II content knowledge*. American Samoa Department of Education. Pago Pago, American Samoa.

Zuercher, D.K. (2006). *Portfolio documentation for WASC accreditation*. South Pacific Academy. Pago Pago, American Samoa.

CONSULTANCY PRIOR TO HIRE

Zuercher, D.K. (2004) *Computer simulations to improve team problem-solving abilities in schools*. SciTrain, Akron, Ohio.

Zuercher, D.K. (2002). *Strategic planning for school improvement and growth*. Central

Christian Schools, Kidron,

TEACHING

Graduate Courses Taught

ITE 601	Professional Studies Seminar I
ITE 602	Field Experience and Seminar
ITE 603	Professional Studies Seminar II
ITE 604	Field Experience and Seminar II
ITE 610	Pre-internship Practicum
ITE 611	Professional Studies Seminar III
ITE 612	Internship
ITE 613	Professional Studies Seminar IV
ITE 427	Early Adolescent Development
ITE 699	Independent Study
EDCS 602	Advanced Topics Writing/Oral Communication
EDCS 610	Learning to Teach: The First Five Years of Teaching
EDCS 632	Qualitative Methods in Education
EDCS 640M	Seminar in Interdisciplinary Education
EDCS 642	Seminar in Multicultural Middle Level Education

Undergraduate Courses Taught

EDEE 496B	Performing Arts
EDEE 324	Health, Movement and Physical Education
ITE 312	Foundations in Curriculum and Instruction: Elementary Ed
ITE 317	Field Experiences in Elementary Education
ITE 343	Personal and Social Health K-6
ITE 353	Elementary Music Methods
ITE 313	Literacy and Literature I
ITE 314	Literacy and Literature II

REFERENCES

Dr. Joseph Zilliox
University of Hawaii Manoa
MEdT Department Chair
[REDACTED]

Dr. Paul Deering
University of Hawaii Manoa
MLMED Program
[REDACTED]

Dr. Beth Pateman
Associate Dean
University of Hawaii Manoa
[REDACTED] u

Dr. Steve Michael
Provost and Vice President for Academic Affairs
Arcadia University
450 S. Easton Road, Glenside, PA 19038
[REDACTED]
[REDACTED]
[REDACTED]

Laura Laolagi
Program Liaison
American Samoa
[REDACTED]

Dr. Teresa Rishel
Kent State University
[REDACTED]
[REDACTED]

Exhibit 4: Board Member Information Form

Board Member Information


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

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

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

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

Background

1. Name of charter school on whose governing board you intend to serve: DreamHouse
2. 
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 in the mission and vision of DreamHouse and want to lend my experience and skills to the school's founding and development in service of the students of Ewa Beach.

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

Governing board members of public charter schools are responsible for governance of the organization and oversight of the chief executive. They must ensure fiscal integrity, academic accountability, and fidelity to the charter. They should support the school's leadership team as requested to problem solve and support strategic high-level decision-making in order to maximize the school's effectiveness and uphold its commitment to the community.

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

I founded a public charter school in San Francisco, CA, and serve as a member of its governing board. I have also served as a member of the Hartt School Community Division Advisory Board and currently serve on the Center for Education Reform Advisory Board.

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

I would bring professional experience in the following areas to the governing board:

- Elementary and secondary teaching
- School leadership
- Teacher professional development
- School finance
- Charter school founding
- Board governance
- Non-profit management
- Fund development

School Mission and Plan

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

The mission of DreamHouse is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders. The school has a vision for children driving change, and doing so in a way that they know who they are, what they stand for, and how they will have a positive impact in our community.

DreamHouse believes in the potential of every child growing up in Ewa Beach and in developing each student's capacity to leading a fulfilling, successful life. We are

committed to creating welcoming and empowering environments for teaching and learning that are rooted in a growth mindset and a commitment to continuous improvement, and we believe in engaging the broader Ewa Beach community in supporting and guiding students on their journeys.

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

The school's proposed academic plan integrates leadership, identity, high academic expectations, and 21st century skills. The focus on leadership is designed to honor the community and develop an orientation to service. By inviting students and members of the broader school community to bring their identities in to the classroom, we aim to instill a more grounded and personal approach to learning that builds on culture, heritage, and values. Within this framework, we are committed to ensuring our students reach high academic expectations that will equip them with the knowledge base and 21st Century skills needed for access to a range of college and career opportunities. The academic plan is designed to meet Common Core and BOE standards as well as entrance requirements for competitive universities.

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

Based on my experience as an educator, school founder, and school year, I believe the characteristics of a successful school include:

- A clear and robust academic philosophy supported by exceptional teachers and productive learning environments
- An instructional program that differentiates instruction to meet individual students' needs, providing appropriate levels of support and challenge
- Students who engage in informed and independent thinking
- Collaborative and mission-aligned adults
- Families that participate in and contribute their ideas to their children's learning and the life of the school
- At the organizational level, a clear understanding of the difference between governance and management
- A nimble and responsive leadership team that works to address challenges and pursue opportunities in a way that is always grounded in the school's mission

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

- Reaching student achievement targets
- Attaining enrollment targets
- Receiving positive feedback from students, staff, parents, community, and board
- High rates of parent engagement
- Fiscal sustainability and transparency
- Fulfilling all compliance requirements
- Maintaining fidelity to the charter

Governance

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

The board will serve school governance functions across academic, organizational, and financial priorities and oversee and support the school's director. The board will further offer strategic guidance as needed and ensure compliance, transparency, and accountability for the school's finances and operations.

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

Measures of the school's success by the end of the first year of operation include:

- Having served a diverse cohort of 100 students from Ewa Beach
- Having enrolled the next cohort of 100 students
- School facilities are in place for the next year
- Teaching staff have been hired for 6th and 7th grades
- Fundraising goals have been met
- Having complied with our charter contract across academic, organizational, and financial priorities
- Achievement of academic goals, including exceeding complex and state averages in reading, math, and science
- Achieving parent satisfaction targets and re-enrollment rates

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

By the end of year five:

- We will have followed our growth plan and will be serving 500 students, grades 6-10, ready to add 11th grade
- We will have achieved our student achievement goals
- We will have an active teacher recruiting pipeline and full staff
- We will have high-functioning school and non-profit boards with diverse members from across the community
- We will have built a strong financial reserve and be operating within annual budgets
- We will have renewed our charter application
- We will have active and robust partnerships with community organizations and institutional entities in the area and islands
- We will have the facilities needed to sustain our growing school
- We will have high rates of re-enrollment each year

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

To ensure the school is successful, the governing board will need to:

- Hold focused full-board and committee meetings that give board members access to the information and metrics needed to provide oversight and strategic direction

- Ensure board development provides the expertise, commitment and diversity of perspectives needed to ensure effective oversight and governance
 - Stay apprised of regulations and requirements as well as opportunities in the local education and charter landscape
 - Stay connected to the school and its community through regular visits and participation in school events
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?

In such a situation, I would begin by reviewing the bylaws and would express my concern to the board chair and school director. We could then pursue the appropriate steps needed to determine whether there is unethical behavior or a conflict with the school's interests and follow the steps delineated in the bylaws and conflict of interest policy accordingly to ensure the school is protected.

Disclosures

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

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

X I/we do not know 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.

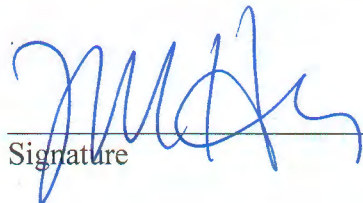
X Does not apply to me, my spouse or family Yes

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.

X None Yes

Certification

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


Signature

1/27/16
Date

JANE HENZERLING

EXPERIENCE:

Founder & Head of School, The Mission Preparatory School, San Francisco, CA

September 2010 – Present

- Establishing and leading a college-preparatory, public charter school designed to equip K-8 students with the knowledge, skills, and strength of character needed to succeed in college and serve as leaders in their communities
 - granted charter authorization by a unanimous vote of the California State Board of Education; renewed by the San Francisco Unified School District
 - selected as a member of the national Excellent Schools Network based on student achievement outcomes and organizational sustainability
- Conducting student recruitment outreach to ensure the school meets enrollment goals and maintains a waiting list
 - each grade has a waiting list of more than 60% of available spaces
 - 84% of students qualify for free or reduced lunch; 46% live below the poverty line; 70% are English learners
- Ensuring the school meets ambitious student achievement outcomes by managing recruitment, selection, training and professional development of faculty; overseeing curriculum and assessments; and facilitating systems for parent communication and engagement
 - 85% of 3rd graders scored at, near, or above the target on ELA and Math Smarter Balanced state tests in 2015
 - 83% of students met or exceeded the national average on standardized TerraNova assessments in 2014
 - 95% of parents reported being very satisfied or satisfied with the quality of instruction, their child's progress, and the overall educational program
- Managing all aspects of the school's finances, including budget planning and monitoring, fund development, and reporting for federal, state, and foundation funding
 - Built a reserve equivalent to 5 months of the current fiscal year's operating expenses
- Coordinating the activities of the board and its committees to ensure effective school governance

Fellow, Johns Hopkins University Institute for Education Policy, Baltimore, MD

December 2015 – Present

- Consulting on strategic planning and crafting grant applications to inform and support the growth of the Institute
- Producing essays and interviews for the Institute's Reports from the Field publications
- Planning policy events that engage a diverse range of participants and forge connections among education researchers, policymakers, and practitioners

Fellow, Building Excellent Schools, San Francisco, CA

August 2009 – August 2010

- Awarded a highly-selective fellowship to engage in a rigorous, yearlong, full-time training program in urban charter school creation and leadership with the goal of founding a high-performing school in San Francisco

Director of Advancement, Real Art Ways, Hartford, CT

June 2007 – July 2009

- Designing and executing strategies to drive the growth of a multi-disciplinary contemporary arts organization
 - crafted and implemented due diligence plan for board governance and processes for board member recruitment and orientation
 - facilitated development of new contact management and fundraising database of more than 23,000 records to improve communications, donor relations, and data management
- Creating and implementing funding plans and strategies to secure government, foundation, and corporate grants; promote individual giving; and increase donor retention
 - exceeded annual grants income goal by 29%; increased donor retention rate from 58% to 68%
 - initiated consultancy to create a 3-year fund development plan for operations, cash reserve, and endowment
- Hiring, managing, and evaluating fundraising and program staff; overseeing education programming

Executive Director, Teach For America, Miami-Dade County, FL

June 2004 – May 2007

- Managing an education non-profit that serves 10,000 students in Miami-Dade County's lowest-performing public schools with the aim of dramatically increasing academic achievement and expanding educational opportunity

- Leading a program staff to support a corps of 100 teachers in effecting significant academic gains of at least 1.5 grade levels' growth each year
 - doubled the percentage of corps members effecting significant gains from 20% to 40%
- Driving fundraising, community partnership, and public relations efforts in Miami-Dade
 - increased new contributions from foundations, corporations, and individuals by 250%
- Managing the regional budget and operations
- Building an advisory board designed to support and enhance development efforts and visibility
- Cultivating leadership opportunities for Teach For America alumni with corporate, higher education, and non-profit entities; co-founded the South Florida Alumni Network
- Collaborating with fellow executive directors to make organization-wide decisions that support the mission of closing the academic achievement gap

Program Director, Teach For America, Phoenix, AZ

June 2003 – June 2004

- Providing professional support and feedback to 50 corps member teachers, connecting them to individualized instructional resources, and ensuring they set and attain ambitious goals for students' academic growth
- Maximizing Teach For America's relationships with districts and schools to facilitate teacher certification and hiring
- Designing and facilitating professional development programs, including regional conferences and pedagogy workshops

Bilingual Teacher, Bilingual Program Coordinator, & Staff Developer, Roosevelt School District, Phoenix, AZ

August 1998 – June 2003

- Teaching bilingual 5th grade, bilingual 6th grade language arts, and 4th–8th grade conflict resolution to ensure students' achievement of state standards and biliteracy in English and Spanish
- Ensuring instructional program and assessment compliance with Office for Civil Rights guidelines
- Designing and implementing K-8 alternative language programs to serve English learners
- Developing and facilitating trainings for staff and administrators on classroom management, standards-based lesson planning, bilingual teaching methods, English language acquisition, balanced literacy, and social-emotional learning

AWARDS & RECOGNITION:

- Innovate Public Schools, Top Bay Area Public Schools for Underserved Students, 2015
- Skidmore College Creative Thought Matters Alumni Award of Distinction, 2012
- 7x7 Magazine Hot 20, 2011
- Florida Marlins Heart of the Community Award, 2007
- *Miami Today* Gold Medal Award, 2006
- Greater Miami Chamber of Commerce NOVO Award for non-profit innovation, 2006
- *South Florida Business Journal*, Heavy Hitter in Education, 2006
- Bank of America Neighborhood Builder, 2005
- *Miami Today* "Achiever," 2004

COMMUNITY & CIVIC INVOLVEMENT:

- Advisory Board Member, Center for Education Reform, 2015 – Present
- Founding Board Member, DreamHouse Charter School for Ewa Beach, Hawai'i, 2015 – Present
- California Charter Schools Association Capitol Advocacy Leader, liaison to state Assemblymember David Chiu, 2013 – Present
- Leadership for Educational Equity, Women's Political Leadership Program, 2014
- San Francisco Human Rights Commission, Equity Advisory Committee Member, 2010 – 2013
- Skidmore College Class Fund Chair, 2008 – 2011
- Institute of Museum and Library Services Field Reviewer, 2009 – 2010
- Hartt School Community Division Advisory Board Member, 2007 – 2009
- Greater Miami Chamber of Commerce, Education and Not-for-Profit Committees, 2004 – 2007

CERTIFICATIONS & SKILLS:

- California Commission on Teacher Credentialing Preliminary Administrative Services Credential
- Proficiency with Google Apps for Education, FileMaker Pro, and Raiser's Edge
- Near-native fluency and literacy in Spanish

EDUCATION:

Northern Arizona University, Flagstaff, AZ

MEd in Educational Leadership with Distinction, August 2005

Washington University, St. Louis, MO

University Fellowship recipient, graduate studies in Spanish literature, 1997 – 1998

Skidmore College, Saratoga Springs, NY

BA in Spanish, May 1997

Summa cum laude, Departmental honors, Periclean Honor Society, Sonja P. Karsen Prize in Spanish



Exhibit 4: Board Member Information Form

Board Member Information

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

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

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

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

Background

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

DreamHouse

2.



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 ATTACHED

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 in the potential of children growing up in Ewa Beach and believe this school model will help empower children to realize their potential. I also believe in the collective qualifications of the applicant team, their vision, their purpose, and their belief in children growing up on the Leeward side of the island attending public schools

6. What is your understanding of the appropriate role of a public charter school governing board member?
 - Support governance of the school across academic, organizational, and financial aspects of operating a school;
 - To uphold faithfulness to the charter;
 - To ensure strong educational program delivery to students and the community;
 - To actively partner with school management to troubleshoot, support, and sustain the school;
7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (*e.g.*, other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
 - Attended local charter school meetings to learn about governance structure and how a managerial board attacks tough issues;
 - Served on the fundraising committee of another charter school board;
 - Currently board chair for a local education non-profit;
 - Served as Executive Committee member for Aloha United Way's Society of Young Leaders helping design and drive fundraising campaigns, events, membership mobilization, and governance;
 - Co-founded non-profit associated with proposed school and have co-lead governance activities over the past two years;
8. Describe the specific knowledge and experience that you would bring to the governing board.
 - Finance, banking, consulting, strategic planning, management, community relations, government relations, fundraising, academic management, and leadership development

School Mission and Plan

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

Mission: Our Mission is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders.

We believe in children driving change, and doing so in a way that they know who they are, what they stand for, and how they will have a positive impact on our community.

Guiding Beliefs:

- We believe in the tremendous potential of the children growing up in Ewa Beach and want to see them live fulfilling, successful lives;
- We believe in serving these children, welcoming their unique identities into the classroom, and empowering them as leaders;
- We believe in growth mindsets in our staff; engaged and committed teachers engaged in professional development and committed to getting better for students;
- We believe the assets and people of Ewa Beach are integral to our students' journeys.

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

- The Academic Plan is grounded in leadership, identity, high academic expectations, and 21st century skills;
 - Identity - encouraging children to bring into the classroom and school their identity, culture, heritage, and values;
 - Leadership - honoring our community and islands and committing to better ourselves in order to serve, improve, and further the well-being of our island community;
 - High Academic Expectations - College and career opportunity and success; Common Core-, BOE-, and competitive university entrance requirements-aligned academic program focused on;
 - 21st Century Skills - developing robust set of 21st century skills preparing students to successfully navigate middle, high school, and college with local, national, and global lenses
- The Plan's four main components drive many of the models and systems of the school;
- The plan will be grounded in local curriculum as well to highlight local learning opportunities and alignment between inside and outside of the classroom learning;
- Teachers, instructional methods, and the learning environment will be centered on student inquiry and exploration of concepts and skills;

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

- A strong academic philosophy supported by exceptional teachers and learning environments;
- Adults who empower students to think critically for themselves;
- Students who feel supported to learn at their own pace, feel challenged and encouraged to take risks and excel, and who realize their own growth as success;
- Adults who support and empower each other;
- Administration that supports teachers;
- A capable and invested school board committed to successful execution of the academic, organizational, and financial plan for the school;

- Parents and families who are engaged in the decisions, happening, and progress of their child and school;
 - Community is engaged and welcomed into the school;
 - Teaching staff and leadership reflects local community;
 - School leadership and board is steeped in local knowledge and receptive to feedback and changing dynamics
4. How will you know that the school is succeeding or is not succeeding in its mission?
- The school is adhering to its charter with vigilance;
 - Components from the previous list will be happening;
 - Survey indicators from students, staff, parents, community, and board will point towards satisfaction and feeling engaged, welcomed, appreciated;
 - Academic results are growing, trending upward, and surpassing goals;
 - Organizationally, the school adheres to sound policies and procedures ensuring transparency and effectiveness within the school's operations;
 - Financially, the school adheres to state performance metrics and maintains an increasing reserve and funding support;
 - Budget variance, transparency, and soundness is consistent;

Governance

1. Describe the role that the governing board will play in the school's operation.
- Support governance of the school across academic, organizational, and financial aspects of operating a school;
 - Assist with supporting and managing the school director;
 - Divide into committees and oversee various areas (hiring pipeline, funding, etc.) in depth;
 - Uphold faithfulness to the charter;
 - Ensure strong educational program delivery to students and the community;
 - Offer strategic guidance to school director and leadership;
 - Maintain fiduciary transparency and responsibility;
 - Maintain ethical operation of the school through oversight and partnership;
 - Respond to and engage with State Commission as needed
2. How will you know if the school is successful at the end of the first year of operation?
- We will have served a diverse cohort of 100 students from Ewa Beach;
 - We will have held a lottery and lined up our next cohort of 100 students;
 - We will have a building for the next year;
 - We will have hired the teachers necessary to teach 6th and 7th grade;
 - We will met our fundraising goals for the year;

- We will have met the necessary components of our charter contract across academic, organizational, and financial areas;
 - We will have outpaced our academic goals and exceeded complex and state averages in reading, math, and science, narrowing sub-group gaps;
 - Families and communities will offer positive praise as to our welcoming, open culture;
 - Students will want to come back for the next year;
 - We will have actively partnered with fellow DOE schools in the complex;
3. How will you know at the end of five years if the school is successful?
- We will have maintained our growth plan and will be at 500 students, grades 6-10, ready to add 11th grade in our 6th year;
 - We will have a successful educational plan as demonstrated by academic growth, students exceeding goals, and teachers supporting the model and school;
 - We will have an active teacher recruiting pipeline and full staff;
 - We will have full school and non-profit boards with diverse members from across the community;
 - We will have a growing and sustainable financial position as indicated by Commission metrics;
 - We will have renewed our charter application;
 - We will have active and robust partnerships with community organizations and institutional entities in the area and islands;
 - We will be in a permanent facility;
 - We will be fully sustainable on per pupil and government funds;
 - Our students will stay with us as we grow;
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
- Grow with diverse, experienced members committed to the success of our students, school, and community;
 - Develop and grow professionally as a board, leveraging best practices and support personnel, in order to optimize our size, structure, reach, and potential;
 - Remain engaged in the operation and growth of the school;
 - Continue to engage in the local educational and charter landscape evolution;
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?
- Refer to bylaws and raise questions to board chair and school director;
 - Meet with board president, school director, and members concerned;
 - Highlight potential breach of ethics and allow for board chair and school director to assist in arbitration and next steps;
 - If egregious, support a motion to remove concerned individuals from board;

- If questionable, but not damaging, work with individuals and board chair, school director to build understanding, alignment, recovery and growth steps, and a vision for success;

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

Some are co-founders of the proposed school; others I helped recruit to this effort and hold personal relationships with.

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 such employees Yes

I was a teacher and have many close friends who are still in the classroom, at administrative levels, charter school founders and leaders, and on school boards.

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 such persons Yes

I have been sourcing partners including, but not limited to, the Charter School Development Corporation, Hawai'i Modular Space, and Anderson Anderson as potential facilities partners.

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 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

I will not, however, that I plan to be a non-voting member of the board.

Certification

I, Alex Teece, 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.



Feb. 6, 2016

Signature

Date

ALEX D. TEECE

EDUCATION

- Harvard Graduate School of Education, Harvard University, Cambridge, MA** Expected May 2016
Master of Education in School Leadership: School Development
Zuckerman Fellow, Center for Public Leadership, Harvard Kennedy School of Government
Principal Intern, Josiah Quincy Upper School, Boston Public Schools August 2015 – Present
- Simon Business School, University of Rochester, Rochester, NY** June 2012
Master of Business Administration: Finance, Corporate Accounting, and International Management
Teach For America Scholarship, Dean Mark Zupan Scholarship
Study Abroad: Hong Kong University of Science & Technology, Hong Kong Fall 2011
- Graduate College of Education, University of Hawaii, Honolulu, HI** 2008 – 2010
Master of Education in Teaching: Secondary English Language Arts, GPA: 4.0
Thesis: An action research study on presenting community opinion to 7th graders and studying related impact on identity
McInerney Scholarship Recipient; Licensed Teacher in the State of Hawai'i (#SL011259)
- Park Center for Business and Sustainable Enterprise, Ithaca College, Ithaca, NY** 2004 – 2008
Bachelor of Science in Business Administration: Management & Marketing
Study Abroad: Griffith University, Gold Coast, Australia Fall 2006

EDUCATION EXPERIENCE

- Teach For America – Hawai'i Region, Honolulu, HI** 2012 – 2014
Director | Development & External Partnerships
- Designed and executed two-year development campaign that led to \$5.9 million raised for regional operations and growth
 - Managed four-person external affairs team in building funding network, increasing footprint in schools, and mobilizing alumni
 - Served on seven-person leadership team to manage 21-person regional team towards ambitious growth plan and goals
- Teach For America – Summer Training Institute, Phoenix, AZ** Summer 2012
School Director | Teleos Preparatory Academy
- Managed four-month preparation, five-week implementation, and execution of inaugural summer school program for 130 students
 - Led six-person team in coaching, developing, and training 36 new teachers in lesson planning, curriculum, and lead-teaching
 - Partnered with national non-profit to execute 75-person community service day that provided record 400 volunteer hours in a day
- Teach For America – Summer Training Institute, Atlanta, GA** Summer 2010
Operations Director | Transportation and Special Events
- Collaborated with team of six to implement operational strategy leading to national record 91% approval from institute
 - Designed and executed eight critical projects that realized a 16% increase in satisfaction through responsive data analysis
 - Managed and trained two college interns in project management, relationship management, and strategy execution
- Ilima Intermediate School, Ewa Beach, HI** 2008 – 2010
Seventh Grade English Teacher | Team Leader
- Managed team of eight adults in designing and implementing cross-discipline instructional units and learning initiatives
 - Analyzed and modeled performance trends of over 280 students leading to 86% course average over two years
 - Increased state test scores of 24 students from 34% to a passing rate of 71% during five-week summer training institute

FINANCE EXPERIENCE

- Bank of Hawaii – Commercial Credit Group, Honolulu, HI** 2014 – 2015
Senior Analyst
- Served as Lead Underwriter for \$98 million in new and renewal commercial real estate, photovoltaic, and revolving credit line deals
 - Supported three commercial banking units in analyzing, structuring, and approving credit facilities for 40 commercial banking clients
- Morgan Stanley – Public Finance Investment Banking, New York, NY** Summer 2011
Summer Associate | Non-profit Healthcare
- Supported eight deal teams on over \$400 million of municipal security issuances while covering non-profit healthcare clients
 - Developed over 40 deal pitch books for senior bankers resulting in two new debt restructuring deals valued at over \$200 million

COMMUNITY & INTERESTS

- DreamHouse Inc. Co-Founder, Hakipu'u Learning Center Finance Committee, SEEQS Charter School Development Committee, Aloha United Way SYL Executive Board, Harvard Ed School Diversity Council, Learning First Board Chair, Big Brother Big Sister of Hawai'i
- Travel and culture, yoga, cooking, fundraising, entrepreneurial ventures, Hawai'i, anthropology

Exhibit 4: Board Member Information Form

Board Member Information

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

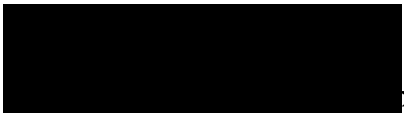
Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its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

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

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

Background

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

2. Your Contact Information:


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?
To see that a child's education can help them to be more than just another kid be pushed out the back door! Too many of them have "lost potential"

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

Support governance of the school across academic, organizational, and financial aspects of operating a school;

To uphold faithfulness to the charter;

To ensure strong educational program delivery to students and the community;

To actively partner with school management to troubleshoot, support, and sustain the school;

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

I have been an avid people reader all my life, trained & taught more than 200+ people in the Banking industry. Also have extensive sale's training witch has helped in juggling peoples reaction to different situations.

8. Describe the specific knowledge and experience that you would bring to the governing board. 68

Having an open mind, knowing where most of these people a from I was in the same situation growing up in Makakilo.

School Mission and Plan

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

Mission: Our Mission is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders. We believe in children driving change, and doing so in a way that they know who they are, what they stand for, and how they will have a positive impact on our community.

Guiding Beliefs:

We believe in the tremendous potential of the children growing up in Ewa Beach and want to see them live fulfilling, successful lives;

We believe in serving these children, welcoming their unique identities into the classroom, and empowering them as leaders;

We believe in growth mindsets in our staff; engaged and committed teachers engaged in professional development and committed to getting better for students;

We believe the assets and people of Ewa Beach are integral to our students' journeys.

2. What is your understanding of the school's proposed academic plan? To have the best education possible.

- The Academic Plan is grounded in leadership, identity, high academic expectations, and 21st century skills;
 - Identity - encouraging children to bring into the classroom and school their identity, culture, heritage, and values;
 - Leadership - honoring our community and islands and committing to better ourselves in order to serve, improve, and further the well-being of our island community;
 - High Academic Expectations - College and career opportunity and success; Common Core-, BOE-, and competitive university entrance requirements-aligned academic program focused on;
 - 21st Century Skills - developing robust set of 21st century skills preparing students to successfully navigate middle, high school, and college with local, national, and global lenses
- The Plan's four main components drive many of the models and systems of the school;
- The plan will be grounded in local curriculum as well to highlight local learning opportunities and alignment between inside and outside of the classroom learning;
- Teachers, instructional methods, and the learning environment will be centered on student inquiry and exploration of concepts and skills;

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

A strong academic philosophy supported by exceptional teachers and learning environments;

Adults who empower students to think critically for themselves;

Students who feel supported to learn at their own pace, feel challenged and encouraged to take risks and excel, and who realize their own growth as success;

Adults who support and empower each other;

Administration that supports teachers;

A capable and invested school board committed to successful execution of the academic, organizational, and financial plan for the school;

Parents and families who are engaged in the decisions, happening, and progress of their child and school;

Community is engaged and welcomed into the school;

Teaching staff and leadership reflects local community;

School leadership and board is steeped in local knowledge and receptive to feedback and changing dynamics

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

The school is adhering to its charter with vigilance;

Components from the previous list will be happening;

Survey indicators from students, staff, parents, community, and board will point towards satisfaction and feeling engaged, welcomed, appreciated;

Academic results are growing, trending upward, and surpassing goals;

Organizationally, the school adheres to sound policies and procedures ensuring transparency and effectiveness within the school's operations;

Financially, the school adheres to state performance metrics and maintains an increasing reserve and funding support;

Budget variance, transparency, and soundness is consistent;

Governance

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

Support governance of the school across academic, organizational, and financial aspects of operating a school;

Assist with supporting and managing the school director;

Divide into committees and oversee various areas (hiring pipeline, funding, etc.) in depth;

Uphold faithfulness to the charter;

Ensure strong educational program delivery to students and the community;

Offer strategic guidance to school director and leadership;

Maintain fiduciary transparency and responsibility;

Maintain ethical operation of the school through oversight and partnership;

Respond to and engage with State Commission as needed

2. **How will you know if the school is successful at the end of the first year of operation?**
- **We will have served a diverse cohort of 100 students from Ewa Beach;**
 - **We will have held a lottery and lined up our next cohort of 100 students;**
 - **We will have a building for the next year;**
 - **We will have hired the teachers necessary to teach 6th and 7th grade;**
 - **We will met our fundraising goals for the year;**
 - **We will have met the necessary components of our charter contract across academic, organizational, and financial areas;**
 - **We will have outpaced our academic goals and exceeded complex and state averages in reading, math, and science, narrowing sub-group gaps;**
 - **Families and communities will offer positive praise as to our welcoming, open culture;**
 - **Students will want to come back for the next year;**
 - **We will have actively partnered with fellow DOE schools in the complex;**

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

We will have maintained our growth plan and will be at 500 students, grades 6-10, ready to add 11th grade in our 6th year;

We will have a successful educational plan as demonstrated by academic growth, students exceeding goals, and teachers supporting the model and school;

We will have an active teacher recruiting pipeline and full staff;

We will have full school and non-profit boards with diverse members from across the community;

We will have a growing and sustainable financial position as indicated by Commission metrics;

We will have renewed our charter application;

We will have active and robust partnerships with community organizations and institutional entities in the area and islands;

We will be in a permanent facility;

**We will be fully sustainable on per pupil and government funds;
Our students will stay with us as we grow;**

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

- Grow with diverse, experienced members committed to the success of our students, school, and community;
- Develop and grow professionally as a board, leveraging best practices and support personnel, in order to optimize our size, structure, reach, and potential;
- Remain engaged in the operation and growth of the school;
- Continue to engage in the local educational and charter landscape evolution;

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?

Refer to bylaws and raise questions to board chair and school director;

Meet with board president, school director, and members concerned;

Highlight potential breach of ethics and allow for board chair and school director to assist in arbitration and next steps;

If egregious, support a motion to remove concerned individuals from board;

If questionable, but not damaging, work with individuals and board chair, school director to build understanding, alignment, recovery and growth steps, and a vision for success;

Disclosures

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

I/we do not know these individuals Yes

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

I/we do not know 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 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 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, Edwin Kavkani, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.


Signature

1/31/2016
Date

Edwin M. Kaukani



QUALIFICATIONS

Extensive sales & customer service training by phone or in person and cash handling experience. Dealing with high-profile customers: CEO's, business/ homeowners, celebrates as well; excellent interpersonal communication and public relation skills.

EMPLOYMENT

Sentinel Alarm Co. | *Security Sales Consultant (5/11-3/13)*

First Hawaiian Bank | *Lobby Assistant, Safe Deposit Clerk, Clerk Teller, Teller, Teller Trainer, Credit Card Dispute Specialist, Credit Card Fraud Investigator, Retirement Specialist (5/91-4/11)*

- Started as security at main branch then moved into various different departments, within the banking system.
- In-house training department; Cohen Brown sales tactics; Management training and leadership courses
- Microsoft Office; 10-Key software

VT Cycles | *Moped Mechanic & Counter Service, Sales (1/04-10/10)*

- Service and sales
- Part fabrication
- Restoration of rare and used mopeds
- Excellent customer service in-house and via phone
- Driver pick-up, delivery of crucial parts and units

Sandy Fleming's Fast Electric Tricks | *Counter Service and Sales, Radio Control Repair & Service Member (6/01-12/03)*

- Retail sales responsibilities
- Part fabrication
- Service and repair

The Hobby Company | *Shift Supervisor, Radio Control Technician (3/88-5/01)*

- Excellent customer service in house and phone
- Supervising a team of four people in stocking merchandise, sales, merchandising cash and balanced end of business day
- Service, repair, and ordering

Thunder Bug | *Counter Service and Sales / Auto Mechanic (1/85-1/87)*

- Excellent customer service in-house and via phone
- Service and repair

REFERENCES

Kimo Mills | Sr. Vice President, First Hawaiian Bank | (808) 844-3842

Steve Vantrease | Owner, VT Cycles | (808) 596-7733

Dave Caldwell | Owner, Sandy Fleming's | (808) 456-7272

Exhibit 4: Board Member Information Form

Board Member Information


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Background

1. Name of charter school on whose governing board you intend to serve: DreamHouse
2. Your Contact Information:

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 X
I am on the board of directors for the Reverend Akaka Ministries Foundation (non-profit) as well as the Wellesley Club of Hawaii.
5. Why do you wish to serve on the governing board of the proposed charter school?
As someone who grew up privileged to receive an excellent education through the private school system of Hawai'i, I believe it is my kuleana to ensure that all students receive an

excellent education no matter the type of the school. This charter school would provide another choice with a commitment to student achievement, personal growth, and a strong sense of identity. With five years working as a special education teacher at James Campbell High School, I learned about the strengths and assets of the Ewa Beach community as well as the rapid development and growth of the population. I believe that the charter school would provide another option for education to respond to the growing size of the community.

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

A public charter school governing board member should support governance of the school across academic, organizational, and financial aspects of operating a school, uphold faithfulness to the charter, ensure strong educational program delivery to students, families and the community, and actively partner with school management to troubleshoot, support and sustain the school. In order for the school's mission and vision to be achieved, it requires a team in and beyond the school staff to align decisions and actions, and the charter school governing board member contributes to achieving that mission and vision.

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

I have been on the board of directors for the Reverend Abraham Akaka Ministries Foundation since 2009 and initiated participation in the Give Aloha campaign, in the proper disbursement of funds, and projects aligned to fulfilling the mission of the non-profit. Additionally, I have been a treasurer for the Wellesley Club of Hawaii for the past 3 years ensuring fiscal responsibility.

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

With five years serving as a special education teacher (2 of them as the special education department head) at James Campbell High School, in the community in which we wish to offer a charter school, I bring knowledge of pedagogical practices for diverse learners, an understanding of the students and families of the community, and given my current experience coaching teachers in and beyond the Ewa Beach community, I have a broader understanding of various school structures and community partnership. As a director with other non-profits, I understand the importance of upholding the bylaws and regulations while fulfilling a mission and vision in collaboration with others.

School Mission and Plan

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

As part of the nonprofit board, I was a one of the individuals that crafted the mission and guiding beliefs.

Our Mission is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders. We believe in children driving change, and doing so in a way that they know who they are, what they stand for, and how they will have a positive impact on our community.

Guiding Beliefs:

- We believe in the tremendous potential of the children growing up in Ewa Beach and want to see them live fulfilling, successful lives;
- We believe in serving these children, welcoming their unique identities into the classroom, and empowering them as leaders;
- We believe in growth mindsets in our staff; engaged and committed teachers engaged in professional development and committed to getting better for students;
- We believe the assets and people of Ewa Beach are integral to our students' journeys.

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

- The Academic Plan is grounded in leadership, identity, high academic expectations, and 21st century skills;
 - Identity - encouraging children to bring into the classroom and school their identity, culture, heritage, and values;
 - Leadership - honoring our community and islands and committing to better ourselves in order to serve, improve, and further the well-being of our island community;
 - High Academic Expectations - College and career opportunity and success; Common Core-, BOE-, and competitive university entrance requirements-aligned academic program focused on;
 - 21st Century Skills - developing robust set of 21st century skills preparing students to successfully navigate middle, high school, and college with local, national, and global lenses
- The Plan's four main components drive many of the models and systems of the school;
- The plan will be grounded in local curriculum as well to highlight local learning opportunities and alignment between inside and outside of the classroom learning;
- Teachers, instructional methods, and the learning environment will be centered on student inquiry and exploration of concepts and skills;

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

- A strong academic philosophy supported by exceptional teachers and learning environments;
- Adults who empower students to think critically for themselves;
- Students who feel supported to learn at their own pace, feel challenged and encouraged to take risks and excel, and who realize their own growth as success;
- Adults who support and empower each other;
- Administration that supports teachers;

- A capable and invested school board committed to successful execution of the academic, organizational, and financial plan for the school;
 - Parents and families who are engaged in the decisions, happening, and progress of their child and school;
 - Community is engaged and welcomed into the school;
 - Teaching staff and leadership reflects local community;
 - School leadership and board is steeped in local knowledge and receptive to feedback and changing dynamics
4. How will you know that the school is succeeding or is not succeeding in its mission?
- The school is adhering to its charter with vigilance;
 - Components from the previous list will be happening;
 - Survey indicators from students, staff, parents, community, and board will point towards satisfaction and feeling engaged, welcomed, appreciated;
 - Academic results are growing, trending upward, and surpassing goals;
 - Organizationally, the school adheres to sound policies and procedures ensuring transparency and effectiveness within the school's operations;
 - Financially, the school adheres to state performance metrics and maintains an increasing reserve and funding support;
 - Budget variance, transparency, and soundness is consistent;

Governance

1. Describe the role that the governing board will play in the school's operation.
- Support governance of the school across academic, organizational, and financial aspects of operating a school;
 - Assist with supporting and managing the school director;
 - Divide into committees and oversee various areas (hiring pipeline, funding, etc.) in depth;
 - Uphold faithfulness to the charter;
 - Ensure strong educational program delivery to students and the community;
 - Offer strategic guidance to school director and leadership;
 - Maintain fiduciary transparency and responsibility;
 - Maintain ethical operation of the school through oversight and partnership;
 - Respond to and engage with State Commission as needed
2. How will you know if the school is successful at the end of the first year of operation?
- We will have served a diverse cohort of 100 students from Ewa Beach;
 - We will have held a lottery and lined up our next cohort of 100 students;
 - We will have a building for the next year;
 - We will have hired the teachers necessary to teach 6th and 7th grade;
 - We will met our fundraising goals for the year;

- We will have met the necessary components of our charter contract across academic, organizational, and financial areas;
- We will have outpaced our academic goals and exceeded complex and state averages in reading, math, and science, narrowing sub-group gaps;
- Families and communities will offer positive praise as to our welcoming, open culture;
- Students will want to come back for the next year;
- We will have actively partnered with fellow DOE schools in the complex;

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

- We will have maintained our growth plan and will be at 500 students, grades 6-10, ready to add 11th grade in our 6th year;
- We will have a successful educational plan as demonstrated by academic growth, students exceeding goals, and teachers supporting the model and school;
- We will have an active teacher recruiting pipeline and full staff;
- We will have full school and non-profit boards with diverse members from across the community;
- We will have a growing and sustainable financial position as indicated by Commission metrics;
- We will have renewed our charter application;
- We will have active and robust partnerships with community organizations and institutional entities in the area and islands;
- We will be in a permanent facility;
- We will be fully sustainable on per pupil and government funds;
- Our students will stay with us as we grow;

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

- Grow with diverse, experienced members committed to the success of our students, school, and community;
- Develop and grow professionally as a board, leveraging best practices and support personnel, in order to optimize our size, structure, reach, and potential;
- Remain engaged in the operation and growth of the school;
- Continue to engage in the local educational and charter landscape evolution;

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?

- Refer to bylaws and raise questions to board chair and school director;
- Meet with board president, school director, and members concerned;
- Highlight potential breach of ethics and allow for board chair and school director to assist in arbitration and next steps;
- If egregious, support a motion to remove concerned individuals from board;

- If questionable, but not damaging, work with individuals and board chair, school director to build understanding, alignment, recovery and growth steps, and a vision for success;

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 X

I have known Zachary DiIonno since 2008 as a Teach For America fellow corps member and special education teacher. We participated in a vision of excellence professional development trip to the Bay Area to increase our awareness of effective schools.

I have known Alex Teece since 2008 as a Teach For America fellow corps member and English teacher at Ilima Intermediate School. As corps members, we engaged in cultural and pedagogical professional development together, including place-based education through a trip to Kaho`olawe. Additionally, we were colleagues on the Teach For America-Hawaii staff team.

I have known Jacob Karasik for several years through the Teach For America network.

I have known Lissette Roman since 2013 as her colleague on the Teach For America Hawaii staff. We have collaborated on projects and events.

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 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 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.

XI/we do not know 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.

X 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.

X 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.

X 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.

X None Yes

Certification

I, Meilan Akaka Manfre, 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

2/8/2016
Date

MEILAN AKAKA MANFRE

EDUCATION

College of Education, University of Hawaii at Manoa, Honolulu, HI July 2008 – June 2010
Master of Education in Special Education, GPA: 3.92

Wellesley College, Wellesley, MA August 2004 – May 2008
Bachelor of Arts, Music, Major GPA: 3.43
Choral Scholar recipient 2005 – 2008
Semester abroad: Milan, Italy Spring 2007

PROFESSIONAL EXPERIENCE

Hawaii Teacher Standards Board Certified, Highly Qualified in Special Education & Secondary Mathematics June 2010-Present

RELEVANT EXPERIENCE

Teach For America | Hawaii May 2013 – Present

Manager, School System Leadership / Teacher Leadership Development; Values-Based Leadership Development facilitator

- Manage, coach, and develop 24 teachers to analyze student progress data for needs and coach skills in instructional techniques, classroom management, culturally responsive teaching and rigor to improve student academic performance.
- Collaborate and problem-solve with administrators, students, families, and other team members to impact students across five Title One public schools.
- Design and execute leadership programming for teachers/mid-level leaders to examine essential questions around instructional excellence, leading through values and identity, and defining a theory of change for education in Hawai'i.
- Serve on National Native Alliance Initiative Advisory Board, advocate for education in Hawaii at annual legislative summits, mentor and support teachers who identify as Native Hawaiian.

James Campbell High School, Ewa Beach, HI July 2008 – May 2013

Special Education Department Head / Trained Mentor Teacher / 9th and 10th Grade Math Teacher / 2008 TFA Corps Member

- Selected from approximately 24,700 applicants nationwide to join national teacher corps of 3,700 recent college graduates who commit two years to teach in under-resourced public schools and support education reform.
- Elected by senior committee in 2011 to serve as Special Education Department Head for largest high school in Hawaii managing 28 teachers, and supporting 250+ students with individualized education plans via monthly in-service training, implementation of department-wide data collection system to drive instruction and services.
- Collaborated with five educators in order to create differentiated instruction to 90 students with and without disabilities, resulting in 80% mastery of state benchmarks from 2008-2011.
- Chosen from 166 faculty members to pilot strategic inclusion and response-to-intervention leadership teams and integrate program into school-wide curriculum to appropriately address the needs of approximately 2400 students.
- Nominated by principal and selected to participate in statewide Teacher Leader Academy to acquire and apply skills to strengthen school-wide practices, resulting in effective meeting facilitation, collaboration, and data project implementation.
- Applied mentor teacher training to provide instructional coaching and support to new teachers since 2011.

Punahou School – Partnerships in Unlimited Educational Opportunities Program, Honolulu, HI 2009 – 2012

Administrator/Instructional Coach/Counseling Team Leader / Leadership Summer Administrative Intern/Lead Teacher

- Leading in public-private school partnership to serve middle and high school students from sixth grade through high school to raise the college aspirations and preparations through enrichment and DOE credit-bearing courses.
- Pioneered staff development modules and instructional coaching to 63 faculty members and assistants addressing topics including professionalism, differentiation, strategies for engagement, assessment, classroom management increasing quality of instruction and effectiveness of interventions.
- Created strategy for handling disciplinary issues and faculty/student to ensure the safety and success of all students and staff, evidenced in 100% of issues addressed/resolved.
- Designed and taught 6 weeks of original lessons utilizing technology, music, art and writing for 8th grade English and Math resulting in stronger academic preparation and work ethic for the following school year.
- Developed and executed training, instructional coaching model and curriculum to train and support new teachers

Breakthrough Collaborative Long Island, Locust Valley, NY Summer 2007

7th Grade Research and Hawaiian Culture Teacher

- Designed and taught 45 minute classes for academically gifted middle school students of underprivileged school districts.
- Collaborated with associates to develop creative teaching tactics and lesson plans to design summer curriculum and program in an interactive way that would foster a love of learning and prepare students for school and college-readiness.

OTHER EXPERIENCE**Reverend Abraham Akaka Ministries Foundation, Honolulu, HI**

Summer 2010 – Present

Director

- Fortify vision of foundation and allocate 1/9 of the budget to meet human needs, uplift culture and life of Native Hawaiians, promote peace on earth, and maintain, protect and manage the archives of Kahu Abraham Akaka.
- Initiate and facilitate annual Give Aloha campaign resulting in donations worth \$2,050.12 to perpetuate the foundation's mission.

Wellesley Club of Hawaii, Honolulu, HI

January 2011 – Present

Co-Treasurer

- Manage club budget for 150 members, allocate funds for programs, book awards, and events and increase cultivation of prospective applicants.

Dreamhouse, Inc., Honolulu, HI

January 2014 – Present

Vice President

- Engage in ongoing conversations about public education in Ewa Beach and determine outcomes for broader opportunities for students of the community.

Exhibit 4: Board Member Information Form

Board Member Information

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


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

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

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

Background

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

2. Your Contact Information:
Name: Zachary M. DiIonna


3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 X Resume and professional bio are attached to this form. **(See attached)**

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

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

As a former teacher in the Ewa Beach community, I want to contribute my background as a teacher and my skill set as an attorney towards providing additional school choices for the students and families of Ewa Beach. I believe in the proposed charter's mission empowering children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders. I want to ensure that the school has all the necessary resources and legal expertise to sustain its efforts for posterity both in serving students and complying with state and federal law.

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

I understand that my role as a public charter school governing board member includes:

- Support governance of the school across academic, organizational, and financial aspects in the school's operation;
- To uphold integrity of the charter;
- To ensure strong educational program delivery to students and the community;
- To ensure the financial integrity of the school;
- To ensure that all board governance rules and procedures are followed;
- To partner with community members and organizations to support the school;
- To actively partner with school management to troubleshoot, support, and sustain the school;

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

I serve as a founding and current board member of Parents for Public Schools—Hawai'i (see resume for additional information).

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

The specific knowledge and experience that I bring to the governing board is outlined in my resume. I highlight my experience as a public school teacher, particularly my role as a special education teacher and my graduate degree in special education. Nearly all my work experience in law, public policy, and non-profit is directly centered or substantially involves the focus around public education.

School Mission and Plan

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

I helped to craft the language of the school's mission statement, vision, and guiding beliefs.

Mission: Our Mission is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders. We believe in children driving change, and doing so in a way that they know who they are, what they stand for, and how they will have a positive impact on our community.

Guiding Beliefs:

- We believe in the tremendous potential of the children growing up in Ewa Beach and want to see them live fulfilling, successful lives;
- We believe in serving these children, welcoming their unique identities into the classroom, and empowering them as leaders;
- We believe in growth mindsets in our staff; engaged and committed teachers engaged in professional development and committed to getting better for students;
- We believe the assets and people of Ewa Beach are integral to our students' journeys.

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

- The Academic Plan is grounded in leadership, identity, high academic expectations, and 21st century skills;
 - **Identity** - encouraging children to bring into the classroom and school their identity, culture, heritage, and values;
 - **Leadership** - honoring our community and islands and committing to better ourselves in order to serve, improve, and further the well-being of our island community; we want to develop students who are committed to returning to the State of Hawai'i, their community, and use their skill set to improve the lives of those in the community;
 - **High Academic Expectations** - College and career opportunity and success; Common Core-, BOE-, and competitive university entrance requirements-aligned academic program focused on;
 - **21st Century Skills** - developing robust set of 21st century skills preparing students to successfully navigate middle, high school, and college with local, national, and global lenses
- The Plan's four main components (leadership, identity, high academic expectations, and 21st century skills) drive many of the models and systems of the school;
- The plan will be grounded in local curriculum as well to highlight local learning opportunities and alignment between inside and outside of the classroom learning;
- Teachers, instructional methods, and the learning environment will be centered on student inquiry and exploration of concepts and skills;

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

- A strong academic philosophy supported by exceptional teachers and learning environments;
- Adults who empower students to think critically for themselves;
- Students who feel supported to learn at their own pace, feel challenged and encouraged to take risks and excel, and who realize their own growth as success;
- Adults who support and empower each other;

- Administration that supports teachers;
- A capable and invested school board committed to successful execution of the academic, organizational, and financial plan for the school;
- Parents and families who are engaged in the decisions, happening, and progress of their child and school;
- Community is engaged and welcomed into the school;
- Teaching staff and leadership reflects local community;
- School leadership and board is steeped in local knowledge and receptive to feedback and changing dynamics

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

- The school is adhering to its charter with vigilance;
- Components from the previous list will be happening;
- Survey indicators from students, staff, parents, community, and board will point towards satisfaction and feeling engaged, welcomed, appreciated;
- Academic results are growing, trending upward, and surpassing goals;
- Organizationally, the school adheres to sound policies and procedures ensuring transparency and effectiveness within the school's operations; the school and non-profit are in compliance with all state and federal laws;
- Financially, the school adheres to state performance metrics and maintains an increasing reserve and funding support;
- Budget variance, transparency, and soundness is consistent;

Governance

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

- Support governance of the school across academic, organizational, and financial aspects of operating a school;
- Assist with supporting and managing the school director;
- Divide into committees and oversee various areas (hiring pipeline, funding, etc.) in depth;
- Uphold faithfulness to the charter;
- Ensure strong educational program delivery to students and the community;
- Offer strategic guidance to school director and leadership;
- Maintain fiduciary transparency and responsibility;
- Maintain ethical operation of the school through oversight and partnership;
- Respond to and engage with State Commission as needed

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

- We will have served a diverse cohort of 100 students from Ewa Beach;
- We will have held a lottery and lined up our next cohort of 100 students;
- We will have a building for the next year;

- We will have hired the teachers necessary to teach 6th and 7th grade;
- We will met our fundraising goals for the year;
- We will have met the necessary components of our charter contract across academic, organizational, and financial areas;
- We will have outpaced our academic goals and exceeded complex and state averages in reading, math, and science, narrowing sub-group gaps;
- Families and communities will offer positive praise as to our welcoming, open culture;
- Students will want to come back for the next year;
- We will have actively partnered with fellow DOE schools in the complex;

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

- We will have maintained our growth plan and will be at 500 students, grades 6-10, ready to add 11th grade in our 6th year;
- We will have a successful educational plan as demonstrated by academic growth, students exceeding goals, and teachers supporting the model and school;
- We will have an active teacher recruiting pipeline and full staff;
- We will have full school and non-profit boards with diverse members from across the community;
- We will have a growing and sustainable financial position as indicated by Commission metrics;
- We will have renewed our charter application;
- We will have active and robust partnerships with community organizations and institutional entities in the area and islands;
- We will be in a permanent facility;
- We will be fully sustainable on per pupil and government funds;
- Our students will stay with us as we grow;

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

- Grow with diverse, experienced members committed to the success of our students, school, and community;
- Develop and grow professionally as a board, leveraging best practices and support personnel, in order to optimize our size, structure, reach, and potential;
- Remain engaged in the operation and growth of the school;
- Continue to engage in the local educational and charter landscape evolution;

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?

- Refer to bylaws and raise questions to board chair and school director;
- Meet with board president, school director, and members concerned;

- Highlight potential breach of ethics and allow for board chair and school director to assist in arbitration and next steps;
- If egregious, support a motion to remove concerned individuals from board;
- If questionable, but not damaging, work with individuals and board chair, school director to build understanding, alignment, recovery and growth steps, and a vision for success;

Disclosures

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

I/we do not know these individuals Yes

I know Meilan Akaka as a Teach For America fellow corps member and a friend.
 I know Jacob Karasik as a Teach For America fellow corps member and a friend.
 I know Lissette Roman as a Teach For America fellow corps member and a friend.
 I know Alex Teece as a Teach For America fellow corps members, teacher colleague at Ilima Intermediate, and a friend.
 I know Ed Kaukani through community meetings held in relation to the proposed charter school.

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

I/we do not know such employees Yes

I know Alex Teece as a Teach For America fellow corps members, teacher colleague at Ilima Intermediate, and a friend.

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 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 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, Zachary DiIonno, 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.



01/29/2016

Signature

Date

ZACHARY DIIONNO

EDUCATION

- 2010–2013 **UNIVERSITY OF HAWAI‘I – William S. Richardson School of Law** **Honolulu, HI**
Juris Doctorate – Certificate in Native Hawaiian Law
- 2013 National Native American Law Student Association Moot Court Competition First Place for “Best Brief,” published in 38 Am. Indian L. Rev. 305 (2014)
 - 2012 National Native American Law Student Association Moot Court Competition Third Place for “Best Overall Advocate”; Third Place for “Best Brief”
 - Staff editor for Asian-Pacific Law & Policy Journal—Fall 2011, Spring 2012
 - Legal Writing Teaching Assistant for Christine Daleiden—Spring 2012
 - CALI Excellence for the Future Awards in Native Hawaiian Rights, Legal Writing (Fall 2010, Spring 2011)
 - Student Bar Association 1L Class Representative, 2010-2011
 - Head Coach of William S. Richardson School of Law Ete Football Team—Fall 2011
- 2007–2009 **UNIVERSITY OF HAWAI‘I – College of Education** **Honolulu, HI**
Master of Education – Special Education
- Earned a perfect 4.0 grade point average
 - Appointed student marshal for graduate class for academic achievement and leadership
- 2002–2006 **JOHNS HOPKINS UNIVERSITY** **Baltimore, MD**
Bachelor of Arts – Political Science
- Dean’s List Spring 2005, Fall 2005
 - Alpha Delta Phi Fraternity– Social Chairman from 2003-2006; managed \$15,000 annual budget

PROFESSIONAL EXPERIENCE

- Oct. 2014 - Present **ALSTON HUNT FLOYD & ING—A LAW CORPORATION** **Honolulu, HI**
Associate Attorney
- Specializes in commercial litigation, business litigation, employment law, commercial contract disputes, civil rights, and class actions
 - Drafts legal documents, including briefs, motions *in limine*, discovery materials, and motions for attorneys’ fees for a civil rights action against the State of Hawai‘i for failure to provide translated driver’s license examinations for over six years
 - Drafts appellate briefs on behalf of employer defending against an unlawful termination action by former employer
- Aug. 2013 - Aug. 2014 **HONORABLE ASSOCIATE JUSTICE RICHARD W. POLLACK** **Honolulu, HI**
SUPREME COURT OF HAWAI‘I
Law Clerk
- Reviewed the record on appeal, appellate briefs, and applications for responses to certiorari
 - Researched the relevant law and standard of review for applications for certiorari and prepared memoranda recommending whether the court should accept certiorari
 - Drafted comprehensive bench memoranda for the court in preparation of oral arguments
 - Collaborated with Justice Pollack to write legal opinions for publication
- Spring 2013 **OFFICE OF HAWAIIAN AFFAIRS** **Honolulu, HI**
Research Legal Intern
- Worked directly under Chief Advocate Breann Nu‘uhiwa on legal issues relating to No Child Left Behind testing requirements in Hawaiian language immersion schools
 - Researched and drafted legal memoranda on legal arguments supporting a waiver from the United States Department of Education on testing requirements in Hawaiian language immersion schools
- Spring 2013 **HAWAI‘I DEPARTMENT OF EDUCATION—CIVIL RIGHTS COMPLIANCE OFFICE** **Honolulu, HI**
Clerk Intern
- Researched and drafted legal memoranda relating to claims of discrimination, harassment, and bullying among students, teachers, and administrators
 - Assisted with compiling investigations for cases by procuring witness and respondent questionnaires, collecting relevant case information, and drafting Final Investigation Reports

Fall 2012	HONORABLE ASSOCIATE JUSTICE SABRINA McKENNA SUPREME COURT OF HAWAI‘I <i>Clerk Extern</i>	Honolulu, HI
	<ul style="list-style-type: none"> • Reviewed the record on appeal, appellate briefs, and applications for and responses to certiorari • Researched the relevant law and standard of review for applications for certiorari and prepared memoranda recommending whether the court should accept certiorari 	
Summer 2012	HAWAI‘I APPLESEED CENTER FOR LAW & ECONOMIC JUSTICE <i>Summer Extern</i>	Honolulu, HI
	<ul style="list-style-type: none"> • Developed a pilot project aimed at maximizing participation in the school breakfast program in Hawai‘i’s low-income public schools using a “Breakfast in the Classroom” approach modeled off New Mexico state law • Researched and drafted memoranda exploring current school disciplinary practices in the HIDOE to determine whether such practices had a disproportionate impact on Native Hawaiian students and identified the best practices for school discipline used by other states for school discipline • Researched and drafted memoranda examining the efficacy of HIDOE’s implementation of services for ELL students, particularly with respect to teacher qualifications, high teacher turnover, achievement gap metrics, and administration of ELL programs at the local school level 	
Spring 2012	HAWAI‘I STATE CAPITOL OFFICE OF SENATOR JILL TOKUDA <i>Legal Extern</i>	Honolulu, HI
	<ul style="list-style-type: none"> • Draft memoranda and resolutions on legal issues addressed in bill proposals, including Senate Concurrent Resolution 131 regarding coordination of policies and services for victims of human trafficking • Research and recommend education statutes in H.R.S. Chapter 302A for repeal as a part of Senator Tokuda’s statutory audit initiative 	
Summer 2011	MCCORRISTON MUKAI MILLER MACKINNON LLC <i>Summer Associate</i>	Honolulu, HI
	<ul style="list-style-type: none"> • Researched and prepared legal memoranda for commercial litigation cases on areas of law including dram shop liability, non-disparagement covenants, contract rescission, and strict products liability • Drafted court motions including summary judgments, amended complaints, and a successful motion for judgment on the pleadings in a case involving the Americans with Disabilities Act 	
Summer 2010	CENTER FOR AMERICAN PROGRESS <i>Education Policy Research Intern</i>	Washington, D.C.
	<ul style="list-style-type: none"> • Worked directly with a Senior Fellow on “Smart Government” Project, ranking over 10,000 U.S. public school districts by their return on investment, considering per-pupil expenditures and student achievement indicators through a new innovative metric to analyze education performance data • Prepared memoranda that analyzed every states’ compliance in providing report cards containing mandated data collection and metrics in accordance with the No Child Left Behind mandate 	
2007–2010	TEACH FOR AMERICA – Ilima Intermediate School <i>Teacher/ Corps Member</i>	Ewa Beach, HI
	<ul style="list-style-type: none"> • Led students to achieve 85% mastery of their individualized reading and math learning objectives • Managed caseload of 10-15 students with mild-to-moderate disabilities and provided special services under inclusion classroom model • Advised student Civic Club to organize and execute community-service projects and fundraisers for annual trip to Washington, D.C., New York City, NY, and Gettysburg, PA • Selected as a 2010 Political Advocacy & Leadership Initiative (PALI) fellow through Teach For America to work at the Center For American Progress 	

LEADERSHIP EXPERIENCE

Oct. 2010– Present	PARENTS FOR PUBLIC SCHOOLS HAWAI‘I <i>Board Member</i>	Honolulu, HI
	<ul style="list-style-type: none"> • Collaborates with parents, students, and stakeholders across Hawai‘i through activities and meetings to promote involvement in policy recommendations relating to Hawai‘i’s public school system • Operates online social media platforms to develop effective communication between communities and schools to further encourage accurate media representation of Hawai‘i’s public education 	
July 2011– May 2012	ADVOCATES FOR PUBLIC INTEREST LAW (APIL) <i>President of Student Board</i>	Honolulu, HI
	<ul style="list-style-type: none"> • Spearheaded organization’s efforts to educate students and the legal community about opportunities in public interest law and provided monetary grants to students and alumni to serve underrepresented persons • Collaborated with student board to organize and ran a year-long calendar of events and fund-raisers, including the annual Pro Bono Fair, Gala Auction, and Run For Justice 	

- Wrote grants on behalf of APIL to the Hawai'i Justice Foundation to fund student summer stipends at public interest

June 2011–
Nov. 2012

MANOA NEIGHBORHOOD BOARD DISTRICT 7

Honolulu, HI

Vice Chairman

- Convened with community members, police officers, firemen, state and local elected officials during monthly meetings to address community concerns and updates involving safety, health and wellness, traffic management, public facilities maintenance
- Prepared monthly board financial statement for board meetings

2002–2006

JOHNS HOPKINS FOOTBALL TEAM

Baltimore, MD

Quarterback & Team Captain

- Four year letterman, four time Centennial Conference Champions, All-Conference Quarterback 2004 & 2005
- Nominated Captain senior year by team and coaches; led team to first ever NCAA tournament appearance in school history

LICENSURES AND AFFILIATIONS

- Hawai'i State Bar
- United States District Court for the District of Hawai'i
- Hawai'i State Bar Association
- American Bar Association

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Background

1. Name of charter school on whose governing board you intend to serve: DreamHouse
2. Your Contact Information:

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 am approaching this responsibility not only as a former teacher and educator but as a parent whose children attend school in the very community we hope to serve. I want to

be involved in a school that works to affirm student's identity and equips them with the skills and knowledge needed to identify their role in the community and to create the positive change needed from our communities future leaders.

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

I have not served on a board before, but from discussions with our more experienced board members I understand our role to be:

- Supporting local governance of the school's academic, community-based - organizational, and financial aspects;
- To help ensure that all school operations align with the charter;
- To ensure instructors have the resources for strong educational program delivery to students and the community;
- To actively partner with school management to listen to participant voice and troubleshoot, support, and sustain the school;
- Advocating for the best interest of the school in all public communication.

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 six years teaching experience
- I worked as a teacher mentor in Teach For America's certification programming mentoring first year teachers
- I participated in the Emerging Leaders program with New Leaders for New Schools
- I have non-profit experience with Teach For America from 2012-2015

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

I can offer knowledge and experience in classroom instruction and teacher leadership. I also have organizational experience in operations, human resources and creating systems and processes.

School Mission and Plan

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

Our Mission is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders. We believe in children driving change, and doing so in a way that they know who they are, what they stand for, and how they will have a positive impact on our community.

Guiding Beliefs:

- We believe in the tremendous potential of the children growing up in Ewa Beach and want to see them live fulfilling, successful lives;
- We believe in serving these children, welcoming their unique identities into the classroom, and empowering them as leaders;
- We believe in growth mindsets in our staff; engaged and committed teachers engaged in professional development and committed to getting better for students;
- We believe the assets and people of Ewa Beach are integral to our students' journeys

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

Academic excellence, leadership and college and career readiness for students with a unique Pacific identity in Ewa Beach, Hawaii is the goal of the proposed academic plan:

- The Academic Plan is grounded in leadership, identity, high academic expectations, and 21st century skills;
 - Identity - encouraging children to bring into the classroom and school their identity, culture, heritage, and values;
 - Leadership - honoring our community and islands and committing to better ourselves in order to serve, improve, and further the well-being of our island community;
 - High Academic Expectations as outlined in national Common Core and state standards for college and career opportunity and success;
 - 21st Century Skills - developing a culturally-responsive set of 21st century skills preparing students to successfully navigate middle, high school, and college with local, national, and global lenses
- The Academic Plan's four main components (leadership, identity, high academic expectations, and 21st century skills) provide the foundation of all school operations;
- The plan will be contextualized for Hawaii as well to highlight place-based learning opportunities so students see the relevance of schooling to their lives;
- Teaching, curriculum, assessment, instructional methods, and the learning environment will be centered on student inquiry, problem-solving and exploration of concepts and skills;

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

As a former elementary school teacher and teacher leadership mentor, I summarize the characteristics of a successful school as academic excellence, setting and maintaining high expectations in all facets of the school, offering the supports needed for success, and an inherently inclusive nature – inclusive of the voices of students, teachers, community partners and parents. These overarching themes support the following characteristics of a successful school:

Academic Excellence:

- A strong academic philosophy supported by exceptional teachers and learning environments;
- Setting high expectations for both academics and behavioral expectations

Supports:

- Students who feel supported to learn at their own developmental readiness pace, feel challenged and encouraged to take risks and excel, and who realize their own growth as success;
- Strong professional development opportunities for teachers that ensure that everyone at the school is on the same page and equipped with the skills necessary to ensure success
- Supports for families and community members that allow them to understand, support and influence the vision of the school and its students

Inclusivity:

- Adults who care for and empower students to think critically for themselves;
- Adults who care for, support and empower each other;
- Administration that supports teachers;
- A capable and invested school board committed to successful execution of the academic, organizational, and financial plan for the school;
- Parents and families who are engaged in the decisions, happening, and progress of their child and school;
- Community is engaged and welcomed into the school;
- Teaching staff and leadership reflects local community;
- School leadership and board is steeped in local knowledge and receptive to feedback and changing dynamics

4. How will you know that the school is succeeding or is not succeeding in its mission?
 - The school is adhering to its charter with organizational integrity;
 - Components from the academic plan are being actualized;
 - Data is consistently collected, analyzed, and shows that students are being prepared for college and career readiness
 - Community and student voice is welcome and guides the direction and trajectory of the school ;
 - A community-based school promotes culturally-responsive identity and leadership;
 - Financially, the school adheres to state performance standards and is a responsible steward of resources;

Governance

1. Describe the role that the governing board will play in the school's operation.
The governing board exists to advise leadership in how to best support students, teachers and administration at the charter school to specifically:
 - Support local governance of the school across academic, organizational, and financial aspects of operating a school;
 - Assist with supporting and managing the school director and administrative teams;
 - Divide into committees and oversee various areas (hiring pipeline, funding, etc.) in depth;

- Uphold alignment to the charter;
 - Ensure support for teacher to facilitate strong educational program delivery to students and the community;
 - Offer strategic planning to school director and leadership;
 - Maintain fiduciary transparency and responsibility;
 - Maintain ethical operation of the school through oversight and partnership;
 - Respond to and engage with State Commission and community stakeholders as needed
2. How will you know if the school is successful at the end of the first year of operation?
- We will have a diverse cohort of 100 students that is reflective of the Ewa Beach community;
 - We will have 100 new students for year two drawn fairly from a lottery;
 - We will have appropriate physical facilities in place for the second year;
 - Expand teacher hire necessary to teach 6th and 7th grade as outlined in growth model;
 - Fundraising goals will have been met for the year;
 - Our charter plan will be actualized across academic, organizational, and financial areas;
 - Academic goals realization;
 - Families and communities will feel invited to offer perspectives and help develop solutions;
 - Student perspective and retention will be valued;
 - School and community partnerships will be strong;
3. How will you know at the end of five years if the school is successful?
- There will be 500 students, grades 6-10, ready to add 11th grade in our 6th year;
 - Active and intentional teacher recruiting pipeline, strong staff retention and full staff;
 - Stakeholder demographics include full school and non-profit boards with diverse members from across the community;
 - A positive growth financial position as indicated by Commission metrics;
 - A renewed charter status;
 - Strong partnerships with community organizations and institutional entities in the area and islands;
 - Physical facility;
 - Sustainable with per pupil government funds;
 - Strong student retention;
 - The educational plan exhibits academic growth, students exceeding goals, and teachers supporting the model and school;
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?

- Exhibit community representation and diversity with experienced members committed to the success of our students, school, and community;
 - Develop and grow professionally as a board, staying current with best practices to support personnel, in order to optimize our size, structure, reach, and potential;
 - Remain informed and engaged in all aspects of the operation and growth of the school;
 - Listen to participants' perspectives and be responsive with care, empathy and action.
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?
- Document the actions in question.
 - Refer to discrepancies between documented member actions and bylaws and raise questions internally to board chair and school director;
 - Meet with board president, school director, and members concerned to problem solve;
 - Highlight potential breach of ethics and allow for board chair and school director to assist in determining arbitration and next steps;
 - If egregious, support a motion to remove concerned individuals from board;
 - If questionable, but not damaging, work with individuals, board chair, and school director to make a plan of restitution recovery, growth steps, and a vision for success.

Disclosures

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

I/we do not know these individuals Yes

I know Jacob Karasik as a fellow Teach For America Corps member, former co-worker and friend.

I know Alex Teece as a fellow Teach For America Corps member, former co-worker and friend.

I know Meilan Akaka as a fellow Teach For America Corps member, former co-worker and friend.

I know Zack Dilonno as a fellow Teach For America Corps member, former co-worker and friend.

I know Ed Kaukani as a fellow Ewa Beach community member.

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 such employees Yes

I know Alex Teece as a fellow Teach For America Corps member, former co-worker and friend.

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 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 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, Lissette Roman, 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.

Lissette Roman
Signature

2/4/16
Date

LISSETTE ROMAN



EDUCATION

Touro University

Las Vegas, NV

Master of Arts in Education May 2010

- GPA of 3.98 graduated *summa cum laude*

Metropolitan College of N.Y.

New York, NY

Bachelor of Professional Studies/Human Services, May 2005

- GPA 3.97 graduated *summa cum laude* and top of my class

Named in Who's Who Amongst Students in American Universities and Colleges, Dean's List from 2001-2005

Emerging Leaders Program

Honolulu, HI

- Led a team of teachers through a data-driven instruction cycle
- Worked with a team of teachers to set a vision for student achievement
- Intentionally and rigorously used data to drive classroom instruction
- Observed and gave coaching feedback to teachers; assisted teachers in creating a corrective instruction plan

PROFESSIONAL EXPERIENCE

Hawaii Theatre Center

Honolulu, HI

Operations Director

6/15-Present

- Successful in creating and implementing departmental policies and procedures resulting in 42% increase in data quality
- Spearheading an education initiative to create summer camp and after school programming for at risk youth
- Monitor performance benchmarks to ensure departments are on track to meet their annual goals
- Play a significant role in long-term planning, including an initiative geared toward operational excellence
- Project manager providing strategic thinking, project planning, and monitoring for Sales Force data conversion
- Train staff on collecting and analyzing data to inform decision making
- Synthesize, analyze and manage data and reports on Patron Manager for multiple teams and the President

Teach For America

Honolulu, HI

Instructional Mentor/Operations Specialist

9/12 -6/15

- Planned and executed regional events resulting in 95% satisfaction rate from participants and staff
- Wrote and managed AmeriCorps grant resulting in \$150,000 in funding
- Provided one on one and small group support to eighteen first year teachers aligned to Alternative Route to Certification requirements
- Analyzed and graded all Alternative Route to Certification assignments for first year teachers
- Assisted with data organization and analysis and helped developed strategies for intervening with students experiencing difficulties
- Worked closely with teacher on improvement plan resulting in three levels of growth on Teaching as Leadership rubric and full completion of the program

Read Aloud America

Honolulu, HI

Program Specialist

8/12 – 4/13

- Prepared and analyzed weekly program data and reports geared to assess parent engagement following RAP program
- Used data to create parent and student engagement sessions increasing RAP attendance from an average of 200 participants to 350 in one semester
- Compiled and analyzed end of semester data; compiled end of program reports for grant purposes
- Developed operating procedures and work flows for each program

Assets School

Honolulu, HI

Second Grade Teacher

10/11 - 8/12

- Designed and implemented rigorous, differentiated second grade language arts and math curricula to meet the learning needs of students with learning differences
- Attained a class average of 1.8 years growth in math and 1.5 years growth in reading in one school year
- Created individualized education and behavior plans for six second graders with learning differences

Achievement First Charter Network

Bridgeport, CT

Leader Fellow/Math Department Head

8/10 – 7/11

- Reached the ambitious goal of all students achieving 90% success on all kindergarten Math standards
- Developed math instructional curriculum in collaboration with the principal
- Analyzed school wide data in order to design responsive student interventions
- Designed and implemented systems and policies for attendance, entry, class transitions, dismissal and homework in collaboration with the leadership team
- Partnered with teachers to create individual plans for students with learning challenges and tracked progress to goals
- Led recognition assemblies, parent workshops, family and community service events and other school-wide-culture building activities

Teach For America/Las Vegas Public Schools

Las Vegas, NV

Second Grade Chair/1st & 2nd Grade Teacher

7/06 – 7/11

- Designed & implemented rigorous, differentiated second grade curricula to meet the learning needs of all students
- Achieved an average of 1.8 years growth in reading and 87% mastery over all second grade math standards
- Coached two kindergarten teachers, establishing areas for growth which resulted in 75% of teachers achieving success on all their professional development goals
- Designed and presented professional development workshops on the Six Writing Traits to a group of 20 teachers
- Worked in collaboration with teacher team to create and implement rigorous supplemental math curriculum resulting in 85% mastery of second grade math standards

SKILLS AND INTERESTS

- **Languages** – Proficient in Spanish
- **Technology** – Expert in Microsoft office, Google Drive

Exhibit 4: Board Member Information Form

Board Member Information

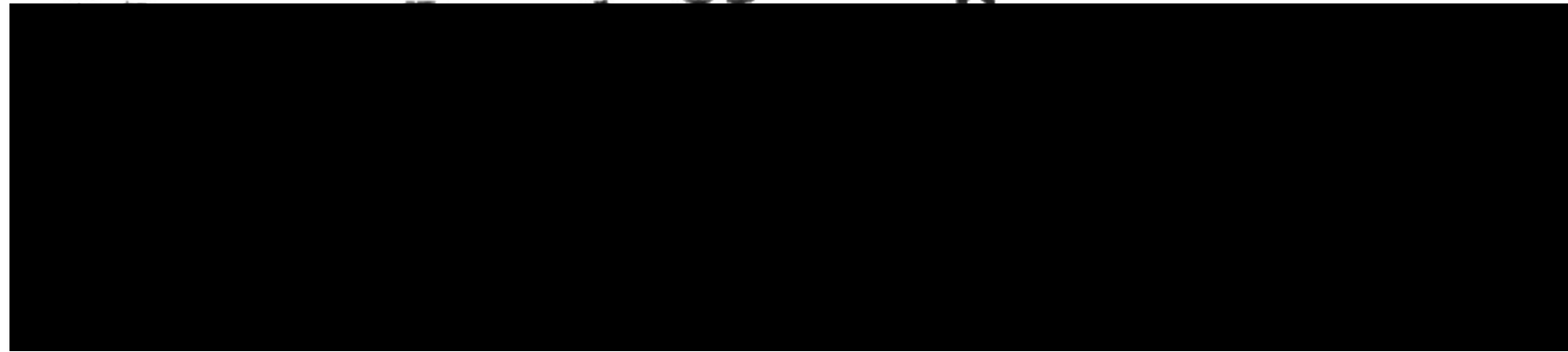
To be completed individually by each Applicant Governing Board member. All forms must be signed by hand.

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

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

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

Background

1. Name of charter school on whose governing board you intend to serve:
DreamHouse
2. Your Contact Information:

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 that students deserve an environment that helps them grow and equips them to pursue their dreams with confidence. I believe the vision for DreamHouse will create this kind of environment for kids and that my experience will help guide that effort.
6. What is your understanding of the appropriate role of a public charter school governing board member?

- Support governance of the school across academic, organizational, and financial aspects of operating a school;
 - To uphold faithfulness to the charter;
 - To ensure strong educational program delivery to students and the community;
 - To actively partner with school management to troubleshoot, support, and sustain the school;
7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Teaching Experience: Navajo Pine High School, 2009-2011
 Nonprofit Experience: Teach For America Hawai'i 2011-2015

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

I taught high school social studies from 2009 to 2011 at Navajo Pine High School on the Navajo Nation in New Mexico. During my time at NPHS I co-lead the school's literacy team, sat on the school's leadership team, and sat on the school's Parent Engagement team. In addition, I ran the student council and thus was responsible for organizing all school events outside of sports and graduation. This experience gives me invaluable insight in working at a Title I school (100% FRPL), managing change at school in restructuring, and enriching student's lives through extracurricular activities despite a significant lack of resources both at the school and in the community.

Moreover, after leaving NPHS I worked at Teach For America Hawai'i for four years where I served as both the Manager of Alumni Affairs responsible in part for teacher retention efforts and as Manager of External Affairs where I worked on donor and community engagement as well as development. These roles gave me valuable insight into the struggles that teachers face in Hawai'i, how to retain teachers, how to engage a support base, and how to raise the funds necessary to keep a non-profit moving forward.

These experiences lend me the ability to advise on both pedagogical decisions and fiscal decisions.

School Mission and Plan

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

Mission: Our Mission is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders. We believe in children driving change, and doing so in a way that they know who they

are, what they stand for, and how they will have a positive impact on our community.

Guiding Beliefs:

- We believe in the tremendous potential of the children growing up in Ewa Beach and want to see them live fulfilling, successful lives;
- We believe in serving these children, welcoming their unique identities into the classroom, and empowering them as leaders;
- We believe in growth mindsets in our staff; engaged and committed teachers engaged in professional development and committed to getting better for students;
- We believe the assets and people of Ewa Beach are integral to our students' journeys.

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

- The Academic Plan is grounded in leadership, identity, high academic expectations, and 21st century skills;
 - Identity - encouraging children to bring into the classroom and school their identity, culture, heritage, and values;
 - Leadership - honoring our community and islands and committing to better ourselves in order to serve, improve, and further the well-being of our island community;
 - High Academic Expectations - College and career opportunity and success; Common Core-, BOE-, and competitive university entrance requirements-aligned academic program focused on;
 - 21st Century Skills - developing robust set of 21st century skills preparing students to successfully navigate middle, high school, and college with local, national, and global lenses
- The Plan's four main components drive many of the models and systems of the school;
- The plan will be grounded in local curriculum as well to highlight local learning opportunities and alignment between inside and outside of the classroom learning;
- Teachers, instructional methods, and the learning environment will be centered on student inquiry and exploration of concepts and skills;

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

- A strong academic philosophy supported by exceptional teachers and learning environments;
- Adults who empower students to think critically for themselves;
- Students who feel supported to learn at their own pace, feel challenged and encouraged to take risks and excel, and who realize their own growth as success;
- Adults who support and empower each other;
- Administration that supports teachers;
- A capable and invested school board committed to successful execution of the academic, organizational, and financial plan for the school;
- Parents and families who are engaged in the decisions, happening, and progress of their child and school;
- Community is engaged and welcomed into the school;

- Teaching staff and leadership reflects local community;
 - School leadership and board is steeped in local knowledge and receptive to feedback and changing dynamics
4. How will you know that the school is succeeding or is not succeeding in its mission?
- The school is adhering to its charter with vigilance;
 - Components from the previous list will be happening;
 - Survey indicators from students, staff, parents, community, and board will point towards satisfaction and feeling engaged, welcomed, appreciated;
 - Academic results are growing, trending upward, and surpassing goals;
 - Organizationally, the school adheres to sound policies and procedures ensuring transparency and effectiveness within the school's operations;
 - Financially, the school adheres to state performance metrics and maintains an increasing reserve and funding support;
 - Budget variance, transparency, and soundness is consistent;

Governance

1. Describe the role that the governing board will play in the school's operation.
- Support governance of the school across academic, organizational, and financial aspects of operating a school;
 - Assist with supporting and managing the school director;
 - Divide into committees and oversee various areas (hiring pipeline, funding, etc.) in depth;
 - Uphold faithfulness to the charter;
 - Ensure strong educational program delivery to students and the community;
 - Offer strategic guidance to school director and leadership;
 - Maintain fiduciary transparency and responsibility;
 - Maintain ethical operation of the school through oversight and partnership;
 - Respond to and engage with State Commission as needed
2. How will you know if the school is successful at the end of the first year of operation?
- We will have served a diverse cohort of 100 students from Ewa Beach;
 - We will have held a lottery and lined up our next cohort of 100 students;
 - We will have a building for the next year;
 - We will have hired the teachers necessary to teach 6th and 7th grade;
 - We will met our fundraising goals for the year;
 - We will have met the necessary components of our charter contract across academic, organizational, and financial areas;
 - We will have outpaced our academic goals and exceeded complex and state averages in reading, math, and science, narrowing sub-group gaps;
 - Families and communities will offer positive praise as to our welcoming, open culture;
 - Students will want to come back for the next year;

- We will have actively partnered with fellow DOE schools in the complex;
3. How will you know at the end of five years if the school is successful?
- We will have maintained our growth plan and will be at 500 students, grades 6-10, ready to add 11th grade in our 6th year;
 - We will have a successful educational plan as demonstrated by academic growth, students exceeding goals, and teachers supporting the model and school;
 - We will have an active teacher recruiting pipeline and full staff;
 - We will have full school and non-profit boards with diverse members from across the community;
 - We will have a growing and sustainable financial position as indicated by Commission metrics;
 - We will have renewed our charter application;
 - We will have active and robust partnerships with community organizations and institutional entities in the area and islands;
 - We will be in a permanent facility;
 - We will be fully sustainable on per pupil and government funds;
 - Our students will stay with us as we grow;
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
- Grow with diverse, experienced members committed to the success of our students, school, and community;
 - Develop and grow professionally as a board, leveraging best practices and support personnel, in order to optimize our size, structure, reach, and potential;
 - Remain engaged in the operation and growth of the school;
 - Continue to engage in the local educational and charter landscape evolution;
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?
- Refer to bylaws and raise questions to board chair and school director;
 - Meet with board president, school director, and members concerned;
 - Highlight potential breach of ethics and allow for board chair and school director to assist in arbitration and next steps;
 - If egregious, support a motion to remove concerned individuals from board;
 - If questionable, but not damaging, work with individuals and board chair, school director to build understanding, alignment, recovery and growth steps, and a vision for success;

Disclosures

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

I/we do not know these individuals Yes

I know Meilan Akaka as a Teach For America fellow corps member, as a former co-worker, and a friend.

I know Zach DiIonno as a Teach For America fellow corps member and a friend.

I know Lissette Roman as a Teach For America fellow corps member, as a former co-worker, and a friend.

I know Alex Teece as a Teach For America fellow corps members, as a former co-worker, and a friend.

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 such employees Yes

I know Alex Teece as a Teach For America fellow corps members, as a former co-worker, and a friend.

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 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 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.

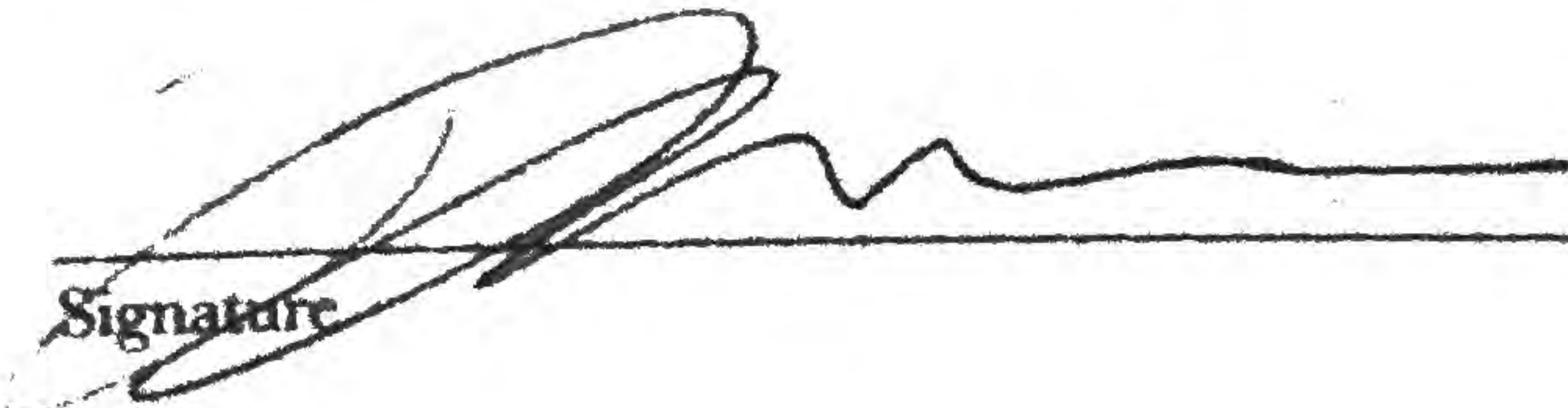
Does not apply to me, my spouse or family Yes

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, Jacob Karasik, 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

29 January 2016

Date

JACOB KARASIK



I want to work at the intersection of design and social good.

My varied experiences play an important role in how I approach problems. As a former teacher and alumni affairs manager, I developed important skillsets that help me build strong teams. I bring experience in marketing and development that help get projects funded and off the ground. Finally, my formal design experience and a background in the humanities give me the tools to find the root of the problem and then design solutions that address the real need.



Work

2015-Present

Designer + Craftsman

Lyric Woodworking
Wahiawa, Hawai'i

- Designed and built custom furniture for commercial and private clients
- Created client facing shop drawings and sketches
- Managed marketing and outreach including the introduction of social media channels on facebook, pinterest, and instagram

2013-2015

Manager, External Affairs

Teach For America Hawai'i
Honolulu, Hawai'i

- Managed \$1.2m grant portfolio
- Conduct research and set strategy for stakeholder outreach
- Designed all regional collateral including introducing the first formal annual report which led to new foundation grants

2011-2013

Manager, Alumni Affairs

Teach For America Hawai'i
Honolulu, Hawai'i

- Led teacher retention strategy resulting in 68% alumni teacher retention for 3rd year - a 23% increase over previous year and highest since 2007
- Led alumni engagement strategy including in-person gatherings, alumni fundraising, alumni volunteering, and leadership development.

2009-2011

History Teacher,

Navajo Pine High School,
Navajo, New Mexico

- Led 100+ high school students in exploring history through critical questioning resulting in a 13% increase in proficiency on state tests in social studies
- As member of school leadership team, set new policies and designed professional development leading to a 2% increase in attendance giving NPHS the best attendance rates in the district in 2010-2011

Education

2009

BA, History

Loyola University Chicago

Magna Cum Laude, History Department Honors

Skills

- **Excel/Office**
- **Photoshop**
- **Illustrator**
- **InDesign**
- **SketchUp**
- **National Registry certified EMT**
- **American Heart Association certified Basic Life Saver**

Public Service

- **Founding Board Member**
DreamHouse Inc.
Ewa Beach, Hawaii
- **Medic**
US Army Reserves
100/442 IN BN

Attachment V – Governing Board Code of Ethics and Conflict of Interest Policy

The purpose of the conflict of interest policy is to protect DreamHouse’s (the “school”) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a school board member or director of the school or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable schools.

Article I

1. *Interested Person.* Any school board members, principal officer, or member of a committee with governing board delegated powers, which has a direct or indirect financial interest, as defined below, is an interested person.
2. *Financial Interest.* A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest, other than de minimis, in any entity with which the school has a transaction or arrangement,
 - b. A compensation arrangement with the school or with any entity or individual with which the school has a transaction or arrangement, or
 - c. A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which the school is negotiating a transaction or arrangement.Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

Article II

1. *Duty to Disclose.* In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the school board and members of committees with governing board delegated powers considering the proposed transaction or arrangement.
2. *Determining Whether a Conflict of Interest Exists.* A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists. A conflict of interest shall not exist and no review or action by any governing board or committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars (\$5,000) or less in any single calendar year, from the school to an school that is tax exempt under under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.
3. *Procedures for Addressing a Conflict of Interest.*
 - a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest;

- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement;
 - c. After exercising due diligence, the governing board or committee shall determine whether the school can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest;
 - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested board members whether the transaction or arrangement is in the school's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.
4. *Violations of the Conflicts of Interest Policy.*
- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose;
 - b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article III

1. *Records of Proceedings.* The minutes of the governing board and all committees with board delegated powers shall contain:
- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed;
 - b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article IV

1. *Compensation.*
- a. A voting member of the governing board who receives compensation, directly or indirectly, from the school for services is precluded from voting on matters pertaining to that member's compensation;
 - b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the school for

services is precluded from voting on matters pertaining to that member's compensation;

- c. A voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the school, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article V

1. *Annual Statements.* Each school board member, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:
 - a. Has received a copy of the conflicts of interest policy;
 - b. Has read and understands the policy;
 - c. Has agreed to comply with the policy;
 - d. Understands the school's charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VI

1. *Periodic Reviews.* To ensure the school operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:
 - a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining;
 - b. Whether partnerships, joint ventures, and arrangements with management schools conform to the school's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VII

1. *Use of Outside Experts.* When conducting the periodic reviews as provided for in Article VII, the school may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

W. Advisory body member's resume and professional biography

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.

At this point in time, DreamHouse does not have any official, active advisory bodies. The proposed Community Council, as described in the organizational chart, will begin development in the fall of 2016, and more specifically the spring of 2017 with support of the Leadership Support Team and engaged parents and community members.

X. School-Specific Measures Template

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

School-specific measures will be further developed by Leadership Support Team in spring 2017; as of Spring 2016, performance metrics are aligned with the August 2015 Contract Renewal Process Guidelines from Hawai'i Charter Commission.

Attachment Y - Admission and Enrollment Policy

In line with the admission (lottery) policy, the admission and enrollment timeline and process is below. As mentioned, this policy is subject to change and revision to better serve our community and families as we grow and evolve as a school; any proposed revisions will be provided to the Commission and clearly communicated to families and the public.

#) Step	Date (annually)
(1) Enrollment forms available and families welcome to submit form to DreamHouse	November 1 st
(2) Enrollment forms must be in	5PM, final business day in February
(3) Lottery	March (exact date TBD)
(4) Announcements to families	Lottery date + 1 week
(5) Deadline to confirm enrollment	Lottery date + 3 weeks
(6) Enrollment and matriculation period begins as soon as enrollment is confirmed*	Lottery date + 3 weeks

** Enrollment and matriculation procedures, events, and dates will be determined during the planning year and clearly communicated to families prior to the lottery.*

Enrollment Forms - Enrollment forms will be made available in English, Tagalog, and other languages that are appropriate or requested. We will begin accepting enrollment forms online and in hard copy (via mail or in person) on November 1 of each calendar year, or on the first business day following November 1 if that date falls on a weekend. We will accept enrollment forms until 5PM on the last business day in February.

If by the enrollment deadline the number of forms received is less than the number of seats available, all applicants will be accepted and enrolled in the school, and we will return to recruitment strategies to engage more families and students to round out the cohort. Subsequent enrollment forms will be accepted on a first come, first served basis until our enrollment capacity is reached. Once capacity is reached, subsequent applicants will be placed on a waiting list.

When forms are submitted, appropriate personnel (operations manager, school director) will input information into an online spreadsheet and file hard copies internally and centrally. We will share this form with our board chair and make available to the Commission as necessary. This form will have information including demographics and other information acceptable by state law, and will maintain active record of enrollment timing, number of applicants, from where applicants are applying, etc.

As outlined in the first part of this section, we will follow the academic calendar for our initial student recruitment and engagement. Please refer to that section for additional detail.

Admission Plan (Lottery)

As a non-sectarian, tuition-free public school, DreamHouse will admit all grade-level eligible pupils who wish to attend up to the school's capacity (100-student cohorts per year), in accordance with Hawai'i State Law. DreamHouse will be a school of choice – no student will be required to attend DreamHouse over the objections of his/her legal guardian. Admission shall not be determined based on the place of residence of the pupil or of his/her parent or guardian. With specificity to Ewa Beach, Fort Weaver Road will not determine geographic eligibility for grades 6, 7, and 8.

DreamHouse shall abide by Hawai'i State Law and shall not charge tuition, nor discriminate against any pupil on the basis of ethnicity, national origin, gender, religion, disability, scholastic aptitude, or prior academic performance.

Children must meet be rising 5th to 6th graders upon enrollment at DreamHouse.

The specified cohort number per grade is 100 students, beginning with a 6th grade cohort of 100 students for the 2017-18 academic year. The year 1 lottery will be held to select this founding 6th grade cohort.

Admission Process - If the number of students who wish to attend DreamHouse exceeds the school's capacity, enrollment, except for existing students (which in year 1 will be zero), shall be determined by a public random drawing ("lottery").

Public Random Drawing - The drawing will occur annually, in March, in a public space large enough to accommodate all interested families.

Students currently attending the school will be exempt from the lottery and granted continued enrollment up to the school's capacity. Siblings of current students will be exempted from the lottery and granted enrollment up to the school's capacity and within reason (e.g. if multiple children have an extremely high number of siblings, our school, board, and Community Council will engage in a transparent resolution to ensuring an integrated, diverse student population that abides to this charter, Commission guidelines, and state law).

Children who are exempted from the lottery as stated above will be assigned numerical values (i.e. seats in the cohort) before names of children without exemption are drawn.

Drawings will be conducted for each grade in which there are fewer vacancies than pupils interested in attending; March 2017 will only feature a drawing for the 2017-18, 6th grade cohort of 100 students. All drawings shall take place consecutively on the same day in a single location. During the course of the drawing, if a card is drawn that indicates a sibling (of any grade) is also applying, the sibling will also be assigned the next available numerical ranking for the appropriate grade-level (i.e. the next available seat in the cohort). If there is not a vacancy in the

appropriate grade for the sibling, he/she will go to the top of the waiting list for that grade, after any other siblings of current students who are already on the list.

While the drawing will be open to the public and families will be encouraged to attend, families are not required to be present at the time of the drawing to be eligible for admission. Results will be posted online and in hard copy in public locations. Results will also be mailed to all applicants and follow-up phone calls will be made within one week of the lottery.

Enrollment in the school will be offered to students according to their numerical ranking until capacity is reached. All remaining names will be placed on a waiting list in order according to their numerical rank (numerical rank being the order in which names were selected). Any families who decline admission or who fail to confirm within three weeks of the lottery would lose their position to the next name on the waiting list (this gives DreamHouse one week to send notification and families two additional weeks to confirm; exceptional circumstances of missed communication will be dealt with by our board in partnership with the Commission).

The waiting list will be kept on file at the school and will be valid for the duration of the school year. If a student withdraws or is expelled from the school, that seat will be offered to the next student on the waiting list; if the waiting list does not fill vacancies, seats will be drawn at the March lottery.

Enrollment forms received after 5PM on the enrollment deadline date will be marked with the date and time of receipt and will be added after the last name on the waiting list on a first come, first served basis.

The drawing will be officiated by a neutral party, preferably a respected public figure from the community. The names of each prospective student will be put on a card. The cards shall be of equal size and shape. The cards will also indicate if the applying student has any sibling(s) applying for admission the same year. The name on each card will be read as it is placed into a container or drawing device that will randomly mix the cards. The person officiating the drawing will draw the cards one at a time and read the name on the card. As each card is pulled, the child's name will be posted visibly on a display in the order it was drawn. Names will be given a numerical ranking based on the order they were drawn. The drawing will continue until all cards have been drawn and all names have been assigned a numerical ranking. These rankings will also be recorded in an electronic database. The first 100 drawings will be the initial cohort, with additional names being added to a waiting list.

The school may refine the drawing policies and procedures in accordance with written policy adopted by the governing authority of the school. A copy of the revised policy, designed to improve the school's admissions efforts, will be provided to the Commission within 45 calendar days of the approval by the charter school governing authority and prior to the enrollment period of the year in which the revised drawing policy will be implemented.

The school shall keep on file in the main office the following documents:

- Documentation of drawing procedures as defined in the school's charter and any subsequent policy or policies approved by the school board;

- Results of the public drawing, indicating ranking;
- The most up to date waiting list, including names that were added after the drawing, including contact information for each student.

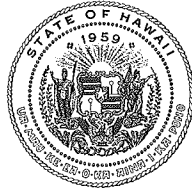
Pre-Admission (prior to the lottery and acceptance) - As detailed in the recruitment in marketing component of this section, we will actively be in the community sharing with families and community members the vision, mission, purpose, and program of DreamHouse. Proposed activities are as follows:

Activity	Time	Purpose	Explanation
Information Sessions	Monthly	Information	Information sessions will be monthly from Nov-Mar, opening space for parents, families, community members, and educators to come and hear about DreamHouse, ask questions, and engage in dialogue around the school.
Canvassing	Fall, Spring	Outreach	Our leadership support team and founding board members will walk the neighborhoods and canvass; we will knock on doors, engage with people locally, and market DreamHouse.
Booths / Tabling	Monthly	Outreach	Setting up booths at shopping plazas, places of business, community events, sports, and churches will help provide another touch point and market DreamHouse directly to our target population.
Coffee Talk Stories	Bi-Weekly	Connection	Twice a month, as we have done, we will talk story sessions at a local restaurant, coffee shop, place of business, or home to engage in deeper conversation around the vision, mission, values, beliefs, and plan for DreamHouse.
One:one	As requested	Connection	Similar to talk stories, one on one meetings will allow for people to spend personal time with DreamHouse representatives, hearing about the school and how it is to serve Ewa Beach; this is the most personal, direct, and intimate marketing.

Pre-Admission to the School Year (post lottery admission) - Following the first lottery for the founding 6th grade cohort in March 2017, we will begin a four month orientation and welcoming sequence that will a) orient our new students and families to DreamHouse, b) build relationships with students and families and empower all as agents for the founding culture and trajectory of the

school, and c) set expectations and put students on a pathway to being ready for fall 2017 opening.

Component	Time	Purpose	Explanation
Admitted Family Open House #1	April	Welcome and align	Welcome families and set vision for the year; hear hopes for children; share timeline, contact information, and next steps.
Home Visits	May	Deepen relationship	Visit each and every home of children who will be part of the founding cohort of DreamHouse students; introduce Leadership Support Team members, any hired teachers, board members, vision, and various components of the school; engage students and family in pre-work and summer expectations to get ready for start of school (to be determined).
Founding Family Open House #2	July	Kick-off, community-building	Bring all families together again shortly before school begins to celebrate the start of a new year, a new school, a new community; vision, our trajectory, the work, and other important components are conveyed; families share hopes for the year, why they are here, and we begin DreamHouse together.



The Senate

STATE CAPITOL
HONOLULU, HAWAII 96813

February 2, 2016

Dear Chairperson Payne and Members of the Commission,

I write to you today in support of the DreamHouse Ewa Beach Public Charter School proposal that is presented before you. The Ewa Beach Community, which I represent, has been subject to a population boom that will continue with the development of housing in the coming years. With the influx of families moving into the community, a strain has been placed on public schools to handle the added students. I feel that a multifaceted approach, including the addition of new schools, should be considered as part of the solution.

I continue to make it one of my highest priorities to work with the Department of Education to ensure that schools like James Campbell High School are given the necessary funding and infrastructure to tackle the student overpopulation. I am hopeful that projects like the planned new building at James Campbell will help bring needed relief.

That being said, I am also supportive of looking at alternative ideas like the DreamHouse charter school which plans to serve 700 students from 6th to 12th grade. The school will focus on children in and around the Hau Bush area with emphasis on developing leadership skills with respect to their culture and heritage. Their mission statement, "Our Mission is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders..." speaks to the applicants core values and sincerity in educating our keiki. I believe that an additional school in the Ewa Beach area, whether district or charter, will help reduce the strain on the existing facilities.

Thank you for your consideration of this proposal in light of the very pressing needs of my community. Should you have any questions, please feel free to contact me.

Mahalo,

Will Espero, Vice-President
Hawaii State Senate



HOUSE OF REPRESENTATIVES

STATE OF HAWAII
STATE CAPITOL
HONOLULU, HAWAII 96813

MATTHEW S. LOPRESTI, Ph.D.
STATE REPRESENTATIVE – DISTRICT 41

January 25, 2016

State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI 96813

Dear Commissioners,

I urge you to support the DreamHouse Ewa Beach application. Ewa schools are incredibly over crowded, and our community is growing at a rapid rate. As more families continue to move to the area, James Campbell High School is projected to enroll 3,600 – 3,800 students by the 2018 school year – in a facility designed for 2,000 students. DreamHouse has plans in place to begin enrollment in 6th grade, and add a grade and 100 more students each year, with enrollment open to all Ewa Beach families. A charter school in the area would go a long way to alleviate some of the overcrowding and capacity issues rampant in Ewa schools.

DreamHouse's central tenant is based on an understanding that all students can achieve at the highest level if they are given the right tools and support. Children growing up in poverty have equal potential and ability as their more affluent peers and deserve a quality learning environment. The school's mission focuses on enabling children to have a positive impact on their community by equipping students with leadership skills. Additionally, DreamHouse is developing a summer program and extracurriculars to keep children engaged in the community outside of school as well.

Please support the DreamHouse Ewa Beach application. Ewa's students – Hawaii's future – deserve nothing but the best opportunities.

Sincerely,

Matthew S. LoPresti, Ph.D.
HAWAII STATE REPRESENTATIVE, DISTRICT 41
EWA, EWA BEACH, EWA GENTRY, EWA VILLAGES,
HOAKALEI & OCEAN POINTE

STATE REPRESENTATIVE MATTHEW LOPRESTI, Ph.D.
415 S. Beretania Street, Room 328 | Honolulu, Hawaii 96813
Phone: (808) 586-6080 | Fax: (808) 586-6081 | Email: relopresti@capitol.hawaii.gov
www.capitol.hawaii.gov



HOUSE OF REPRESENTATIVES

STATE OF HAWAII
STATE CAPITOL
HONOLULU, HAWAII 96813

To: Commissioners, State Public Charter School Commission
From: Takashi Ohno, State Representative
Date: February 18, 2016
Subject: Support of DreamHouse Ewa Beach Public Charter School Initiative

Aloha Commissioners,

I write this letter of support for DreamHouse, the proposed public charter school in Ewa Beach. Population growth has put tremendous pressure on the Campbell-Kapolei complex, and DreamHouse, a locally governed, school of choice within Ewa Beach, would be a great benefit.

Additionally, I support the proposed model of the school. The applicant group and respective partners has been working for years within the community to learn from community members. The DreamHouse Ewa Beach vision is centered on identity and leadership, affirming children, and empowering them to be leaders committed to their local community and islands. The model brings children's culture and heritage into the classroom, and uses this as a foundation for leadership development and for helping children realize and live their values here in Hawaii. This model is especially important for the children of Ewa Beach who grow up south of Papipi Road, in the *Hau Bush* area, and in pre-development neighborhoods that experience higher levels of poverty and challenge; these are the children of DreamHouse and the school is centered around their needs, opportunities, and futures.

Lastly, I support the members of this applicant team given their experience and commitment to the Ewa Beach children and families. Some are born and raised in the community, others live in and send their kids to public schools there; some have taught in or served in leadership roles in Ewa Beach public schools, others bring school leadership, legal, fundraising, and school founding experience to the mission of the school. The team has worked extensively with and for the community and I see their passion and commitment shaping the ways in which they guide this initiative.

Thank you for your time and consideration.

Takashi Ohno
State Representative
Hawaii State Legislature

Representative Takashi Ohno, District 27
Liliha, Puunui, Alewa Heights, Nuuanu
Hawaii State Capitol, Room 332 / Honolulu, HI 96813
Phone: (808) 586-9415 / Fax: (808) 586-9421 / Email: repohno@capitol.hawaii.gov



HOUSE OF REPRESENTATIVES
STATE OF HAWAII
STATE CAPITOL
HONOLULU, HAWAII 96813

February 10, 2016

Dear Chairperson Payne and Members of the Commission,

I write you today in support of the team building the Public Charter School “DreamHouse”, a 6-12 school to serve the children and families of Ewa Beach. The Ewa Beach Community has been subject to a population boom that will continue with the development of housing in the coming years. With the influx of families moving into the community, a strain has been placed on public schools to handle the added students. This is where DreamHouse comes in.

The applicant group and respective partners has been working for multiple years within the community to hear, learn from, and embed into their charter application the voices, concerns, and dreams of community members, families, and children. The DreamHouse Ewa Beach vision is centered on identity and leadership, affirming children, and empowering them to be leaders committed to their local community and islands. The model brings children’s’ culture and heritage into the classroom, and uses this as a foundation for leadership development and for helping children realize and live their values here in Hawai‘i.

Thank you for your consideration of this team, vision, and potential future option for the children of Ewa Beach. Should you have any questions, please feel free to contact me.

Mahalo,

Representative Jarrett Keohokalole
Hawai‘i State Representative | District 48

Proudly serving District 48

Representative Jarrett Keohokalole
District 48-Kāneohe, Kahalu‘u, Waiāhole
415S. Beretania Street, Room 310
Honolulu, Hawaii 96813/ (808)586-8540
repkeohokalole@capitol.hawaii.gov

Michael J. Chun, PhD

February 1, 2016

State Public Charter School Commission

1111 Bishop Street, Suite 516
Honolulu, HI 96813

Aloha e Commissioners,

This letter is submitted in support of the proposed public charter school, DreamHouse, designed to serve the children of Ewa Beach, O`ahu. As you are aware, population growth and residential development have brought tremendous pressure to the Campbell-Kapolei school complex, with schools enrolled over capacity and human and financial resources limited. While alternative educational models can help to relieve this pressure, efforts to launch these initiatives have been met with significant headwinds. One option that can serve Ewa Beach community well is a locally governed, public, school of choice, which currently does not exist. DreamHouse is intended to address this need and fill this void.

DreamHouse is the result of discussion and conversation within the Ewa Beach community over a period of several years involving the applicant group and respective partners. The voices, concerns and dreams of community members, families and children have informed the vision of DreamHouse and the instructional model being proposed. This vision is centered on identity and leadership, affirming and empowering children to be leaders committed to their local community and island home. The model brings children's culture and heritage into the classroom, providing a foundation for leadership development and for helping children to raise their aspirations, realize their dreams and embrace the values of their ancestors. This model is especially important for the children of Ewa Beach who grow up south of Papipi Road, in the *Hau Bush* area, and in pre-development neighborhoods that experience higher levels of poverty and challenge; these are the children of DreamHouse and the school is centered around their needs, opportunities, and futures. As one whose career focused on culture-based education, I fully understand the role it plays in raising aspirations amongst those who are most in need. Before young people can see what they can be, they need to know who they are first. Dreamhouse integrates this approach and is why I am strongly supportive of the educational model its leaders are proposing.

The success of any innovative and forward-looking endeavor requires experience, passion, commitment and teamwork. I am confident of DreamHouse's success because all four attributes are found in abundance within the team that is submitting this

Post Office Box 30791, Honolulu, Hawai'i 96820 michaeljchun@gmail.com

proposal. The team members represent a diversity of skill sets, socioeconomic backgrounds, interests and cultures. Some are born and raised in the community, others live in and send their kids to public schools there; some have taught in or served in leadership roles in Ewa Beach public schools, others bring school leadership, legal, fundraising, and school founding experience to the mission of the school. The team has worked extensively with and for the community and I see their passion and commitment shaping this initiative. Collectively, they bring the kind and level of experience, passion, commitment and teamwork the children, families and community of Ewa Beach deserve and need.

Thank you for your time and consideration and please reach out with any questions you may have.

Michael J. Chun, PhD
President and Headmaster, Retired
Kamehameha Schools



To: Commissioners, State Public Charter School Commission
 From: Buffy Cushman-Patz, School Leader and Founder
 Date: February 10, 2016
 Subject: Support of DreamHouse Ewa Beach Public Charter School Initiative

Dear Commissioners,

Please accept this letter of support for the proposed public charter school, DreamHouse, and its leadership team. As you know, I have been in the same shoes as this group of passionate educators in the not too distant past. I know the hardships they're already facing and the long road of challenges ahead of them. I have clearly expressed those to them. And they're still all-in (read: crazy?), as was I when I was in their shoes. I believe that this team has the capacity to make a successful school, but more than that I think that this team and this school will contribute positively to the charter landscape in Hawaii.

Two years ago, this founding team--which has expanded, but still has the same core of educators involved--invited me to pau hana to chat with them about my school and my experiences. They listened intently to everything I said, and allowed me to push them with very difficult questions (including: *why* do you think it's so important that every kid goes to college? What's driving this school's vision?). They followed up with all the proper etiquette of thank you notes and such (and those things matter in this world, they really do), but more importantly they took my probing questions and challenges to heart, pushing themselves to think deeply about and work to clarify and solidify their vision and mission.

This team has stayed connected with SEEQS and with me over the last three years, in all kinds of important ways. Alex Teece served for several months on the development committee of our Governing Board. Meilan Akaka brought the Values Based Leadership cohort from Teach for America to spend an entire day at SEEQS to observe. Zach Dilonno and I have stayed professionally connected. They are paying close attention, doing all the right research, and digging in deeply.

One of the things I shared with the group at pau hana that day was the impact and critical preparation the School Leadership program at the Harvard Graduate School of Education had provided for me. The focus on genuine *leadership*--not administration--was what has enabled so much of the hard work I've been involved in. Listening. Collaboration. Courage. Since it was the only program in the country I had found, and it had such a strong impact on me and my ability to do this hard work, I recommended it for Alex. When he applied the next year, I provided my recommendation for it. When he came back during the holidays this year, we reconnected about all the goings-on in both Honolulu and Cambridge.

I believe that this leadership team has the capacity and drive to make another strong public charter school in Hawaii. And they can provide a school of choice in an area where schools are over capacity and resources are limited.

I pledge my support for this team, not just now, but also in the start-up and implementation processes. I will continue to be a resource and , and to share as much as I can about what SEEQS has learned during our early years. I pledge to pay it forward for all the support that I've gotten in our startup years.

Mahalo for your time and consideration.

Aloha,

Buffy Cushman-Patz
 SEEQS Founder and School Leader

January 29, 2016

State Public Charter School Commission
1111 Bishop St. Suite 516
Honolulu, HI 96813

Re: DreamHouse Ewa Beach Public Charter School

Dear Commissioners:

I am writing in support of the proposed DreamHouse Ewa Beach Public Charter School. The School, if approved, would meet a critical need for Ewa Beach families and students. I am confident of the School's success because of the involvement of Meilan Akaka, Zach DiIunno, and Alex Teece as board members.

I met Meilan Akaka in Washington, DC, in meetings with White House and U.S. Department of Education officials. Meilan drew upon her experiences as a Native Hawaiian woman in articulating the importance of incorporating cultural values in classroom lessons, then eloquently tied her personal story to specific policy objectives. She was purposeful and articulate—a voice that made others stop and listen. She was also inclusive and collaborative, drawing insight and commentary from all corners of the room. It was a pleasure to see her advocacy in action and I have been lucky to work with her on other projects over the last two years. With each project, I re-confirm my unwavering faith in her abilities.

I have known Zach DiIunno as a teacher, law student, and attorney. In each role, his work ethic, confidence and will inspired achievement by others. As a teacher, his students worked hard for him; as a law student, he led his fellow law students in fundraising for public interest projects. Now, as a private practice attorney, he sets an example through his diligence and advocacy. His hard work and determination make him a leader and role model; his willingness to share the fruits of his success lifts those around him.

I first worked with Alex Teece when he served as the Director of External Relations for Teach For America Hawaii. Alex was charged with answering questions about Teach For America raised during a series of meetings. Even as he produced granular details and statistics, Alex maintained a high-level perspective and used his role to shape the direction of the discussion. He impressed me not only with his preparation and organization, but also his steady demeanor throughout the project. We were successful because of him.

Seventeen years ago, I helped to open Paul Junior High Public Charter School as the first “conversion” charter school in Washington, DC. I know first-hand the organizational, coordination, and outreach challenges faced in building and sustaining a successful school. I know that meeting these challenges requires exceptional leaders. And I know that Meilan, Zach, and Alex are perfectly suited for the task.

Sincerely,



Trever K. Asam
Partner

C S



Michael Wooten
11th Grade ELA Teacher and Small Learning Community Facilitator,
James Campbell High School, 2010-2016

February 7, 2016

To: Commissioners, State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI 96813

Dear Commissioners,

I am writing this letter in support of the proposed public charter school, DreamHouse, designed to support the children of Ewa Beach. Having been a teacher in Ewa Beach, I have seen first hand the tremendous strain that population growth, development, and resource scarcities have put on the Campbell-Kapolei complex. Our schools are over capacity. I taught writing to as many as 39 students per class - with class sizes regularly between 34 and 36 (in a classroom in which temperatures regularly reached 85 to 90 degrees). Furthermore, although students receive only one class that specifically focuses on writing, they were provided no computers and had to hand-write many assignments and papers, leaving them without the basic technology literacy skills that they need to succeed beyond the twelfth grade. Unfortunately, despite these challenges and shortcomings, there exist no other public school option within Ewa Beach.

I have known the the applicant group and respective partners for almost eight years and have seen the way they have actively reached out to the local community to hear, learn from, and embed into their charter application the voices, concerns, and dreams of the community members, families, and children of Ewa Beach. The DreamHouse Ewa Beach vision is centered on empowering student identities and inspiring leadership within them. The model brings children's culture and heritage into the classroom, and uses this as a foundation for leadership development. This model is especially important for the children of Ewa Beach in pre-development neighborhoods that regularly experience higher levels of poverty. These students face increasing challenges to their sense of belonging in an area in which they have deep family roots. These are the children DreamHouse aspires to serve, inspire, and empower.

The members of this applicant team exemplify the necessary experience, passion, and commitment to make this school a treasure within the community. Some are born and raised in Ewa Beach; some send their kids to public schools there; some serve or have served in leadership roles in Ewa Beach public schools. Their differentiated talents in leadership, legal research, fundraising, and school founding contribute greatly to their ability and promise to bring something transformative and life changing to the children of Ewa Beach.

Mahalo nui loa for your time and consideration and please reach out with any questions.

Sincerely yours,

Michael Wooten
11th Grade ELA Teacher and Small Learning Community Facilitator,
James Campbell High School, 2010-2016

Attachment AA. Proof specific facility secured (Criterion III.G.2.a)

Facilities Options and Profiles

Based on the due diligence, resident knowledge, and research our applicant team, we have arrived at the following spectrum of facilities options:

Probable (TIER I)	Possible (TIER II)	Less Likely (TIER III)
<p>These are the facility options that we see as the most likely pathway to opening a 100-student school during the 2017-18 year, and being able to build 100-student grades into the school over seven years; this section will cover all three phases of our development plans.</p>	<p>These options are possible, but not as clearly laid out, accessible, or near in terms of acquisition and development; they are possibilities, but this would be our second tier of options.</p>	<p>This last group contains lands and space that could be used to educate children, but these options would take much more work to develop and get ready for a school; they are included to show the range of analysis and consideration that went into this process.</p>
<p>Short-term: (1) Ewa Beach Community Park Center; (2) Ewa Beach United Methodist Church; (3) Ewa Beach Old Fire Dept. Long-term: (1) 91-603 Pohakupuna Rd.; (2) Ewa Beach Community Park; (3) UH West O’ahu</p>	<p>Short-term: (1) Ilima Intermediate, (2) portables on DOE land; (3) portables on Ewa Beach Community Park land; (4) Long-term: (1) Tokai International College; (2) Pu’uloa Playground; (3) Gentry, Haseko parcels</p>	<p>Short-term: (1) UH West O’ahu; (2) Tokai International College; (3) Kroc Center; (4) Aloha Community Church; (5) Ewa Beach Baptist Church; (6) Ewa Beach Church of Nazarene; (7) Our Lady of Perpetual Help Church Long-term: (1) 91-1309 Roosevelt Ave, Kapolei</p>

Included with TIER I short- and long-term options is parcel information including location, size, structures (if applicable), cost, and headline strategy for development. We continue to work through local and national partners to conduct research, perform due diligence, establish strategic partnerships, and work effectively through existing channels to engage these land and facilities options.

TIER I Short-Term Probable Options

The following sites have been identified as potential facilities for our initial academic year with space and land to renovate, add portables, or temporary structures.

1. Ewa Beach Community Park Center (91-955 North Road, Ewa Beach, HI, 96706)
2. Ewa Beach United Methodist Church (91-660 Pohakupuna Rd., Ewa Beach, HI, 96706)
3. Ewa Beach Old Fire Dept. (91-832 Pohakupuna Rd., Ewa Beach, HI, 96706)

Given each option, a series of factors will be considered as highly feasible, feasible, and less feasible; feasibility is relevant given our financial position, growth plans, and the status of the facility. We have determined feasibility ratings based on available research, site visits, market rates, and local knowledge.

1. Ewa Beach Community Park Center (Tier I, Short-Term)

Address: 91-955 North Road, Ewa Beach, HI, 96706

Current Use: community center, storage

Amenities: two floors (first floor ground level, elevator access to second floor), multiple rooms, second floor open space (capacity: 200), restroom facilities, parking

Projected Capacity: 200 students

Facility Need: renovation facelift, class partitions; additional portable or temporary structure to house additional 100 students.

Facility Components	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Growth Possibility		✓	
Proximity to Target Pop.	✓		
Need for Renovation	✓		
Ability to Renovate	✓		
Readiness for Students	✓		
Size/Capacity		✓	
Amenities		✓	



Previous Parcel	Next Parcel	Return to Main Search Page	Honolulu Home	Real Property Home
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Owner and Parcel Information [Print Owner Info](#)

Parcel Number	910010100000	Data current as of	January 11, 2016
Owner Name	CITY AND COUNTY OF HONOLULU Fee Owner	Project Name	
Location Address	91-955 NORTH RD EWA BCH	Plat Map	Plat Map PDF
Property Class	RESIDENTIAL	Parcel Map	GIS Parcel Map
Land Area (approximate sq ft)	573,776	Legal Information	
Land Area (acres)	13.1721		

Any ownership changes after assessment date of October 1 will be reflected on website after assessment roll certification on or after January 31.

Assessment Information [Show Historical Assessments](#) [Print Assessment Info](#)

Assessment Year	Property Class	Assessed Land Value	Dedicated Use Value	Land Exemption	Net Taxable Land Value	Assessed Building Value	Building Exemption	Net Taxable Building Value	Total Property Assessed Value	Total Property Exemption	Total Net Taxable Value
2016	RESIDENTIAL	\$ 9,714,800	\$ 0	\$ 9,714,800	\$ 0	\$ 107,700	\$ 107,700	\$ 0	\$ 9,822,500	\$ 9,822,500	\$ 0

Appeal Information [Print Appeal Info](#)

No appeal information on parcel.

Land Information [Print Land](#)

Property Class	Square Footage	Acreage	Agricultural Use Indicator
RESIDENTIAL	573,776	13.1721	

Improvement Information

No improvement information available for this parcel.

Other Building and Yard Improvements

Description	Quantity	Year Built	Area
No information associated with this parcel.			

Permit Information [Department of Planning and Permitting \(DPP\)](#)

Date	Permit Number	Reason	Permit Amount
02/08/2006	0004587	FIRE DAMAGE	\$ 100
08/13/1999	435082		\$ 950,000
07/15/1994	354823		\$ 62,000
07/01/1993	337688		\$ 100,000
03/02/1988	250904		\$ 220,000

Sales Information [Print Sales Info](#)

Sale Date	Sale Amount	Instrument #	Instrument Type	Instrument Description	Date of Recording	Land Court Document Number	Cert #	Book/Page
No sales information associated with this parcel.								

Current Tax Bill Information [2015 Tax Payments](#) [Show Historical Taxes](#) [Treasury Division](#) [Current Bill](#)

Tax Period	Description	Original Due Date	Taxes Assessment	Tax Credits	Net Tax	Penalty	Interest	Other	Amount Due
									\$ 0.00

No Tax Information available on this parcel.

Previous Parcel	Next Parcel	Return to Main Search Page	Honolulu Home	Real Property Home
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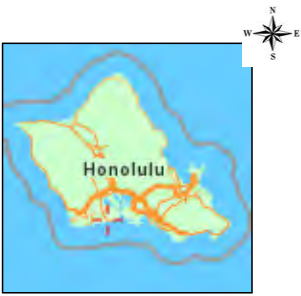
The Honolulu Tax Assessor's Office makes every effort to produce the most accurate information possible. No warranties, expressed or implied, are provided for the data herein, its use or interpretation. Website Updated: January 11, 2016

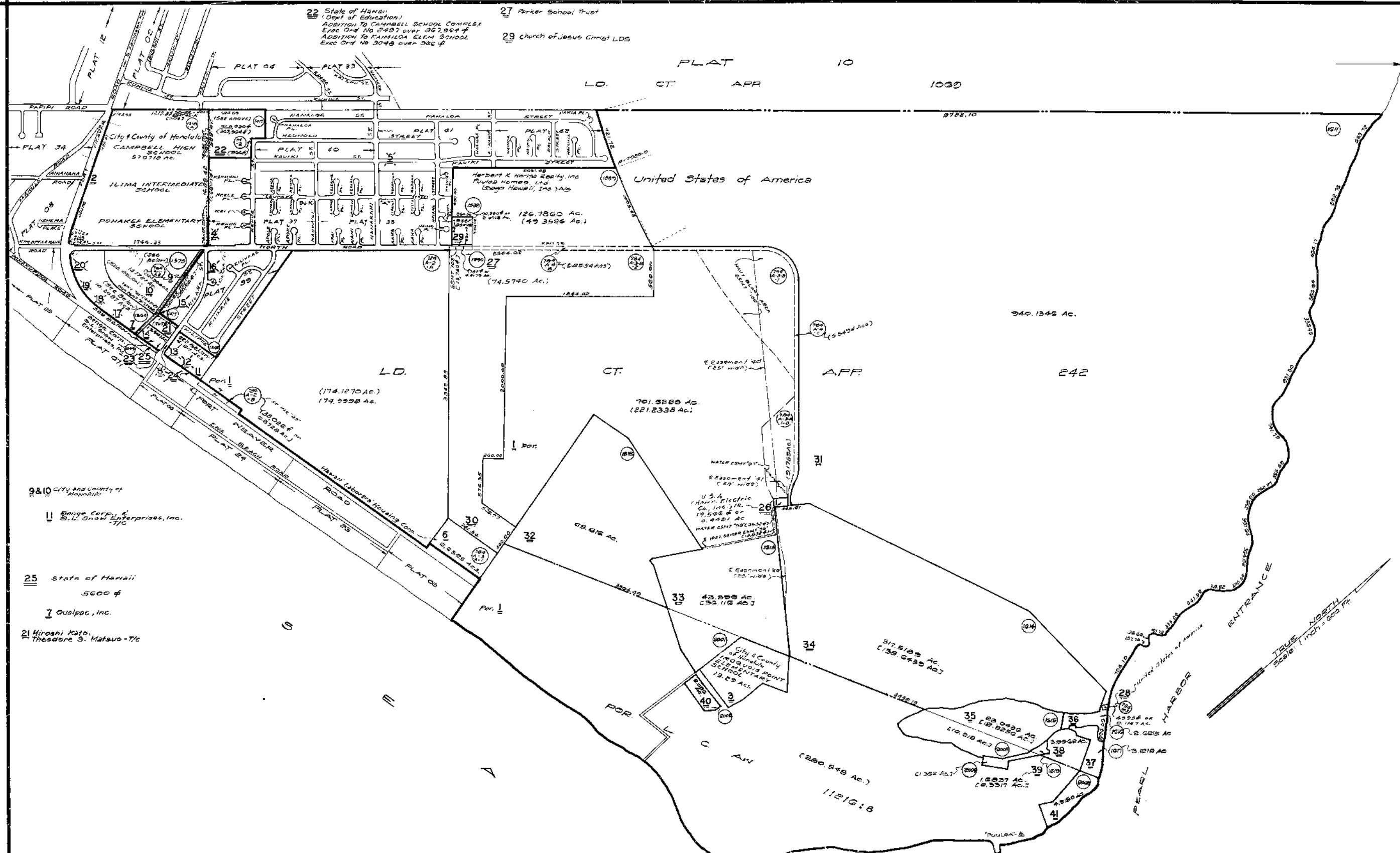
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Ewa Beach Community Park Center (91-955 North Road, Ewa Beach, HI, 96706) Map

Parcel: 910010100000 Acres: 13.1721			
Name:	CITY AND COUNTY OF HONOLULU	Land Value:	794900
Site:	91-955 NORTH RD EWA BCH	Building Value:	107700
Sale:		Exempt Value:	902600
Mail:		Taxable Value:	0





22 State of Hawaii (Dept of Education)
 ADDITION TO CAMPBELL SCHOOL COMPLEX
 EXEC ORD NO 3497 OVER 347,964 F
 ADDITION TO KAIHILUA ELEM SCHOOL
 EXEC ORD NO 3048 OVER 386 F

27 Parker School Trust

29 Church of Jesus Christ LDS

PLAT 10
 LD CT APP
 1060

United States of America

9&10 City and County of Honolulu
 Benge Corp. &
 B.L. Snow Enterprises, Inc.
 77C

25 State of Hawaii
 5600 F

Qualpac, Inc.

21 Hiroshi Kato,
 Theodore S. Mataua-7/c

DROPPED PARCELS: 4, 15, 16, 12, 13, 23, 24, 8, 20

TAXATION MAPS BUREAU		
TERRITORY OF HAWAII		
FIRST DIVISION		
ZONE	SEC.	PLAT
9	1	01
CONTAINING PARCELS		
SCALE: 1 IN. = 600 FT.		

FOR PUULOA, ENA, OAFU

SUBJECT TO CHANGE



91 N Rd

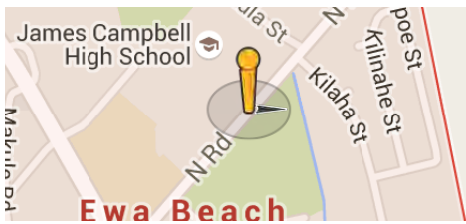
Ewa Beach Community Park Center / 573,776 Sq. Ft. Parcel (13.1721 acre) / Property: \$9,714,800 / Building: \$107,700 / Owner: City & County of Honolulu



Image capture: Aug 2011 © 2016 Google

Ewa Beach, Hawaii

Street View - Aug 2011



Google Maps Ewa Beach, HI



Imagery ©2016 Google, Map data ©2016 Google 100 ft

2. Ewa Beach United Methodist Church (Tier I, Short-Term)

Address: 91-660 Pohakupuna Rd., Ewa Beach, HI, 96706

Current Use: church (Sundays; Wednesday nights)

Amenities: two buildings, multiple classrooms, restroom facilities, parking; additional land (2.0+ acre lot)

Projected Capacity: 200 students

Facility Need: renovation facelift; additional portable or temporary structure to house additional 100 students.

Facility Components	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Growth Possibility	✓		
Proximity to Target Pop.	✓		
Need for Renovation		✓	
Ability to Renovate	✓		
Readiness for Students	✓		
Size/Capacity		✓	
Amenities		✓	



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Owner and Parcel Information [Print Owner Info](#)

Parcel Number	910090370000	Data current as of	January 11, 2016
Owner Name	EWA BEACH UNITED METHODIST Fee Owner	Project Name	
Location Address	91-660 POHAKUPUNA RD	Plat Map	Plat Map PDF
Property Class	RESIDENTIAL	Parcel Map	GIS Parcel Map
Land Area (approximate sq ft)	90,431	Legal Information	
Land Area (acres)	2.076		

Any ownership changes after assessment date of October 1 will be reflected on website after assessment roll certification on or after January 31.

Assessment Information [Show Historical Assessments](#) [Print Assessment Info](#)

Assessment Year	Property Class	Assessed Land Value	Dedicated Use Value	Land Exemption	Net Taxable Land Value	Assessed Building Value	Building Exemption	Net Taxable Building Value	Total Property Assessed Value	Total Property Exemption	Total Net Taxable Value
2016	RESIDENTIAL	\$ 1,739,600	\$ 0	\$ 1,739,600	\$ 0	\$ 101,300	\$ 101,300	\$ 0	\$ 1,840,900	\$ 1,840,900	\$ 0

Appeal Information [Print Appeal Info](#)

No appeal information on parcel.

Land Information [Print Land](#)

Property Class	Square Footage	Acreage	Agricultural Use Indicator
RESIDENTIAL	90,431	2.076	

Improvement Information

No improvement information available for this parcel.

Other Building and Yard Improvements

Description	Quantity	Year Built	Area
No information associated with this parcel.			

Permit Information [Department of Planning and Permitting \(DPP\)](#)

Date	Permit Number	Reason	Permit Amount
11/02/2000	514787	DEMOLITION	\$ 2,600
04/18/1978	99508		\$ 4,000
12/11/1964	3939		\$ 15,000

Sales Information [Print Sales Info](#)

Sale Date	Sale Amount	Instrument #	Instrument Type	Instrument Description	Date of Recording	Land Court Document Number	Cert #	Book/Page
No sales information associated with this parcel.								

Current Tax Bill Information
 [2015 Tax Payments](#)
 [Show Historical Taxes](#)
 [Treasury Division](#)
 [Current Bill](#)

Tax Period	Description	Original Due Date	Taxes Assessment	Tax Credits	Net Tax	Penalty	Interest	Other	Amount Due
2015-2	Property Tax	02/22/2016	\$ 150.00	\$ 0.00	\$ 150.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 150.00
									\$ 150.00

Tax bill is computed to 01/31/2016 Or pay online at www.hnlpay.com Other Payment Options Click [Here](#)

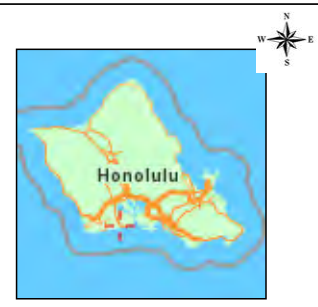
Previous Parcel	Next Parcel	Return to Main Search Page	Honolulu Home	Real Property Home
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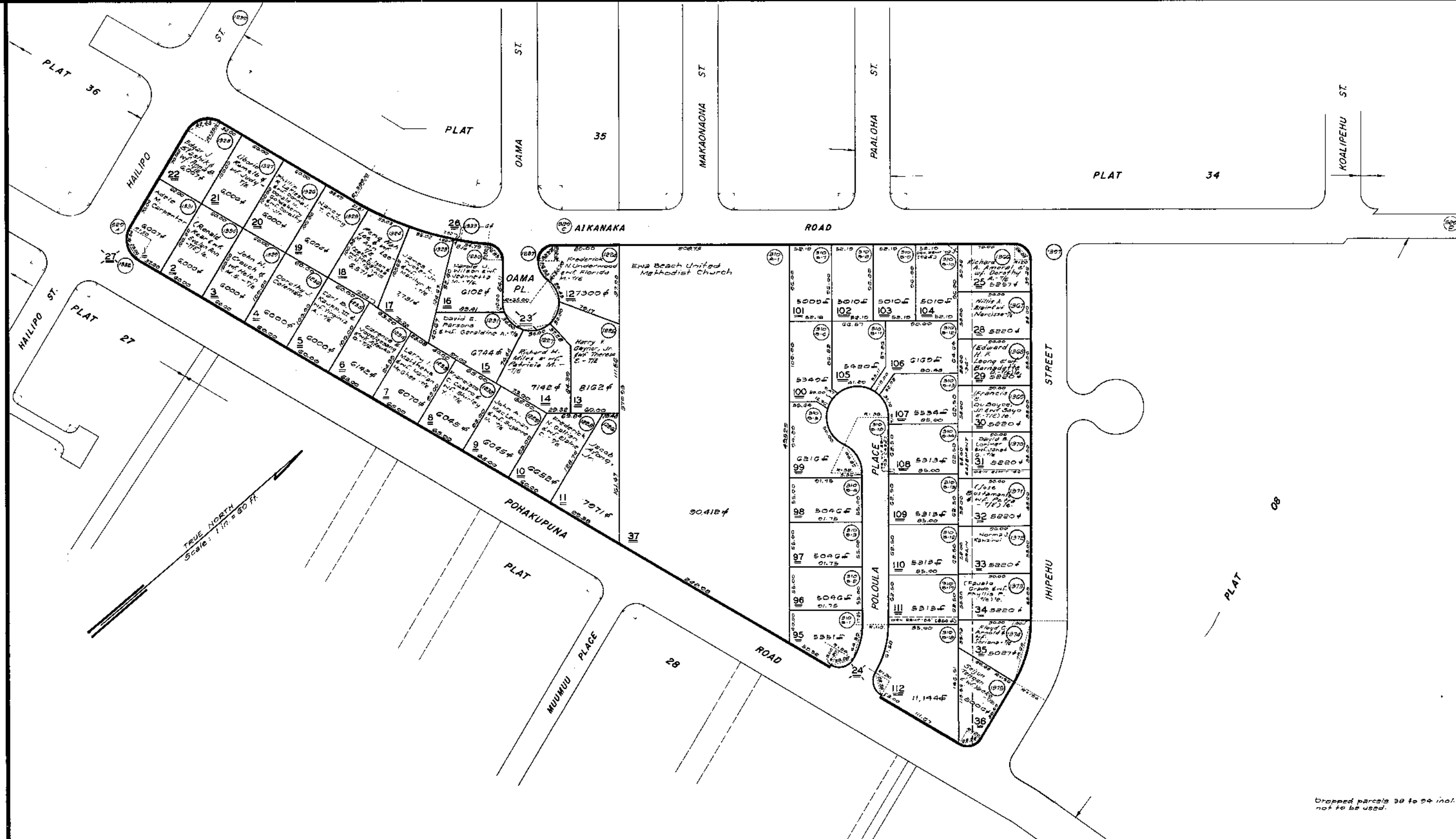
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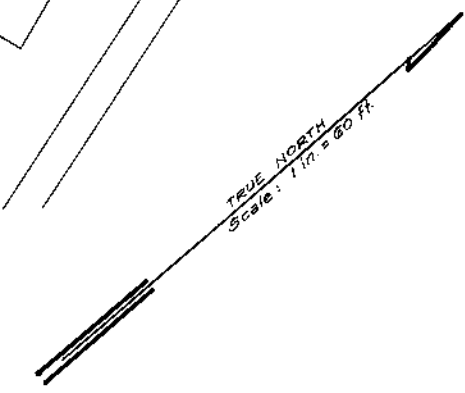
Ewa Beach United Methodist Church (91-660 Pohakupuna Rd., Ewa Beach, HI, 96706)			
Parcel: 910090370000 Acres: 2.076			
Name:	EWA BEACH UNITED METHODIST	Land Value:	527200
Site:	91-660 POHAKUPUNA RD	Building Value:	101300
Sale:		Exempt Value:	628500
Mail:	91-660 POHAKUPUNA RD	Taxable Value:	0
	EWA BEACH, HI 96706		



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 Date printed: 01/11/16 : 20:32:55



DWG. NO. 1705 (REVISED)
 SOURCE: L.D. CT. APP. 242 (AMENDED)
 BY: J.I. S. DATE: JANUARY 3, 1961



Dropped parcels 28 to 24 incl. not to be used.

DROPPED PARCELS: 23, 27, 24

Note: Parcels 2*, #22 Owned by State Savings & Loan Assn. unless otherwise noted.

NOTE: Parcels 25 to 112 owned by Tawaka Sato unless otherwise noted.

NOTE: Parcels 25, 28 to 36, incl. owned by Robert U. Mitsuyasu Co. Inc. unless otherwise noted.

FOR REAL PROPERTY TAXATION PURPOSES
 SUBJECT TO CHANGE

DEPARTMENT OF TAXATION		
TAXATION MAPS BUREAU		
STATE OF HAWAII		
TAX MAP		
FIRST TAXATION DIVISION		
ZONE	SEC.	PLAT
9	1	09
SCALE: 1 IN. = 60 FT.		



91 Pohakupuna Rd

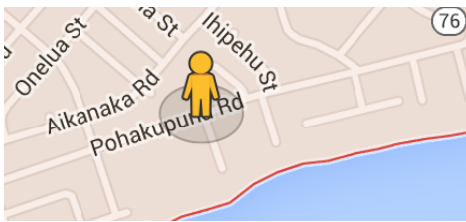
Current Church (2) / 90,431 Sq. Ft. Parcel (2.076 acre) / Property: \$1,739,600 / Building: \$101,300 / Owner: Ewa Beach United Methodist



Image capture: Jun 2011 © 2016 Google

Ewa Beach, Hawaii

Street View - Jun 2011



Google Maps Ewa Beach, HI



Imagery ©2016 Google, Map data ©2016 Google 50 ft

3. Ewa Beach Old Fire Dept. (Tier I, Short-Term)

Address: 91-832 Pohakupuna Rd., Ewa Beach, HI, 96706

Current Use: vacant

Amenities: one building, multiple rooms, restroom facilities, limited parking

Projected Capacity: 100 students

Facility Need: Renovation facelift; additional portable or temporary structure to house additional students; would need to also leverage Hale Pono Boys & Girls Club space, Ewa Beach Public Library space, Ewa Beach Community Park space, and/or other facility options.

Facility Components	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Growth Possibility			✓
Proximity to Target Pop.	✓		
Need for Renovation	✓		
Ability to Renovate		✓	
Readiness for Students		✓	
Size/Capacity			✓
Amenities		✓	

TIER I Long-Term Probable Options

The following three strategies are long-term to support our school at terminal capacity. All site’s projected capacity would be for 700 students.

1. 91-603 Pohakupuna Rd. Site
2. Ewa Beach Community Park
3. UH West O’ahu

Applying similar analysis as was done for short-term options, the following has been determined.



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[Real Property Home](#)

Owner and Parcel Information [Print Owner Info](#)

Parcel Number	910250550000	Data current as of	January 11, 2016
Owner Name	CITY AND COUNTY OF HONOLULU Fee Owner	Project Name	
Location Address	91-832 POHAKUPUNA RD	Plat Map	Plat Map PDF
Property Class	RESIDENTIAL	Parcel Map	GIS Parcel Map
Land Area (approximate sq ft)	15,000	Legal Information	
Land Area (acres)	0.3444		

Any ownership changes after assessment date of October 1 will be reflected on website after assessment roll certification on or after January 31.

Assessment Information [Show Historical Assessments](#) [Print Assessment Info](#)

Assessment Year	Property Class	Assessed Land Value	Dedicated Use Value	Land Exemption	Net Taxable Land Value	Assessed Building Value	Building Exemption	Net Taxable Building Value	Total Property Assessed Value	Total Property Exemption	Total Net Taxable Value
2016	RESIDENTIAL	\$ 222,800	\$ 0	\$ 222,800	\$ 0	\$ 70,200	\$ 70,200	\$ 0	\$ 293,000	\$ 293,000	\$ 0

Appeal Information [Print Appeal Info](#)

No appeal information on parcel.

Land Information [Print Land](#)

Property Class	Square Footage	Acreage	Agricultural Use Indicator
RESIDENTIAL	15,000	0.3444	

Improvement Information

No improvement information available for this parcel.

Other Building and Yard Improvements

Description	Quantity	Year Built	Area
No information associated with this parcel.			

Permit Information [Department of Planning and Permitting \(DPP\)](#)

Date	Permit Number	Reason	Permit Amount
05/16/2003	548956	PLUMBING	\$ 1,001
04/12/2001	520307	ELECTRICAL	\$ 5,500
08/09/1993	339584		\$ 19,516
06/06/1989	270395		\$ 5,100

Sales Information [Print Sales Info](#)

Sale Date	Sale Amount	Instrument #	Instrument Type	Instrument Description	Date of Recording	Land Court Document Number	Cert #	Book/Page
No sales information associated with this parcel.								

Current Tax Bill Information [2015 Tax Payments](#) [Show Historical Taxes](#) [Treasury Division](#) [Current Bill](#)

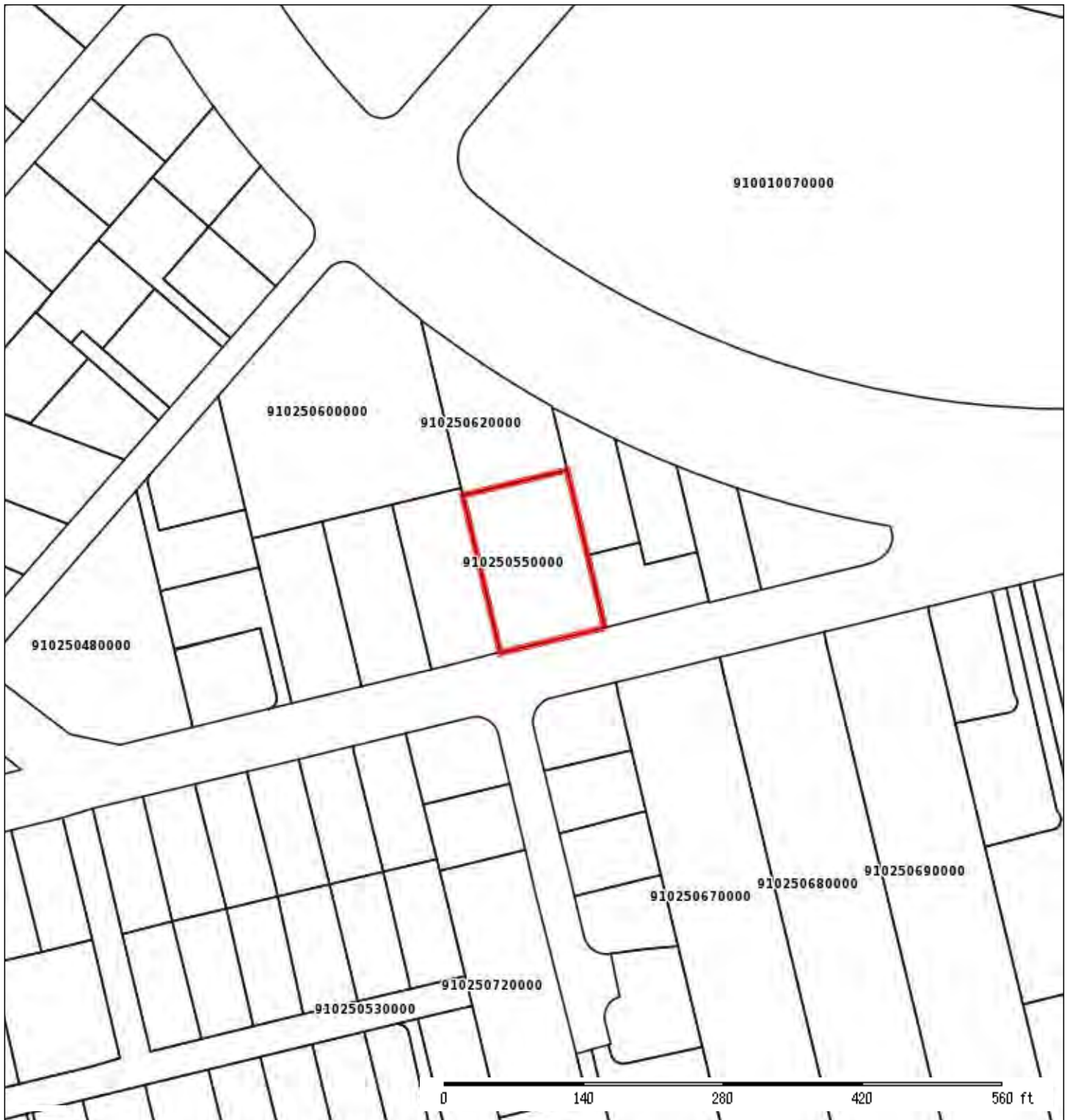
Tax Period	Description	Original Due Date	Taxes Assessment	Tax Credits	Net Tax	Penalty	Interest	Other	Amount Due
									\$ 0.00

No Tax Information available on this parcel.

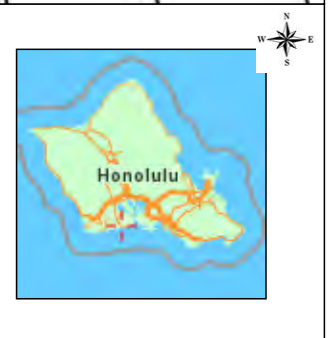
Previous Parcel	Next Parcel	Return to Main Search Page	Honolulu Home	Real Property Home
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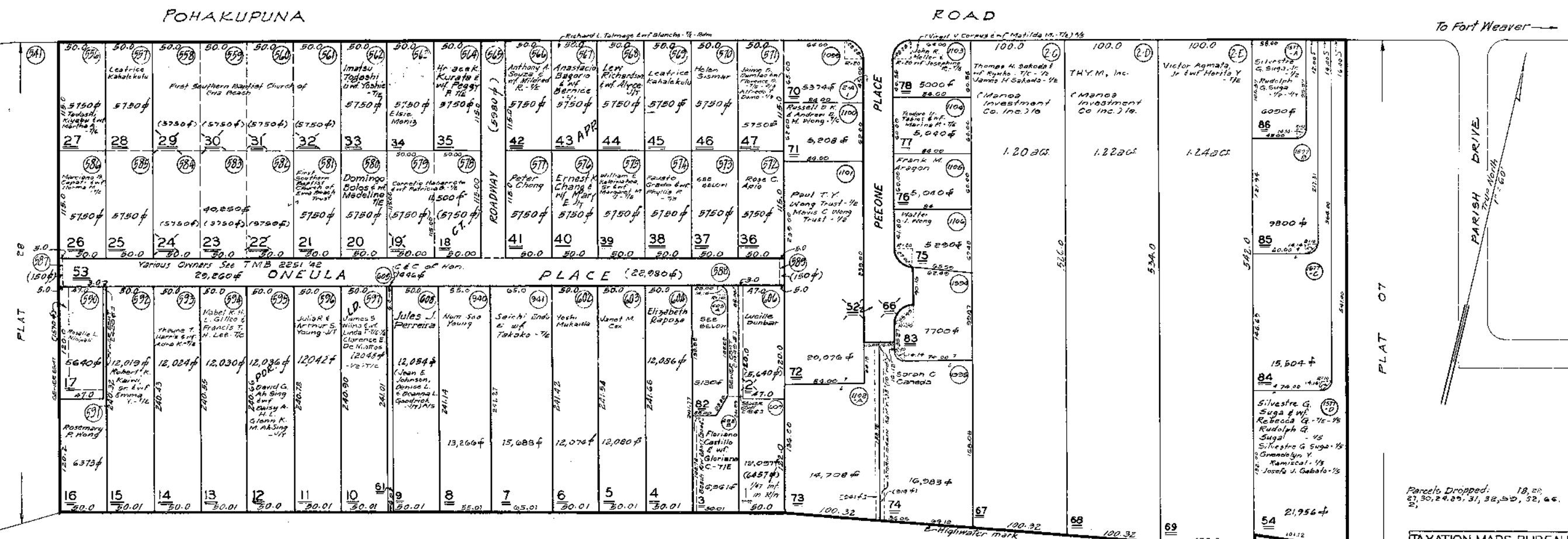
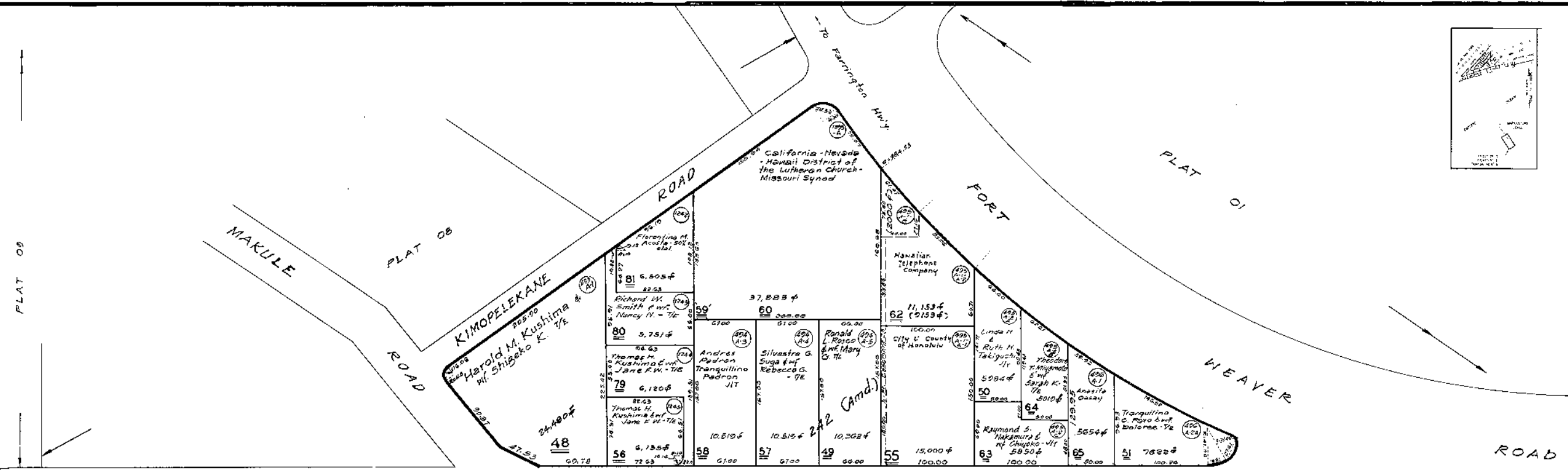
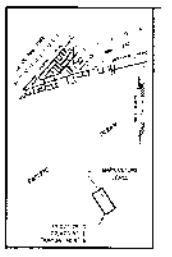
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3. Ewa Beach Old Fire Dept. (91-832 Pohakupuna Rd., Ewa Beach, HI, 96706)			
Parcel: 910250550000 Acres: 0.3444			
Name:	CITY AND COUNTY OF HONOLULU	Land Value:	198500
Site:	91-832 POHAKUPUNA RD	Building Value:	70200
Sale:		Exempt Value:	268700
Mail:		Taxable Value:	0



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 Date printed: 01/11/16 : 21:15:25



Dwg No. 2251
Source: Tax Maps Bureau of D.C.T. App. Eng. (Am'd)
L.A.A. H.N. Oct. 1937
By

PUULOA BEACH, EWA, OAHU.

82 Lorna C. Igawa

SEA
37 William E. Kalaiahooe, Sr.
& Margaret M. - 76
Andrew H. Bannister & wife
Jill - 76
Robert Tatum & wife - 71 76

Parcels Dropped: 18, 28, 29, 30, 31, 32, 33, 52, 64, 65

TAXATION MAPS BUREAU		
TERRITORY OF HAWAII		
TAX MAP		
FIRST DIVISION		
ZONE	SEC.	PLAT
9	1	25
CONTAINING PARCELS		
SCALE: 1 in. = 60 ft.		

SUBJECT TO CHANGE



91 Pohakupuna Rd

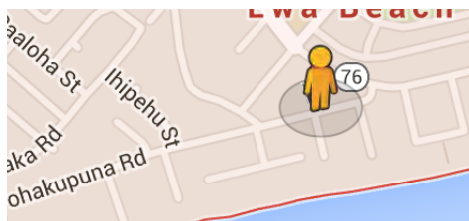
Old Fire Dept. / 13,000 Sq. Ft. Parcel (.3444 acre) / Property: \$222,800 / Building: \$70,200 / Owner: City & County of Honolulu



Image capture: Jun 2011 © 2016 Google

Ewa Beach, Hawaii

Street View - Jun 2011



Google Maps Ewa Beach, HI



Imagery ©2016 Google, Map data ©2016 Google 20 ft

1. 91-603 Pohakupuna Rd. Site (Tier I, Long-Term)

Address: 91-603 Pohakupuna Rd.

Owner: Pensa Nuwind LLC (Honolulu, HI; real estate LLC; agent: Thomas Foley)

Current Use: vacant, no structures

Size: 2.7438 acres (119,522 sq. ft.)

Headline Strategy: purchase land via HEDCO, term loan, or private funder; develop site, build facility.

Facility Components*	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Cost to Build		✓	
Debt Service		✓	
Growth Possibility	✓		
Proximity to Target Pop.	✓		
Need for Renovation	✓		
Ability to Renovate	✓		
Readiness for Students	✓		
Size/Capacity	✓		
Amenities	✓		

**this is referring to a new facility that we would build for our terminal year and capacity*



Previous Parcel	Next Parcel	Return to Main Search Page	Honolulu Home	Real Property Home
Owner and Parcel Information Print Owner Info				
Parcel Number	910280400000	Data current as of	January 11, 2016	
Owner Name	PENSA NUWIND LLC Fee Owner	Project Name		
Location Address	91-603 POHAKUPUNA RD	Plat Map	Plat Map PDF	
Property Class	RESIDENTIAL A	Parcel Map	GIS Parcel Map	
Land Area (approximate sq ft)	119,522	Legal Information LOT 1420 LCAPP 242 MAP 190		
Land Area (acres)	2.7438			
Any ownership changes after assessment date of October 1 will be reflected on website after assessment roll certification on or after January 31.				

Assessment Information Show Historical Assessments Print Assessment Info											
Assessment Year	Property Class	Assessed Land Value	Dedicated Use Value	Land Exemption	Net Taxable Land Value	Assessed Building Value	Building Exemption	Net Taxable Building Value	Total Property Assessed Value	Total Property Exemption	Total Net Taxable Value
2016	RESIDENTIAL A	\$ 2,219,600	\$ 0	\$ 0	\$ 2,219,600	\$ 0	\$ 0	\$ 0	\$ 2,219,600	\$ 0	\$ 2,219,600

Appeal Information Print Appeal Info											
No appeal information on parcel.											

Land Information Print Land			
Property Class	Square Footage	Acreage	Agricultural Use Indicator
RESIDENTIAL	119,522	2.7438	

Improvement Information											
No improvement information available for this parcel.											

Other Building and Yard Improvements			
Description	Quantity	Year Built	Area
No information associated with this parcel.			

Permit Information Department of Planning and Permitting (DPP)			
Date	Permit Number	Reason	Permit Amount
05/13/2003	548733	OTHER WORK	\$ 3,000

Sales Information Print Sales Info								
Sale Date	Sale Amount	Instrument #	Instrument Type	Instrument Description	Date of Recording	Land Court Document Number	Cert #	Book/Page
04/16/2003	\$ 1,300,000		FEE CONVEYANCE	Deed	04/22/2003	2918187	643108	
06/01/1986	\$ 695,000		FEE CONVEYANCE					

Current Tax Bill Information 2015 Tax Payments Show Historical Taxes Treasury Division Current Bill									
Tax Period	Description	Original Due Date	Taxes Assessment	Tax Credits	Net Tax	Penalty	Interest	Other	Amount Due
2015-2	Property Tax	02/22/2016	\$ 4,974.00	\$ 0.00	\$ 4,974.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 4,974.00
									\$ 4,974.00
Tax bill is computed to 01/31/2016 Or pay online at www.hnlpay.com Other Payment Options Click Here									

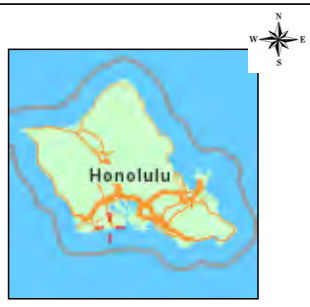
Previous Parcel	Next Parcel	Return to Main Search Page	Honolulu Home	Real Property Home
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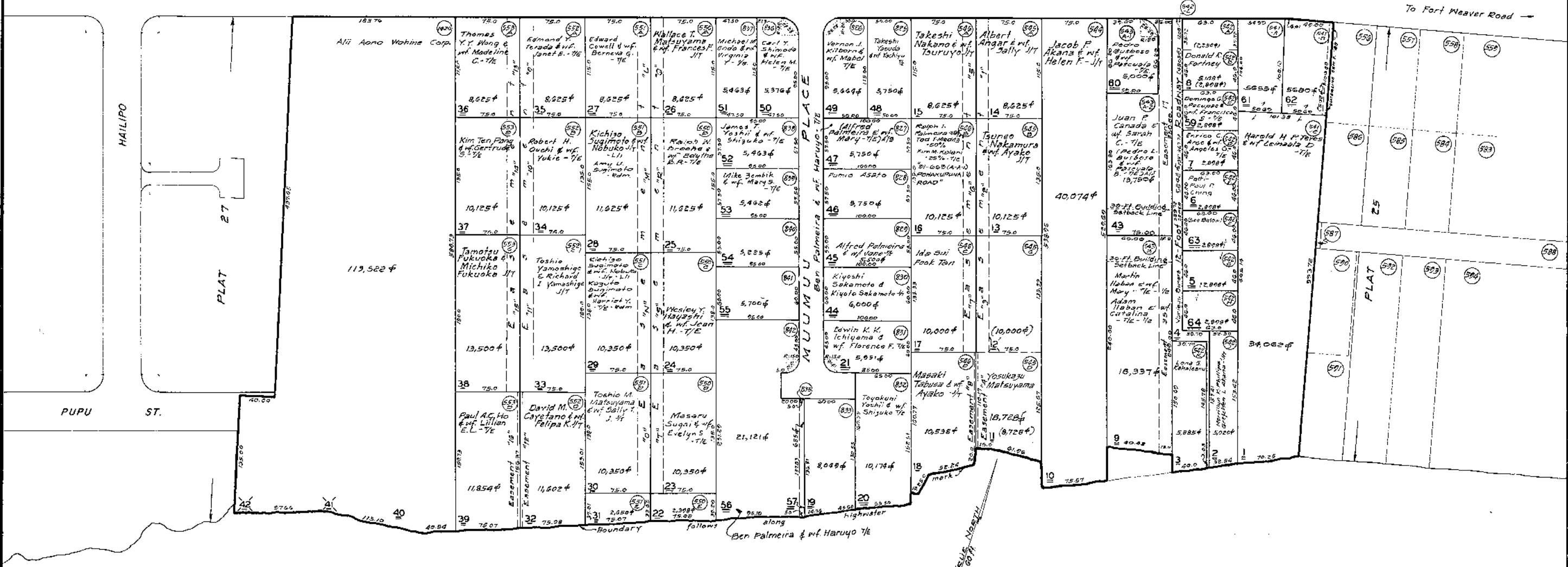
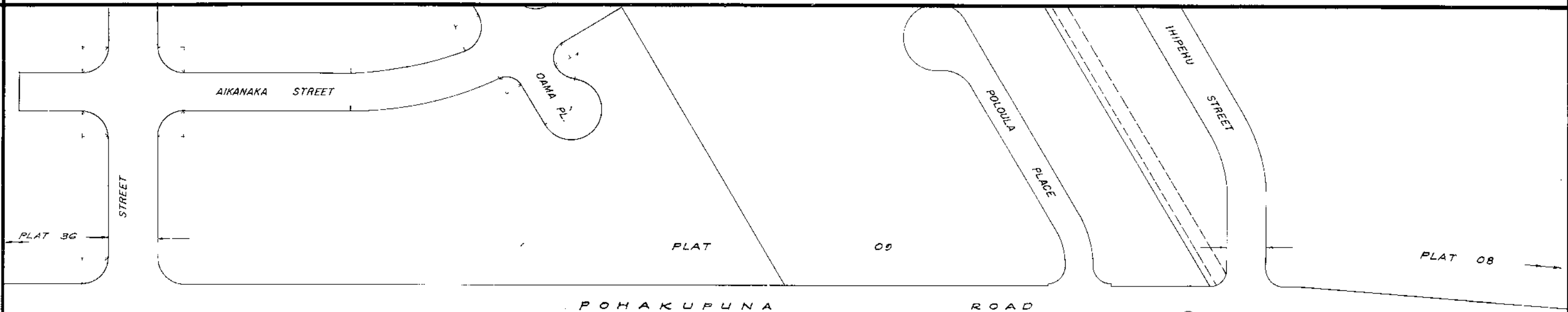
© 2014 by City and County of Honolulu Real Property Tax Office | Website design by [qPublic.net](#)



sd			
Parcel: 910280400000 Acres: 2.7438			
Name:	PENSA NUWIND LLC	Land Value:	882100
Site:	91-603 POHAKUPUNA RD	Building Value:	58700
Sale:	\$1300000 on 2003-04-16 Reason= Qual=	Exempt Value:	0
Mail:	1620 ALA MOANA BLVD #510 HONOLULU, HI 96815	Taxable Value:	940800



*Honolulu County makes every effort to produce the most accurate information possible. No warranties, expressed or implied, are provided for the data herein, its use or interpretation. The assessment information is from the last certified taxroll. All data is subject to change before the next certified taxroll. The 'parcels' layer is intended to be used for visual purposes only and should not be used for boundary interpretations or other spatial analysis beyond the limitations of the data. The 'parcels' data layer does not contain metes and bounds described accuracy therefore, please use caution when viewing this data. Overlaying this layer with other data layers that may not have used this layer as a base may not produce precise results. GPS and imagery data will not overlay exactly.
 Date printed: 01/11/16 : 21:52:50



Dwg. No.: 3807
 Ld. Ct. App. 242 maps-19, 58, 59, 60 & THD.
 Source: HN & RYT
 Date: Dec. 1948.
 By:

FOR PUULOA, ENA, OAHU (For Ld. Ct. App. 242)

5, 64, 63 Joseph T. Montalto & wf Margaret F. Judith A. Montalto - J/T

Parcels Dropped: (2, 58, in case) 41, 42

TAXATION MAPS BUREAU		
TERRITORY OF HAWAII		
TAX MAP		
FIRST	DIVISION	
ZONE	SEC.	PLAT
9	1	28
CONTAINING PARCELS		
SCALE: 1 IN. = 60 FT.		

SUBJECT TO CHANGE



91 Pohakupuna Rd

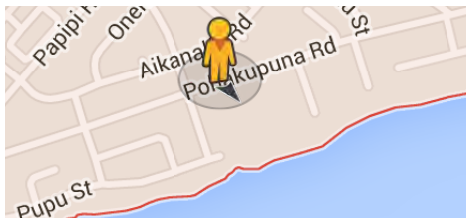
Undeveloped Lan / 119, 522 Sq. Ft. Parcel (2.7438 acre) / Property: \$2,219,600 / Building: \$0 / Owner: Pensa Nuwind LLC



Image capture: Jun 2011 © 2016 Google


Ewa Beach, Hawaii

Street View - Jun 2011



Google Maps Ewa Beach, HI



Imagery ©2016 Google, Map data ©2016 Google 100 ft 

2. Ewa Beach Community Park (Tier I, Long-Term)

Address: 91-955 North Road, Ewa Beach, HI, 96706

Owner: City and County of Honolulu

Current Use: community center, recreation

Size: 13.1721 acres (573,776 sq. ft.)

Headline Strategy: similar to Pohakupuna strategy, however as land is owned by City and County, we would explore renting and co-development opportunities on part of the park to build an educational facility.

Facility Components*	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Cost to Build		✓	
Debt Service		✓	
Growth Possibility	✓		
Proximity to Target Pop.	✓		
Need for Renovation	✓		
Ability to Renovate	✓		
Readiness for Students	✓		
Size/Capacity	✓		
Amenities	✓		



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Owner and Parcel Information [Print Owner Info](#)

Parcel Number	910010100000	Data current as of	January 11, 2016
Owner Name	CITY AND COUNTY OF HONOLULU Fee Owner	Project Name	
Location Address	91-955 NORTH RD EWA BCH	Plat Map	Plat Map PDF
Property Class	RESIDENTIAL	Parcel Map	GIS Parcel Map
Land Area (approximate sq ft)	573,776	Legal Information	
Land Area (acres)	13.1721		

Any ownership changes after assessment date of October 1 will be reflected on website after assessment roll certification on or after January 31.

Assessment Information [Show Historical Assessments](#) [Print Assessment Info](#)

Assessment Year	Property Class	Assessed Land Value	Dedicated Use Value	Land Exemption	Net Taxable Land Value	Assessed Building Value	Building Exemption	Net Taxable Building Value	Total Property Assessed Value	Total Property Exemption	Total Net Taxable Value
2016	RESIDENTIAL	\$ 9,714,800	\$ 0	\$ 9,714,800	\$ 0	\$ 107,700	\$ 107,700	\$ 0	\$ 9,822,500	\$ 9,822,500	\$ 0

Appeal Information [Print Appeal Info](#)

No appeal information on parcel.

Land Information [Print Land](#)

Property Class	Square Footage	Acreage	Agricultural Use Indicator
RESIDENTIAL	573,776	13.1721	

Improvement Information

No improvement information available for this parcel.

Other Building and Yard Improvements

Description	Quantity	Year Built	Area
No information associated with this parcel.			

Permit Information [Department of Planning and Permitting \(DPP\)](#)

Date	Permit Number	Reason	Permit Amount
02/08/2006	0004587	FIRE DAMAGE	\$ 100
08/13/1999	435082		\$ 950,000
07/15/1994	354823		\$ 62,000
07/01/1993	337688		\$ 100,000
03/02/1988	250904		\$ 220,000

Sales Information [Print Sales Info](#)

Sale Date	Sale Amount	Instrument #	Instrument Type	Instrument Description	Date of Recording	Land Court Document Number	Cert #	Book/Page
No sales information associated with this parcel.								

Current Tax Bill Information [2015 Tax Payments](#) [Show Historical Taxes](#) [Treasury Division](#) [Current Bill](#)

Tax Period	Description	Original Due Date	Taxes Assessment	Tax Credits	Net Tax	Penalty	Interest	Other	Amount Due
									\$ 0.00

No Tax Information available on this parcel.

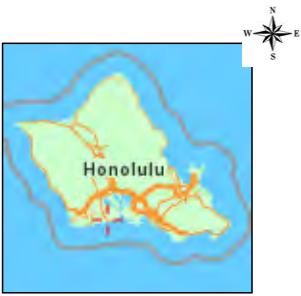
Previous Parcel	Next Parcel	Return to Main Search Page	Honolulu Home	Real Property Home
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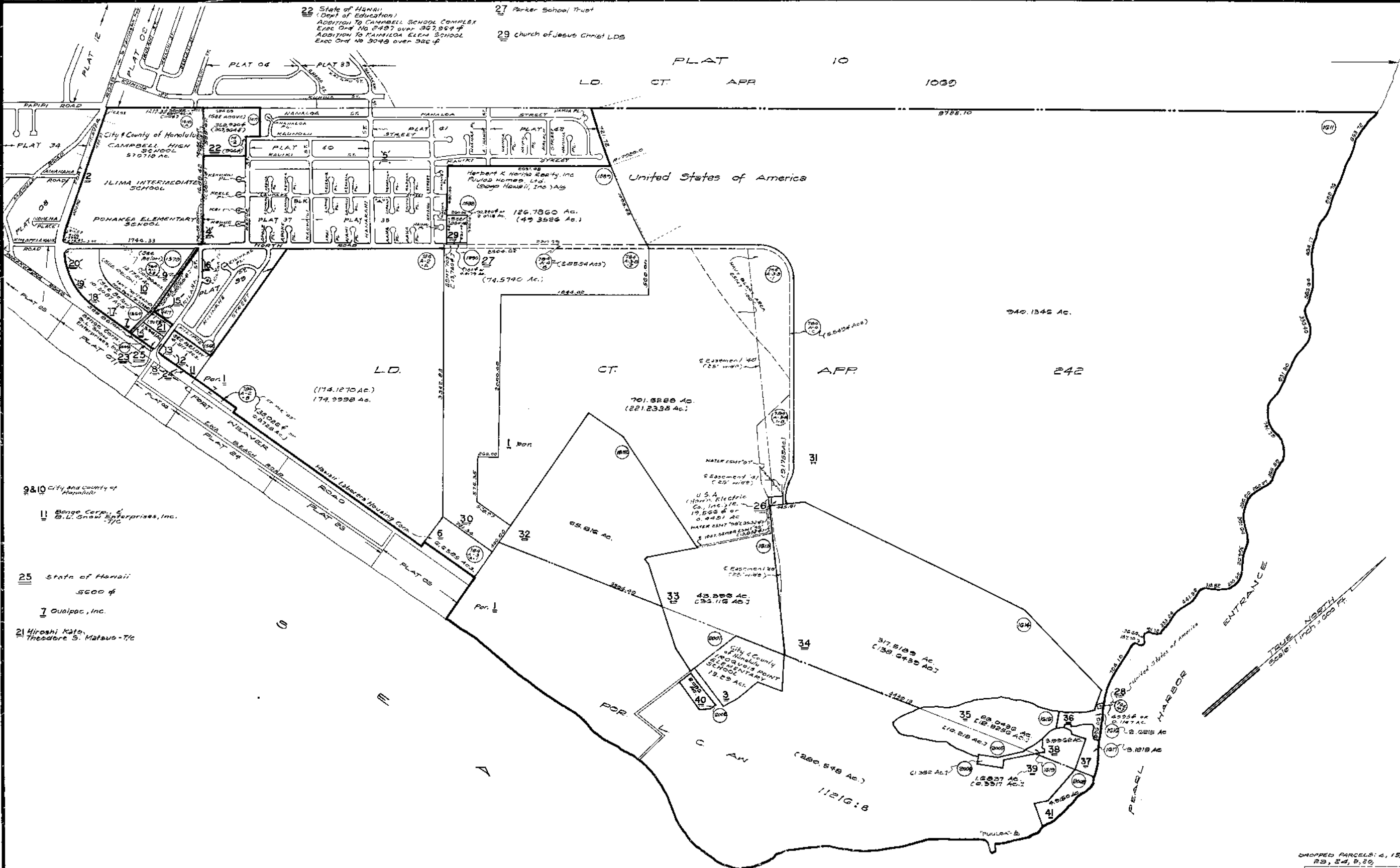
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Ewa Beach Community Park Center (91-955 North Road, Ewa Beach, HI, 96706) Map

Parcel: 910010100000 Acres: 13.1721			
Name:	CITY AND COUNTY OF HONOLULU	Land Value:	794900
Site:	91-955 NORTH RD EWA BCH	Building Value:	107700
Sale:		Exempt Value:	902600
Mail:		Taxable Value:	0





22 State of Hawaii (Dept of Education)
 ADDITION TO CAMPBELL SCHOOL COMPLEX
 EXEC ORD NO 3097 OVER 307,964 F
 ADDITION TO KANALOA ELEM SCHOOL
 EXEC ORD NO 3098 OVER 306 F

27 Parker School Trust

29 Church of Jesus Christ LDS

PLAT 10
 LD CT APP
 1060

United States of America

9&10 City and County of Honolulu
 Benge Corp. &
 B.L. Snow Enterprises, Inc.
 77C

25 State of Hawaii
 5600 F

Qualpac, Inc.

21 Hiroshi Kato,
 Theodore S. Mataua-7/c

DROPPED PARCELS: 4, 15, 16, 12, 13, 23, 24, 25

TAXATION MAPS BUREAU		
TERRITORY OF HAWAII		
FIRST DIVISION		
ZONE	SEC.	PLAT
9	1	01
CONTAINING PARCELS		
SCALE: 1 IN. = 600 FT.		

FOR PUULOA, ENA, OAFU

SUBJECT TO CHANGE

DWG NO: 3061
 SOURCE: SET APP 242-4507 64
 BY: H.L. Tinsley, S., Dec 1948



91 N Rd

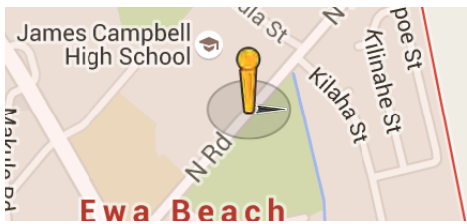
Ewa Beach Community Park Center / 573, 776 Sq. Ft. Parcel (13.1721 acre) / Property: \$9,714,800 / Building: \$107,700 / Owner: City & County of Honolulu



Image capture: Aug 2011 © 2016 Google

Ewa Beach, Hawaii

Street View - Aug 2011



Google Maps Ewa Beach, HI



Imagery ©2016 Google, Map data ©2016 Google 100 ft

3. UH West O’ahu (Tier I, Long-Term)

Address: 91-1001 Farrington Highway, Kapolei, HI 96707

Owner: University of Hawai’i

Current Use: college campus

Size: 192.562 acres (8,388,001 sq. ft.)

Headline Strategy: co-locate on college campus through syndicate financing of a 700-student facility; white paper submitted to former chancellor in summer 2015 was given consideration and will be revisited with current leadership for longer term plan, partnership, programming, and pipeline.

Facility Components*	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Cost to Build		✓	
Debt Service		✓	
Growth Possibility	✓		
Proximity to Target Pop.	✓		
Need for Renovation	✓		
Ability to Renovate	✓		
Readiness for Students	✓		
Size/Capacity	✓		
Amenities	✓		



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Owner and Parcel Information [Print Owner Info](#)

Parcel Number	910162200000	Data current as of	January 11, 2016
Owner Name	UNIVERSITY OF HAWAII Fee Owner	Project Name	
Location Address		Plat Map	Plat Map PDF
Property Class	COMMERCIAL	Parcel Map	GIS Parcel Map
Land Area (approximate sq ft)	8,388,001	Legal Information	
Land Area (acres)	192.562	LOT 19597 192.562 AC MAP 1556 LCAPP 1069	

Any ownership changes after assessment date of October 1 will be reflected on website after assessment roll certification on or after January 31.

Assessment Information [Show Historical Assessments](#) [Print Assessment Info](#)

Assessment Year	Property Class	Assessed Land Value	Dedicated Use Value	Land Exemption	Net Taxable Land Value	Assessed Building Value	Building Exemption	Net Taxable Building Value	Total Property Assessed Value	Total Property Exemption	Total Net Taxable Value
2016	COMMERCIAL	\$ 193,762,800	\$ 0	\$ 193,762,800	\$ 0	\$ 51,584,400	\$ 0	\$ 51,584,400	\$ 245,347,200	\$ 193,762,800	\$ 51,584,400

Appeal Information [Print Appeal Info](#)

No appeal information on parcel.

Land Information [Print Land](#)

Property Class	Square Footage	Acreage	Agricultural Use Indicator
COMMERCIAL	8,388,001	192.562	

Commercial Improvement Information

Property Class	Building Card	Building Number	Improvement Name	Identical Units	Units	Structure Type	Year Built	Effective Year Built	Gross Building Description	Sketch
	1	1	LIBRARY	0	0	COMMERCIAL C-4 (MAS)	2012	2012		NA

Commercial Building Sections

Card	Section	Level From	Level To	Area	Perimeter	Usage	Wall Height	Exterior Wall	Frame Type
1		1	2	30,032	1040	SCHOOL	12	MASONRY	MASONRY

Property Class	Building Card	Building Number	Improvement Name	Identical Units	Units	Structure Type	Year Built	Effective Year Built	Gross Building Description	Sketch
	2	1	ADMIN BLDG	0	0	COMMERCIAL C-4 (MAS)	2012	2012		NA

Commercial Building Sections

Card	Section	Level From	Level To	Area	Perimeter	Usage	Wall Height	Exterior Wall	Frame Type
2		1	2	15,717	420	SCHOOL	12	MASONRY	MASONRY

Property Class	Building Card	Building Number	Improvement Name	Identical Units	Units	Structure Type	Year Built	Effective Year Built	Gross Building Description	Sketch
	3	1	CAMPUS CENTER	0	0	COMMERCIAL C-4 (MAS)	2012	2012		NA

Commercial Building Sections

Card	Section	Level From	Level To	Area	Perimeter	Usage	Wall Height	Exterior Wall	Frame Type
3		1	2	31,734	950	SCHOOL	12	MASONRY	MASONRY

Property Class	Building Card	Building Number	Improvement Name	Identical Units	Units	Structure Type	Year Built	Effective Year Built	Gross Building Description	Sketch
	4	1	LABS BLDG	0	0	COMMERCIAL C-4 (MAS)	2012	2012		NA

Commercial Building Sections

Card	Section	Level From	Level To	Area	Perimeter	Usage	Wall Height	Exterior Wall	Frame Type
------	---------	------------	----------	------	-----------	-------	-------------	---------------	------------

Card	Section	Level From	Level To	Area	Perimeter	Usage	Wall Height	Exterior Wall	Frame Type
4		1	2	20,899	775	SCHOOL	12	MASONRY	MASONRY

Property Class	Building Card	Building Number	Improvement Name	Identical Units	Units	Structure Type	Year Built	Effective Year Built	Gross Building Description	Sketch
	5	1	CLASSROOMS	0	0	COMMERCIAL C-4 (MAS)	2012	2012		NA

Commercial Building Sections

Card	Section	Level From	Level To	Area	Perimeter	Usage	Wall Height	Exterior Wall	Frame Type
5		1	2	20,568	775	SCHOOL	12	MASONRY	MASONRY

Other Building and Yard Improvements

Description	Quantity	Year Built	Area
No information associated with this parcel.			

Permit Information Department of Planning and Permitting (DPP)

Date	Permit Number	Reason	Permit Amount
07/14/2015	769708	ELECTRICAL	\$ 150,000
09/27/2013	733676	PLUMBING	\$ 1,000,000
09/24/2013	733309	ELECTRICAL	\$ 1,500
10/08/2012	704757	ALTERATION	\$ 3,000
07/16/2012	697094	NEW BUILDING	\$ 5,700,000
07/16/2012	697091	NEW BUILDING	\$ 3,250,000
07/16/2012	697090	NEW BUILDING	\$ 7,200,000
06/18/2012	694452	NEW BUILDING	\$ 9,000,000
06/18/2012	694448	NEW BUILDING	\$ 8,000,000
06/18/2012	694447	RETAINING WALL	\$ 3,000,000
06/15/2012	694415	NEW BUILDING	\$ 3,000,000
01/05/2011	666017	FOUNDATION ONLY	\$ 300,000
01/05/2011	666016	FOUNDATION ONLY	\$ 800,000
10/07/2010	662161	FOUNDATION ONLY	\$ 800,000
10/07/2010	662160	FOUNDATION ONLY	\$ 300,000
10/07/2010	662158	FOUNDATION ONLY	\$ 900,000

Sales Information Print Sales Info

Sale Date	Sale Amount	Instrument #	Instrument Type	Instrument Description	Date of Recording	Land Court Document Number	Cert #	Book/Page
09/26/2012			FEE CONVEYANCE	Route Slip	09/26/2012			
02/28/2012			FEE CONVEYANCE	Grant of easement	03/09/2012	T8103375	628374	

Current Tax Bill Information 2016 Tax Payments Show Historical Taxes Treasury Division Current Bill

Tax Period	Description	Original Due Date	Taxes Assessment	Tax Credits	Net Tax	Penalty	Interest	Other	Amount Due
									\$ 0.00
No Tax Information available on this parcel.									

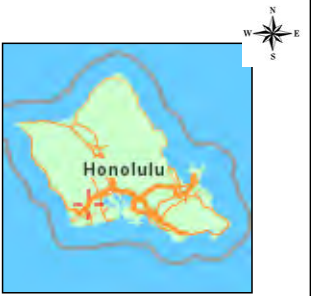
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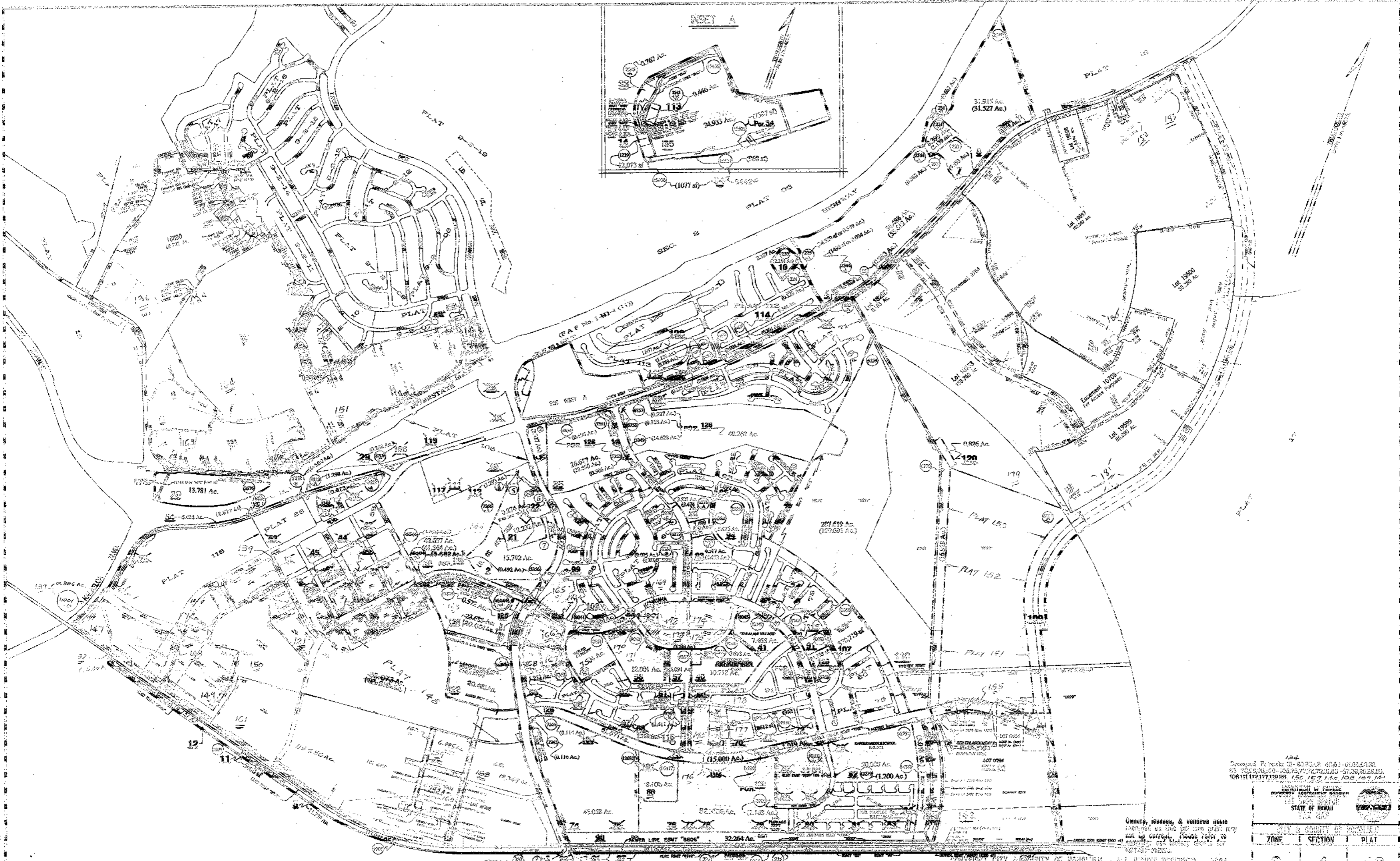
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2			
Parcel: 910162200000 Acres: 192.562			
Name:	UNIVERSITY OF HAWAII	Land Value:	11746300
Site:		Building Value:	0
Sale:		Exempt Value:	11746300
Mail:	>	Taxable Value:	0
	,		





Revised Plat No. 134
 55 106 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155



Owners, lessees, & vendees hereon
 are advised that this map was prepared
 not be current. Please refer to
 appropriate and latest records for
 detailed information.

CITY & COUNTY OF HONOLULU
 ZONE 1 SECTION 1 PLAT 134



University of Hawai'i - West O'ahu



Imagery ©2016 Google, Map data ©2016 Google 500 ft

TIER II Short-term Possible Options

Our short-term possible options are currently being explored and are essentially our second-tier choices due to the feasibility of co-locating temporarily and using portables as the core strategy for facilities (previously, they are mentioned as auxiliary and secondary supports).

Short-term:

(1) Ilima Intermediate, (2) Portables on DOE Land; (3) Portables on Ewa Beach Community Park Land

Ilima Intermediate (Tier II, Short-Term)

Address: 91-884 Fort Weaver Rd., Ewa Beach, HI, 96706

Owner: City and County of Honolulu

Current Use: Ilima Intermediate School

Size: 57.0718 acres (includes Pohakea Elementary and Campbell High School land as well)

Headline Strategy: engage in strategic conversation and partnership with principal Chris Bonilla, CAS Heidi Armstrong, and identify viable strategies for co-locate up to 300 students in existing buildings or additional portables, particularly on the mountain side of the campus (near parking lot and fields).

Facility Components*	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Cost to Build	✓		
Growth Possibility			✓
Proximity to Target Pop.	✓		
Need for Renovation		✓	
Ability to Renovate		✓	
Readiness for Students	✓		
Size/Capacity		✓	
Amenities		✓	

Portables on DOE Land (Tier II, Short-Term)

Address: 91-750 Fort Weaver Campbell Rd. (overall DOE parcel cited above; 57+ acres)

Owner: City and County of Honolulu

Current Use: Ilima Intermediate School; Pohakea Elementary; Campbell High School

Size: 57.0718 acres (includes Pohakea Elementary and Campbell High School land as well)

Headline Strategy: engage in strategic conversation and partnership with Ilima principal Chris Bonilla, Pohakea principal Wong, Campbell High principal Lee, and CAS Heidi Armstrong; and collectively identify viable strategies for co-locating up to 300 students in portables on vacant parcels of the 57+ acres.

Facility Components*	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Debt Service	✓		
Growth Possibility			✓
Proximity to Target Pop.	✓		
Need for Renovation		✓	
Ability to Renovate		✓	
Readiness for Students	✓		
Size/Capacity		✓	
Amenities			✓

Portables on Ewa Beach Community Park Land (Tier II, Short-Term)

Address: 91-955 North Road, Ewa Beach, HI, 96706

Owner: City and County of Honolulu

Current Use: community center, storage

Size:13.1721 acres (573,776 sq. ft.)

Headline Strategy: partner with City and County to develop zoning plan for where to strategically cluster portables, engage Army (Ilima Intermediate portable builder) and other portable manufacturers (Pohakea builder) to plot out park footprint

Facility Components*	Highly Feasible	Feasible	Less Feasible
Rent Affordability	✓		
Growth Possibility			✓
Proximity to Target Pop.	✓		
Need for Renovation		✓	
Ability to Renovate		✓	
Readiness for Students	✓		
Size/Capacity		✓	
Amenities			✓

TIER II Long-term Possible Options

Our longer-term, tier-two option include similar strategies as our first-tier strategies - university partnership and co-location, land development, city and county partnership - however they are not as feasible due to relationship, proximity, and size. They are, however, possible options, which is why they are considered in our analysis.

Long-term:

(1) Tokai International College; (2) Pu‘uloa Playground; (3) Gentry, Haseko Parcels

(Please note, feasibility maps are primarily feasible and less feasible therefore not adding differentiation value to this analysis; additional research and strategic partnerships would be needed to explore these tier-two longer-term options)

Tokai International College (Tier II, Long-Term)

Address: 91-971 Farrington Highway, Kapolei, HI 96707

Owner: Gakko Hojin Tokai Diagaku

Current Use: international college

Size: 6.594 acres (287,235 sq. ft.)

Headline Strategy: co-locate and build on current and/or acquired land (from UH West O’ahu); similar strategy to UH West O’ahu via Tokai partnership

Pu’uloa Playground (Tier II, Long-Term)

Address: 91-1020 Ahona St, Ewa Beach, HI, 96706

Owner: City & County of Honolulu

Current Use: recreation

Size: 4.3459 acres (189,306 sq. ft.)

Headline Strategy: similar to Ewa Beach Community Park strategy, we would explore renting and co-development opportunities with the city and county on part of the park to build an educational facility.

Gentry, Haseko Parcels (Tier II, Long-Term)

Addresses: undisclosed

Owners: Gentry, Haseko

Current Use: N/A

Current Size: N/A

Headline Strategy: our team has been involved in discussions with regional developers and individuals close to the development of the region; we will continue investigating the potential for land to be gift, sold at cost, or rented from various developers in order to partner to assist with the easing the impact their developments are putting on existing school infrastructure.

TIER III Short- and Long-term Less Likely Options

These options will need additional due diligence, analysis, and consideration. This inclusion is primarily to show the range of land and facility options that have been considered as of February 2016. We will continue to investigate viable short- and long-term land and facility options for house our educational program.

Short-term (Tier III, Short-Term)

1. UH West O’ahu
2. Tokai International College
3. Kroc Center
4. Aloha Community Church
5. Ewa Beach Baptist Church
6. Ewa Beach Church of Nazarene
7. Our Lady of Perpetual Help Church

Long-term (Tier III, Long-Term)

(1) 91-1309 Roosevelt Ave, Kapolei

Attachment BB - Start-Up Project Management Plan (including pre-opening phase development)

Three Views/Layers

The start-up plan will be looked at from three different levels:

- 30,000 foot “bird’s eye view” (focus: milestones)
- The balcony (focus: timeline)
- Into the weeds (focus: tasks and personnel alignment)

The three views allows our team to look at the broader picture and see the moving pieces, while also seeing how those pieces overlap on a timeline, and finally what is exactly happening and who is doing it. This approach will allow for a cohesive, 18-month approach to start-up and preparation for August 2017 opening of the proposed school.

(I) The Bird's Eye View (Milestones)

This is our start-up plan at the “30,000 ft.” level, offering a high-level snapshot of key milestones we will be focusing on during start-up across our academic, organizational, and financial priority areas. These are the headlines and our overall focus areas for the 18 months leading up to open.

ACADEMIC

- Leadership Support Team - strategically recruit, select, develop, and gel.
- Teaching Team - market, informational rounds, create diverse candidate pool, interview, select, prepare.
- Curriculum - extrapolate, provide.
- Partnerships - Explore, Establish, Deepen, Align, and Enact.
- RTI Support - Identify Students, Align.

ORGANIZATIONAL

- Applicant Governing Board → Founding School Board - articulate and explain application to State, build awareness of school, dissolve → official board founded - increase capacity, build school awareness, engage in development and training, recruit families and partners, establish culture.
- Student Recruitment, Admissions, and Enrollment - media engagement, canvassing, informing, lottery, admissions and partnership-building, enrollment and preparation.
- Parent Involvement & Community Engagement - volunteering, coffee hours, one:one, Community Coalition and partnership building.
- Non-profit Involvement - grant writing, friend- and awareness- building, increase capacity, and engage in training and development.
- Facility - explore, identify, secure, finance, renovate, prepare.
- Tech - explore, prototype, establish website and presence (media, social media), build institutional database and systems, train and develop personnel, and Embed.

FINANCIAL

- Cash Flow - project, align, and build.
 - Facilities Funding - explore, apply, fund.
 - Fundraising - apply, educate, fund.
 - State & Federal Funding - administrate, fund.
- Expenses - project, align, monitor.

(II) From the Balcony (Timeline)

This level offers an 18-month, six-quarter timeline from beginning of 2016 through July 2017 pre-open/open; timeline is chunked quarterly and is aligned to individual plans within academic, organizational, and financial plans.

Timeline	<u>Jan-Mar '16</u> <u>(Q1)</u>	<u>Apr-Jun '16</u> <u>(Q2)</u>	<u>Jul-Sep '16</u> <u>(Q3)</u>	<u>Oct-Dec '16</u> <u>(Q4)</u>	<u>Jan-Mar '17</u> <u>(Q1)</u>	<u>Apr-Jun '17</u> <u>(Q2)</u>
Academic						
Leadership Support Team	HOLD	HOLD	Diverse pool created	Interviews & team selected	Team on-boarded	Team developed & ready for students
Teaching Team	HOLD	HOLD	Media release, application portal open	Informational fair I, one:one meetings conducted	Informational fair II; diverse pool created	Interviews conducted, teachers hired, PD offered, ready for students
Curriculum	Selected	Selected	Selected	Extrapolated	Built out & ready for teachers	Re-worked and ready for students
Partnerships	Explored	Explored	Founded	Developed	Aligned	Ready for Students
RTI Support	HOLD	HOLD	HOLD	HOLD	Identified	Ready for Students

Timeline	<u>Jan-Mar '16</u> <u>(Q1)</u>	<u>Apr-Jun '16</u> <u>(Q2)</u>	<u>Jul-Sep '16</u> <u>(Q3)</u>	<u>Oct-Dec '16</u> <u>(Q4)</u>	<u>Jan-Mar '17</u> <u>(Q1)</u>	<u>Apr-Jun '17</u> <u>(Q2)</u>
Organizational						
Applicant Governing Board → Founding School Board	Submit Application	Complete Interview and Pass to Commission Decision	Obtain Charter; Dissolve; Formed; Additional 3 Members On-Boarded (7)	Additional 2 Members On-Boarded (9)	Monthly Trainings	Monthly Trainings; Ready to Open
Student Recruitment, Admission & Enrollment	N/A	N/A	Media Release	Complete Canvassing I; Open House 1; 2 Informational Sessions	Complete Canvassing II; Open House 2; Lottery Held;	Families Matriculated; Accepted Open Houses (2); Families Ready for Day 1
Parent Involvement & Community Engagement	Monthly Talk Stories Conducted	Monthly Talk Stories Conducted	Monthly Talk Stories Conducted; Partnership Development; One:one Open Door	Monthly Talk Stories Conducted; Partnership Development; One:one Open Door	Monthly Talk Stories Conducted; Partnership Development; One:one Open Door	Monthly Talk Stories Conducted; Families Ready for Day 1
Non-Profit Involvement	High Priority Year 0 Grants Written	Tier II Year 0 Grants Written	Tier III Year 0 Grants Written; Recruit & Build Board	Financial Strategy for the Year Finalized; Recruit & Build Board	High Priority Year 1 Grants Written; Recruit & Build Board	Tier II Year 1 Grants Written; Recruit & Build Board
Facility	Identify	Explore	Secure	Renovate	Renovate	Prepare for Open

Tech	Explore	Explore	Frame Needs; Consult; Prototype / Pilot	Website, Social Media, Institutional Databases	Campaign and engage with Databases, Website, and Build Platform	Share with Teachers, Build, Prepare
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Timeline **Jan-Mar '16 (Q1)** **Apr-Jun '16 (Q2)** **Jul-Sep '16 (Q3)** **Oct-Dec '16 (Q4)** **Jan-Mar '17 (Q1)** **Apr-Jun '17 (Q2)**

Financial						
Facilities Funding	Establish Funding Pathways	Establish Funding Pathways; Apply	Application and Holding Period; Fund	Fund	Fund	Fund
Fundraising	Submit Foundation Applications (Contingent on Decision)	Submit Foundation Applications (Contingent on Decision)	Announcement; Funding; Grant Writing & Cultivation	Funding; Grant Writing & Cultivation	Funding; Grant Writing & Cultivation	Funding; Grant Writing & Cultivation
State & Federal Funding	HOLD	HOLD	HOLD; Explore Securitization or Borrowing Against Expected Funding	HOLD	HOLD	Receive 60% Per Pupil Funding (July)
Expenses	N/A	N/A	Media announcement, website development	Personnel, facilities, outreach, partnership-building, recruitment, events	Personnel, facilities, outreach, partnership-building, recruitment, lottery, events	Personnel, facilities, outreach, partnership-building, events, materials

Into the Weeds

This section offers a deep dive into the components highlighted above. The main focus of this section is what and who - what is happening in each of the buckets mentioned above and who is driving it.

The main personnel actors are as follows:

- Founding school director
- Applicant governing board
- Founding school board
- Non-profit board
- Leadership Support Team
- Community Coalition

The plan will be broken into three components: academic, organizational, and financial. It will follow a similar structure as above, aligning our headline focus areas, timing, and ultimately action plan.

Structure/Template

	Month/Year	Month/Year	Month/Year	Month/Year	Month/Year	Month/Year
Area						
Bucket	Focus	Focus	Focus	Focus	Focus	Focus
Facilitator	Tasks	Tasks	Tasks	Tasks	Tasks	Tasks
Main Collaborators	Collaboration Actions	Collaboration Actions	Collaboration Actions	Collaboration Actions	Collaboration Actions	Collaboration Actions
Outcome	Deliverable	Deliverable	Deliverable	Deliverable	Deliverable	Deliverable

ACADEMIC

Timeline	<u>Jan-Mar</u> '16 (Q1)	<u>Apr-Jun</u> '16 (Q2)	<u>Jul-Sep</u> '16 (Q3)	<u>Oct-Dec</u> '16 (Q4)	<u>Jan-Mar</u> '17 (Q1)	<u>Apr-Jun</u> '17 (Q2)
Area: Academic Leadership Support Team (LST)						
Bucket: Leadership-Support Team	HOLD	HOLD	Diverse pool created	Interviews & team selected	Team on-boarded (stipend funded)	Team developed & ready for students (stipend funded)
Facilitator: Alex	*Identify tier I, II, and pipeline candidates for Leadership Support team	*Conduct outreach and gauge interest	*Continue conversations with potential team members *Draft and circulate job descriptions	*Ask, recruit, interview potential team members *Make offers *Structure	*Design & host Jan. weekend retreat / kick-off for LST *Send weekly e-mail and hold one:one check ins *Provide reading, training materials, and role-identity development materials *Invite to canvas; prepare for informational meetings, lottery, and family conversations	*Invite LST to home / family meetings *Hold bi-weekly weekend meetings / workshops for LST *Engage LST in training and development re: academic plan *Coach members in building role clarity and identity *Co-build initial DH Block scope & sequence
Main Collaborators: Applicant	Generate names; connect	Generate names; connect	Generate names; connect candidates with	Co-interview (if necessary); available for	Development of on-boarding and training materials	Development of training & development

Governing Board & Founding School Board	candidates with Alex	candidates with Alex	Alex	one:one time, relationship-building		materials
Outcome	Potential team members identified	Potential team members engaged	Pool Created	Team Created (By Dec. 31)	Culture Established	Team Ready to Open School

Timeline **Jan-Mar** **Apr-Jun** **Jul-Sep** **Oct-Dec** **Jan-Mar** **Apr-Jun**
 '16 (Q1) **'16 (Q2)** **'16 (Q3)** **'16 (Q4)** **'17 (Q1)** **'17 (Q2)**

Academic Teaching Team						
Bucket: Teaching Team	HOLD	HOLD	Media release, application portal open	Informational fair I, one:one meetings conducted	Informational fair II; diverse pool created	Interviews conducted, teachers hired, PD offered, ready for students
Facilitator: Alex	*Build ideal candidate profiles for teachers	*Design teaching culture and school profile to share with interested candidates	*Design and send media release and initial marketing for approved application and hiring needs *Share timeline, schedule, and	*Host informational fair I on school for interested parties *Open door for one:one informational meetings / interviews to build initial funnel / pipeline *Engage LST in	*Co-host informational fair II with LST *Build diverse pool of candidates for each teaching role *Continue to market and source opportunities across channels and within hiring streams	*Conduct interviews *Lead LST deliberation on candidates *Observe teachers (if applicable) *Make offers *Distribute materials and check in bi-weekly through spring,

			links	potential candidates (once LST hired)	*Design teaching pre-reading, on-boarding, training, and pre-school year materials	summer in preparation for first 4 PD days *Hold open door policy for teachers to engage, prep
Main Collaborators: Founding School Board & Leadership Support Team	N/A	Editing	Editing	Generate names; connect candidates with Alex	Generate names; connect candidates with Alex	Generate names; connect candidates with Alex; co-interview; co-hire; co-on-board & prep
Outcome	Teacher Profiles	Culture & School Snapshot	Media Presence Created	Informational Fair & Meetings Conducted	Informational Fair & Pool Created	Interviews, Hires, On-boarding Complete; Ready for 4 PD Days

Timeline **Jan-Mar '16 (Q1)** **Apr-Jun '16 (Q2)** **Jul-Sep '16 (Q3)** **Oct-Dec '16 (Q4)** **Jan-Mar '17 (Q1)** **Apr-Jun '17 (Q2)**

Academic Curriculum						
Bucket: Curriculum	Selected	Selected	Selected	Extrapolated	Built out & ready for teachers	Re-worked and ready for students
Facilitator: Alex	No Action	No Action	*Engage CRDG and ULS friends to explore materials, pricing structure,	*Purchase 2017-18 materials and align PD opportunities for LST	*Engage LST in unpacking and building fluency within curriculum	*Lead designing of PD and Q1 scope and sequence for LST; LST leads

			and PD	*Unpack and engage in materials	*Share curricular components with families and partners	for teachers
Main Collaborators: Leadership Support Team; Non-profit				Finance purchase	LST engages with curriculum	LST frames PD for teachers; LST frames Q1 arc for teaching, learning, PD, data
Outcome	N/A	N/A	CRDG Engaged; ULS Engaged	Materials Purchased	LST Knows Curriculum	Teachers Know Curriculum; Q1 Framed

Timeline **Jan-Mar '16 (Q1)** **Apr-Jun '16 (Q2)** **Jul-Sep '16 (Q3)** **Oct-Dec '16 (Q4)** **Jan-Mar '17 (Q1)** **Apr-Jun '17 (Q2)**

Academic Partnerships						
Bucket: Partnerships	Explored	Explored	Founded	Developed	Aligned	Ready for Students
Facilitator: Alex	*Continue conversations with local, state, and national potential partners across education,	*Continue conversations with local, state, and national potential partners *Send vision, plan, timeline	*Continue conversations with local, state, and national potential partners *Send timeline updates and media releases	*Establish official, public partnerships with local, state, and national partners *Structure public language and architecture of the partnership	*Engage partners (where applicable) in planning process *Communicate monthly to partners with planning updates *Meet with partners (or phone)	*Engage partners (where applicable) in planning process *Communicate monthly to partners with planning updates *Meet with partners (or phone)

	business, cultural, and other areas *Send vision, plan, timeline to partners to engage	to partners to engage	to partners *Structure partnerships and mutual value-add	*Make public partnerships (website, media, social media)	at least once Q1 to align on services / partnership mutual value-add	at least once Q2 to align on services / partnership mutual value-add *Engage Community Coalition in partnership services and discussion *Engage partners in final open houses and opening preparation
Main Collaborators: Founding Applicant Board; Founding Governing Board; Non-profit Board	Boards: source partners, make introductions	Boards: source partners, make introductions	Boards: source partners, make introductions, disseminate information, engage further	Boards: engage and co-structure partnership, public language, and outlook	Board: speaking on behalf of partnership (when applicable)	Board: speaking on behalf of partnership (when applicable)
Outcome	3-5 Additional Organizations Engaged	3-5 Additional Organizations Engaged	Official Partnerships with DH established	Partnerships Public	Partnerships Aligned and Begin Q1	Partnerships Active; Supporting Open

Timeline **Jan-Mar** **Apr-Jun** **Jul-Sep** **Oct-Dec** **Jan-Mar** **Apr-Jun**
 '16 (Q1) **'16 (Q2)** **'16 (Q3)** **'16 (Q4)** **'17 (Q1)** **'17 (Q2)**

Academic RTI Support						
Bucket: RTI Approach	HOLD	HOLD	HOLD	HOLD	Identified	Ready for Students
Facilitator: Alex	No Action	No Action	No Action	*Prep RTI materials for LST to engage with once on-boarded	*Identify students (post lottery) who have legal support needs (IEP, 504B) *Engage LST and board in initial outreach and support plan	*Reach out to families/students who have been admitted and will need additional supports *Meet with families and students *Explore pre-opening support plan and resources to ease transition and jump start support
Main Collaborators: Leadership Support Team	N/A	N/A	N/A	N/A	LST engaged with RTI materials and is familiar with approach	LST engaged with Alex and families as appropriate
Outcome	N/A	N/A	N/A	Prep Materials Created	Students Identified	Families Consulted; Partners & Resources

						Engaged
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ORGANIZATIONAL

Timeline **Jan-Mar** **Apr-Jun** **Jul-Sep** **Oct-Dec** **Jan-Mar** **Apr-Jun**
 '16 (Q1) **'16 (Q2)** **'16 (Q3)** **'16 (Q4)** **'17 (Q1)** **'17 (Q2)**

Organizational Applicant Governing Board → Founding School Board						
Bucket: Applicant Governing Board → Founding School Board	Submit Application	Complete Interview and Pass to Commission Decision	Obtain Charter; Applicant Governing Board Dissolved, Founding School Board Established; 3 New Members Added (7)	Additional 2 Members On-Boarded (9)	Monthly Trainings	Monthly Trainings; Ready to Open
Facilitator: Alex	*Submit application to the State *Engage board members in interview preparation	*Serve as team lead for Commission interview *Engage board in recruiting additional	*Transition board to founding governing board *Facilitate on-boarding of new board members	*Engage new members in DH history, application, vision, and timeline *Hold monthly meetings (Oct, Nov, Dec)	*Hold monthly meetings (Jan, Feb, Mar) *Engage board chair in bi-weekly huddle to prep for board meetings, execute plan	*Hold monthly meetings (Apr, May, Jun) *Engage board chair in bi-weekly huddle to prep for board meetings, execute plan

		members to founding board	*Engage new members in DH history, application, vision, and timeline *Work with overall board to develop culture, monthly meeting rhythm	*Engage board chair in bi-weekly huddle to prep for board meetings, execute plan *Engage board in selection and welcoming of LST (if applicable) *Support board members in canvassing	*Engage board members in supporting lottery *Engage board members in family outreach *Engage board members in fundraising activities *Support board in partnership connection	*Engage board members in family outreach *Engage board members in fundraising activities *Support board in partnership connection *Engage board in Open Houses
Main Collaborators: Applicant Governing Board; Founding School Board	Prepare for Commission interview	Identify & Recruit Additional Members	Onboard New Members	Co-interviewing, welcome; attend board meetings; attend informational sessions (if applicable); Canvassing	Attend board meetings; attend informational sessions (if applicable); attend lottery	Attend board meetings; attend open houses; engage with families
Outcome	Board Prepared for Commission Interview	Additional Members Identified	Applicant Governing Board dissolved; Founding School Board established; 3 new members on boarded (7 total)	2 new board members on boarded (9 total); monthly meetings; bi-weekly huddle with board chair; multiple board members canvas	All meetings attended; multiple board members at informational sessions, lottery	All meetings attended; multiple board members at open houses; multiple board members engage with home meetings

Timeline	<u>Jan-Mar</u> <u>'16 (Q1)</u>	<u>Apr-Jun</u> <u>'16 (Q2)</u>	<u>Jul-Sep</u> <u>'16 (Q3)</u>	<u>Oct-Dec</u> <u>'16 (Q4)</u>	<u>Jan-Mar</u> <u>'17 (Q1)</u>	<u>Apr-Jun</u> <u>'17 (Q2)</u>
Organizational Student Recruitment, Admission & Enrollment						
Bucket: Student Recruitment, Admission & Enrollment	N/A	N/A	Media Release	Complete Canvassing I; 3 Informational Sessions	Complete Canvassing II; 3 Informational Sessions; Lottery Held;	Families Matriculated; Accepted Open Houses (2); Families Ready for Day 1
Facilitator: Alex, Community Coalition	*Continue holding gentle, preliminary conversations regarding school with parents, former students, educators	*Continue holding gentle, preliminary conversations regarding school with parents, former students, educators	*Continue holding gentle, preliminary conversations regarding school with parents, former students, educators *Send media release to local organizations, publics, high-traffic areas *Begin establishing Community Coalition	*Design and conduct canvassing strategy *Host weekend talk story sessions for parents, community members *Host larger informational / Q&A sessions (3) *Build Community Coalition (interested parents, board members, community members) to spread word of	*Continue weekend talk story sessions *Continue informational sessions *Continue work with Community Coalition *Close application *Hold public, open lottery with applicant families *Inform families *Enroll families	*Continue talk story sessions, no more focused on incoming families than advertising school *Visit families at homes for one:one time *Design 2 Open Houses for incoming families (with board, LST, Community Coalition) *Host open houses and engage families in summer prep *Bi-weekly communication

				school and activate networks, increase interest *Open website and online application		with families through the summer; open door policy
Main Collaborators: Founding School Board, Non-Profit, Leadership Support Team, Community Coalition	N/A	N/A	Funding; Community Coalition building	Support with canvassing; support / attending informational sessions	Support with canvassing; support / attending informational sessions; support with lottery (design, attend)	Attend open houses and conduct home meetings (as necessary / feasible; weekends)
Outcome	Conversations Held	Conversations Held	Conversations Held; Media Released to Ewa Beach families	Canvassing Old Ewa Beach; 3 Informational Sessions Held	Canvassing Old Ewa Beach; 3 Informational Sessions Held; Lottery Held; Families Enrolled	2 Open Houses Held; Bi-weekly Communication Conducted; Students Officially Enrolled as 2017-18 DH students

Timeline

**Jan-Mar
'16 (Q1)**

**Apr-Jun
'16 (Q2)**

**Jul-Sep
'16 (Q3)**

**Oct-Dec
'16 (Q4)**

**Jan-Mar
'17 (Q1)**

**Apr-Jun
'17 (Q2)**

Organizational Parent Involvement & Community Engagement (Similar to Recruitment, Admission & Enrollment)						
Bucket: Parent Involvement & Community Engagement	Monthly Talk Stories Conducted	Monthly Talk Stories Conducted	Monthly Talk Stories Conducted; Partnership Development; One:one Open Door	Monthly Talk Stories Conducted; Partnership Development; One:one Open Door	Monthly Talk Stories Conducted; Partnership Development; One:one Open Door	Monthly Talk Stories Conducted; Families Ready for Day 1
Facilitator: Alex, Community Coalition	*Support Applicant Group Board Members in connecting with parents and community members *Conduct direct outreach to community groups (local, state, national) to discuss charter	*Continue to support conversations *Continue to drive communication with partner groups	*Set up monthly meetings at central Ewa Beach location and market to groups, individuals that talk stories will be happening nearly every weekend and some week nights *Engage in small group conversations, one:one, and follow-up *Build awareness of charter vision, open door and partnership policy, and build	*Continue monthly meetings and engaging in small group conversations, one:one, and follow-up *Deepen awareness around vision, charter, students and population to be served *Reach out to organizations directly to explore partnership opportunities *Engage active parents and	*Continue monthly talk stories with emphasis on lottery *Continue conversations and relationship-building with local, state, national organizations *Co-design lottery experience with Community Coalition *Execute lottery as LST and engage community for support *Alex drives	*Continue monthly talk stories - admitted family focus, awareness and partnership focus *Co-design open house 1 & 2 with Community Coalition *Conduct Open House 1 (April) *Meeting with families at their homes (LST, board support) *Alex empower Community Coalition to operate

	application, vision, and potential partnership opportunities		institutional and personal relationships through availability and community time *Reach out to organizations directly to explore partnership opportunities	community leaders in Community Coalition; set vision, begin outside meetings, and activate network	Community Coalition monthly meetings and work	autonomously (still participate) *Continue to deepen and align partnerships (See Student Recruitment, Admission & Enrollment for additional detail)
Main Collaborators: Founding School Board, Non-Profit, Leadership Support Team, Community Coalition	Engage in conversations with parents in community	Engage in conversations with parents in community	Non-profit: funding / reimbursement; founding school board: attend talk stories (as necessary) and market engagement opportunities	Community Coalition: parents and community members join and shape vision and working function; Non-profit: funding / reimbursement; founding school board: attend talk stories (as necessary) and market engagement opportunities	LST: attend talk stories, market lottery; Non-profit: funding / reimbursement; founding school board: attend talk stories (as necessary), attend lottery, market engagement opportunities	LST: attend talk stories, market lottery; Non-profit: funding / reimbursement; founding school board: attend talk stories (as necessary), market engagement opportunities
Outcome	Conversations Held	Conversations Held	Conversations Held; multiple talk stories per month	Conversations Held; multiple talk stories per month; Community	Monthly Talk Stories Held; Lottery Co-Designed; Lottery	Monthly Talk Stories, Partnerships Online,

				Coalition founded	Held and Community Organizations Engaged	Community Coalition Working Autonomously; Home Visits Conducted
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Timeline

Jan-Mar '16 (Q1)

Apr-Jun '16 (Q2)

Jul-Sep '16 (Q3)

Oct-Dec '16 (Q4)

Jan-Mar '17 (Q1)

Apr-Jun '17 (Q2)

Organizational Non-Profit Involvement						
Bucket: Non-Profit Involvement	High Priority Year 0 Grants Written	Tier II Year 0 Grants Written	Tier III Year 0 Grants Written; Recruit & Build Board	Financial Strategy for the Year Finalized; Recruit & Build Board	High Priority Year 1 Grants Written; Recruit & Build Board	Tier II Year 1 Grants Written; Recruit & Build Board
Facilitator: Alex	*Continue to engage board around school, vision, plan *Activate board to fundraise (assist with grant writing) and friendraising / connecting *Continue	*Continue to engage board around school, vision, plan *Continue activating board to fundraise (assist with grant writing) and friendraising / connecting	*Continue activating board to fundraise (assist with grant writing) and friendraising / connecting; support in executing year 0 fundraising plan *Engage potential board members in joining *Conduct onboarding for	*Continue activating *Hold quarterly meeting (bi-weekly check-in with chair) *Encourage, support, increase friend raising; support in executing year 0 fundraising plan *Lead write high priority grants	*Continue activating *Hold quarterly meeting (bi-weekly check-in with chair) *Encourage, support, increase friend raising *Lead write high priority grants for Year 0/1 funding *Conduct onboarding for	*Continue activating *Hold quarterly meeting (bi-weekly check-in with chair) *Encourage, support, increase friend raising *Lead write high priority grants for Year 0/1 funding *Conduct

	search and conversations for additional board members *Lead write high priority grants for Year 0 funding	*Continue search and conversations for additional board members *Lead write high priority grants for Year 0 funding	new board members *Lead write high priority grants for Year 0/1 funding	for Year 0/1 funding *Conduct onboarding for new board members	new board members	onboarding for new board members
Main Collaborators: Non-Profit Board, Founding School Board Chair	Non-Profit: Support in grant writing and connecting with potential board members	Non-Profit: Support in grant writing and connecting with potential board members	Non-Profit: Support in grant writing and connecting with potential board members; School board chair: assist with onboarding (messaging) to non-profit	Non-Profit: Support in grant writing and connecting with potential board members; School board chair: assist with onboarding (messaging) to non-profit	Non-Profit: Support in grant writing and connecting with potential board members; School board chair: assist with onboarding (messaging) to non-profit	Non-Profit: Support in grant writing and connecting with potential board members; School board chair: assist with onboarding (messaging) to non-profit
Outcome	High Priority Grants Written & Submitted; Additional Board Members Identified	High Priority Grants Written & Submitted; Additional Board Members Cultivated	High Priority Grants Written & Submitted; Additional Board Members Recruited & On-boarded (+2)	Additional Q4 Grants Submitted; Additional Board Members Recruited & On-boarded (+2)	Q1 2017 Grants Submitted; Additional Board Members On-boarded (+1)	Q2 2017 Grants Submitted; Additional Board Members On-boarded (+1)

Timeline **Jan-Mar** **Apr-Jun** **Jul-Sep** **Oct-Dec** **Jan-Mar** **Apr-Jun**
 '16 (Q1) **'16 (Q2)** **'16 (Q3)** **'16 (Q4)** **'17 (Q1)** **'17 (Q2)**

Organizational Facility						
Bucket: Facility	Identify	Explore	Secure	Renovate	Renovate	Prepare for Open
Facilitator: Alex, Non-Profit	<ul style="list-style-type: none"> *Generate short list of viable short- and long term options *Conduct due diligence and research *Conduct outreach to pertinent parties *Activate network surrounding real estate, facilities, and options in Ewa Beach *Explore potential general contractors, builders for renovation team 	<ul style="list-style-type: none"> *Engage land and building holders and explore options *Leverage network and consultants in order to negotiate contingent contract for land and school development *Set up permitting needs and requests *Set up renovation team and contingent timeline 	<ul style="list-style-type: none"> *Enter into contract and acquire land/facilities *Hire contractor and renovation team *Submit for permitting, inspection, etc. 	<ul style="list-style-type: none"> *Monitor and engage with renovation team *Engage with permitting, inspection, and other pertinent processes and pre-opening needs 	<ul style="list-style-type: none"> *Monitor and engage with renovation team *Schedule inspection 	<ul style="list-style-type: none"> *Monitor and engage with renovation team *Assist with contractual wrap-up, payment, inspection, etc. *Activate Community Coalition, community, admitted families to paint, prep grounds for school (summer)
Main	Network	Network	Non-profit: enter	Non-profit:	Non-profit:	Non-profit:

Collaborators: Non-Profit Board, Founding School Board	activation and connecting	activation and connecting; Non-profit: contractual due diligence	contract, hire renovation team	contractual monitoring and execution	contractual monitoring and execution	contractual monitoring and execution
Outcome	Facilities Identified	Short List Probable; Contingent Contract Negotiated	Facility Contract Signed; Submit for Permits	Renovation Commenced; Permits Acquired	Renovation on Schedule; Inspection Scheduled	Renovation Complete; Pass Inspection School Ready for Students

Timeline **Jan-Mar '16 (Q1)** **Apr-Jun '16 (Q2)** **Jul-Sep '16 (Q3)** **Oct-Dec '16 (Q4)** **Jan-Mar '17 (Q1)** **Apr-Jun '17 (Q2)**

Organizational Tech						
Bucket: Tech	Explore	Explore	Frame Needs; Consult; Prototype / Pilot	Website, Social Media, Institutional Databases	Campaign and engage with Databases, Website, and Build Platform	Share with Teachers, Build, Prepare
Facilitator: Alex, Leadership Support Team (Operations Manager)	*Source potential tech partners, third-party providers, platforms, and systems	*Continue sourcing *Land on internet, security, hardware, software, e-mail, internal database, parent	*Outreach to aforementioned groups *Ask for demo; engage with demo; frame contract and potential partnership	*Enter into contracts; make payments; receive services *Consult with providers to design platforms *Engage Operations Manager as	*Train Leadership Support Team *Train and empower Operations Manager to own much of this bucket *Engage Founding School Board in understanding playbook	*Engage hired teachers with playbook; support initial engagement with tech systems and platforms *Mainly support Operations Manager in owning this bucket

		communication system, grading, and additional platforms		soon as hired *Begin framing and building platforms and tech orientation playbook	*Facilitate non-profit financial support of contracts *Engage with consultants, installation teams, and third-party providers to plan Q2 installation and getting school online	*Conduct outreach to parents and families for use of systems *Facilitate non-profit financial support of contracts *Engage with consultants, installation teams, and third-party providers and ensure get school online
Main Collaborators: Founding School Board, Non-Profit Board, LST	N/A	N/A	Non-profit financial support committed	Non-profit financial support executed	Non-profit financial support; founding school board is introduced to tech and briefed on how it supports academic, organizational, and financial plans	Non-profit financial support; LST supports teachers over summer
Outcome	Short List Created	Identify Providers & Partners	Demo of all Services; Contracts Framed; Costs Known	Services Obtained; Systems Framed; Playbook Drafted	Playbook Disseminated; Board Briefed; LST Trained	School and Systems Online; Teachers Briefed; Parents and Families Briefed

FINANCIAL

Timeline **Jan-Mar** **Apr-Jun** **Jul-Sep** **Oct-Dec** **Jan-Mar** **Apr-Jun**
'16 (Q1) '16 (Q2) '16 (Q3) '16 (Q4) '17 (Q1) '17 (Q2)

Financial Cash Flows: Facilities						
Bucket: Cash Flows: Facilities Funding	Establish Funding Pathways	Establish Funding Pathways; Apply	Application and Holding Period; Fund	Fund	Fund	Fund
Facilitator: Alex	*Engage local banks (BOH, FHB CPB, ASB, NHB), HEDCO to discuss credit facilities for school renovation, portable purchase / rental *Model / project cash flow needs, timing, and syndicate structure *Engage potential promisor	*Structure contingent credit facilities (term loan, revolver) with multiple banks *Finalize cash flow projections for budget, philanthropic need *Select promisor *Prepare for Commission decision with banks, renovation team	*Enter into funding contract with bank(s) *Release funds to renovation team *Engage board and promisor with debt service needs, projections	*Ensure debt service via philanthropic dollars or promisor cash flow *Engage promisor actively in use of credit *Engage board members in process of managing credit facility	*Ensure debt service via philanthropic dollars or promisor cash flow *Engage promisor actively in use of credit *Engage board members in process of managing credit facility	*Ensure debt service via philanthropic dollars or promisor cash flow *Engage promisor actively in use of credit *Engage board members in process of managing credit facility

Main Collaborators: Non-Profit Board, Promisor	Board members review and concur with exploratory conversations; Promisor considerations	Board members review and concur with contract architecture and cash flow, partnership structure; Promisor pledge	Board members review and concur with contract and sign; Promisor signs	Board member and Promisor engagement with credit facility and debt service management	Board member and Promisor engagement with credit facility and debt service management	Board member and Promisor engagement with credit facility and debt service management
Outcome	Initial Conversations Held with Local Financial Institutions; Promisor(s) identified	Contingent Structure to Credit Facilities Reached; Promisor Signed	Funding Released	Debt Serviced	Debt Serviced	Debt Serviced

Timeline

Jan-Mar '16 (Q1)

Apr-Jun '16 (Q2)

Jul-Sep '16 (Q3)

Oct-Dec '16 (Q4)

Jan-Mar '17 (Q1)

Apr-Jun '17 (Q2)

Financial Cash Flows: Fundraising						
Bucket: Fundraising	Submit Foundation Applications (Contingent on Decision)	Submit Foundation Applications (Contingent on Decision)	Announcement; Funding; Grant Writing & Cultivation	Funding; Grant Writing & Cultivation	Funding; Grant Writing & Cultivation	Funding; Grant Writing & Cultivation

<p>Facilitator: Alex</p>	<ul style="list-style-type: none"> *Hold conversations with multiple potential funders sharing vision for school *Lead write and submit tier I funding opportunities (see fundraising / financial plan) *Engage non-profit and founding school board in cultivating strategic relationships and ushering application 	<ul style="list-style-type: none"> *Continue conversations with funders *Support Boards in ushering applications and raising awareness *Lead write / submit Tier II applications 	<ul style="list-style-type: none"> *Share news with funders *Request immediate funding; thank you notes; media release; increase publicity around support *Continue board support *Continue grant writing, submit *Actively manage cash flow projections 	<ul style="list-style-type: none"> *Support board in ushering, grant management, communication *Write and submit grants *Actively manage cash flow projections 	<ul style="list-style-type: none"> *Support board in ushering, grant management, communication *Write and submit grants *Actively manage cash flow projections 	<ul style="list-style-type: none"> *Support board in ushering, grant management, communication *Write and submit grants *Actively manage cash flow projections
<p>Main Collaborators: Non-Profit Board, Founding School Board</p>	<p>Engage networks and raise awareness about fundraising initiative; sign off on grant proposals; usher application</p>	<p>Engage networks and raise awareness about fundraising initiative; sign off on grant proposals; usher application</p>	<p>Engage networks, support grant writing, raise awareness, co-manage grant operations (Treasurer), usher applications</p>	<p>Engage networks, support grant writing, raise awareness, co-manage grant operations (Treasurer), usher applications</p>	<p>Engage networks, support grant writing, raise awareness, co-manage grant operations (Treasurer), usher applications</p>	<p>Engage networks, support grant writing, raise awareness, co-manage grant operations (Treasurer), usher applications</p>

Outcome	Submit Tier I Applications (6)	Submit Tier II Applications (5)	Submit Additional Applications; Receive Funding	Submit Additional Applications; Receive Funding	Submit Additional Applications; Receive Funding	Submit Additional Applications; Receive Funding
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Timeline **Jan-Mar '16 (Q1)** **Apr-Jun '16 (Q2)** **Jul-Sep '16 (Q3)** **Oct-Dec '16 (Q4)** **Jan-Mar '17 (Q1)** **Apr-Jun '17 (Q2)**

Financial Cash Flows: State & Federal Funding						
Bucket: State & Federal Funding	HOLD	HOLD	HOLD; Explore Securitization or Borrowing Against Expected Funding	HOLD	HOLD	Receive 60% Per Pupil Funding (July)
Facilitator: Alex	*Monitor legislative movement; advocate as necessary *Engage with Commission regarding funding differential and changes *Assess national	*Continue monitoring local funding climate from state sources *Deepen exploration of national options *Connect with national agencies *Follow up with	*Engage with Commission around reasonable expectations and funding projections and climate; model projections *Explore securitizing future cash flows via bond / structured product with local	*Maintain Commission communication *Monitor any changes in funding outlook *Continue exploring securitization strategy *Submit grants to national mechanisms for 2017 funding (i.e.	*Maintain Commission communication *Monitor any changes in funding outlook *Re: securitization - TBD; this is contingent on banking relationship and structured product	*Engage Founding School Board and Commission in contractual agreement; sign *Receive funds and re-project, model cash flows *Engage non-profit board for additional financial projections *Engage primary bank in money

	landscape and consider funding mechanisms	Commission regarding past legislative sessions and climate	financial institutions and potential Promisors	USDOE CSP) *Explore banking relationship to support financial transactions	feasibility *Establish banking relationship	flow, holding, management, transactions
Main Collaborators: Non-Profit Board, Founding School Board	Advocate as necessary; connect with Commission as necessary	Advocate as necessary; connect with Commission as necessary	Connect with Commission regarding expectations and projections	Maintain Commission discussion	Maintain Commission discussion	Maintain Commission discussion; sign contract
Outcome	Funding Monitored	Funding Monitored	Funding Monitored; Securitization explored	Funding Monitored; National Funding Applications Submitted	Funding Monitored; Banking Relationship Begins	Funding Received

Timeline

Jan-Mar
'16 (Q1)

Apr-Jun
'16 (Q2)

Jul-Sep
'16 (Q3)

Oct-Dec
'16 (Q4)

Jan-Mar
'17 (Q1)

Apr-Jun
'17 (Q2)

Financial Cash Flows: Expenses						
Bucket: Expenses	N/A	N/A	Media announcement, website development	Personnel, facilities, outreach, partnership-building, recruitment, events	Personnel, facilities, outreach, partnership-building, recruitment, lottery, events	Personnel, facilities, outreach, partnership-building, events, materials

<p>Facilitator: Alex</p>	<p>*Model anticipated expenses and project cash in / outflows *Build diversified revenue streams and contingencies based on expense model *Project risk and revenue sensitivity</p>	<p>*Monitor changes in projected Year 0, Year 1, and Years 1-3 budgets (3) *Update budget and share with board(s) *Generate contingency expense coverage</p>	<p>*Update budget given cash flow realization beginning Aug. 2016 *Share Year 1 budget with non-profit board and founding school board; revise; approve *Incur expenses aligned to Year 0 budget (see budget; i.e. media, personnel, tech) *Track receipts, reimbursements via online system (TBD)</p>	<p>*Actively manage and update budget given expenses incurred *Track receipts, reimbursements via online system (TBD) *Engage boards in monitoring and managing budget *Monitor expenses, retained earnings *Monitor contingencies</p>	<p>*Draft Year 1 budget; pressure-test *Actively manage and update budget given expenses incurred *Track receipts, reimbursements via online system (TBD) *Engage boards in monitoring and managing budget *Monitor expenses, retained earnings *Monitor contingencies</p>	<p>*Finalize Year 1 budget *Actively manage and update budget given expenses incurred *Track receipts, reimbursements via online system (TBD) *Engage boards in monitoring and managing budget *Update budget given new funding stream *Monitor expenses, retained earnings *Monitor contingencies</p>
<p>Main Collaborators: Non-Profit, Founding School Board</p>	<p>N/A</p>	<p>Engage with budget (high level)</p>	<p>Engage, approve budget (both boards)</p>	<p>Monitor budget (school side, non-profit side); support revenue / expense projecting and contingencies</p>	<p>Monitor budget (school side, non-profit side); support revenue / expense projecting and contingencies; Engage with Year 1 budget</p>	<p>Monitor budget (school side, non-profit side); support revenue / expense projecting and contingencies; Approve Year 1 budget</p>
<p>Outcome</p>	<p>Expenses</p>	<p>Expenses</p>	<p>Year 0 Budget</p>	<p>Monthly</p>	<p>Year 1 Budget</p>	<p>Year 1 Budget</p>

	Modeled	Updated; Contingencies Solidified	Complete	Expenses Fall At/Under Budget	Drafted; Monthly Expenses Fall At/Under Budget	Approved; Monthly Expenses Fall At/Under Budget
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Vision for leading pre-opening development phase | The pre-opening phase will be strategically executed through full- and part-time personnel and stakeholders aligned to the vision, mission, and pre-opening steps needed to open the school for the 2017-18 school year. Aligned to the DreamHouse Ewa Beach start-up plan and supported by DreamHouse, Inc., start-up personnel will build momentum through network activation, connecting resources and people, and cultivating individual and institutional support across a broad spectrum of stakeholders.

Capable individuals and groups who will lead development and implementation of the plan | As highlighted in the Overall Plan, the following individuals and groups will be engaged in pre-opening strategy and procedures:

- Founding school director
- Applicant governing board
- Founding school board
- Non-profit board
- Leadership Support Team
- Community Coalition

Funding for implementation personnel | Written into the bylaws for both the school and the non-profit, no board member shall be compensated for services rendered; the same rationale will be applied to the Community Coalition as it is developed. Expenses pertaining to meetings, events, reimbursements, and associated costs will be taken into consideration.

The founding school director will be a full-time, paid staff member of the proposed school upon application approval; DreamHouse, Inc. will be responsible for funding. Stipend structures for Leadership Support team will be considered on an individual basis given availability, geographic proximity to operations, and hours worked; the same will apply to the founding teaching team, primarily for spring and/or summer engagements before teachers are official employees of the school (technically, teachers are not “required” to invest time in pre-opening phase, however it will be highly encouraged, compensated, and in their best interest while transitioning onto the school team).

Plan for leading the development of the school during its pre-opening phase | Aligned to the start-up operations detailed in the Overall Plan, the following matrix offers a framework for what individuals and groups will be responsible, at which point during start-up, and for (approximately) how much time. *Note: this is subject to change given hiring and availability of various personnel.*

Pre-Opening Phase Personnel Involvement & Timeline

	Q1 ('16) Jan Feb Mar	Q2 ('16) Apr May Jun	Q3 ('16) Jul Aug Sep	Q4 ('16) Oct Nov Dec	Q1 ('17) Jan Feb Mar	Q2 ('17) Apr May Jun
Founding school director	Full-time lead facilitator, team lead, and point of contact through pre-opening phase <i>Hours/Week: 50-70+</i>					
Applicant governing board	Collaborate with and support application process <i>Hours/Week: 3-5</i>		<i>Reconstituted</i>			
Founding school board	<i>Not yet founded</i>		Collaborate with and support founding school director through training, fundraising, awareness, recruitment, and development <i>Hours/Week: 5-8</i>			
Non-profit board	Support founding school leader and founding school board in training, fundraising, friend-raising, and building awareness; engage in real estate and renovation process <i>Hours/Week: 3-5</i>					
Leadership Support team	<i>Not yet founded</i>			Collaborate with founding school director through training, school design, family recruitment, and teacher recruitment <i>Hours/Week: 5-10</i>		
Community Coalition	<i>Not yet founded</i>			Support founding school board and leadership support team through family recruitment, awareness building, and planning <i>Hours/Week: 1-2</i>		

Founding teaching team	<i>Teaching team not yet founded</i>	Stipend-driven, encouraged PD / engagement <i>Hours/Week: 3-5</i>
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Attachment GG – Evidence of Commitment for Funds

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.

DreamHouse Inc. has met with and discussed partnership opportunities with multiple Hawai'i-based foundations and education investors and has been invited to submit grant proposals due to alignment with past projects, current educational landscape, and the opportunity presented in Ewa Beach. As detailed in our Start-up Project Management Plan, grant writing and fundraising is currently underway in Q1 (Jan-Mar 2016) and we do not anticipate, nor have we requested funds to be transferred to DreamHouse prior to the Commission's decision. The first found of anticipated funding and commitments is not until Q3 (Sep 2016).

Note: multiple funders mentioned that they would not recommend to their board funding a proposed charter school that does not yet have approval from the State, nor would they allocate funds to that charter school before such a decision due to fiduciary responsibility they have to actively invest their foundation's funds in current projects; asking for funds or a commitment of funds more than half a year from the Commission's decision was not viewed favorably. Our strategy, however, will be to submit proposals with a contingency clause: "if the foundation looks favorably upon our request, then money would be earmarked for August / September 2016, and disbursed shortly thereafter if the Commission renders an affirmative decision." This is a viable strategy that we are employing with our Q1 grant-writing timeline, with submissions coming closer to Q2.



February 8, 2016

State Public Charter School Commissioners
1111 Bishop St. Suite 516
Honolulu, HI 96813

Re: Support for DreamHouse Ewa Beach Charter School

Honorable Commissioners:

Please accept this letter in support of the charter application for the DreamHouse Ewa Beach public charter school.

Charter Schools Development Corp (“CSDC”) is the largest national Community Development Financial Institution (“CDFI”) focused exclusively on the financial and facility needs of charter schools. CSDC promotes community development by providing financing and real estate services to client schools serving its Low Income Targeted Population (“LITP”), i.e. those: 1) serving a majority of students eligible for the Federal Free or Reduced Price Lunch program under the National School Lunch Program, which is the national standard for assessing poverty in schools; 2) located in economically distressed census tracts; 3) located in communities with a large number of poor or underperforming district schools as evidenced by sustained failure to achieve Adequate Yearly Progress; and/or 4) in communities with little school choice options. CSDC will finance acquisition, site development, construction financing, leasehold improvements and mini-permanent loans for facilities for new and early stage charter schools. Since inception, CSDC has provided over \$70 million in funding more than 100 schools in 27 states plus the District of Columbia creating over 42,500 students seats (60%+ low income), and leveraged over \$425 million in private capital financing and lease commitments for more than 4,400,000 sf of safe, modern and efficient educational facilities. CSDC's wholly owned subsidiary, Charter FS, LLC has advised and assisted 122 schools in procuring \$214 million short and long-term financing for facilities and capital improvements.

Our website at www.csdc.org can also give you additional information.



HAWAII MODULAR SPACE
91-282 Kalaeloa Blvd.
Kapolei, HI 96707
Tel: 808.682.5559
Fax: 808.682.5199

To: Commissioners, State Public Charter School Commission
From: Michael Rabang, Operations Manager/RME
Date: February 4, 2016
Subject: Support of DreamHouse Ewa Beach Public Charter School Initiative

Dear Commissioners,

Please accept this letter of support as an indication of our commitment to fully explore potential facility options through a partnership with DreamHouse Ewa Beach. DreamHouse Ewa Beach and Hawaii Modular Space have engaged in multiple conversations around need and possibility within the Ewa Beach area. Population growth and development has put tremendous pressure on the Campbell-Kapolei complex; schools are over capacity, resources are limited, and the educational options that exist are facing tremendous headwinds. We hope that our innovative solutions can help DreamHouse Ewa Beach get off the ground and move towards facility sustainability.

Hawaii Modular Space is a licensed General Contractor in the State of Hawaii who specializes in modular construction. They have provided numerous modular educational facilities in the State of Hawaii for 25 years.

I am confident that DreamHouse Ewa Beach and Hawaii Modular Space can explore viable, sustainable options to support the children of Ewa Beach. Thank you for your time and consideration and please reach out with any questions at all.

Michael Rabang
Operations Manager/RME
Hawaii Modular Space, a Division of Williams Scotsman, Inc.
Contractor's License Number: BC-27670

[Redacted contact information]

To: Commissioners, State Public Charter School Commission
From: Peter Anderson, FAIA, M.Arch, Harvard GSD 1988
Date: February 9th, 2016
Subject: Support of DreamHouse Ewa Beach Public Charter School Initiative

Dear Chairwoman Payne and Commissioners,

Please accept this letter of support as an indication of our commitment to fully explore potential facility options through a partnership with DreamHouse Ewa Beach. DreamHouse Ewa Beach and Anderson Anderson Architecture have engaged in multiple conversations around need and possibility within the Ewa Beach area. Population growth and development has put tremendous pressure on the Campbell-Kapolei complex; schools are over capacity, resources are limited, and the educational options that exist are facing tremendous headwinds. We hope that our innovative solutions can help DreamHouse Ewa Beach get off the ground and move towards facility sustainability.

Our firm, Anderson Anderson Architecture, has been involved with the design and construction of award-winning prefabricated building projects for more than 20 years, including a number of school building projects very similar to what is envisioned for the DreamHouse Ewa Beach.

Most specifically, we are the architects who designed the Zero Net Energy Relocatable Classroom for Ewa Beach Elementary in the same general neighborhood. Our team was selected for that project through a competitive RFP process by the State of Hawaii Department of Education. The building was completed approximately two years ago and is in a post-occupancy evaluation phase, with preliminary indications that the building is outperforming expectations, and returning far more energy than it consumes. The design has received numerous international awards and has been widely published.

Other recent clients for our prefabricated school classrooms include Harvard University, and Tufts University. All these projects and more of our work can be seen on our website www.andersonanderson.com.

I am confident that DreamHouse Ewa Beach and Anderson Anderson Architecture can explore viable, sustainable options to support the children of Ewa Beach. Thank you for your time and consideration and please reach out with any questions at all.

Sincerely,

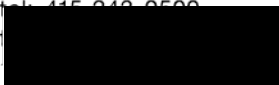


Peter Anderson, FAIA, M.Arch., Harvard GSD 1988

Principal, Anderson Anderson Architecture



90 Tehama Street
San Francisco, CA 94105
Tel: 415 848 8500



We believe that DreamHouse Ewa Beach will be an effective educational alternative for families on O'ahu and provide a much need educational option for families in the immediate Ewa Beach neighborhood.

CSDC has been asked to assist DreamHouse with their facilities needs and we look forward to working with them.

Please feel free to contact me if you have any questions about our programs or support we provide to charter schools nationally.

Sincerely,



Laura A. Fiemann

Senior Vice President

Charter Schools Development Corporation



To: Commissioners, State Public Charter School Commission

From: Barbara Best, Director of Student and Fellows Programs, Harvard Kennedy School
Center for Public Leadership

Date: January 29, 2016

Subject: Support of Alex Teece for his leadership in proposing the DreamHouse Ewa Beach
Public Charter School Initiative

Dear Commissioners:

I am writing to attest to the enormous leadership potential of Alex Teece, who is a prestigious Zuckerman Fellow at the Harvard Kennedy School Center for Public Leadership. Created in 2005 by Mort Zuckerman, chairman and editor-in-chief of the *U.S. News & World Report*, the Zuckerman Fellowship provides scholarships and leadership development programming to outstanding students and emerging leaders who have or are pursuing degrees in business, law, or medicine to receive a master's degree at one of Harvard's public service schools: the Harvard Kennedy School; the Graduate School of Education; or the T. H. Chan School of Public Health. The Zuckerman Fellowship is highly selective, and our alumni are some of our nation's most promising emerging leaders, including Congressman Seth Moulton, a former Marine Corps infantry officer who was elected to Congress in 2014 from Massachusetts.

Alex has been an exceptional leader within the accomplished Zuckerman Fellows community. He is deeply committed to ensuring access to a high quality education for every child and has inspired Harvard faculty, staff and his fellow students in his efforts to create the proposed public charter school DreamHouse. In obtaining a Master of Education in School Leadership at the Harvard Graduate School of Education, Alex is wholly focused on gathering promising approaches and best practice that he can use to benefit the children of Ewa Beach. He is working tirelessly to create a locally governed, public school of choice within Ewa Beach that honors children's culture and heritage as the foundation for leadership development and for helping children realize their full potential and live their values in Hawai'i.

I have seen firsthand Alex's leadership in engaging the community of Zuckerman Fellows as partners to strengthen public education in historically marginalized communities. During a recent field experience trip to the Rio Grande Valley region of South Texas along the Mexican border, Alex led a visit to IDEA public schools, an impressive public charter school network that serves 20,000 Texas students with the goal of getting 100% of students to and through

college. Alex arranged for a group of 25 Harvard Kennedy School staff and students to visit the flagship high school and international baccalaureate program in rural South Texas and facilitated a tour, conversations with administrators, teachers, college counselors and students that deepened our understanding of policy solutions and educational models to promote equity with excellence. By tapping his extensive network and knowledge of the education field, Alex inspired our graduate student leaders by showcasing excellent instruction, highly engaged students and impressive outcomes in getting first generation students from rural communities to and through college – our nation’s premier anti-poverty strategy.

Alex seeks to bring this same focus on excellence with equity to his adopted home state of Hawai‘i – but with a deep commitment to an educational model centered on identity and leadership, affirming children, and empowering them to be leaders committed to their local community and islands.

Alex is a person of strong moral character who is mission driven and deeply committed to providing an excellent, culturally competent, locally governed public school of choice within Ewa Beach. I am inspired by Alex and his team’s passion for and commitment to DreamHouse and have great confidence in his integrity, character and leadership potential to serve the children of Ewa Beach.

Thank you for your time and consideration and please do not hesitate to contact me if you have any questions or need additional information.

Sincerely,





HARVARD
GRADUATE SCHOOL OF EDUCATION

To: Commissioners, State Public Charter School Commission
From: Jed Lippard, Ed.D., Harvard Graduate School of Education
Date: February 9, 2016
Subject: Support of Founding School Director and DreamHouse Ewa Beach Charter Initiative

Dear Chairwoman Payne and Commissioners:

Please accept this letter of support for Alex Teece, founding school director of the proposed public charter school, DreamHouse, designed to support the children of Ewa Beach.

Alex was a student in my Fall 2015 course Charter Schools - Issues of Practice and Policy in American Public Education at the Harvard Graduate School of Education. Alex brought with him energy, passion, and conviction around this project each and every class. He would often bridge our conversations to the Hawai'i context, many times staying after class to engage in deeper discussions with students and teaching staff around the Hawai'i education system, charter landscape, the Ewa Beach community, and the vision for DreamHouse. He offered insight, analysis, personal anecdotes, and hope with regard to Hawai'i's public schools. His final project was a 60-slide PowerPoint and 30-page paper on the proposed school that was presented to a panel of school leaders, colleagues, and high school students.

Through my work as a school founder, school leader, President of the Board of Directors of the Massachusetts Charter Public School Association, and professor at Harvard, I have come to appreciate the passion and potential of my students. Alex is someone who I believe is deeply committed to Hawai'i, to the children of Ewa Beach, and to the vision of affirming those children in their identities while empowering them as leaders. He proved it in my class, and I see him showing it by submitting this application as his next step towards opening this school.

Thank you very much for your time and consideration.

Jed Lippard, Ed.D.
Head of School, Prospect Hill Academy Charter School
Professor, Harvard Graduate School of Education



JOSIAH QUINCY UPPER SCHOOL

昆士中學



Co-Headmasters
Richard Chang
Steve Cirasuolo

To: Commissioners, State Public Charter School Commission
From: Richard Chang, Stephen Cirasuolo
Date: February 3, 2016
Subject: Support of Alex Teece and DreamHouse Ewa Beach Public Charter School Initiative

Dear Chairwoman Payne and Commissioners,

Please accept this letter as support for Alex Teece, founding school director of the proposed public charter school, DreamHouse, designed to support the children of Ewa Beach. We are aware that population growth and development in the community where Alex taught is putting pressure on existing educational programs and that Alex is working alongside of educators, community members, and families to create new options.

Alex has joined us at the Josiah Quincy Upper School (JQUS) in Boston this year as a principal intern as part of his School Leadership Program at the Harvard Graduate School of Education. Josiah Quincy serves students predominantly from low-income backgrounds, delivering an International Baccalaureate curriculum to every child while preparing all for college and career success. The tenets of Alex's program focus on developing him to take agency, facilitate adult learning, lead across lines of difference, and promote equity within education. In addition to his graduate school focus, the State of Massachusetts requires him to 1) analyze data and plan improvement, 2) lead adult learning teams, 3) coach and observe teachers, and 4) engage family and community. Over the course of his time at Josiah Quincy Upper School, Alex has engaged in the following work:

- Serves in daily leadership role in one of two JQUS buildings, often serving as lead administrator in the building
- Coaches individual teachers in planning, lesson execution, and debrief
- Designed and is currently executing outreach program to parents and families within the community to better understand needs and to increase two-way dialogue
- Built literacy support program and protocol for 6th and 7th grade ELA cohort
- Leveraged fundraising skills to write a district-wide grant on behalf of JQUS
- Supports teachers by co-teaching and modeling lessons at times



152 ARLINGTON STREET | BOSTON, MA 02116 | TEL: 617-635-8940 | FAX: 617-635-8945
900 WASHINGTON STREET | BOSTON, MA 02111 | TEL: 617-635-1515 | FAX: 617-635-1524



-
- Engaged fully in our school-wide cultural competency training, offering support to administrators in development, execution, feedback, and integrating the training into the school's culture
 - Working directly with students through corrective action and disciplinary protocol, as well as coaching, teaching, and supporting individual learning

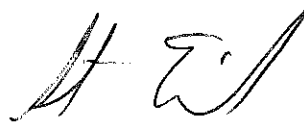
We believe that Alex is on a pathway to developing into the school leader that not only he wants to be, but that a school needs. He brings passion, energy, and commitment to his work, and it has showed at our school and we believe it will carry into his work in Hawai'i. We are happy to be coaching and supporting him in his growth and development as a person and as an aspiring school leader.

Should you have any questions at all, please feel free to contact us at [REDACTED]. Thank you for your time.

Sincerely,



Richard Chang
Headmaster
Josiah Quincy Upper School



Stephen Cirasuolo
Headmaster
Josiah Quincy Upper School

ALEX D. TEECE

EDUCATION

- Harvard Graduate School of Education, Harvard University, Cambridge, MA** Expected May 2016
Master of Education in School Leadership: School Development
Zuckerman Fellow, Center for Public Leadership, Harvard Kennedy School of Government
Principal Intern, Josiah Quincy Upper School, Boston Public Schools August 2015 – Present
- Simon Business School, University of Rochester, Rochester, NY** June 2012
Master of Business Administration: Finance, Corporate Accounting, and International Management
Teach For America Scholarship, Dean Mark Zupan Scholarship
Study Abroad: Hong Kong University of Science & Technology, Hong Kong Fall 2011
- Graduate College of Education, University of Hawaii, Honolulu, HI** 2008 – 2010
Master of Education in Teaching: Secondary English Language Arts, GPA: 4.0
Thesis: An action research study on presenting community opinion to 7th graders and studying related impact on identity
McInerney Scholarship Recipient; Licensed Teacher in the State of Hawai'i (#SL011259)
- Park Center for Business and Sustainable Enterprise, Ithaca College, Ithaca, NY** 2004 – 2008
Bachelor of Science in Business Administration: Management & Marketing
Study Abroad: Griffith University, Gold Coast, Australia Fall 2006

EDUCATION EXPERIENCE

- Teach For America – Hawai'i Region, Honolulu, HI** 2012 – 2014
Director | Development & External Partnerships
- Designed and executed two-year development campaign that led to \$5.9 million raised for regional operations and growth
 - Managed four-person external affairs team in building funding network, increasing footprint in schools, and mobilizing alumni
 - Served on seven-person leadership team to manage 21-person regional team towards ambitious growth plan and goals
- Teach For America – Summer Training Institute, Phoenix, AZ** Summer 2012
School Director | Teleos Preparatory Academy
- Managed four-month preparation, five-week implementation, and execution of inaugural summer school program for 130 students
 - Led six-person team in coaching, developing, and training 36 new teachers in lesson planning, curriculum, and lead-teaching
 - Partnered with national non-profit to execute 75-person community service day that provided record 400 volunteer hours in a day
- Teach For America – Summer Training Institute, Atlanta, GA** Summer 2010
Operations Director | Transportation and Special Events
- Collaborated with team of six to implement operational strategy leading to national record 91% approval from institute
 - Designed and executed eight critical projects that realized a 16% increase in satisfaction through responsive data analysis
 - Managed and trained two college interns in project management, relationship management, and strategy execution
- Ilima Intermediate School, Ewa Beach, HI** 2008 – 2010
Seventh Grade English Teacher | Team Leader
- Managed team of eight adults in designing and implementing cross-discipline instructional units and learning initiatives
 - Analyzed and modeled performance trends of over 280 students leading to 86% course average over two years
 - Increased state test scores of 24 students from 34% to a passing rate of 71% during five-week summer training institute

FINANCE EXPERIENCE

- Bank of Hawaii – Commercial Credit Group, Honolulu, HI** 2014 – 2015
Senior Analyst
- Served as Lead Underwriter for \$98 million in new and renewal commercial real estate, photovoltaic, and revolving credit line deals
 - Supported three commercial banking units in analyzing, structuring, and approving credit facilities for 40 commercial banking clients
- Morgan Stanley – Public Finance Investment Banking, New York, NY** Summer 2011
Summer Associate | Non-profit Healthcare
- Supported eight deal teams on over \$400 million of municipal security issuances while covering non-profit healthcare clients
 - Developed over 40 deal pitch books for senior bankers resulting in two new debt restructuring deals valued at over \$200 million

COMMUNITY & INTERESTS

- DreamHouse Inc. Co-Founder, Hakipu'u Learning Center Finance Committee, SEEQS Charter School Development Committee, Aloha United Way SYL Executive Board, Harvard Ed School Diversity Council, Learning First Board Chair, Big Brother Big Sister of Hawai'i
- Travel and culture, yoga, cooking, fundraising, entrepreneurial ventures, Hawai'i, anthropology

Attachment JJ - School director's job description or qualifications

Please see Attachment II for identified School Director's resume.

I. School Director

The School Director's responsibilities include management and oversight of all instruction and operations, including academic achievement, personnel management, and financial oversight. Leadership skills and characteristics required include the ability to:

- Embody, advocate for, and execute on the mission, vision and strategic direction of DreamHouse;
- Create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and Leadership Support Team
- Develop and implement mission-driven programs and policies;
- Advocate on behalf of the students, families, and faculty in a manner that is consistent with the mission of the school;
- Achieve dramatic and consistent improvement in student academic performance;
- Attend School Board meetings and serve on all School Board committees, providing essential data, relevant reports, and information necessary to govern the school in a timely and responsible manner;
- Recruit, hire, support, manage, and evaluate the Leadership Support Team and teachers;
- Drive the professional development and growth of faculty and administrative staff;
- Develop and implement fiscally-responsible, mission-aligned annual and five-year budget plans;
- Conduct statistical analysis of student achievement and financial data;
- Build positive, productive relationships with families, community members, non-profit organizations, corporations, foundations, and others who will support the realization of DreamHouse's mission and vision;
- Serve as representative for the school to external audiences including investors, media, community partners, government, and local leaders while building in school stakeholders - Leadership Support Team, teachers, students, parents - the ability to do so as well;
- Ensure educational and regulatory compliance at all governmental levels;
- Comply with the charter, accountability requirements, and all relevant laws;

In addition to the above leadership responsibilities, the School Director will have key administrative duties:

- Provide day-to-day leadership of the school;
- Recruit, hire, and evaluate all staff members;
- Manage Leadership Support Team;
- Recruit and enroll students; manage the public drawing;
- Lead community meetings, faculty meetings, and school leadership meetings
- Design, teach and lead strategic professional development for instructional and administrative staff;
- Use data to evaluate teacher performance and student academic achievement and develop targeted action plans for improvement;

- Provide all necessary resources, training, and materials for the staff to effectively raise student academic achievement;
- Model and maintain a safe, structured, supportive school culture and oversee student discipline;
- Implement school-wide and oversee classroom-based parent communication systems and involvement;
- Recommend staffing levels and budgetary priorities to the School Board and Non-profit Board;
- Document and disseminate the school's academic and operational processes;
- Develop and implement fundraising initiatives that contribute to student and staff development and meet the school's financial commitments;
- Mediate and manage school-related conflicts;
- Handle employment and dismissal of personnel, salaries and contracts, job assignments, performance evaluation, orientation and training;
- Establish budgets and plans to ensure that school meets its financial commitments to its students, staff, and community;
- Manage the application process for public and private funding;
- Interface with community and business leaders to achieve academic, marketing, and financial goals for the school and to share best practices;
- Manage and allocate the finances of the school prudently and efficiently to maximize student achievement;
- Work with the Board and its Committees to marshal resources for capital improvements and a permanent facility, extracurricular curricular opportunities, and supplemental academic programs;
- Ensure the accuracy of all financial documents in conjunction with the operation of the school including budgets, cash flow statements, expenditures, revenues, payroll, benefits, taxes, etc.;
- Perform and execute other tasks as assigned by the School Board

Key qualifications:

- Outstanding commitment to the mission and vision of the school;
- Experience in education, strategic planning, staff development, board relations, financial management, fund development, organizational leadership, and operations;
- Solutions-oriented strategic thinker who has overcome complex organizational challenges;
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges;
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions;
- Teaching experience in urban areas with marked and measurable impact on student achievement;
- Fundraising experience with a history of cultivating and securing financial support from individuals, foundations, and corporations, preferably within Hawai'i;
- Experienced public speaker and facilitator of public, group conversation;
- Professional and persuasive writer;

- Master's degree preferred;
- Hawai'i and Ewa Beach contextual knowledge preferred;
- Local knowledge of the Hawai'i Department of Education and charter school landscape highly preferred.

Attachment KK – School leadership and management team’s resumes

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

Please see Attachment LL for job descriptions for the School Director and founding leadership team members, known as the “Leadership Support Team”.

Attachment LL – School Leadership and Management Team Job Descriptions

This document includes sound job descriptions, qualifications, criteria that will be used to select the members of the Leadership Support Team. Additional members with leadership responsibility will be hired as the school grows; their job descriptions and hiring criteria will be developed by the Leadership Support Team (and the school board) and will be determined based on school needs, growth, and additional factors impacting personnel need.

- I. SCHOOL DIRECTOR**
- II. INSTRUCTIONAL COACH (LEAD)**
- III. SPECIAL EDUCATION LEAD**
- IV. OPERATIONS MANAGER**

I. School Director

The School Director’s responsibilities include management and oversight of all instruction and operations, including academic achievement, personnel management, and financial oversight. Leadership skills and characteristics required include the ability to:

- Embody, advocate for, and execute on the mission, vision and strategic direction of DreamHouse;
- Create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and Leadership Support Team
- Develop and implement mission-driven programs and policies;
- Advocate on behalf of the students, families, and faculty in a manner that is consistent with the mission of the school;
- Achieve dramatic and consistent improvement in student academic performance;
- Attend School Board meetings and serve on all School Board committees, providing essential data, relevant reports, and information necessary to govern the school in a timely and responsible manner;
- Recruit, hire, support, manage, and evaluate the Leadership Support Team and teachers;
- Drive the professional development and growth of faculty and administrative staff;
- Develop and implement fiscally-responsible, mission-aligned annual and five-year budget plans;
- Conduct statistical analysis of student achievement and financial data;
- Build positive, productive relationships with families, community members, non-profit organizations, corporations, foundations, and others who will support the realization of DreamHouse’s mission and vision;
- Serve as representative for the school to external audiences including investors, media, community partners, government, and local leaders while building in school stakeholders - Leadership Support Team, teachers, students, parents - the ability to do so as well;
- Ensure educational and regulatory compliance at all governmental levels;
- Comply with the charter, accountability requirements, and all relevant laws;

In addition to the above leadership responsibilities, the School Director will have key administrative duties:

- Provide day-to-day leadership of the school;
- Recruit, hire, and evaluate all staff members;
- Manage Leadership Support Team;
- Recruit and enroll students; manage the public drawing;
- Lead community meetings, faculty meetings, and school leadership meetings
- Design, teach and lead strategic professional development for instructional and administrative staff;
- Use data to evaluate teacher performance and student academic achievement and develop targeted action plans for improvement;
- Provide all necessary resources, training, and materials for the staff to effectively raise student academic achievement;
- Model and maintain a safe, structured, supportive school culture and oversee student discipline;
- Implement school-wide and oversee classroom-based parent communication systems and involvement;
- Recommend staffing levels and budgetary priorities to the School Board and Non-profit Board;
- Document and disseminate the school's academic and operational processes;
- Develop and implement fundraising initiatives that contribute to student and staff development and meet the school's financial commitments;
- Mediate and manage school-related conflicts;
- Handle employment and dismissal of personnel, salaries and contracts, job assignments, performance evaluation, orientation and training;
- Establish budgets and plans to ensure that school meets its financial commitments to its students, staff, and community;
- Manage the application process for public and private funding;
- Interface with community and business leaders to achieve academic, marketing, and financial goals for the school and to share best practices;
- Manage and allocate the finances of the school prudently and efficiently to maximize student achievement;
- Work with the Board and its Committees to marshal resources for capital improvements and a permanent facility, extracurricular curricular opportunities, and supplemental academic programs;
- Ensure the accuracy of all financial documents in conjunction with the operation of the school including budgets, cash flow statements, expenditures, revenues, payroll, benefits, taxes, etc.;
- Perform and execute other tasks as assigned by the School Board

Key qualifications:

- Outstanding commitment to the mission and vision of the school;
- Experience in education, strategic planning, staff development, board relations, financial management, fund development, organizational leadership, and operations;
- Solutions-oriented strategic thinker who has overcome complex organizational challenges;

- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges;
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions;
- Teaching experience in urban areas with marked and measurable impact on student achievement;
- Fundraising experience with a history of cultivating and securing financial support from individuals, foundations, and corporations, preferably within Hawai'i;
- Experienced public speaker and facilitator of public, group conversation;
- Professional and persuasive writer;
- Master's degree preferred;
- Hawai'i and Ewa Beach contextual knowledge preferred;
- Local knowledge of the Hawai'i Department of Education and charter school landscape highly preferred.

II. Instructional Coach

The Instructional Coach provides instructional leadership for the academic success of the school. Leadership skills and characteristics required include the ability to:

- Embody, advocate and operationalize the mission, vision and strategic direction of the school;
- Create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, teachers, and leadership support team;
- Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the school;
- Achieve dramatic and consistent improvement in student academic performance;
- Partner with School Director, recruit, interview, select, evaluate, and retain outstanding instructional staff;
- Support the professional development and growth of all staff;
- Design, teach, and lead professional development when appropriate;
- Design and implement coherent, research-based curricula and assessment systems in the core subjects;
- Comply with the charter, accountability requirements, and all relevant law;
- Provide all relevant data, reports and information to the administrative team;
- Create, monitor, and sustain a culture of high academic and behavioral expectations;
- Support the needs of teachers in ensuring all children meet ambitious academic goals;
- Work collaboratively with the School Director;
- Observe teachers on a regular basis, both formally and informally, and provide strategic coaching and feedback, both written and in-person;
- Model lessons for teachers to support development of specific instructional practices;

Specific responsibilities that the Instructional Coach must carry out:

- Develop school systems and structures that maximize student learning;

- Evaluate academic achievement through detailed data analysis and present that information to teachers and leadership support in an easily accessible format;
- Provide all necessary resources, training, and materials to the teaching staff to effectively raise student academic achievement;
- Assist in student recruitment and family outreach;
- Set and monitor grading policies and practices, classroom structures, and teaching methodologies to ensure school-wide consistency;
- With the School Director, design the school's academic standards, benchmarks, assessments, and curricula to align with state and national standards;
- Assist in the planning and implementation of all teacher professional development;
- Coordinate administration to students of all standardized evaluations including interim assessments, state testing, diagnostics, and other assessments;
- Document and disseminate curriculum units and academic processes;
- Mediate and manage conflicting demands of the teaching staff;
- Establish personnel policies and standards of conduct in conjunction with leadership support team;
- Support with setting and monitoring the teaching schedule;
- Prepare and submit timely reports and evaluations to all external agencies and funding sources as required;
- Teach as needed;

A qualified candidate will bring:

- Strong commitment to the mission and vision of the school;
- Experienced in education, strategic planning, staff development, curriculum development, and management;
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges;
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions;
- Teaching experience in urban areas with marked success and quantifiable and objective student performance gains that surpass state averages;
- Proven ability to lead a diverse team of teachers;
- Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges;
- Three to five years of teaching and educational leadership experience preferred;
- Master's degree preferred;
- Hawai'i and Ewa Beach contextual knowledge preferred;
- Local knowledge of the Hawai'i Department of Education and charter school landscape highly preferred.

III. Special Education Lead

The Special Education Lead is the primary manager of all IEP and 504-related accommodations while also implementing and managing the school's response to intervention support platform and coaching and supporting teachers and leadership support in the supporting all students. Leadership skills and characteristics required include the ability to:

- Embody, advocate and operationalize the mission, vision and strategic direction of the school;
- Create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, teachers, and leadership support team;
- Create, monitor, and sustain a culture of high academic and behavioral expectations
- Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the school;
- Achieve dramatic and consistent improvement in student academic performance;
- Partner with School Director, recruit, interview, select, evaluate, and retain outstanding instructional staff;
- Support the professional development and growth of all staff;
- Design, teach, and lead professional development when appropriate;
- Design and implement coherent, research-based social-emotional learning and behavior support programs;
- Manage IEP and 504B accommodations in line with state and federal law;
- Engage with and support parents in the IEP process while handling logistics, administrative duties, liaising with state agencies, and showing unwavering support to every child through this process;
- Partner with local elementary feeder schools to vertically align and streamline supports;
- Model lessons for teachers to support development of specific behavior management and school culture practices;
- Actively manage and implement the school's response to intervention model

Specific administrative responsibilities that the Dean of Academics must carry out:

- Develop school and classrooms systems, rituals, and routines that maximize student learning;
- Provide all necessary resources, training, and materials to the teaching staff to effectively support students' social-emotional development including IEP and 504B supports;
- Support student recruitment and family outreach;
- Assist in the planning and implementation of all teacher professional development;
- Establish personnel policies and standards of conduct in conjunction with the leadership support team;
- Teach as needed;

A qualified candidate will bring:

- Strong commitment to the mission and vision of the school;
- Experienced in education, strategic planning, staff development, social-emotional learning, and IEP / 504B accommodation management;

- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges;
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions;
- Teaching experience in urban areas with marked success and quantifiable and objective student performance gains that surpass state averages;
- Proven ability to lead a diverse team of teachers;
- Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges;
- Three to five years of teaching and educational leadership experience preferred;
- Master's degree preferred;
- Hawai'i and Ewa Beach contextual knowledge preferred;
- Local knowledge of the Hawai'i Department of Education and charter school landscape highly preferred.

IV. Operations Manager

The Operations Manager will manage financial systems and human resources for the school, implement strategies to meet overarching operational needs, manages the school's nutrition, health and safety programs, and support daily school operations. Leadership skills and characteristics required include the ability to:

- Embody and advocate the mission, vision, and strategic direction of the school;
- Oversee compliance with all federal and state financial reporting requirements;
- Create, monitor, and sustain high standards of financial management and oversight with regards to budgets, cash flow statements, expenditures, revenues, payroll, taxes etc.;
- Handle all school finances, including paying bills, overseeing purchase orders, and payroll;
- Prepare for annual audit;
- Handle all personnel paperwork including all benefits offered by the school, W2s, disability, family leave, etc.;
- Ensure compliance with all employment and records management law;
- Report all pertinent data to leadership support team;
- Manage grants, disbursements, guidelines and reporting in conjunction with administrators and faculty;
- Manage development operations including grant writing, document preparation, funder communication, and relationship management;
- Support in the development of relationships with the school's banking institutions and understand cash-flow needs of the school to minimize short-term credit obligations;
- Oversee compliance with all federal and state financial reporting requirements related to nutrition, health and safety;
- Manage student records;
- Manage systems for family communication and engagement;

Specific administrative responsibilities that the Operations Manager must carry out:

- Ensure compliance with generally accepted accounting principles and any additional applicable standards;
- Provide the bookkeeping services for the school;
- Work with School Director on developing the yearly budget;
- Develop financial reports for the School Board and also attend the all Finance Committee meetings;
- Prepare day-to-day accounting processes of the school, including general ledger, accounts payable and receivable, cash receipts and disbursements, payroll benefits, and taxes;
- Teach and lead professional development on reporting/finance, health/safety when appropriate;
- Coordinate the purchase of goods and services for the school;

Key qualifications:

- Commitment to DreamHouse’s mission and organizational success;
- Results-driven business leader with experience in, and commitment to, operational and financial excellence and the use of data and assessments to drive operational and financial decisions;
- College degree and two years of experience in operations and/or finance preferred
- Ambition and desire to grow as a leader;
- Master’s degree preferred;
- Experience in an educational setting preferred;
- Hawai‘i and Ewa Beach contextual knowledge preferred;
- Local knowledge of the Hawai‘i Department of Education and charter school landscape highly preferred.
- Technological proficiency in Microsoft Office, QuickBooks, and/or other financial management software;
- Excellent technical and persuasive writer
- Strong organizational capacity