

Attachment A Enrollment Plan

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

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

Attachment B – Enrollment Plan Support Documents

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

Sources: Hawaii Department of Education –

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

Waipahu and Complex Student Demographics –

Table 1-Enrollment – Waipahu Schools (SY 2016-17)

Table 2-SPED-ELL-FRL Waipahu Schools-Comparison (SY 2016-17)

Table 3-Preschool Attendance – Waipahu Complex

Table 4-Test Achievement Summary – Waipahu Complex

Table 5-Top Five Largest Campuses in Hawai'i (SY 2016-17 and 2017-18)

Table 6-Annual High School Statistics (SY 2016-17)

Table 7-SPED-ELL-FRL Neighboring Schools-Comparison (SY 2016-17)

Table 8-Area Private School List

Table 9-Academic Achievement-Complex Comparison (SY 2016-17 ELA, MATH, SCIENCE)

Table 10-Enrollment – Neighboring Complex Areas

Table 11-Population Estimates for Children Ages 5-19 of Students Attending Public Schools

HI DOE Consensus Data – Tables from School Status and Improvement Reports

HI DOE Trend Reports for each complex

Compiled from each individual school reports

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

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

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

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

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

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

Table 4
Achievement Performance – Test Scores – By School – Waipahu Complex

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

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

Table 5a – SY 2016-17 – Top Five Largest Campuses in Hawaii (SY 2016-17)

High Schools Grades 9-12	Students Enrolled	Intermediate Middle	Students Enrolled	Elementary Grades K-6	Students Enrolled
Campbell*	3125	Mililani Middle (6-8)*	1837	August Ahrens*	1262
Mililani*	2556	Kapolei Middle (6-8)*	1402	Holomua*	1184
Waipahu*	2463	Waipahu Inter (7-8)*	1314	Ewa*	1199
Farrington	2370	Maui Waena (6-8)	1183	Waipahu Elem*	1015
Kapolei*	2020	Kalakaua Middle (6-8)	1117	Keoneula Elem*	972

*- Central Leeward Area School

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

Table 5b – SY 2016 – Top Five Largest Campuses in Hawaii (SY 2017-18)

High Schools Grades 9-12	Students Enrolled	Intermediate Middle	Students Enrolled	Elementary Grades K-6	Students Enrolled
Campbell*	3110	Mililani Middle (6-8)*	1873	August Ahrens*	1249
Mililani*	2571	Kapolei Middle (6-8)*	1521	Holomua*	1163
Waipahu*	2554	Waipahu Inter (7-8)*	1294	Ewa*	1070
Farrington	2309	Maui Waena (6-8)	1176	Keoneula Elem*	1037
Kapolei*	2035	Kalakaua Middle (6-8)	1075	Waipahu Elem*	1026

*- Central Leeward Area School

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

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

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

Item 2 – Neighboring Complex Areas – Student Enrollment

1. HI DOE Official Enrollment Figures for School Years (SY) 2014-15 and 2015-16.
2. School Status and Improvement Report (SSIR) for SY 2015-16. Compiled from each individual school reports

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

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

Table 8 - Private Schools in Central Leeward Area
Ewa, Ewa Beach, Kapolei, Mililani Pearl City, Wahiawa, Waipahu

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

Honolulu Magazine - Private School Guide 2017

Waipahu – 816 students

Other areas – 2089 students

(P)K-12 – 6 campuses – 1 in Waipahu

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

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

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

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

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

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

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

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

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

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

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

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

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

School Setting

Community Profile

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

Based on the 2010 U.S. Census

Waipahu HSC Complex	School Community	State of Hawai'i
Total population	60,305	1,360,301
Percentage of population aged 5-19	20.4%	18.4%
Median age of population	36.7	38.6
Number of family households	12,372	313,907
Median household income	\$75,980	\$66,420

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

School Setting

Community Profile

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

Based on the 2010 U.S. Census

Campbell HSC Complex	School Community	State of Hawai'i
Total population	62,735	1,360,301
Percentage of population aged 5-19	23.2%	18.4%
Median age of population	32.9	38.6
Number of family households	14,271	313,907
Median household income	\$70,223	\$66,420

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

School Setting

Community Profile

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

Based on the 2010 U.S. Census

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

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

School Setting

Community Profile

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

Based on the 2010 U.S. Census

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

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

School Setting

Community Profile

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

Leilehua HSC Complex	Based on the 2010 U.S. Census	
	School Community	State of Hawai'i
Total population	44,040	1,360,301
Percentage of population aged 5-19	21.8%	18.4%
Median age of population	26.0	38.6
Number of family households	9,844	313,907
Median household income	\$50,592	\$66,420

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

834

Waipahu Complex**Trend Report:
Educational and Fiscal Accountability****Complex Report for School Year 2016-2017**

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

Background Total number of schools in Complex: 7

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

Teachers	Total	Licensed	Years Experience	5+ Years at This School	Classes Taught by Teachers Meeting NCLB Requirements	Advanced Degree
	#	%	Average	%	%	%
School Year						
2014-2015	526	97.1%	14.1	67%	96%	34.4%
2015-2016	534	95.8%	13.1	67%	94%	32.5%
2016-2017	524	98.0%	13.6	69%	95%	34.1%

Academic Achievement

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

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

School Year	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
	Elementary	Middle	Grade 9			
2014-2015	0%	2%	12.1%	16.6%	80.6%	2.7%
2015-2016	0%	3%	12.9%	17.1%	79.6%	2.9%
2016-2017	0%	1%	8.8%	18.1%	78.3%	3.4%

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

Hawaii Department of Education Trend Report: Educational and Fiscal Accountability

State Summary of School Reports for School Year 2016-2017



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

Background Total number of schools: 256

Student Enrollment	Total	SPED		ELL		Free & Reduced-Cost Lunch Program ¹	
School Year	#	#	%	#	%	#	%
2014-2015	170,482	16,551	9.7%	11,895	7.0%	85,942	50.4%
2015-2016	169,967	16,585	9.8%	10,826	6.4%	86,281	50.2%
2016-2017	169,268	16,621	9.8%	12,696	7.5%	85,113	50.3%

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

Academic Achievement

HI Statewide Assessment Program	ELA % Meeting Standard by Grade Level								Math % Meeting Standard by Grade Level							
	3	4	5	6	7	8	11		3	4	5	6	7	8	11	
2014-2015	46.8	48.5	54.3	47.0	43.5	46.6	52.7		49.9	46.3	42.7	38.7	37.7	39.6	29.7	
2015-2016	49.4	50.5	56.5	51.7	47.1	48.6	55.4		53.5	47.2	42.6	39.8	37.1	37.9	30.4	
2016-2017	48.6	48.7	53.7	49.6	49.1	47.0	57.1		53.1	48.3	42.6	41.1	36.4	38.1	31.4	

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

National Assessment of Educational Progress (NAEP) ² (NAEP) Comparison		Reading				Math				Science			
		% Proficient & Advanced				% Proficient & Advanced				% Proficient & Advanced			
School Year	Grade Level	4		8		4		8		4		8	
		Nation	Hawaii	Nation	Hawaii	Nation	Hawaii	Nation	Hawaii	Nation	Hawaii	Nation	Hawaii
2015		35%	29%	33%	26%	39%	38%	32%	30%	37%	30%	33%	23%
2016		—	—	—	—	—	—	—	—	—	—	—	—
2017		—	—	—	—	—	—	—	—	—	—	—	—

¹ Starting from 2015-16, one or more schools in the state participate in the Community Eligibility Provision (CEP) program where 100 percent of the students enrolled in CEP schools are included in the Free and Reduced Cost Lunch Program count.

822

Mililani Complex**Trend Report:
Educational and Fiscal Accountability****Complex Report for School Year 2016-2017**

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

Background Total number of schools in Complex: 7

Student Enrollment	Total	SPED		ELL		Free & Reduced-Cost Lunch Program	
School Year	#	#	%	#	%	#	%
2014-2015	7,648	700	8.9%	99	1.2%	1,622	20.6%
2015-2016	7,962	701	8.8%	99	1.2%	1,694	21.2%
2016-2017	7,972	683	8.5%	127	1.5%	1,592	19.9%

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

Academic Achievement

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

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

School Year	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
	Elementary	Middle	Grade 9			
2014-2015	0%	0%	2.5%	6.3%	92.2%	1.3%
2015-2016	0%	0%	3.8%	5.2%	92.9%	1.7%
2016-2017	0%	0%	3.8%	5.8%	92.6%	1.2%

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

821

Leilehua Complex**Trend Report:
Educational and Fiscal Accountability****Complex Report for School Year 2016-2017**

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

Background Total number of schools in Complex: 10

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

Teachers	Total	Licensed	Years Experience	5+ years at This School	Classroom Taught by Teachers Meeting NCLE Requirements	Advanced Degree
School Year	#	%	Average	%	%	%
2014-2015	528	96.4%	13.3	59%	92%	41.0%
2015-2016	520	95.9%	12.9	63%	91%	41.8%
2016-2017	523	94.4%	12.5	61%	89%	40.7%

Academic Achievement

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

HI Statewide Assessment Program	Science % Proficient by Grade Level														
School Year	4					8					HS				
2014-2015	57.5					47.0					30.2				
2015-2016	57.3					53.2					23.2				
2016-2017	59.5					52.4					27.4				

School Year	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
	Elementary	Middle	Grade 11			
2014-2015	0%	1%	7.5%	16.6%	61.1%	2.2%
2015-2016	0%	0%	6.7%	17.7%	60.2%	2.0%
2016-2017	0%	0%	8.9%	17.9%	60.5%	1.4%

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

835

Kapolei Complex
Trend Report:
Educational and Fiscal Accountability



Complex Report for School Year 2016-2017

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

Background **Total number of schools in Complex: 7**

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

Teachers	Total	Licensed	Years Experience	5+ Years at This School	Classes Taught by Teachers Meeting MCLB Requirements	Advanced Degree
School Year	#	%	Average	%	%	%
2014-2015	383	98.4%	12.3	56%	95%	37.5%
2015-2016	392	96.6%	11.8	55%	91%	34.9%
2016-2017	396	94.6%	11.6	55%	86%	34.6%

Academic Achievement

HI Statewide Assessment Program	ELA % Meeting Standard by Grade Level								Math % Meeting Standard by Grade Level							
	3	4	5	6	7	8	11		3	4	5	6	7	8	11	
2014-2015	34.0	38.2	50.0	48.9	44.8	43.2	49.6		36.7	35.5	41.8	44.4	43.8	40.2	23.5	
2015-2016	44.7	43.5	51.1	51.7	51.8	48.1	51.7		54.4	42.0	39.7	41.9	50.8	40.8	21.2	
2016-2017	44.5	47.3	49.6	41.2	52.7	53.1	52.9		49.3	47.2	37.4	32.6	39.3	46.3	24.4	

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

School Year	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
	Elementary	Middle	Grade 6			
2014-2015	0%	0%	12.3%	13.8%	84.5%	1.5%
2015-2016	0%	0%	10.9%	13.4%	84.6%	1.9%
2016-2017	0%	0%	12.6%	14.2%	83.8%	1.9%

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

830

Campbell Complex**Trend Report:
Educational and Fiscal Accountability****Complex Report for School Year 2016-2017**

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

Background Total number of schools in Complex: 10

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

Teachers	Total	Licensed	Years Experience	5+ Years at This School	Classes Taught by Teachers Meeting NCLB Requirements	Advanced Degree
School Year	#	%	Average	%	%	%
2014-2015	643	96.1%	11.6	53%	93%	34.9%
2015-2016	668	94.9%	10.5	51%	91%	33.9%
2016-2017	657	94.6%	10.7	54%	92%	35.1%

Academic Achievement

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

HI Statewide Assessment Program	Science % Proficient by Grade Level					
School Year	4		8		HS	
2014-2015	45.8		36.3		45.9	
2015-2016	51.2		33.3		45.0	
2016-2017	52.2		44.9		57.1	

School Year	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
	Elementary	Middle	Grade 9			
2014-2015	0%	0%	4.4%	8.9%	88.6%	2.4%
2015-2016	0%	1%	7.2%	11.0%	86.7%	2.2%
2016-2017	0%	1%	6.3%	10.1%	87.7%	2.1%

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

Attachment C – Enrollment Plan Support Documents

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

Sources: Hawaii Department of Education –

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

Compiled from each individual school reports

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

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

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

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

Table 8 - Private Schools in Central Leeward Area
Ewa, Ewa Beach, Kapolei, Mililani Pearl City, Wahiawa, Waipahu

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

Honolulu Magazine - Private School Guide 2017

Waipahu – 816 students

Other areas – 2089 students

(P)K-12 – 6 campuses – 1 in Waipahu

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

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

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

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

Attachment D - A Typical School Day for a Student

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

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

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

Staffing Chart

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

IMAG Academy School Staffing Model and Rollout – K-12

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

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

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

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

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

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

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

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

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

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

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

Primary School Staffing Model and Rollout – Grades K-5

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

Middle School Staffing Model and Rollout – Grades 6-8

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

High School Staffing Model and Rollout Grades 9-12

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

Salary Determination – Additional Notes

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

Sources:

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

Staffing Chart

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

IMAG Academy School Staffing Model and Rollout – K-12

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

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

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

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

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

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

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

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

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

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

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

Primary School Staffing Model and Rollout – Grades K-5

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

Middle School Staffing Model and Rollout – Grades 6-8

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

High School Staffing Model and Rollout Grades 9-12

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

School Director – Evaluation Program and System

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

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

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

By End of May

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

By the end of September

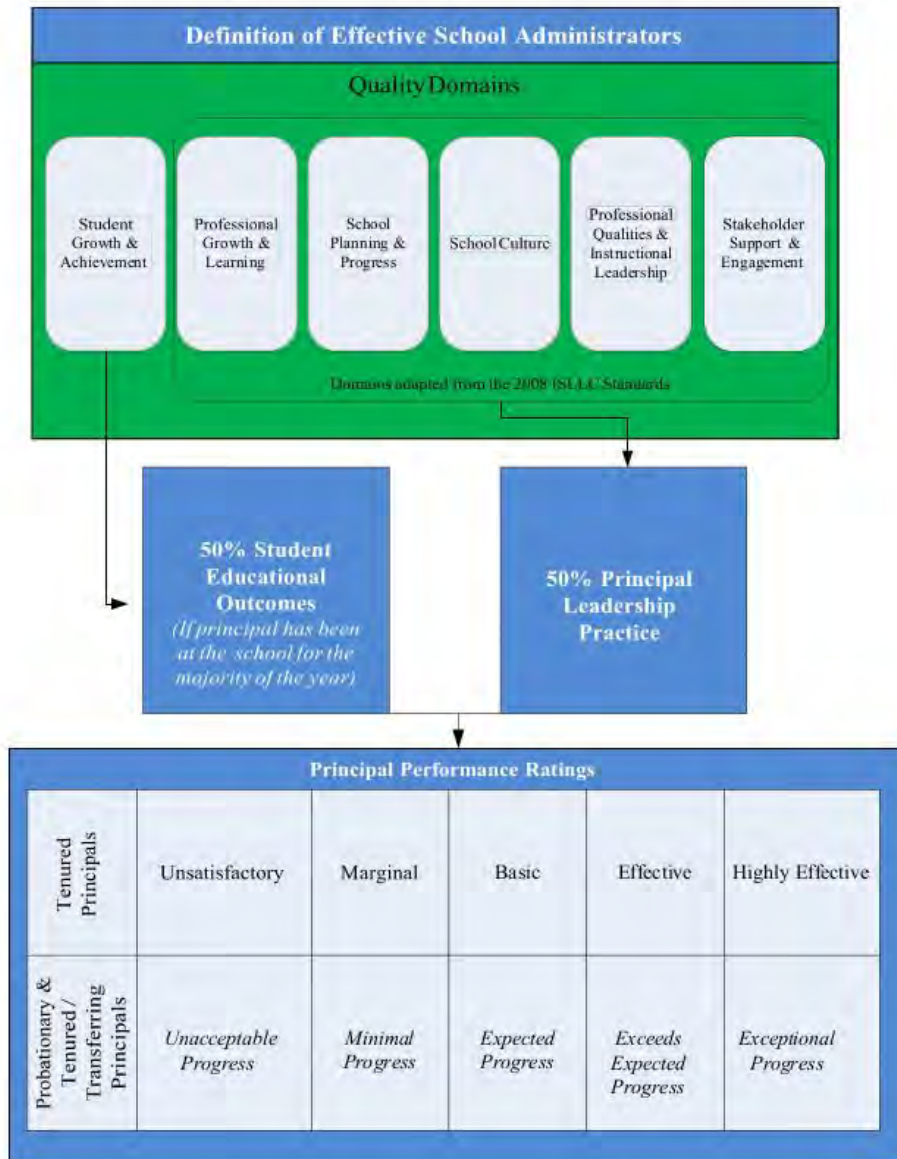
A pre-evaluation meeting/conference will be completed between our director and board president (and vice president). They will set goals and determine priorities. Informed by this meeting, the director will submit a professional development schedule/plan.

Through October to May

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

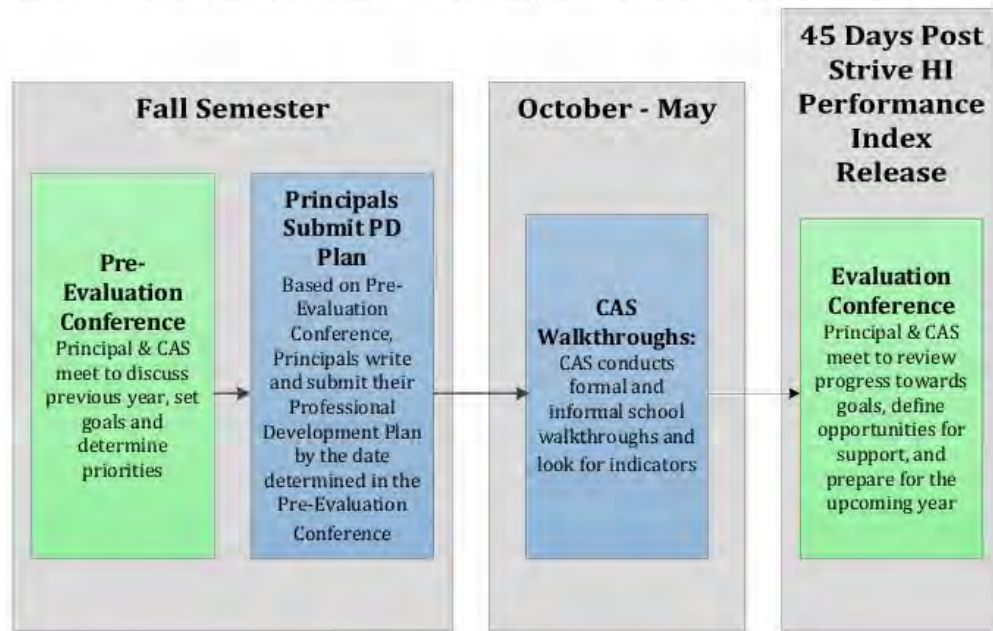
CESSA Framework Design

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



CESSA Timeline

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



Student Educational Outcomes

Overview

The foundational purpose of any school is to increase student performance and achievement. Understanding that Principals have a strong and immediate influence on teacher quality, and directly influence school culture and teacher working conditions, the following pictures depict the theory of action behind Domain 1. Furthermore, it is important to note that Principals are the second most important school-level factor influencing student achievement. This idea is illustrated in the following visual¹²



Measures

School Year 2014-2015

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

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

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

School Year 2015-2016 and Beyond

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

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

Growth Indicators

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

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

Achievement Indicators

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

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

Principal Leadership and Practice

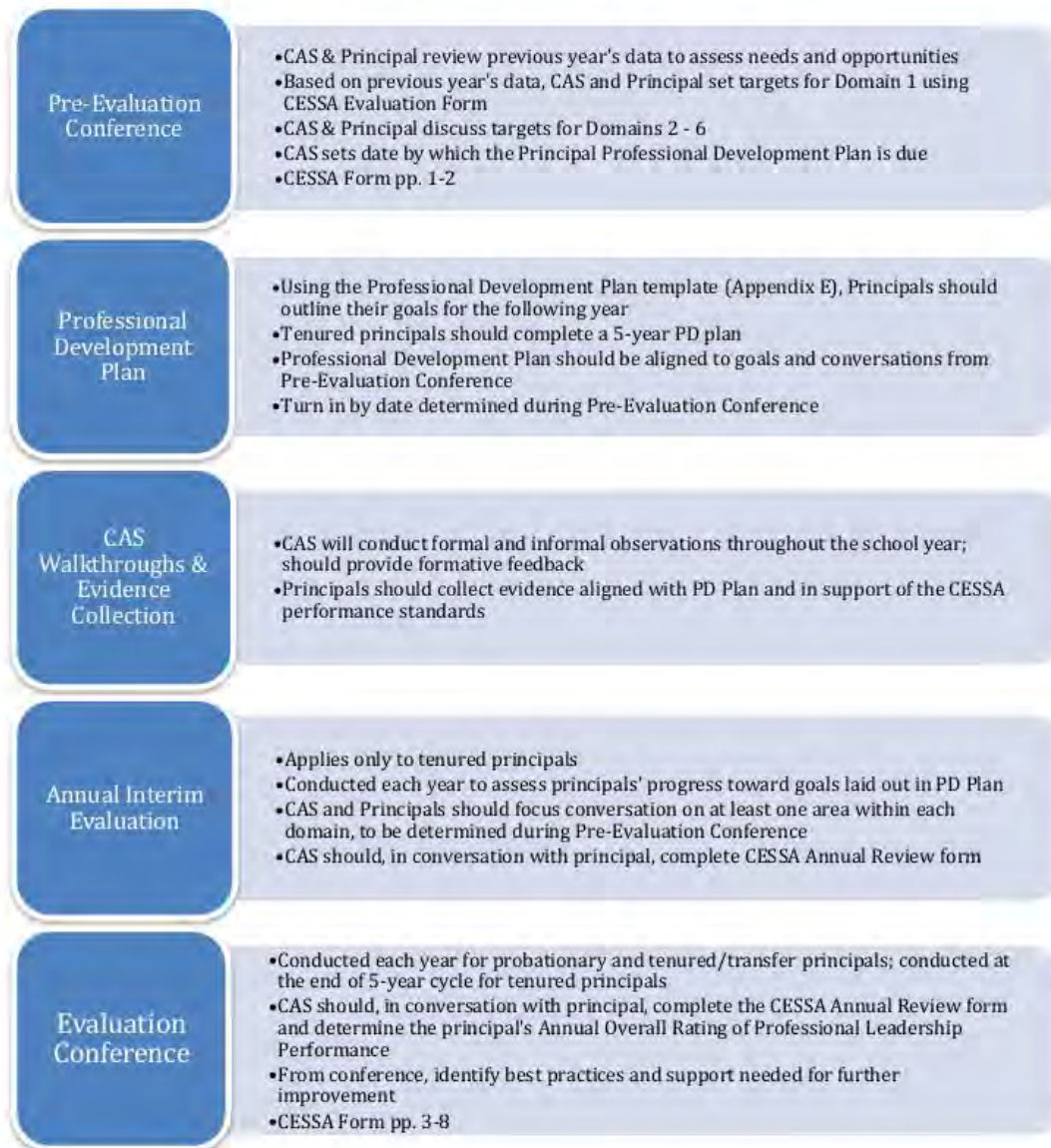
The five remaining domains were aligned with the "Profile of an Effective School Leader" published by the Interstate School Leaders Licensure Consortium (ISLLC) under the Council of Chief of State School Officers and the NAESP/NAESP's *Rethinking Principal Evaluation*. Principal Leadership and Practice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

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

Cycle & Conferences

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

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



Evaluating and Assigning Ratings

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

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

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

Domain 1: Student Educational Outcomes

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

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

Domains 2-6: Principal Leadership and Practice

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

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

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

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

Overall Performance Matrix

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

		Student Growth and Achievement				
		Unsatisfactory	Marginal	Basic	Effective	Highly Effective
Principal Leadership and Practice	Highly Effective	Basic	Effective	Effective	Highly Effective	Highly Effective
	Effective	Basic	Basic	Effective	Effective	Highly Effective
	Basic	Marginal	Basic	Basic	Effective	Effective
	Marginal	Unsatisfactory	Marginal	Basic	Basic	Basic
	Unsatisfactory	Unsatisfactory	Unsatisfactory	Marginal	Marginal	Marginal

Educator Evaluation Process and System

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

By the end of September

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

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

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

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

Through October to May

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

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

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

The following pages are highlights of the system.

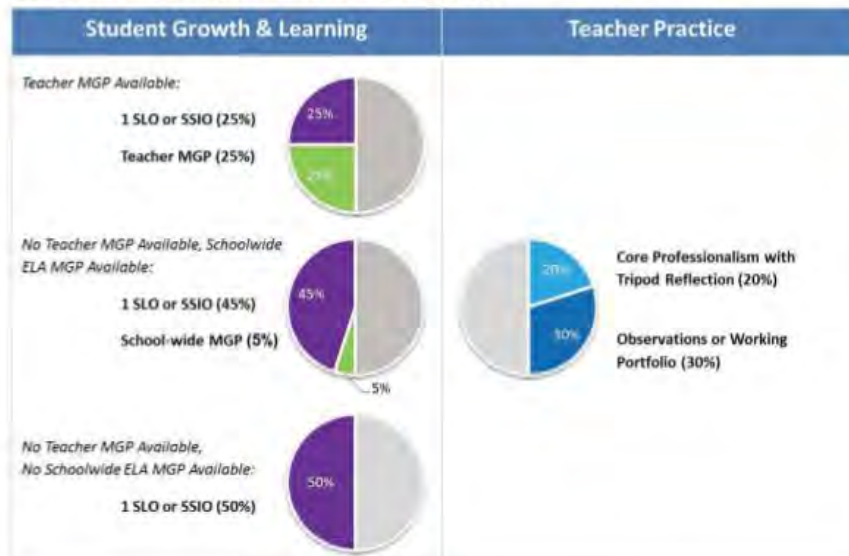
Summative EES Ratings

Under the EES, final teacher ratings for each measure will be combined into a rating for teacher practice and for student growth and learning. Within PDE³, teachers will be able to see annual rating data, as well as historical data about their performance. Scores for teacher practice and for student growth and learning will be determined by calculating a weighted average, based on weightings for each EES measure. The weighting of each measure will vary depending on each teacher's classification and the data available from that evaluation year.

EES Framework Measures



EES Measures Applied to Teacher Role(s)



■ Hawaii Growth Model
■ Student Learning Objective / School or System Improvement Objective
■ Core Professionalism
■ Observations/Working Portfolio

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

Student Growth and Learning					Teacher Practice
Unsatisfactory 0-1	Marginal 2	Effective 3	Highly Effective 4		
Marginal	Effective	Effective	Highly Effective	Highly Effective 4	
Marginal	Effective	Effective	Effective	Effective 3	
Marginal	Marginal	Effective	Effective	Marginal 2	
Unsatisfactory	Marginal	Marginal	Marginal	Unsatisfactory 0-1	

Professional Development Plan

Self-reflection is the true mark of a professional. Pursuant to the contract, "all teachers will develop and maintain an individual professional development plan that identifies areas for targeted growth and learning. Completion of the learning opportunities within the plan will be considered a matter of professional responsibility." The Department's professional development plan tool on PDE³ allows teachers to set goals for their own learning, collect evidence of completed professional development activities, track impact on students, and reflect on their progress. Probationary teachers are expected to set four goals using this tool. It is best practice for tenured teachers to set two goals a year when leveraging the tool to help compile and store documents to meet re-licensure requirements.

Principal Directed Professional Development Plan

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

Special Cases

Teachers with Missing Data

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

Appeals

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

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

Core Professionalism

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

Indicators: Framework for Teaching Domain 4 and Tripod Student Survey

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

Framework for Teaching Domain 4 (Professional Responsibilities)

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

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

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

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

Tripod Student Survey

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

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

Tripod Results

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

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

Teachers will also receive Tripod scaled scores through PDE³ also known as Normal Curve Equivalent scores or NCEs as an added facet for reflection. Scaling Tripod scores places teachers' scores on a scale that ranges from 1-99 at equal intervals with a value given to each response, favorable or not, for all the scores within that survey type (upper elementary or secondary).

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

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

Process and Requirements: Domain 4

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

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

Rating Calculation

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

Core Professionalism in Context

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

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

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

Classroom Observations

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

Indicators

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

Framework for Teaching Observation Components

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

Process and Requirements

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



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

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

Setting Up an Observation Cycle

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

Working Portfolio in Context

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

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

Student Growth and Learning Measures

Hawaii Growth Model

Overview

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

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

Indicators

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

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

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

Requirements

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

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

Process

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

Rating Calculation

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

Teacher Level MGPs

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

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

Final EES Growth Score Determination

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

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

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

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

Hawaii Growth Model in Context

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

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

Student Learning Objectives & School or System Improvement Objectives

Overview

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

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

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

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

Indicators

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

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

Goals

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

Classroom Teachers	Non-Classroom Teachers	SSIO for Non-Classroom Teachers
Learning goals are:	Goals are:	Goals are:
<ul style="list-style-type: none"> A description of what students will be able to do at the end of the instructional term Based on the intended standards and curriculum that are being taught and learned As close to the individual student as possible, allowing for a variation based on the current achievement levels of individual groups of students 	<ul style="list-style-type: none"> A description of what will be accomplished at the end of the instructional term Based on the professional standards, as appropriate 	<ul style="list-style-type: none"> A description of what will be achieved at the end of the year or semester Based on the professional standards, as appropriate Connected to student outcomes, whenever possible Impact on non-classroom teacher knowledge, skills, behavior, and/or reflective of school, complex, or state systems and processes

IMAG Academy

Proposed Calendar – Based on HI DOE SY 2020-2021

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

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

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

Student School Information:

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

Teacher Work Information

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

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

Quarter 1: August 4 – October 2, 2020 (42 Instructional Days)

No School (2):

- 21 Aug-Statehood, 7 Sept-Labor Day

Quarter 2: October 12 – December 18, 2020 (46 Instructional Days)

No School (4):

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

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

Quarter 3: January 5-Mar 12, 2021 (46 Instructional Days)

No School (3):

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

Quarter 4: March 22-May 28, 2021 (48 Instructional Days)

No School (2):

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

Assessment and Collaboration Calendar

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

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

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

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

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

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

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

Attachment J

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

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

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

Total Minutes: 1690 minutes per week

Core Minutes: 995 minutes per week

Multi-discipline Minutes: 565 minutes per week

Electives*: 195 minutes per week

PE – Physical Education (Multi-discipline)

Core- Math, Science, English/Humanities

Sci-Science (Alternate with elective)

Elect* – Elective will be determine by student interest

Student Weekly Schedule – Primary School K-5 Grades

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

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

Total Minutes: 1630 minutes per week

Core Minutes: 970 minutes per week

Multi-discipline Minutes: 530 minutes per week

Electives: 130 minutes per week

PE – Physical Education (Multi-discipline)

Core- Math, Science, English/Humanities

Sci-Science (Alternate with elective)

Elect* – Elective will be determine by student interest

Rationale for our schedule – II.G.2f

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

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

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

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

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

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

Attachment K

Teacher Weekly Schedule – Example

Teacher to student ratio is 1:25.

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

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

Primary School (Grades 6-12) Teacher Schedule Breakdown

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









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

Statement of Assurances

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

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

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

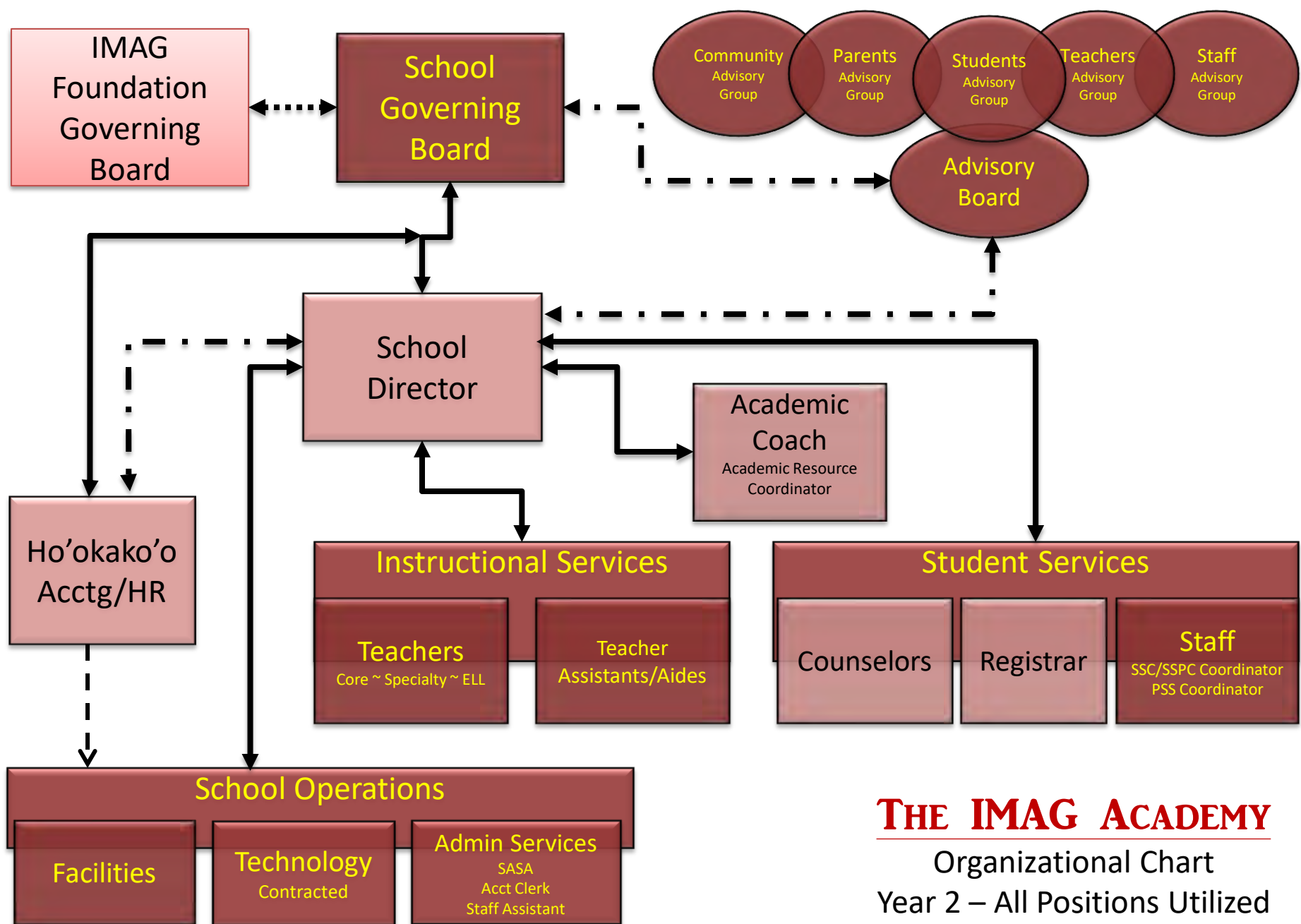
-  will follow any federal and state court orders in place in the local school district;
-  will comply with federal and state applicable health and safety standards;
-  will permit the Commission to audit, review, and inspect the operator's activities, books, documents, papers, and other records;
-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

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

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


Signature of Authorized Representative

5/10/18
Date



THE IMAG ACADEMY

Organizational Chart
Year 2 – All Positions Utilized

School Governing Board

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

School Director-School Leadership Team Member

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

Academic Resource Coach & Coordinator (ARCC) – School Leadership Team Member

Provides job-imbedded and ongoing professional development for teachers, staff, and administration. Works directly for and closely with the School Director and school staff in data analysis, instructional methodology and professional development decision-making.

Registrar & Counselors – School Leadership Team Members

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

Ho'okako'o – School Leadership Team Member

Performs and maintains the financial, accounting, human resource management, contract and procurement activities of the school. Works with the School Director and operations staff. Provides guidance and reports directly to the Governing Board.

Instructional Services Staff (Teachers, Assistants)

The IS staff provides subject instruction to our students. Interacts with and supports other staffing groups. Works closely with the Academic Resource Coach. Has a direct link to the school director.

Student Services Staff (Counselor, School Services/Project Coordinator, Student/Parent Coordinator)

The SS staff provide additional support to our teachers, students, and families. Interacts with and supports other staffing groups.

School Operations (Facility, Security, Technology, SASA, Account Clerk)

The SO staff provide "care-taking" of a variety of our school operations. Interacts with and supports other staffing groups.

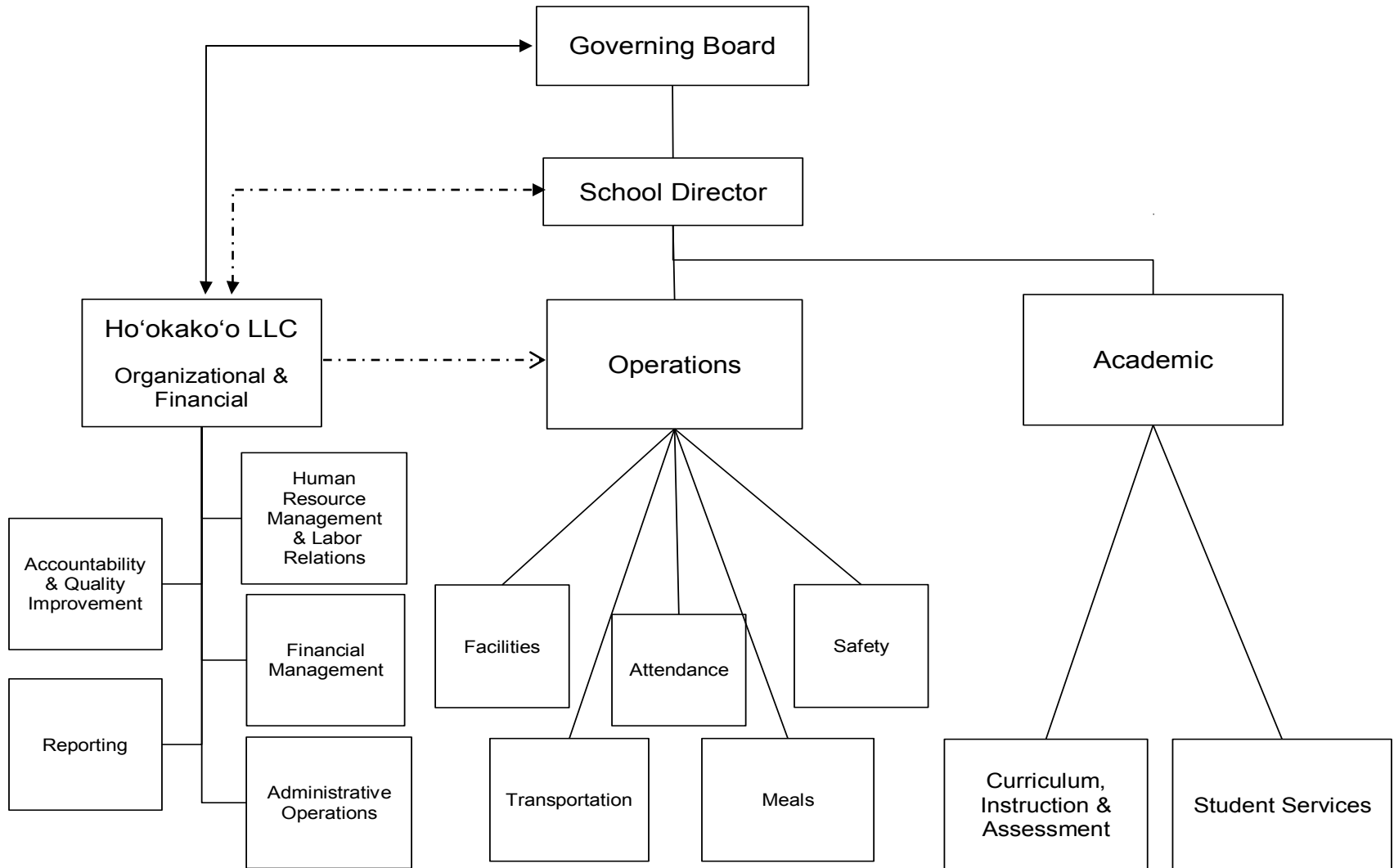
Advisory Board - Advisory Groups: Students, Parents, Teachers, Staff, and Community Members

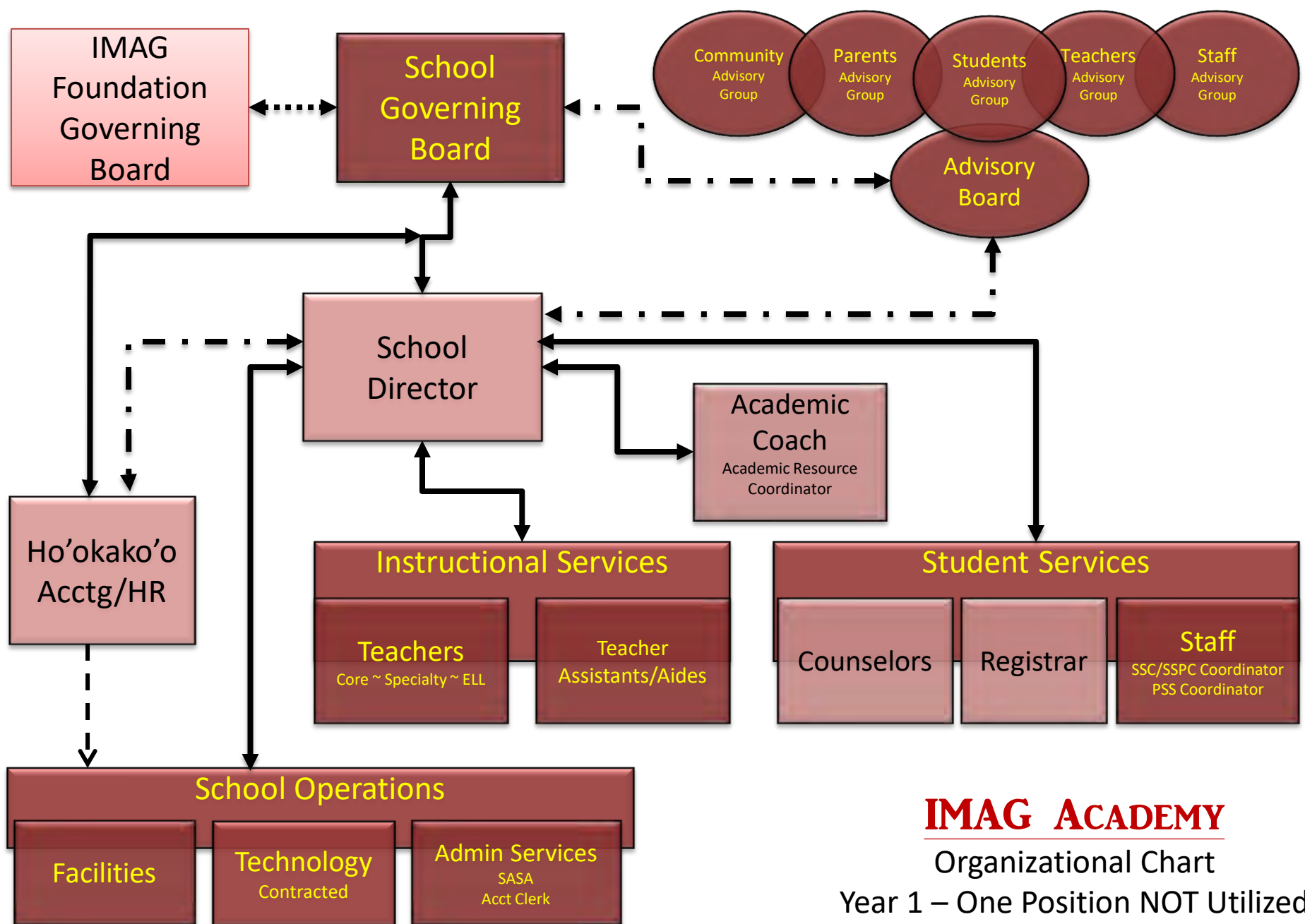
The board is made up of a representative from each stakeholder group. The Advisory Board members will provide valuable insight of their respective group to both the governing board and school director.

Foundation Governing Board

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

Detailed Breakdown - Ho'okako'o





SUMMARY

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

CORE SKILLS**Business Operations**

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

Product Management

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

Technology Consulting Areas

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

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

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

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

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

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

Innovation Manager, High Technology Development Corporation 2015 to 2017

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

Chief Compliance Officer, Ashton Stewart Advisor Services 2013 to 2017

- Worked with companies looking to turn an idea into reality or to help them get their product or service to the next level in the marketplace
- Developed innovative approaches to raising capital and develop business relationships to improve company cash flows and returns on investments

Senior Systems Analyst, Department of Housing and Urban Development 2013 to 2014

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

Division Director, Socialserve.com 2010 to 2013

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

Lead IT Business Systems Analyst, Alane-West Consulting 2009 to 2010

- Assisted clients in selecting and implementing technological solutions for improved productivity and streamlined processes, while emphasizing best business practices for data collection, maintenance and security

VP of Product & Business Systems, Domus Systems, Inc. 2003 to 2009

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

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

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

EDUCATION:

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

REGISTRATIONS: Series 65 – Investment Advisor Representative Registration

Series 24 – General Securities Principal

Series 7 – General Securities Representative

ARTICLES

Various articles on fundraising and non-profit technology for blog.donorzen.com, 2017

How to participate in a Startup Weekend Event, April 2016

Writing Technical Specifications for Non-Programmers, April 2015

How to Write an Executive Summary, January 2015

Board Member Information

To be completed individually by each Applicant Governing Board member.

All forms must be signed by hand.

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

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

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

Background- describe your role and time commitment

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

IMAG Academy

2. Contact information:

Name: Thelma Alane

[REDACTED]

E-mail: thelma.alane@chipara-llc.com

Describe your role and indicate your position on the governing board.

Financial Management and Board Treasurer

Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached. [Click or tap here to enter text.](#)

☒ Resume and professional bio are attached to this form.

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

☒ Does not apply to me

☐ Yes. Names of other boards that you currently or have previously served: [Click or tap here to enter text.](#)

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

To make a difference and have impact that may help youth of the day improve their lives

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

Give input, monitor that the school is being run wisely, ethically and soundly

Describe any previous experience you have that is relevant to serving on the charter school's

governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have been a board member on an HOA and I have been involved in the financial industry and start up world and feel these experiences translate in a positive way to assist a school help children grow and learn in new and better ways.

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

Financial accounting, technological expertise, operational practices, data analysis

School Mission and Plan

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

Governance

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

Disclosures

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

2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
☒ I/we do not know any such employees
☐ Yes Click or tap here to enter text.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I/we do not know any such persons
☐ Yes Click or tap here to enter text.
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I/we do not anticipate conducting any such business
☐ Yes Click or tap here to enter text.
5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
☒ I/we do not have a financial interest
☐ Yes Click or tap here to enter text.
6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☒ I/we do not know any such persons
☐ Yes Click or tap here to enter text.
7. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. The school does not intend to contract with an education service provider.
☒ I/we have no such interest
☐ Yes Click or tap here to enter text.
8. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. The schools does not intend to contract with an education service provider.
☒ I/we or my family do not anticipate conducting any such business
☐ Yes Click or tap here to enter text.
9. Indicate whether you, your spouse, or other immediate family members are a director, officer,

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

☒ Does not apply to me, my spouse or family

☐ Yes Click or tap here to enter text.

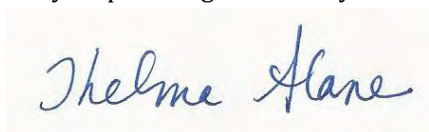
10. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

☒ None

☐ Yes Click or tap here to enter text.

Certification

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



Signature

4/27/2018
Date

Shirley Ames

• SHIRL.AMES@GMAIL.COM

OFFERING

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

EXPERIENCE & EMPLOYMENT

2000-current **Realtor-Associate (Independent Contractor)** **Honolulu, HI**
Full time management of 14 residential rental properties in addition to working residential sales. Assist broker with commercial leasing transactions.

1994-2008 **Hawaii Air National Guard** **Hickam AFB, HI**
14 years of service working in two separate career fields and volunteering for three different tours of duty. During Operation Enduring Freedom, served a 270 day tour at the US Pacific Command Headquarters performing logistics operations and arranging Pacific theater airlifts for general officers, members of Congress, and other foreign dignitaries.

1997-2000 **Kinko's** **Honolulu, HI**
Assistant Manager of floor operations for the busiest branch in the state. Worked with the industry's latest printing and computer graphic technology. Managerial duties included supervising approximately 15 employees, dealing with corporate customers, ordering and receiving supplies, and maintaining copiers and equipment.

EDUCATION & AWARDS

1994-1999 **University of Hawaii at Manoa** **Honolulu, HI**
B.B.A in Management Information Systems

Military Honors:

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

COMMUNITY INVOLVEMENT

Girl Scouts of Hawaii Troop Leader 2013-Present

Board Member Information

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

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

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

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

Background- describe your role and time commitment

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

The IMAG Academy

2. Contact information:

Name: Shirley Ames

[REDACTED]

E-mail: shirlames@gmail.com

Describe your role and indicate your position on the governing board.

[Click or tap here to enter text.](#)

Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached. [Click or tap here to enter text.](#)

☒ Resume and professional bio are attached to this form.

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

☒ Does not apply to me

☐ Yes. Names of other boards that you currently or have previously served: [Click or tap here to enter text.](#)

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

I support the vision and mission of IMAG Academy and would like to see it offered as a charter school for leeward area children.

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

To provide guidance and oversight to the school administration.

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

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

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

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

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
IMAG Academy wants to offer school-wide project based learning that would focus on cultivating community ties for deeper learning and understanding for the students.
2. What is your understanding of the school's proposed academic plan?
The academic plan has three elements. The first is focused on social, emotional and communication development. The second ensures our students will see relevance in their learning through project based learning and community. The third ensures we use national level standards and the Hawaii common core standards to guide their instruction and assessment.
3. What do you believe to be the characteristics of a successful school?
There are so many elements I believe would be a characteristic of a successful school. I would consider our school a success if students and families would want to return year after year and would attend our summer school program. In regards to our teacher community and school organization, we would have a near 100% personnel retention rate and there would be teachers wanting to teach at our Lab school.
4. How will you know that the school is succeeding or is not succeeding in its mission?
I would know the school would be succeeding if our students were engaged and excited about passions they've uncovered and never knew existed before coming to The IMAG Academy. I would know our school was failing in accomplishing our mission if our students were not involved in their community.

Governance

1. Describe the role that the governing board will play in the school's operation.
To oversee but not be involved in the daily administration.
2. How will you know if the school is successful at the end of the first year of operation?
I feel we would know we are successful if all entering students finish out the entire year and there are no incidences of chronic absenteeism.
3. How will you know at the end of five years if the school is successful?

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

4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
The board should always be aware of the schools performance through monitoring our monthly, quarterly, yearly and contract metrics. Once a metric isn't met, it should be investigated and put on a "watch list" and to take necessary steps to correct the problem.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
I would notify the proper authorities and inform them of the situation.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I/we do not know these individuals
☐ Yes Click or tap here to enter text.
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
☒ I/we do not know any such employees
☐ Yes Click or tap here to enter text.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☐ I/we do not know any such persons
☒ Yes I know Sheila Buyykacar. We met through Hawaii Swim Club when both of our children were swimming there.
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I/we do not anticipate conducting any such business
☐ Yes Click or tap here to enter text.
5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
☒ I/we do not have a financial interest
☐ Yes Click or tap here to enter text.
6. If the school intends to contract with an education service provider or management organization,

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

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

☒ I/we do not know any such persons

☐ Yes Click or tap here to enter text.

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

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

☒ I/we have no such interest

☐ Yes Click or tap here to enter text.

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

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

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

☐ Yes Click or tap here to enter text.

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

☒ Does not apply to me, my spouse or family

☐ Yes Click or tap here to enter text.

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

☒ None

☐ Yes Click or tap here to enter text.

Certification

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

S. Ames

5/10/2018

Signature

Date

Deborah Bond-Upson Short Bio

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

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

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

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

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

DEBORAH BOND-UPSON

Deborah@LearningBond.com

2009 - present

CEO, Learning Bond LLC

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

2003 - 2009

CEO, Best Practice Networks, Inc.

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

2001 - 2003

President and CEO, TU Holdings, Inc.

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

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

1998 - 2001

President and CEO, Teacher Universe, Inc.

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

1997 - 2003

Executive Vice President, Knowledge Universe, Inc.

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

1973 - 1997

Vice President, Product Development, Kaplan Educational Centers

National Director of Development

Regional Director, Western U. S.

Regional Administrator, Northern California and Nevada

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

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

1970 - 1973

Teacher and Student Teacher

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

1969

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

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

EDUCATION

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

AWARDS

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

PERSONAL

Married since 1976 with four adult children.

Lifetime educator, ordained Unitarian Universalist minister and visual artist.

Board Member Information

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

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

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

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

Background- describe your role and time commitment

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

IMAG Academy

2. Contact information:

Name: Deborah Bond-Upson

Phone: [REDACTED]

E-mail: Deborah@learningbond.com

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

☒ Resume and professional bio are attached to this form.

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

☐ Does not apply to me ☒ Yes

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

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

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

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

needed.

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

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

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

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

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
IMAG Academy is dedicated to offering a welcoming small school community option for the Waipahu area which is otherwise served by large schools. By engaging families, community organizations and businesses with the school, IMAG will offer an authentic and nurturing environment to encourage student personal, academic and career growth. A feeling of belonging and of relevance of learning will empower students and support their success. A focus on character, values, and career preparation including STEM and career technical preparation will support student engagement in the commonweal.
2. What is your understanding of the school's proposed academic plan?
IMAG will use the powerful Hawaii Common Core Language Arts and Mathematics, Next Generation Science, and 3 C's Social Studies standards benchmarks to guide its project---based learning curriculum. IMAG is committed to providing teachers with adequate planning and collaboration time, which will enable cross---curricular connections and continued evolution of the curriculum. Using district chosen texts as additional ballast at the inception of the school, IMAG will meet standards while engaging students in authentic work that benefits their families and community.
3. What do you believe to be the characteristics of a successful school?
A successful school creates an exciting and supportive atmosphere for learning. Models of rigor are celebrated and inspire student energy and commitment. This engaged learning

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

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

Governance

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

The governing board will support school leaders with observation, review, suggestions, questions, and direction, as needed. In addition to ongoing board meetings and board work, this will involve school site visits and observation.

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

The board will evaluate student enrollment, attendance rates, teacher retention, family engagement and quality work by students. IMAG will survey students, teachers and families and elicit feedback in multiple ways to support continuous improvement.

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

The metrics mentioned for the first year will remain important metrics throughout the life of the school. Additional metrics will include course completions, graduation rates, college acceptances, and career placements, meeting of academic benchmarks, and teacher professional development progress.

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

The governing board must hold the success, progress and safety of the students, families, and teachers as paramount and must provide guidance to assure those results. Regular surveying of each of those groups and board review of subjective responses and objective criteria will be required to ensure that IMAG is a successful school.

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

If there are concerns or questions about any member of the governing board's actions, I would raise this in a board meeting, see that the research is done to enable the board to consider and act. If there is unethical behavior, the member would need to be dismissed from the board and the situation that enabled the unethical action to occur would need to be reviewed in order to change any processes at the school or address any related staff or board behavior, if needed.

Disclosures

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

☐ I/we do not know these individuals ☒ Yes I know all of the prospective board members from our planning meetings.

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

☒ I/we do not know any such employees ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I/we do not know any such persons ☐ Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I/we do not anticipate conducting any such business ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☒ I/we do not know any such persons ☐ Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A ☐ I/we have no such interest ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A ☐ I/we or my family do not anticipate conducting any such business ☐ Yes
8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family ☐ Yes

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

☒ None ☐ Yes

Certification

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

Deborah Bond-Upson 1/18/2017
 Signature Date

hanlan bowler

hanlan.bowler@gmail.com

PROFILE

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

EXPERIENCE

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

2014-present

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

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

2016-present

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

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

2010-2012

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

Conservation Educator, Kupu, Hawaii Youth Conservation Corps, Hawaii

2010

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

Classroom Health & Science Teacher, Montgomery Middle & High, CA

1997-2010

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

EDUCATION

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

LICENSURE

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

Board Member Information

To be completed individually by each Applicant Governing Board member.

All forms must be signed by hand.

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

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

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

Background- describe your role and time commitment

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

IMAG Academy

- 2. Contact information:**

Name: Hanlan Bowler

[REDACTED]

E-mail: Hanlan.Bowler@gmail.com

1. Describe your role and indicate your position on the governing board.
2. Staff Professional Development
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
- X Resume and professional bio are attached to this form.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
- ☐ Does not apply to me
5. X Yes. Names of other boards that you currently or have previously served: Montgomery Middle School, School Site Council, San Diego, CA; eXcel Youth Zone Organization(501c3) San Diego, CA; Ka'oi Soccer Club (501c3) Oahu, Hawaii
6. Why do you wish to serve on the governing board of the proposed charter school?
I believe that the IMAG Academy offers exceptional educational opportunities for the learners, their families and the Central Oahu communities. I support the organization's mission and want to volunteer to assist in the leadership of empowering and training a community and global-minded youth citizen.
7. What is your understanding of the appropriate role of a public charter school governing board member?

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

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

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

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

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
The mission is to prepare responsible 21st century citizens who engage continually improving themselves and their communities through learning and action.
2. What is your understanding of the school's proposed academic plan?
The school's academic plan will be based on community centered projects that use the national and state grade level subject standards.
3. What do you believe to be the characteristics of a successful school?
The characteristics of a successful school are; 1) safety (students and staff are and feel safe), 2) growth in student performance and achievement, 3) caring, dedicated, effective teachers, administrators and support staff, 4) organized and efficient systems of support, 5) personalized learning and educational plans which include high expectations with social and emotional learning, 6) a thriving positive school culture with community support.
4. How will you know that the school is succeeding or is not succeeding in its mission?
By measuring these indicators (directly and indirectly).

Governance

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

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

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

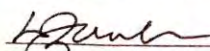
Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I/we do not know these individuals
☒ Yes I know other board members professionally from meetings.
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
☐ I/we do not know any such employees
☒ Yes I know Sheila Buyukacar professionally. She asked me to serve on the board.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I/we do not know any such persons
☐ Yes Click or tap here to enter text.
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I/we do not anticipate conducting any such business
☐ Yes Click or tap here to enter text.

5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
☒ I/we do not have a financial interest
☐ Yes [Click or tap here to enter text.](#)
6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☒ I/we do not know any such persons
☐ Yes [Click or tap here to enter text.](#)
7. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. The school does not intend to contract with an education service provider.
☒ I/we have no such interest
☐ Yes [Click or tap here to enter text.](#)
8. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. The schools does not intend to contract with an education service provider.
☒ I/we or my family do not anticipate conducting any such business
☐ Yes [Click or tap here to enter text.](#)
9. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family
☐ Yes [Click or tap here to enter text.](#)
10. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
☒ None
☐ Yes [Click or tap here to enter text.](#)

Certification

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


Signature

5/9/18
Date

Sheila Buyukacar
sheila@focusedreality.com



SUMMARY OF SKILLS and EXPERIENCE

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

EDUCATION and CERTIFICATIONS

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

EMPLOYMENT HISTORY

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

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

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

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

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

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

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

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

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

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

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

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

Board Member Information

To be completed individually by each Applicant Governing Board member.

All forms must be signed by hand.

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

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

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

Background- describe your role and time commitment

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

IMAG Academy

4. Contact information:

Name: Sheila Buyukacar

[REDACTED]

E-mail: sbuyukacar@gmail.com

Describe your role and indicate your position on the governing board.

School Director

Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached. [Click or tap here to enter text.](#)

☒ Resume and professional bio are attached to this form.

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

☒ Yes. Names of other boards that you currently or have previously served: IMAG Foundation

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

I believe The IMAG Academy has an opportunity to make a difference in the lives of the children in the area. I would like to be a part of this opportunity.

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

I believe a governing board member has the role of ensuring the school has the appropriate

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

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

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

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

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

School Mission and Plan

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

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

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

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

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

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

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

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

Governance

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

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

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

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

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

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

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

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

I believe we have to make sure our governance policies and processes are in place and followed. In addition, we will have to take our energy and create the necessary excitement about the school for not only students to get excited, but those community members that will support and benefit from a school like IMAG Academy.

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

It would be very hard for me to tolerate something that would destroy the reputation of the school or the sustainability and future of our school's existence. The first thing I would do is to find out more by going back to the policies and procedures. I would check the facts about what is thought to be happening and I would apply the procedures. I would listen and listen some more. If it didn't measure up, then I would bring it to the board and request a discussion and informal inquiry.

Disclosures

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

☒ Yes Deborah Bond-Upson, Thelma Alane and Harrison Peters have worked as colleagues in the past. I know Shirley Ames. Our children swam together on the Hawai'i Swim Club

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

☒ I/we do not know any such employees

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

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

☒ I/we do not know any such persons

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

☒ I/we do not anticipate conducting any such business

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

☒ I/we do not have a financial interest

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

☒ I/we do not know any such persons

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

☒ I/we have no such interest

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

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

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

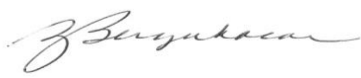
☒ Does not apply to me, my spouse or family

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

☒ None

Certification

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



Signature

5/9/18

Date

Ruby Menon MBA, PHR, SHRM-CP

Email: rmenon77@gmail.com

www.linkedin.com/in/rubymenon/

• **PROFESSIONAL SUMMARY**

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

• **PROFESSIONAL EXPERTISE**

- **Recruiting and Staff Retention**
- **HR Consulting Services**
- **Social Media Proficiency**
- **Change Management and Systems Thinking**
- **Employer Marketing and Branding**
- **Training and Development**

• **PROFESSIONAL SKILLS**

Talent Development

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

Recruitment and Retention

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

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

Training and Development

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

HR Technology and Operations

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

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

Workforce Development

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

• TECHNOLOGY EXPERIENCE

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

• EDUCATION & CERTIFICATIONS

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

• COMMITTEES | VOLUNTEER PROJECTS | BOARD MEMBERSHIPS

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

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

• **EMPLOYMENT HISTORY**

07/15 - Present	WorkNet, Inc. – Honolulu, HI: <i>A non-profit that provides reentry services for offenders to support their transition to the community (i.e vocational training, jobs, housing, ID documents)</i> <ul style="list-style-type: none"> • Program Director (contract position) – Correctional Arts Reentry (CARE) Project
03/15 – 07/15	Staffing Solutions of Hawaii – Honolulu, HI: <i>An employment and staffing firm</i> <ul style="list-style-type: none"> • HR Business Consultant & Recruiter
06/14 – Present	Assured Improvement Management, Inc. – Honolulu, HI: <i>A consulting business providing assessment and workforce development services for the prison system and government agencies</i> <ul style="list-style-type: none"> • Startup entrepreneurial project: LifeStiles® Assessment Product Manager • Co-designer: LifeStiles® Vocational Inventory & Risk Profile
06/11 – 06/14	TeamPraxis, LLC – Honolulu, HI: <i>A healthcare technology firm with 160 employees providing technology solutions for doctors in large medical practices and retail clinics</i> <ul style="list-style-type: none"> • HR Officer
1/09 – 06/11	AlohaCare – Honolulu, HI: <i>A non-profit health plan with 200 employees providing health care coverage for Hawaii's Quest beneficiaries</i> <ul style="list-style-type: none"> • HR Director
9/08 – 1/09	Ke'aki Technologies (Previously named Akimeka Technologies) – Honolulu, HI: <i>A Native Hawaiian Organization (NHO) with over 500 employees providing technology solutions for government and DOD clients</i> <ul style="list-style-type: none"> • HR Director
04/08 – 12/10	Assured Improvement Management, Inc. – Honolulu, HI: <i>A consulting business providing assessment and consulting services for the prison system and government agencies</i> <ul style="list-style-type: none"> • Product Development Consultant/Trainer
8/06 – 4/08	Hawaii Biotech, Inc. – Aiea, HI: <i>A privately held biotechnology company with up to 40 employees focused on the research and development of vaccines</i> <ul style="list-style-type: none"> • Director of HR
12/97 – 8/06	Goodwill Industries of Hawaii, Inc. – Honolulu, HI: <i>A non-profit with over 500 employees providing job placement and employment services to persons with employment barriers</i> <ul style="list-style-type: none"> • 1/2004 – 8/06 Vice President of Human Resources • 6/98 – 1/2004 Director of Human Resources • 12/97 – 6/98 Human Resources Manager

Entrepreneurial Activities:

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

Board Member Information

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

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

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

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

Background- describe your role and time commitment

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

IMAG Academy

2. Contact information:

Name: Ruby Menon

E-mail: rmenon77@gmail.com

Describe your role and indicate your position on the governing board.

Human Resources & Personnel Management

Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached. [Click or tap here to enter text.](#)

☒ Resume and professional bio are attached to this form.

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

☐ Does not apply to me

☐ Yes. Names of other boards that you currently or have previously served: [Click or tap here to enter text.](#)

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

To work toward social change and help our Keiki approach learning in new and better ways while impacting the community overall in positive ways

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

To act ethically, protect the students and the community and to ensure that the school is being run with wisdom and emphasis on being a positive influence on the children enrolled

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

I have been involved in methods to workforce development via social enterprise projects that help people in underserve communities. Over 20 years in HR and Personnel Management
Describe the specific knowledge and experience that you would bring to the governing board.
Human Resource & Personnel Management, Vocational Education & Training Programs

School Mission and Plan

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

Governance

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

Disclosures

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

- ☐ Yes Click or tap here to enter text.
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
 - ☐ I/we do not know any such employees
 - ☐ Yes Click or tap here to enter text.
 3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 - ☐ I/we do not know any such persons
 - ☐ Yes Click or tap here to enter text.
 4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 - ☐ I/we do not anticipate conducting any such business
 - ☐ Yes Click or tap here to enter text.
 5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
 - ☐ I/we do not have a financial interest
 - ☐ Yes Click or tap here to enter text.
 6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 - ☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
 - ☐ I/we do not know any such persons
 - ☐ Yes Click or tap here to enter text.
 7. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
 - ☐ N/A. The school does not intend to contract with an education service provider.
 - ☐ I/we have no such interest
 - ☐ Yes Click or tap here to enter text.
 8. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 - ☐ N/A. The schools does not intend to contract with an education service provider.
 - ☐ I/we or my family do not anticipate conducting any such business
 - ☐ Yes Click or tap here to enter text.

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

Certification

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

 5/5/2018
Signature Date

Michael Nakata
Professional Bio

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

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

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

Michael Nakata

mpfphawaii@gmail.com

Executive Profile

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

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

Notable Campaigns and Events

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

Professional Experience

Ad Solutions Hawaii

Managing Member

Advertising, marketing, and event planning. Specializing in charitable fundraising and marketing campaigns.

November 2013 to Present

Honolulu, HI

Shozen Enterprises

Owner

Restaurant management and consulting. Developed and directed strategy for launch of new bar that tripled monthly revenue 3 months after launch. Formulate and implement strategies for driving sales.

January 2010 to 2013

Honolulu, HI

Coldwell Banker Pacific Properties

Realtor Associate

Real Estate Sales and Marketing

March 2005 to August 2010

Honolulu, HI

Education

Seattle University - Alber's School of Business

Bachelor of Arts: International Business/Business Management

Seattle, WA

Board Member Information

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

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

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

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

Background- describe your role and time commitment

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

The IMAG Academy

Contact information:

Name: Michael Nakata

[REDACTED]

E-mail: npfphawaii@gmail.com

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

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

x Resume and professional bio are attached to this form.

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

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

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

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

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

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

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

School Mission and Plan

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

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

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

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

Governance

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

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

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

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

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

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I/we do not know these individuals
☒ Yes I know most of them from the previous application processes
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
☒ I/we do not know any such employees
☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I/we do not know any such persons
☐ Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I/we do not anticipate conducting any such business
☐ Yes
5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
☒ I/we do not have a financial interest
☐ Yes

6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization. ☒ I/we do not know any such persons
☐ Yes
7. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. The school does not intend to contract with an education service provider.
☒ I/we have no such interest
☐ Yes
8. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. The school does not intend to contract with an education service provider.
☒ I/we or my family do not anticipate conducting any such business
☐ Yes
9. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family
☐ Yes
10. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
☒ None
☐ Yes

Certification

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

Signature

Date

Harrison F. Peters

Email: hfpeters1@hotmail.com

Work History:

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

Education:

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

Board Member Information

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

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

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

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

Background- describe your role and time commitment

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

IMAG Academy

2. Contact Information:

Name: Harrison Peters

E-mail: htpeters1@hotmail.com

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

Resume and professional bio are attached to this form.

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

☒ Does not apply to me. Yes

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

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

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

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

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

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

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

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

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

School Mission and Plan

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

Governance

- A. Describe the role that the governing board will play in the school's operation.
To oversee the operational component, but not be involved in day-to-day administration
- B. How will you know if the school is successful at the end of the first year of operation?
Happy students, excited to come to school and a team of educators in place feeling they are truly making a difference
- C. How will you know at the end of five years if the school is successful?
Using metrics, we will be able to measure our progress, in terms of educational standards, to monitor the impact the school is having in students' lives and the broader community. Another metric would be meeting (or exceeding) our enrollment projections. Another metric would be our personnel turnover rate, it should be as near 0% as possible.

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

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

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

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

Disclosures

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

I do not know these individuals. Yes

Sheila Buyukacar - Colleague, I offered to help

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

I do not know any such employees.

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

I do not know any such persons.

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

I do not anticipate conducting any such business.

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

I do not know any such persons

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

N/A. I have no such interest. Yes

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

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

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

Does not apply to me, my spouse or family

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

None

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


Harrison F. Peters

5/3/2018
May 3, 2018

Randall T. Shiraishi

Biography

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

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

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

RANDALL T. SHIRAISHI

Randy.Shiraishi@gmail.com

WORK EXPERIENCE:

**HĀLAU LŌKAHI
PUBLIC CHARTER SCHOOL**

401A Waiakamilo Rd
Honolulu, HI 968171
(808) 832-3594

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

Executive Director

April 2015 – May 2015

**HĀLAU LŌKAHI PUBLIC
CHARTER SCHOOL GOVERNING BOARD**

401 Waiakamilo Rd
Honolulu, HI 968171A
(808) 832-3594

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

Vice-Chair

January 2015 – May 2015

**NAVY FLEET & FAMILY READINESS/
MORALE, WELFARE and RECREATION**

850 Ticonderoga St, Ste 110 (JBPHH)
Pearl Harbor, HI 968860-5101
(808) 474-1846

Amy Koskovich, Director

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

Child & Youth Program Assistant

August 2012 – present

EPIC, Inc.

E Makua Ana Youth Circle
1130 N. Nimitz Highway, Suite C210
Honolulu, HI 96819
(808) 838-7752

Arlynn Howell Livingston, Executive Director

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

Program Manager

October 2005 – August 2009

STATE OF HAWAI'I JUDICIARY

Volunteer Guardians Ad Litem Program
777 Punchbowl Street
Honolulu, HI 96813
(808) 538-5930

Jacqueline Phillips, VGAL social worker

Volunteer Guardian ad Litem

November 2006 – March 2009

CHILD & FAMILY SERVICE

Youth Residential Care Program
91-1841 Fort Weaver Road
'Ewa Beach, HI 96706
(808) 681-3500

Marci Lopes, Program Director

Residential Counselor

April 2005 – May 2006

100TH INFANTRY BATTALION**LEGACY ORGANIZATION**

516 Kamoku Street, Apartment 205
Honolulu, HI 96826

Treasurer, Executive Board of Directors

November 2002 - October 2005

***Secretary, Executive Board of Directors* Volunteer**

2008 – present

HAWAI'I BUSINESS COLLEGE

33 South King Street, 4th Floor
Honolulu, HI 96813
(808) 524-4014

Anne Omori, President

Director of Admissions

June 2002 – December 2002

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

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

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

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

As secretary, keep minutes of board meetings.

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

HAWAI'I JOB CORPS OUTREACH, ADMISSIONS & CAREER TRANSITION SERVICES AGENCY

49 South Hotel Street, Suite 205
Honolulu, HI 96813
(808) 545-3816

Tommy Troxell, Center Director

Manager

March 2000 - April 2002

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

HAWAI'I JOB CORPS

41-467 Hihimanu Street
Waimānalo, HI 96795
(808) 259-6020

S.F. Su'esu'e, Group Life Manager

Counseling Services Supervisor

September 1997 - March 2000

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

HAWAI'I JOB CORPS

41-467 Hihimanu Street
Waimānalo, HI 96795
(808) 259-6092

Kekea Jones, Counseling Supervisor

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

Counselor

December 1993 - Sept 1997

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

WINNERS' CAMP FOUNDATION

888 Akiu Place
Kailua, HI 96734
(808) 263-0177

Delorese Gregoire, Owner

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

Team Leader Coordinator

August 1993 and August 1994

HAWAI'I DEPT. of HUMAN SERVICES

Dependent Children's Unit I
420 Waiakamilo Road, Suite 300B
Honolulu, HI 96817
(808) 832-5424

Lynn Mirikidani, Supervisor

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

Social Worker I

January 1993 - November 1993
July 1992 - November 1992

WINNERS' CAMP FOUNDATION

888 Akiu Place
Kailua, HI 96734
(808) 263-0177

Delorese Gregoire, Owner

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

Team Leader

June, August and October 1992

HAWAI'I DEPT. of HUMAN SERVICES

Dependent Children's Unit I
420 Waiakamilo Road, Suite 300B
Honolulu, HI 96817
(808) 832-5424.

Lynn Mirikidani, Supervisor

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

Social Services Assistant IV

November 1992 - January 1993
July 1991 - June 1992

EDUCATION:

High School Diploma: 'Iolani School, 563 Kamoku St, Honolulu, HI 96826

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

SPEAKING ENGAGEMENTS/TRAININGS PRESENTED:

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

MEMBERSHIPS:

100th Infantry Battalion Legacy Organization, 2002 – present

American Mensa, 2012 - present

REFERENCES:

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

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

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

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

Board Member Information

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

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

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

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

Background- describe your role and time commitment

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

2. Contact information:

Name: Randall T. Shiraishi

[REDACTED]

E-mail: randy.shiraishi@gmail.com

Describe your role and indicate your position on the governing board.

[Click or tap here to enter text.](#)

3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached. [Click or tap here to enter text.](#)

☒ Resume and professional bio are attached to this form.

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

☐ Does not apply to me

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

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

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

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

member?

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

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

I have served on the executive board of directors of the 100th Infantry Battalion Legacy Organization as the secretary and treasurer since 2001. In addition, I was the vice-chair for the Hālau Lōkahi Public Charter School Governing Board from January to May of 2015. I have been the president of the IMAG Academy governing board since December 2016.

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

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

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
The school's mission is to provide a small learning environment that is community-connected and engaged.
2. What is your understanding of the school's proposed academic plan?
The school will provide small project-based classes that are community connected. The use of educational assistants will reduce staff-student ratios in the classroom. The belief is that a small community/family based school has positive benefits to the child, family, and the community.
3. What do you believe to be the characteristics of a successful school?
Positive leadership, committed staff, family engagement, community connections, safe learning environment, low student-to-teacher ratios, fiscally responsible, strong moral compass, teaches the student to have strong character as well as academic skills.
4. How will you know that the school is succeeding or is not succeeding in its mission?
Fiscally responsible (operates within budget), positive learning outcomes (statistics), high student retention and graduation, strong community connections

Governance

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

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

3. How will you know at the end of five years if the school is successful?
Strong fiscal health, high student retention, strong academic performance (based on statistical measures), high staff retention, strong community involvement
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
Close monitoring of financial performance, enrollment goals, academic performance. This will occur at the monthly board meetings.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
I would discuss the situation with the individual and the vice-president of the board. If needed, I would put forth a motion to have the person removed from the board.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I/we do not know these individuals
☐ Yes Click or tap here to enter text.
 2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
☒ I/we do not know any such employees
☐ Yes Click or tap here to enter text.
 3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I/we do not know any such persons
☐ Yes Click or tap here to enter text.
 4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I/we do not anticipate conducting any such business
☐ Yes Click or tap here to enter text.
 5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
☒ I/we do not have a financial interest
☐ Yes Click or tap here to enter text.
 6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of
-

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

- ☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
- ☒ I/we do not know any such persons
- ☐ Yes Click or tap here to enter text.

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

- ☐ N/A. The school does not intend to contract with an education service provider.
- ☒ I/we have no such interest
- ☐ Yes Click or tap here to enter text.

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

- ☐ N/A. The school does not intend to contract with an education service provider.
- ☒ I/we or my family do not anticipate conducting any such business
- ☐ Yes Click or tap here to enter text.

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

- ☒ Does not apply to me, my spouse or family
- ☐ Yes Click or tap here to enter text.

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

- ☒ None
- ☐ Yes Click or tap here to enter text.

Certification

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


Signature

1 May 2018
Date

IMAG Academy Advisors

Joseph Evans

Andrew Hata

Ku'uipo Laumatia

Dr Manulani Meyer

Dr Marina Pischolish

JOSEPH A. EVANS

| jaehawaii@gmail.com

SENIOR-LEVEL ACCOUNTING & FINANCE MANAGER

AREAS OF EXPERTISE

- | | | |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">AccountingAudit ProcessesStrategic Planning/ Analysis | <ul style="list-style-type: none">Team ManagementCost AllocationFinancial Reports / Budgeting | <ul style="list-style-type: none">GAAP ImplementationPolicies & Procedures |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|

PROFESSIONAL EXPERIENCE

President and Consultant 2014-Present

Evans Financial Consulting, Honolulu, HI

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

Business Manager 2008-2015

K12, Inc. / HTA, Honolulu, HI

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

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

Chief Financial Officer 2000-2007

Child Care Links, Pleasanton, CA

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

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

ADDITIONAL EXPERIENCE

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

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

Corporate Banking/Investment Analyst

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

EDUCATION & CREDENTIALS

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

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

Andrew Tadayoshi Everett Hata

ahata@yhpro.com

EDUCATION

Aug 2010 – July 2013 **University of California, Hastings College of the Law**
San Francisco, CA
Juris Doctor

Sep 2003 - Aug 2007 **University of Washington**
Seattle, WA
Bachelors in Business Administration (Finance Concentration)

Sep 1999 - Jun 2003 **Punahou High School**
Honolulu, HI
High School Diploma

WORK EXPERIENCE

Feb 2014 - Present **Yacht Harbor Law**
Honolulu, HI
Attorney
Transactional attorney with focus areas in real property, corporate law and business restructuring, mergers and acquisitions, and estate planning. Currently servicing a number of Hawaii's largest companies in the transportation and entertainment industry.

Feb 2014 - Present **Yacht Harbor Professionals**
Honolulu, HI & Seattle, WA
Director of Analytics
Director vested with the responsibility of vetting commercial properties for acquisition by foreign and domestic investors. Currently serving foreign and domestic clients with quarterly closings averaging \$20mm to \$35mm.

June 2012 – Aug 2012 **Thomas M. Foley, AAL, LLC**
Honolulu, HI
Law Clerk
Performed legal research, document drafting, and financial analysis. Independently completed over 40 projects, including two successful bond issuances by the Territory of Guam.

Feb 2008 – July 2010 **Wurts & Associates**
Seattle, WA
Financial Analyst
Monitored performance of institutional clients' investment portfolios totaling in excess of \$3 billion; audited portfolio accounting data; participated in macroeconomic and manager-specific research efforts; and supervised analytics team when Director of Analytics was unavailable.

May 2007 – Oct 2007 **Pacific Capital Resource Group**
Bellevue, WA
Financial Planner
Planning areas included: retirement, insurance, estate, college, investment, asset allocation, and general account service.

CERTIFICATIONS & LICENSES

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

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

[REDACTED] Kuuipo.laumatia808@gmail.com

Profile Highlights:

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

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

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

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

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

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

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

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

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

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

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

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

Education/Certification:

M.B.A. – Concentration in Human Resources Management – Hawaii Pacific University, December 1994, (*With Distinction – Magna Cum Laude*)

B.S. – Information Systems Computer Science – Brigham Young University – Hawaii, June 1992, (*With Honors – Cum Laude*)

Project Management Professional (PMP) – *International certification for professional project managers by the Project Management Institute (PMI) – (4,500+ hours of project experience)*, March 2000

Certified Scrum Master (CSM) – Certification for Agile methodology by Scrum Alliance, January 2010.

Experience:

President, Mana’olana International, LLC

April 2011 – Present

Federal Government Contracting, Management Consulting, Project/Program/Portfolio Management Services specializing in Construction Management, Engineering Services, Information Technology, Facilitation, Management & Consulting Services.

Vice Chair, The Mana’olana Foundation, Native Hawaiian Organization (NHO)

May 2011 – Present

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

Sr. Project Manager, IT PMO, Queen's Health Systems

2016-2017

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

Bank of Hawai'i

March 2009 – April 2014

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

Owner/Consultant/Trainer, Project Professionals, LLC,

December 2000 – 2015

Business Process Re-engineering (Process Improvement), Portfolio Management, Program Management, and Project Management - Trainer and Consultant for over 50 companies resulting in 1000+ individuals

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

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

Adjunct Professor – Hawaii Pacific University

August 2000 – December 2011

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

Director, Project Management Office – Hawaiian Electric Company

December 2001 – October 2004

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

Telecommunications Business Manager - Hawaiian Electric Company

February 2000–December 2001

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

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

Project Manager, Training Director – NuSkin/Pharmanex

August 1998 – January 2000

Project Manager for all technical projects in pharmaceutical headquarters in San Francisco. Implemented new network, phone system, multimedia displays, for all headquarter offices. Reported to Chief Architect & CIO.

IT Training Director responsible for developing and implementing all training programs for 1500 company employees. Developed PMP certification training program with University of Phoenix to certify 20 IT professionals in project management. Reported to Chief Information Officer.

Academic Dean – Provo College, July 1996-July 1998
Education Director – Stevens Henager College, December 1994-July 1996
Program/Project Manager - Dept of Education, Windward District, August 1992 – November 1994
Network Training Director – Brigham Young University-Hawaii, May 1989 – June 1992
Division II Projects Supervisor – SoftCopy Inc., January 1987 – April 1989

Professional Organizations/Community Service:

- Board Chair – Kamalani Academy – Hawaiian focused Charter School (K-8) on O‘ahu, Hawaii specializing in Arts Integration, Leadership, Culture, and Financial Literacy
- Board Member - Corporate Relations, and member International Institute of Business Analysis (IIBA) 2010-2012; Current IIBA New Board mentor - 2016 to present
- Board Member - Membership and Fund Development, and member Society of Human Resources Management (SHRM) 2008-2012
- Member, Project Management Institute (PMI) Honolulu Chapter 2000-present
- President, Project Management Institute (PMI) Honolulu Chapter 2004-2005
- PMI President-Elect (2003-2004), Education Director (2001-2003), Programs Committee (2000-2001)
- Trustee – PMI Northern Utah Chapter (2000)

Professional References:

Dr. James B. Young (former boss)
Former Director of Telecommunications Division
Hawaiian Electric Company
(808) 232-9649
jby@hawaii.rr.com

Carolyn Yoshihara, PMP, MBA (former partner)
Partner/Project Management Consultant & Trainer
Project Professionals, LLC
(808) 538-4918 yoshiharac@aol.com

Gwen Kojima (former client for business process reengineering)
Manager
Oceanic Time Warner Cable
(808) 625-4100
Gwen.Kojima@twcable.com

Resume Summary

Manulani Aluli Meyer, Ed.D.

Director of Indigenous Education – University of Hawaii, West Oahu

manulani@hawaii.edu

SCHOOLING

- 1994-1998
Ed.D. *Harvard University Graduate School of Education - Cambridge, MA.*
Doctorate in Philosophy of Education in TCLE (Graduated June 4, 1998)
Thesis - "Native Hawaiian Epistemology: Contemporary Narratives"
Entering Award Scholarship, 1994-95; Awards for Excellence, 1995-96; 1996-97
1995 - Harvard Foundation for Intercultural and Race Relations Award:
"For outstanding contributions to intercultural and race relations at Harvard University"
- 1993-1994
C.A.S. *Harvard University Graduate School of Education - Cambridge, MA.*
Certificate of Advanced Studies in Teaching and Learning
- 1983-1985
M.A. *University of Northern Colorado - Greeley, CO.*
Masters in Physical Education (Attended on Coaching Assistantship)
Excellence in Education Award/Scholarship, 1984-1985
- 1979-1983
B.Ed. *University of Hawai'i - Honolulu, HI.*
Bachelors in Secondary Physical Education
Attended on Athletic Scholarship; Creative Writing Award

EMPLOYMENT HISTORY

- 2015-Present *Director of Indigenous Education - University of Hawai'i, West O'ahu*
- University of Hawai'i Systems Strategic Plan Initiative (Hawai'i Papa O Ke Ao)
 - Collaborate with community and UHWO faculty and staff to make teaching, learning and campus environments culturally relevant and reflective of the people of Hawai'i
 - Create events and faculty professional development re: Indigenous epistemology
 - Evaluated International Indigenous PhD's and collaborate with world scholars
- 2015-Dec 1 *PIKO Title III Grant Community Liaison - University of Hawai'i, West O'ahu*
- Develop and coordinate Native Hawaiian events for faculty, staff and students
 - Student Development 103 Instructor for Pre-Nursing Cohort
- 2015-Spring *Faculty Instructor for the following courses @ UH Hilo*
- Indigenous Health and Wellness program
 - Cultural Competency
 - Indigenous Research Ethics (summer course: 2015; 2016)
- 2015-Spring *Mentor for Indigenous Evaluation project; teacher for staff - Keiki O Ka Aina, Kalihi*
- 2010-2015 *International Indigenous Scholar-Practitioner - Te Wānanga o Aotearoa (Māori University, NZ)*

	<ul style="list-style-type: none"> • Lecturer, researcher, program evaluator, writer and graduate curriculum designer • Program designer for innovative and NZQA approved higher education degree: Masters in Applied Indigenous Knowledge – He Waka Hiringa. • Lead Teacher for He Waka Hiringa – Masters of Applied Indigenous Knowledge
2012-2013 Projects only	<i>Kauhale Director of Indigenous Education</i> , MA'O Organic Farm – Wai'anae, O'ahu Assisted MA'O Organic Farms to create linkages with native food security movements in Aotearoa (Huaparakore) and with cultural education practices throughout Pasifika.
2004-2010	<i>Associate Professor of Education</i> - University of Hawai'i at Hilo Undergraduate Courses: Introduction to Education (ED 310); Ethnicity and Education in HI. M.Ed. Courses: Foundations of Education; Ethnicity and Education in Hawai'i; Final Seminar; Advanced Instructional Strategies/Place-Based Pedagogy; Transformational Education; Advised 15+ M.Ed. students to completion.
1998-2004	<i>Assistant Professor of Education – University of Hawai'i at Hilo</i> Undergraduate Courses: Introduction to Education (ED 310); Ethnicity and Education in HI. Post Baccalaureate Courses: Methods and Strategies for Teaching; Methods of Teaching Social Studies and Language Arts; M.Ed. Courses: Foundations of Education; Ethnicity and Education in Hawai'i; Advised 10+ M.Ed. students to completion.
1998-Spring two classes	<i>Instructor</i> - University of Hawai'i at Mānoa School of Education Course: Seminar in Teaching for pre-service Hawaiian Language Immersion Teachers Course: Health and Education for pre-service Hawaiian Language Immersion Teachers
1994-1996 two classes	<i>Teaching Fellow</i> - Harvard University Graduate School of Education Course: Creating a Peaceful School Community with Professor Steven Brion-Meisels Course: Sports and Society with Professor Chester Pierce
1995-1996 part-time	<i>Staff Instructor and Teacher</i> - Cambridge Peace and Justice Corps Staff developer/trainer for High School project focusing on peace and justice issues
1993-1994 half-time	<i>Student Projects Coordinator</i> - The Harvard Foundation for Race Relations Facilitated student projects that dealt with racial and multi-cultural issues and concerns on the Harvard College campus (32 separate groups)
1992-1993	<i>Assistant Director</i> - Nā Pua No'eau: University of Hawai'i at Hilo (The Center for Gifted and Talented Native Hawaiian Children) Responsible for daily programming and facilitation of activities, teacher trainings, research and staff development for program servicing 1,000+ Native Hawaiian children
1988-1992	<i>Coordinator</i> - Hawaiian Leadership Development Program, UH Hilo Responsible for teaching, programming and facilitating leadership opportunities for Native Hawaiian university students. Developed unique cultural teaching / mentoring program throughout the islands. Organized six annual Hawaiian Leadership Conferences with 500+ participants and helped organize other educational events / workshops throughout Hawai'i.
1986-1993	<i>Instructor</i> - University of Hawai'i at Hilo Responsible for teaching one course per semester: - Human Development (College Retention, Communication, Culture, Self-Concept, etc.) - Hawaiian Leadership (Cultural Leadership Theory and Practice)
1986-1988	<i>Counselor</i> - Hawaiian Vocational Education Assistance Program, UH Hilo

	Counseling and support services for Native Hawaiian community college students
1987-1993 6 Seasons	<i>Assistant Women's Volleyball Coach</i> - University of Hawai'i at Hilo Most successful volleyball team in the United States at the time (7 National Titles)
1984-1985 part-time	<i>Head Supervisor</i> - Handicapped Swim Program, Greeley, Colorado Responsible for planning, instruction and safety of 200+ special students
1984 Summer	<i>Head Instructor</i> - Outward Bound School, Titusville, Florida Responsible for 18-day wilderness course with juvenile delinquents and status offenders
1981-1982 Seasonal	<i>Instructor</i> - The Hawai'i Bound School, Volcano, Hawai'i Responsible for planning, instruction, cultural projects and safety for 21-day wilderness courses and Special Contract Courses for wilderness experiential school

COMMUNITY, BOARD and COMMITTEE AFFILIATIONS

2011-2014	Fulbright New Zealand Board member
2008-2010	President – Haili Community Kumiai (mauka of downtown Hilo)
2006-2010	Hoea Ea: Return to Freedom – Food Sovereignty Youth Leadership Conferences
2004-2009	Hālau Wānana – Hawaiian Center of Higher Learning (Founding Member)
2000-2010	'Ike 'Āina: The Native Hawaiian Land Trust (Founding Member)
1997-2009	Ho'oulu Lāhui Board Member (Kua O Ka Lā Charter School, Puna)
1997-2010	'Ike A'o Co-Founder (Quality Education and Sustainable Communities Project)
2004	Accreditation Team: World Indigenous Nations Higher Education Consortium -WINHEC
1999-2003	Civic Forum on Public Education (Board Member)
1998-2002	Native Hawaiian Historic Preservation Council Member (Office of Hawaiian Affairs)
1997-1999	World Indigenous People's Conference on Education (Planning Team Member)
1997-1999	Native Hawaiian Education Council (Hawai'i Island Representative)

SABBATICAL WORK

2013 Winter	Indigenous Scholar Residency at Trent University, Canada Visiting residency for Indigenous PhD program support; lecturer, writer, visiting scholar
2005-2006 Year-long	Visiting International Scholar at the University of Auckland, New Zealand Site: Ngā Pae o te Māramatanga: The Center for Māori Research Excellence Responsibilities: lectures, speeches, chapter for Indigenous research methods; evaluation of doctoral research, PhD student writing retreats, 'ike pounamu.

OTHER VOLUNTEER WORK

2007-2010	Hoea Ea: Youth Food Sovereignty Movement (conferences, workshops, etc)	Hilo
2007-2010	Ho'opono: Weekly cultural sessions with HCCC women inmates (Seasonal)	Hilo
2006-2010	Hilo Boys and Girls Club Garden – Hoea Ea site for youth leadership	Hilo
2004-2005	Weekly Sessions (30+ total) with Hawaiian women inmates at HCCC	Hilo
1993-1996	Founding Member: Wahi Ku Moku - Boston Hawaiian Club	Boston
1993-1995	Harvard Peabody Museum: Repatriation Committee Member	Cambridge
1993-1995	Assistant Women's Volleyball Coach - Harvard University	Cambridge
1979-1993	Special Olympics: California, Colorado, Hawaii (Coach/Board Member)	Three States

1986-1993	UH Hilo Committee of Faculty of Hawaiian Ancestry	Hilo
1990-1993	American Red Cross Advisory Board	Hilo
1986-1990	Nā Kahu Ola: Mentoring Program for Teenage Mothers	Hilo
1986-1990	Job Corps: Hawai'i Volunteer for student help and placement	Hilo
1983 (Spring)	O'ahu Correctional Facility: Volleyball Coach - Women Prisoners	Kailua

SELECTED WRITINGS and PUBLICATIONS

- Aluli-Meyer, Manulani (2017). "Ho'oulu: Tacit Knowledge and Rising Tides" in Vaai, U.L & Nabobo-Baba, U. (Eds.) *The Relational Self: Decolonising Personhood in the Pacific*. Suva, Fiji: University of the South Pacific Press. Pages 125-135.
- Meyer, Manulani (2013). "Holographic Epistemology: Native Common Sense." *China Media Research (CMR)*, Vol. 9, No. 2, April. Pages 94-101.
- Aluli-Meyer, Manulani (2012). "Mind, Memory and the Science of the Sacred" in Childs, J.B. & Guillermo, D.P. (Eds.) *Indigeneity: Collected Essays*. California: New Pacific Press. Pages 77-90.
- Aluli-Meyer, Manulani (2011). "Ekolu Mea Nui: Three ways to experience the world". *The Canadian Journal of Native Studies*. Vol. XXXI, No.2. Published by the Society for the Advancement of Native Studies.
- Aluli-Meyer, Manulani (2010). "A'o mai, a'o aku" in Hoani, Shelley & Davies, Shelly (Eds.) *Ako Wānanga: Toroa-te-Nukuroa*. Vol. 5. Pages 19-24. Te Wānanga o Aotearoa.
- Meyer, Manulani (2006). "Changing the Culture of Research: Introducing the Triangulation of Meaning." *Hulili – Multidisciplinary Research on Hawaiian Well-Being*. Kamehameha Schools Research and Evaluation Division. Vol. 3, No.1. Pages 263-279.
- Meyer, Manu (2004). "Hawaiian Hermeneutics." *Social Justice: Applied Research and Social Justice*. Vol. 30, No. 4. Issue 94.
- Meyer, Manu (2002). "The role of history, intention and function: More thoughts on Hawaiian Epistemology." *Oiwi: A Native Hawaiian Journal*. University of Hawaii at Manoa.
- Meyer, Manu (2001). "Our own liberation: Reflections on Hawaiian epistemology." *The Contemporary Pacific: A Journal of Island Affairs*. Volume 13, number 1, Spring 2001, pp. 124-148.
- Meyer, Manu (2001). "Acultural assumptions of empiricism: A Native Hawaiian critique." *Canadian Journal of Native Education*. Volume 25, No. 2, pp. 188-198.
- Meyer, Manu (2000). "Aloha is the intelligence with which we meet life: 5 Points on Hawaiian Epistemology." *The Journal of Maori Studies*. Massey University, New Zealand. Volume 6, No. 1. Spring, pp.31-34.
- Sing, David; Hunter, Alapa & Meyer, Manu (1999). "Native Hawaiian Education: Talking story with three Hawaiian educators." *Journal of American Indian Education*, pp. 4-13. Fall, 1999.
- Meyer, Manu (1998). "Native Hawaiian epistemology and intellectualism: Exploring the cultural nature of empiricism." *Cultural Survival Quarterly*. Spring, pp. 38-40.
- Meyer, Manu (1998). "Native Hawaiian epistemology: Sites of empowerment and resistance." *Equity and Excellence in Education: The Journal of the School of Education*, Volume 31, No. 1, University of Massachusetts, Amherst. Spring, pp. 22-28.

Nani'ole, Jimmy & Meyer, Manu (1998). "Ka maka o ka ihe laumeki: The point of the barbed spear-- Native Hawaiian epistemology and health." *Pacific Health Dialog: Journal of Community Health and Clinical Medicine for the Pacific*. Fall. pp. 357-360.

Meyer, Manu (1995). "To set right: Ho'oponopono, a Native Hawaiian way of peacemaking." *The Compleat Lawyer*. Volume 12, No. 4. Fall. pp. 30-35.

Meyer, Manu (1994). "A cultural imperative for wilderness adventure programs." *The Journal of Experiential Education*. Volume 17, No. 3. Fall. pp. 11-15.

Davis, Albie & Meyer, Manu (1994). "Talking story: A cultural snapshot of mediation and Peace making." *The American Bar Association Journal*. Fall. pp. 5-9.

BOOK / CHAPTERS IN BOOKS

Aluli-Meyer, Manulani (2014). "Indigenous Spirituality: Spirit Revealed" in Enhancing Mātauranga Māori and Global Indigenous Knowledge. NZQA publication: Wellington. Pages: 151-165.

Aluli-Meyer, Manulani (TBC). "Ho'oponopono: Hawaiian Healing Through Conflict" (Editor: Professor Hamdesa Tuso of the University of Manitoba, Canada. Publication TBA)

Aluli-Meyer, Manulani (2013). "The Context Within: My Journey into Research" in Indigenous Pathways into Social Research: Voices of a New Generation. Edited by Donna M. Mertens, Fiona Cram and Bagele Chilisa. California: Left Coast Press. Chapter 15. Pages 249-260.

Aluli-Meyer, Manulani (2008). "Indigenous and Authentic: Native Hawaiian Epistemology and the Triangulation of Meaning" in Handbook of Critical and Indigenous Methodologies. Edited by Linda Smith, Norman Denzin & Yvonna Lincoln. London: Sage Publication. Chapter 11. Pages 217-232.

Meyer, Manu (2003). Ho'oulu: Our Time of Becoming—Hawaiian Epistemology and Early Writings. Honolulu: Ai Pohaku Press.

MONOLOGUES

Meyer, Manu (2000). "A new standard in Hawaiian education." *Ka Wai Ola O OHA*, The Newspaper for the Office of Hawaiian Affairs. June and July issues, 2000.

Meyer, Manu (2000). "Hawaiian epistemology: A doorway to knowing." *Na Maka Hou: Hawaiian Art Exhibition*. Honolulu Academy of Arts, Honolulu. Fall. Pages 13-14.

Meyer, Manu (1999). "Hawaiian culture: Alive, relevant and ready." *Building a Learning 'Ohana: A Report of the Civic Forum on Building a Learning 'Ohana*. Civic Forum on Public Schools Publication, pages 10-1

Ph.D. EXTERNAL EVALUATOR OF WORLD INDIGENOUS SCHOLARS

Marie Lefebvre (First Nations)

Simon Fraser University, Canada – December, 2016 (in evaluation)

Shamanic historical consciousness: retu(r)ning to the Ellemental as an indigenous education

Diveena Marcus (Tamalko - Coast Miwok of Northern California)

Trent University, Canada – May, 2016 (PhD awarded)

Hiya 'Aa Ma Pichas 'Ope Ma Hammako He Ma Papa'Oyyisko – Let us understand again our grandmothers and our grandfathers: Map of the Elders. Cultivating Indigenous North Central California Consciousness

Doseena Fergie (Aboriginal)

Australian Catholic University – December, 2015 (PhD awarded)

Yani-nonyin: Come walk with us through the experience of postnatal depression

Areta Kahu (Māori)

Te Whare Wānanga o Awanuiārangi – December, 2015 (PhD awarded)

Addressing the Cultural Competency of Primary School Teachers in Aotearoa New Zealand Schools: The Ngāti Tūwharetoa Cultural Knowledge Project: A Collaboratively Designed Resource to Support Teachers Build Their Cultural Knowledge.

Georgina Martin (Secwepemc)

University of British Columbia, Canada – November, 2013 (EdD awarded)

Drumming My Way Home: An Intergenerational Narrative Inquiry about Secwepemc Identities

Anne Aroha Hiha (Māori)

Deakin University, Australia – May, 2013 (PhD awarded)

Māori Women Educators' Pedagogy and Kaupapa Māori Methodology

Afu Lefaoeseu III (Samoan)

Argosy University, Hawaii – August, 2012 (EdD awarded)

Leadership Values: Perspectives of Matai Leaders within the American Samoan Government

Meihana Kakatarau Durie (Māori)

Massey University, Aotearoa New Zealand – January 2011 (PhD awarded)

He Kawa Oranga: Maori Engagement in the 21st Century

Alyce Johnson (Crow, First Nations)

Trent University, Canada – October, 2010 (PhD awarded)

Mnemonic Maps, Talking Landscapes

Noritta Morseau-Diop (Torres Strait Islander)

University of Queensland, Australia – May 2010 (PhD awarded)

Healing In Justice: An International Study of Indigenous Peoples' Custodial Experiences of Prison Rehabilitation Programs and the Impact on their Journey from Prison to Community

Shane Edwards (Māori)

University, Aotearoa New Zealand – August, 2009 (PhD awarded)

Titiro Whakamuri Kia Marama Ai Te Wao Nei: Whakapapa Epistemologies and Maniapoto Cultural Identities.

Kanoe Naone (Hawaiian)

University of Hawaii at Mānoa, Political Science Department, Hawai'i – March, 2008 (PhD awarded)

The Dialectic of Place: the colonization of Hawaiian language

Debra Tepora Emery (Māori)

The University of Waikato, Aotearoa, New Zealand – March, 2008 (PhD awarded)

E Hoki Ki To Maunga: The Quintessential Elements of Home

Massey

Renee Pualani Louis (Hawaiian)

University of Hawai'i at Mānoa, Geography Department – December, 2007 (PhD awarded)

Hawaiian place names: storied symbols in Hawaiian performance cartographies

Shayne Thomas Williams (Aboriginal)

Deakin University, Australia - June, 2007 (PhD awarded)

Indigenous Values Informing Curriculum and Pedagogical Praxis

Veronica Arbon (Aboriginal)

Deakin University, Australia – November, 2006 (PhD awarded)

Thirnda Ngurkarnda Ityrnda: Ontologies in Indigenous Tertiary Education

Karen Lillian Martin (Aboriginal)

James Cook University, School of Indigenous Australian Studies, Australia – August, 2006 (PhD awarded)

Please knock before you enter: An investigation of how Rainforest Aboriginal people regulate outsiders and the implications for western research and researchers

Unaisi Walu Nabobo-Baba (Fijian)

University of Auckland, Education Department, New Zealand – August, 2005 (PhD awarded)

Vugalei: Fijian Epistemology and Implications for Education

Huia Tomlins-Jahnke (Māori)

Massey University, Māori Studies Department, New Zealand - June, 2005 (PhD awarded)

He Huarahi Motuhake: The Politics of Tribal Agency in Provider Services

Shawn Stanley Wilson (Cree, First Nations)

Monash University, Australia – August, 2004 (PhD awarded)

Research as Ceremony: Articulating an Indigenous Research Paradigm

Anona Naone Napoleon (Hawaiian)

University of Hawaii, Education Department, Hawai'i - May, 2004 (PhD awarded)

'Ike Ho'oponopono: The Journey

Jane Vera Martin (First Nations, Canada)

University of Alberta, Canada – September, 2001 (PhD awarded)

Voices from the Heart of the Circle: Eight Aboriginal Women Reflect on their Experience at University

SELECTED SPEECHES AND CONFERENCE PRESENTATIONS

2017 I was a guest speaker, panel presenter, ZOOM lecturer, and workshop leader for 40+ community events or conferences on Oahu, Hawaii Island, US continent, Canada and Aotearoa. Topics: food security, Hawaiian ways of healing, culture-based education, sports and spirituality, the intelligence of aloha, Hawaiian leadership, 'auamo kuleana, sustainability, indigenous research, and 'ike kupuna. The following list is a menu of local and international keynote speeches for 2017:

- Pac Rim Conference on Diversity – Honolulu, HI. October 10
 - Keynote speech: **The Purpose of Conflict**
- University of Northern Colorado, Greeley (March 30)
 - Special workshop on Indigenous epistemology with 40+ UNC faculty
 - Keynote speech with UNC students: **Aloha is our Intelligence**
- IVAT (Institute of Violence, Abuse and Trauma) Conference, Honolulu, HI. (March 29)
 - Keynote speech: **Hawaiian Ways of Healing** (1,000+ in attendance)

- Workshop topic: **Hawaiian Knowing** (100+ in attendance)
- Ku'i Ka Lono Hawaiian Charter School annual conference (February 20)
Kanu O Ka `Āina PCS, Waimea Hawaii (300+ in attendance)
 - Keynote speech: **Ho'oulu Lāhui**
 - Workshop topic: **Hawaiian Education Movement**
- International Education Symposium on Sustainability
University of Alberta, Canada (January 30-31)
 - Dialogue with David Korten: **Indigeneity and the Living Economy** (40+)
 - Keynote speech: **Holographic Epistemology** (400+ in attendance)

Hawaiian Cultural Leadership Lectures in 2017

July 18 NAPALI (National Pacific American Leadership Institute @ KCC) 2.5 hour talk with 15 Fellows
 May 8 First Nation's Futures Program (Kamehameha) 1.5 hour talk with 8 FNFP Fellows
 Jan 10 Omidiyar Fellows (Honolulu) 1.5 hour talk with 12 Fellows

2016 I was a guest speaker for 40+ conferences, classes, symposiums and community events on Oahu, Hawaii Island, Maui, and Kauai in 2016. Topics: Transforming Education, Prison Reform, Food Security, Ho'oponopono, Indigenous Research, Sustainability, Cultural Evaluation, Hawaiian Leadership, etc. The following list is the International Keynote Speeches for 2016:

- International Indigenous Early Childhood Development Conference (July 18-22)
Victoria, British Columbia, Canada
Talk: **Holographic Knowing: The Purpose of Joy**
- SEPN – Sustainability and Education Policy Network Conference (June 10-14)
University of Saskatchewan, Canada
Talk: **'Ike Hawaii: Connecting Education and Research with the Environment**
- *Shatitsirótha/Boodiwewin*: Igniting the Sacred Power of Creation: Essential Knowledges for Transformative Action (April 22-24) Trent University, Ontario Canada
Talk: **Native Knowledge: Our Collective Awakened State**
- Center for Culturally Responsive Evaluation and Assessment (CREA) (April 20-22)
Third International Conference - Chicago, Illinois
Talk: **Holographic Epistemology: The Future of Evaluation**
- Pacific Arts Association XII International Symposium (March 14-17)
Auckland War Museum and Auckland Art Gallery, Aotearoa / New Zealand
Talk: **Mana Moana: Our Blue Ocean Epistemology**

2015 Wo Scholar for the University of Hawai'i Community College System.
 Title of presentation: Mana Moana - Pasifika Intentionality for World Transformation
 Spring and Fall, 2015. (Nine total presentations throughout Hawai'i to every Community College on all Islands – Hawai'i, O'ahu, Kaua'i, Maui - and to UHWO)

2008-2014: I have given approximately 80+ talks/keynote speeches from 2008-2014, mostly in Aotearoa, New Zealand, Canada and Hawai'i on the topic of Indigenous epistemology and its implication for research, education, intelligence, and society to mostly Māori and mixed audiences ranging from 30-300+. Each talk was situated in unique settings (marae, universities, community, museums, research symposiums, public buildings, classrooms, hotels or outdoor cultural settings), and pulled forward distinct ideas contextualized within the kaupapa and audience. The practice of oracy within this field – indigenous epistemology - is vital to the growing clarity, coherence and

function of these ideas. *Ma ka hana ka 'ike* – We understand through experience, and thus I am an on-going learner.
(I lived and worked in Aotearoa / New Zealand from 2010-2015)

“The Integrity of Joy: Indigenous Epistemology, Research, and the Changing Face of Academia
Keynote Speech – University of New Mexico College of Education Graduate Student Colloquium
Albuquerque, New Mexico, March 11, 2008 – (1.5 hour talk to 80+ graduate students)

“Indigenous Knowledge: A World Movement”
Featured Speaker – Aboriginal Learning Knowledge Center Conference
Vancouver, Canada, February 28-29, 2008 – (1.5 hour talk for 300+ indigenous delegates)

“Awakening Intelligence: Buddha and Christ Consciousness”
Featured Speaker for two Bodhi Day celebrations in Buddhist Hongwani
Lihue, Kaua'i and Puna, Hawaii Island, December 2/9, 2007 – (40 minute talks)

“The Role of Indigenous Epistemology in Early Childhood Education”
Keynote Speech – Early Childhood Education Conference
Pahia, New Zealand, July 5-7, 2007 – (1.5 hour speech for 300+ delegates)

“Indigenous Epistemology and the Triangulation of Meaning”
Keynote Speech – Indigenous Program, Penn State
Pennsylvania, April 20-21, 2007 – (2 hour talk for 125+ indigenous students)

“Introducing the Triangulation of Meaning:
Keynote Speech – Arizona State University Conference on Education
Arizona, March 22-24, 2007 – (2 hour talk for 100+ delegates)

“Hawaiian Epistemology and our World-Wide Awakening”
Keynote Speech for WIPCE – World Indigenous Peoples Conference on Education
Hamilton, New Zealand, December 2006 – (45 minute keynote talk for 2,000+ delegates)

“Inform to Transform: A New Intelligence”
Keynote Speech for Auckland University Institute of Technology
Auckland, New Zealand, September 28, 2005 – (1.5 hour talk for 150+ delegates)

“Hawaiian Epistemology: A New/Old Way”
Keynote Speech for University of New Mexico Conference
Albuquerque, New Mexico, April 27-28 – (2 hour talk for 70+ delegates)

“Quality Assurance and Indigenous Epistemology: Triangulating Our Way to Meaning”
Workshop Presentation at International Conference on Quality Assurance in Higher Education
Wellington, New Zealand, March 29-April 1, 2005 – (representing WINHEC)

“A Pacific Island Epistemology”
Keynote Speech for Pacific Island Conference – University of Utah
Utah, March 10-12, 2005 – (2 hour talk for Pacific Islanders in Utah)

“Makahiki: A Hawaiian Season of Peace, Excellence and Gratitude”
Talk and stone-carving presentation – Bishop Museum
Honolulu, Hawaii, February 4, 2005 – (1.5 hour experience/talk with 80+ people)
Member of 20 Indigenous Scholars from around the World for an informal 3-day Conference
Topic: Science and Indigenous Knowledge Systems (formal and informal sessions only)
Kona Village, Hawaii, February 27-March 2, 2005 – (3 days with indigenous scholar/educators)

"Mind, Memory and the Science of the Sacred" U.C. Berkeley
Panel Presentation at Conference: Beyond Race and Citizenship: Indigenous Identity in the 21st Century
Berkeley, California, October 27-30, 2004 – (20 minute speech to 100+ students and scholars)

"Triangulation of Meaning and Indigenous Epistemology"
Keynote Speech for UCLA Conference: "Education Towards Humanization"
Los Angeles, California, October 16, 2004 – (1 Hour Keynote Speech to 100+ participants)

"Triangulation of Meaning and Indigenous Education"
Indian Education Conference
Duluth, Minnesota, April 29-30, 2004 – (1 Hour Keynote Speech to 300+ Native Educators)

"Ho`ouluana: Hawaiian Epistemology and Liberation"
A Symposium sponsored by the UH Mānoa Philosophy Department
Honolulu, HI. May 2, 2003 – (1 Hour Presentation with 45 participants)

"Ho`oponopono: Hawaiian Mediation and Epistemology"
25th Annual WESTOP Conference, Sheraton Waikiki Hotel
Honolulu, HI. April 6-9, 2003 – (1.5 Hour Presentation with 80+ participants)

"Hawaiian Hermeneutics and the Triangulation of Meaning: Gross, Subtle, Causal"
Far Western Philosophy of Education Society 50th Anniversary Conference, UH Mānoa
Honolulu, HI. January 16-18, 2003 – (30 minute Paper Presentation)

"Ho`ouluana: A Radical Remembering of Our Future"
Native American Education Association
Albuquerque, New Mexico, November 3-6, 2002 – (45 minute Keynote Speech, 2,000+)

"Hawaiian Philosophy in Education"
Council for Native Hawaiian Advancement
Waikiki, HI. September 10-14, 2002 – (30 minute Keynote Speech with 300+ Participants)

"Indigenous Epistemology: A World-Wide Movement"
Visiting Scholar Presentations at Edith Cowen University and Curtin University
Perth, Australia, July 29-August 13, 2002 – (5 talks to 200+ Students and Faculty)

"Native Hawaiian Perspectives for an Indigenous Relational Process in Education"
Native Hawaiian Education Association Conference (80+ participants)
Honolulu, HI. March 28-29, 2002 – (1.5 hour workshop with Dr. Ku Kahakalau, Dr. Peter Hanohano)

"Indigenous Research Priorities"
University of Alberta International Indigenous Scholars Conference
Alberta, Canada, March 13-16, 2002 - (Keynote Speaker with 100+ Participants)

"Hawaiian Epistemology: From Essence to Form"
Windward Community College Workshop
Kailua, HI. February, 23, 2002 – (3 hour Workshop with 50+ Students and Faculty)

"Hawaiian Philosophy: From Ancient to Renewal"
NASPA Western Regional Conference (National Association of Student Services Personnel)
Maui, HI. Nov. 1-5, 2001 – (1 hour Keynote Speech to 200+ University Student Services Deans)

"Leadership and the Hawaiian Culture"

Alliance for Children and Families National Executive Leadership Conference
Waikiki, HI. June 27-30, 2001 – (1.5 hour Keynote Speech to 80+ Social Work leaders)

“Hawaiian Epistemology and Your Pedagogy”
UH Mānoa Workshop for Halau Ku Mana Charter School
Honolulu, HI. June 16, 2001 – (2.5 hour Workshop for 20 teachers and staff of Charter School)

“The Healing Essence of Aloha”
Health Symposium, Honolulu, HI. May 26, 2001 – (1 Hour Keynote Speech for 50+ participants)

“Our Own Liberation: Reflections on Hawaiian Epistemology”
UH Mānoa Political Science Department Colloquium
Honolulu, HI. April 27, 2001 – (2.5 hour Lecture to 50+ faculty and students)

“Ho`ouluana: Hawaiian Philosophy and Our Liberation”
Native Hawaiian Education Conference
Honolulu, KCC, March 30-31, 2001 – (45 minute Keynote Speech for 400+ Participants)

“Cultural Epistemology: Implications for Higher Education”
Michigan State University talks to four groups in the College of Human Ecology
East Lansing, MI. March 15-17, 2001 – (4 Talks given to 300+ students and faculty)

SELECTED VIDEOS ON YouTube or Vimeo

- To Grow We Must Create: ThinkTech Interview
30 minute interview with sister Meleanna Aluli Meyer, July 28, 2017
<https://www.youtube.com/watch?v=53DXrWejUXw>
- Hawaiian Creation Story shared at Purple Mai'a gathering
5 minute speech at Purple Prize Kick-off, March 25, 2017, Honolulu
<https://www.youtube.com/watch?v=DbogUyKQz0g>
- Maunakea Testimony
2-hour testimony in Hilo: January 17, 2017
<https://youtu.be/3FI71B4nO8o>
- Pacifica Graduate Institute
Lecture given to graduate students: February 27, 2017
<https://youtu.be/6Mm4QeQ3K7o>
- Connecting Education with the Environment
Keynote speech at the University of Saskatchewan: June 11, 2016
<https://www.youtube.com/watch?v=DoGmHSwOpSA>
- Mobilizing Sustainability in Hawaii
Interview at Hawaii ThinkTech - July 5, 2016
<https://www.youtube.com/watch?v=ZwOnv-rr9Aw>

- Graduation speech for He Waka Hiringa (Te Wananga o Aotearoa)
Masters in Applied Indigenous Knowledge – April 21, 2015
<https://www.youtube.com/watch?v=xmPWXvOamIU>
- Lecture to celebrate Idle No More in Canada
Mana Moana: Pasifika Rising – December 8, 2013
<https://www.youtube.com/watch?v=DQi62rEYo-8>
- The Efficacy of Aloha
Speech at Pacific Rim Conference – Summer, 2010
<https://vimeo.com/13920353>
- An Introduction to Indigenous Epistemology
Interview in Kaka’ako - October 22, 2010
<https://www.youtube.com/watch?v=lmJji1iBdzc>
- ‘Ike Aina in the Context of Sustainability
Speech at Keauhou, Kona - October 23, 2009
<https://vimeo.com/7910477>
- Aloha is our Intelligence
Interview with Voices of Truth – February 5, 2007
<https://www.youtube.com/watch?v=8xNBxVGBEF0>
- ECHO – Education through Cultural and Historical Organizations
Keynote speech: Indigenous Epistemology
http://www.echospace.org/about2/videos/manu_meyer_keynote.html

Marina A. Piscalish, PhD

marina@mappingchange.com

FORMAL EDUCATION

University of Pittsburgh

Ph.D. – Administrative and Policy Studies

Conferred: May 1997

Focus: Democratic Decision Making in Educational Reform

Pennsylvania State University

B.S. Degree- Secondary Education, Social Studies

Pennsylvania Teaching Certification, August 1982

PROFESSIONAL HISTORY

President and Principal Partner, MAPping Change, LLC. 1999-Present:

Founder and manager of this professional service organization dedicated to helping organizations and communities with strategic visioning, consensus building, collaborative problem solving and conflict resolution. Additional professional services include program design, training, development and evaluation. Partial client list includes: The Kamehameha Schools-Bishop Estate; Hawaii State Department of Health; NOAA's Pacific Services Center; The Native Hawaiian Education Council; Hawaii Department of Education; The Native Hawaiian Legal Corporation, Hawaii Business Roundtable, AIG Hawaii, Inc., Commonwealth of the Northern Marianas Islands, The Nature Conservancy, The University of Hawaii's Program on Conflict Resolution; The University of Delaware, Ohio Commission on Dispute Resolution, The Ohio Department of Education and others.

Associate Teaching Faculty, Individual Master of Arts Program in Conflict Resolution, The McGregor School of Antioch University 1996-1999:

Design and delivery of course titled *Promoting Deep Democracy in Education and Other Public Settings*. Also advises program director and faculty on overall program. Advises students on courses of study and independent research projects.

Consultant, College of Human Resources, Education and Public Policy, University of Delaware 1993- 1998:

Responsible for the development of a long-term vision for the Conflict Resolution Program, including the development of a certificate program in Alternative Dispute Resolution. Responsible for designing and teaching courses in conflict resolution, facilitation and mediation and preparing other faculty to teach the courses.

Director. Conflict Resolution Program and Policy Scientist, Institute for Public Administration, College of Human Resources, Education & Public Policy, University of Delaware 1994-1998:

Responsible for the creation, implementation and oversight of a comprehensive program of conflict resolution, facilitation and mediation services for education, non-profit and public agency settings. The work of the Program integrates teaching, research and service to institutions of higher education, basic education, government and other public or nonprofit settings. Special emphasis is public participation in public policy and participatory governance for public settings. Responsibilities also included representing the program in state and national forums.

Educational Project Development and Process Consultant 1986 – Present:

Assists agencies in project planning, research and development, process design, event design and facilitation, collaborative problem solving and mediation. Organizations include: University of Pittsburgh; Duquesne University; Pittsburgh Mediation Center; Ohio Commission on Dispute Resolution; Massachusetts Office of Dispute Resolution; Hawaii State Department of Education; public television stations WQED-TV (Pittsburgh) and WTVS-TV (Detroit) and others.

Consultant. Carnegie Mellon University 1993 – 1996:

Responsible for the design of an evaluation of multi-media instructional package on dispute resolution for use on college campuses.

Consultant. Pennsylvania Department of Education 1992 – 1994:

Responsible for the design and conduct of a state-wide policy study of teacher leadership and school reform.

Consultant. Pennsylvania Academy for the Profession of Teaching 1991 – 1992:

Documented program development of school district-university collaboration for reform of teacher education.

Research Associate. Pittsburgh Board of Public Education 1986 – 1991:

Designed and managed evaluations of several district initiatives primarily in the areas of organizational and professional development, shared decision making, and school reform. Additionally, evaluated curricular efforts in conflict management, children's ethics and keyboarding.

Mediator/Instructor. Pittsburgh Mediation Center 1990 – 1994:

Certified mediator of disputes between two or more parties, also design and delivery of training and instruction in conflict resolution, group problem solving, effective communication, negotiation, team building, and data-driven decision making.

Manager, Educational Project Development. WQED-TV Metropolitan Pittsburgh Public Television 1983 – 1987:

Provided project planning, research, marketing and grant writing for a number of educational initiatives combining television, print and community outreach.

Classroom Teacher, Bucks County School District 1982 – 1983: Middle school social studies teacher.

PUBLICATIONS, REPORTS AND PRESENTATIONS

Piscolith, M.A. and Walker, A. (1987) Results of student discussions of at-risk youth: A report to the Annie E. Casey Foundation. Division of Research Evaluation and Test Development, Pittsburgh Board of Public Education, Pittsburgh, PA.

Piscolith, M.A., LeMahieu, P.G., Bickel W., Saltrick D. (1988) A collaborative model of program design, evaluation and policy development: The Schenley High School Teacher Center Experience. Paper presented at the annual conference of the American Educational Research Association, San Francisco, CA.

Piscolith, M.A., LeMahieu, P.G. (1989) Secondary instructional teacher leader program: Expanded pilot year evaluation results. Division of Research Evaluation and Test Development, Pittsburgh Board of Public Education, Pittsburgh, PA.

Piscolith, M.A. (1989) A Descriptive analysis of instructional cabinet activity and group interaction. Division of Research Evaluation and Test Development, Pittsburgh Board of Public Education, Pittsburgh, PA.

Piscolith, M.A. (1991) Shared decision making: What research tells us about its design, implementation and effect. Presentation at the annual Teacher Leadership Conference, Slippery Rock University, Slippery Rock, PA.

Piscolith, M.A., Adams, N., Artz, N., Farmer, G.L., LeMahieu, P.G. (1991) The Heartwood Ethics and Language Arts Program: Pilot year evaluation report. Division of Research Evaluation and Test Development, Pittsburgh Board of Public Education, Pittsburgh, PA.

Piscolith, M.A. (1991) The school district-university collaborative 1990-91: A report to the PA Academy for the Profession of Teaching. Division of Research Evaluation and Test Development, Pittsburgh Board of Public Education, Pittsburgh, PA.

Piscolith, M.A., Johnston, J. (1991) The centers of excellence program: Final report. Division of Research Evaluation and Test Development, Pittsburgh Board of Public Education, PA.

Piscolith, M.A., LeMahieu, P.G., Wallace, Jr. R.C.. (1992) An investigation of decision making processes and their outcomes in secondary schools. Manuscript submitted for publication.

Piscolith, M.A. (1992) Using data to drive instructional decision making: Critical tools for teams. Presentation at the annual Teacher Leadership Conference, Slippery Rock University, Slippery Rock, PA.

Piscolish, M.A. (1993) An evaluation report of the Pennsylvania Lead Teacher Program. Report to the PA Department of Education, Harrisburg, PA.

Noble, A., Piscolish, M. (1996) Re-visioning and Re-solving Educational Policy Reform Presentation at the American Educational Research Association, New York City, NY.

Piscolish, M.A., Porter, P. & Wian, K. (1996) Building a school district's capacity for integrating conflict resolution into the school's culture and curriculum. Presentation at the NAME/NIDR National Conference, Baltimore, MD.

Piscolish, M.A., Porter, P. & Wian, K. (1997) Establishing "buy-in" for conflict resolution in schools: The art of pre-training design. Presentation at the National Conference on Peacemaking and Conflict Resolution (NCPCR) Pittsburgh, PA.

Piscolish, M.A. (1997) A comparative study of state-initiated teacher professional development: Implications for the role of critical democratic practice. (Doctoral dissertation, University of Pittsburgh.) Dissertation Abstracts International, 1997.

Piscolish, M.A., Roy, P. (1997) Shared Decision Making: A Comprehensive Resource Guide for Delaware Schools. Publication of the Delaware Department of Public Instruction, Dover, DE

Porter, P., Piscolish, M.A. (1998) Building a partnership to support schools, families, and students with special needs. National Institute for Dispute Resolution's The Fourth R, 81, 5, 6, 19.

Piscolish, M.A. (1998) Integrating conflict resolution into higher education's professional preparation of educators: A view from one who is almost on the inside. National Institute for Dispute Resolution's FORUM, June 1998. Special Issue Topic: The promise of integrating conflict resolution into the classroom.

Piscolish, M.A., Dukes, F. & Stephens, J. (2000) Reaching for Higher Ground in Conflict Resolution: Tools for Powerful Groups. Jossey-Bass. San Francisco, CA.