

## Attachment O – Admission and Enrollment Policy

### STUDENT ENROLLMENT

IMAG Academy welcomes all children in the State of Hawaii and who are in the grades currently being offered. We encourage all families in the area and surrounding areas to consider enrolling their children in The Academy.

#### Eligibility

IMAG is a public charter school and as such is open, based on available space, to any student in the State of Hawaii who is eligible for the grades we currently serve. Potential students will be considered for admission without regard to race, color, ethnicity, national origin, religion, sex, sexual orientation, marital status, income level, academic or athletic ability, disability, need for special education services or lack of proficiency in the English language.

#### Enrollment Requirements

Students and their families must attend a free mandatory orientation before applying for admission to IMAG Academy. These are held several times a month during the open enrollment period in order to provide information about IMAG Academy that will help you to determine if IMAG Academy is an appropriate fit for your student and family. The acceptance decisions are not made until after the open enrollment/application period is completed (and after a lottery, if necessary).

#### Enrollment Priority

In order to support a consistent educational environment for all of the children of each family that chooses to join IMAG Academy, enrollment priority will be as follows:

- a. Current Students
- b. Children of The Academy's staff, founding Governing Board members;
- c. Siblings of currently enrolled students;
- d. Siblings of newly admitted students;
- e. All other Hawai'i students

If there are more students seeking enrollment into a particular grade than can be accommodated, IMAG Academy will employ a public lottery within a week of the end of the open enrollment period.

Siblings of currently enrolled students must submit an application for admission to receive a position on our school roster. Siblings will be given a space in the appropriate grade if a space is available. If a lottery is required, siblings will not participate in the general lottery process.

Students not admitted as a result of the lottery process will be placed on a waiting list according to their selection position in the lottery. Once the initial admissions have been made and accepted, any remaining openings will be offered to those on our waiting list.

#### Sibling Policy

If a family has more than one child applying for admission and one student is offered a space,

the sibling will be given priority and an available space in the class in which they are applying. If during the lottery process a student is selected for a class, their sibling will be given priority and will be given an available space in the class in which they are applying.

If there is no space available, the sibling(s) will be placed at the top of the waiting list for the grade to which they are applying. If there is already a child that is a sibling who is first on the waiting list, the sibling will then be placed after those previously placed on the waiting list and in the order they were selected in the lottery.

If more siblings apply than there are spaces available in a class, a lottery will be held for those siblings for that grade in the same manner and at the same time as the general admissions lottery. When the class is full, the siblings will be placed on a waiting list in the order they were chosen in the lottery.

If during the lottery a student in a lower grade is given a space and they have an older sibling who was placed on the waiting list for a higher grade during the lottery, the older sibling is given an available space in the class over a previously selected student that does not have a sibling. The displaced student becomes first on the waiting list.

Siblings of currently enrolled students have admissions preference over siblings of newly admitted students.

#### Children with Special Needs

The vision and mission of IMAG Academy supports full inclusion into our school and classrooms. Families of students with an Individualized Education Plan (IEP) or section 504 plan must inform the school upon selection and provide timely access to relevant documents. Parents will meet with our school representatives to determine the services needed for their child and what services The IMAG Academy is able to provide. This will help us to ensure the appropriate services are provided for your student.

#### Application Process and Timeline

Applications will be accepted during two open enrollment periods from mid-November to mid-March prior to the start of a new school year. If the number of applicants exceeds the number of student openings for any given grade, a lottery will be held within one week of the end of the open enrollment period.

Attending a free orientation session during the open enrollment period is required for those applying for admission.

Once the final admissions have been made and accepted, remaining openings in the school will be filled from the waiting list. Any applications received after the March deadline (date determined each year and published within Attachment 1) will be considered during the rolling admissions period. Rolling admission runs from mid-Apr to mid-October of each year. During this time, applications are accepted and admission is offered on a “first come first serve” basis if space is or has become available. During the rolling admissions period, students offered spaces are given three weeks or until October 15<sup>th</sup> (whichever comes first) to notify the office of their intent to accept or decline the space. After August 1, this notice period may be shortened as required.

If a student applies for enrollment in a class that is at full capacity, that student will be placed next in order on a waiting list (please see above in the case of siblings).

#### Selection Notification

Families are notified of admission by electronic mail.

If a family declines a space or does not reply to the offer of admissions, and then changes their mind, they may re-activate their application. The student will be offered admission or be placed next in order on the waiting list.

If an applicant who has declined admission would like to be considered for admission the following school year, they must re-activate their application during open enrollment and enter the lottery for the next school year.

Students offered spaces have until approximately one month (exact date determine yearly and provided within Attachment 1) to notify IMAG Academy that they are accepting the space and complete the enrollment documents. Failure to respond by determined date will result in forfeiture of the space and the next person on the wait list will be offered the space. If that student would still like to be considered for enrollment at a later date, they may re-activate their application and be added to the bottom of the waiting list.

No new students will be enrolled after October 15<sup>th</sup> of the school year applying for, with the exception of siblings of currently enrolled students or children of our staff, contingent on space availability.

#### Enrollment Status

Pursuant to the school's Attendance Policy, if a new student entering school misses more than nine days of school during the first month of school without a doctor's note, the student will be un-enrolled, and the vacancy will be offered to a child on the waiting list.

##### Enrollment After October 15th

If a space becomes available in for that current school year after October 15th and the next student on the waiting list is the child of an Academy staff member or a sibling of a currently enrolled student, the student may enroll after the October 15th enrollment cutoff date.

##### Withdrawal After October 15th

Any student that withdraws after October 15th who wishes to re-enroll at IMAG Academy will need to re-apply for admission during the open enrollment period of the following year. If a student withdraws after submitting re-enrollment documents, their re-enrollment is no longer valid.

##### Admission After Dismissal from IMAG Academy or Other School

If a student applies who has previously been dismissed or suspended for a Class A offense under Chapter 19 from IMAG Academy or another school, the student will be offered admission only after it is determined that IMAG Academy can provide the services required to ensure the student's safety and success in the school environment, as well as the safety of all IMAG Academy students and staff.

Attachment 1 – 2020-2021 School Year Enrollment Process and Timeline

<b>2020-2021 Application and Enrollment Process and Timeline</b>	
<b>October 1, 2019 – November 30, 2019:</b>	1 <sup>st</sup> Open enrollment period New Family Orientation Sessions –Mandatory for new families
<b>December 2 , 2019 – December 9, 2019:</b>	Acceptance of students Enrollment lottery (if necessary)
<b>January 6, 2020:</b>	Decision deadline for families of accepted students. Families must respond with an acceptance or risk losing their acceptance opportunity
<b>December 9, 2019 – February 10, 2020:</b>	2 <sup>nd</sup> Open enrollment period New Family Orientation Sessions –Mandatory for new families
<b>February 11 , 2020 – February 18, 2020:</b>	Acceptance of students Enrollment lottery (if necessary)
<b>March 15, 2020:</b>	Decision deadline for families of accepted students. Families must respond with an acceptance or risk losing their acceptance opportunity.
<b>February 11, 2020 –October 15, 2020</b>	On-going (Rolling) enrollment will be based on first come, space availability



**CITY COUNCIL**  
CITY AND COUNTY OF HONOLULU  
530 SOUTH KING STREET, ROOM 202  
HONOLULU, HAWAII 96813-3065  
TELEPHONE (808) 768-5010 • FAX: (808) 768-5011

**BRANDON ELEFANTE**

Councilmember District 8  
Aiea, Pearl City, Waipahū  
Chair, Committee on Public Health, Safety and Welfare  
Telephone: (808) 768-5008  
Email: [elefante@honolulu.gov](mailto:elefante@honolulu.gov)

20180412-012

April 12, 2018

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

Dear Commissioners:

Over the years, I have continued to support the IMAG Academy's public charter school request. IMAG Academy will offer an additional educational choice to complement our current public school system. As a brick and mortar public charter school, it will be the first of its kind in our area and will be a welcomed community resource.

IMAG Academy is committed to community-centered, project based learning that ensures a real world and relevant learning philosophy is brought to their students. It will be exciting to see their students engage in important concerns and stimulating opportunities in our close knit community of Waipahū.

Their dedication and commitment to our keiki and community is at the heart of their growing support by families and community members. It is with this in mind that I ask for your favorable consideration of the IMAG Academy's charter school request.

Sincerely,

A handwritten signature in blue ink, appearing to read "Brandon Elefante", with a horizontal line extending to the right.

Brandon Elefante  
Councilmember, District 8



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FLEET & FAMILY READINESS

10 May 2018

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

To whom it may concern:

It is with excitement that I am writing to you in support of IMAG Academy receiving their public school charter. As the Navy Region Hawai'i School Liaison Officer, I support our military families with the daunting process of deciding on which educational option is best for their children. IMAG Academy's educational model and their vision of becoming a small, family-like school option for all students fits well with the needs of military families. Their inclusion of transition centers and processes are particularly noteworthy considering our students are very transient.

The IMAG Academy's founding group is ready and willing to listen to the needs of our families. I look forward to hearing about their approval and adding them to our list as a small public school option—something not readily available in the central leeward area.

Thank you for your consideration to approve IMAG Academy's request for a charter—they will be a welcomed option for our military families.

Respectfully,

A handwritten signature in black ink that reads "Kim Munoz".

Kim Munoz  
Navy Region Hawaii  
Regional School Liaison Officer  
Military Family Support Center  
4827 Bougainville Dr.  
Honolulu, HI 96818  
808-471-3673 (office)  
808-306-9247 (cell)  
Kim.Munoz@navy.mil

April 13, 2018

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



Reference: Letter of intent for IMAG Academy

IMAG Academy develops in students the skills necessary for the future of our community!  
The Oahu Economic Development Board fully supports this organization and their path to become an approved charter school.

At the Oahu Economic Development Board (OEDB) we apply the Aloha Response to Hawaii's economic needs, crisis, and opportunities by working collectively with each critical element of every initiative: Physical Infrastructure/Policies and Governance; Financial Capital; and Community.

OEDB, through strategic alliances, partnerships, mentorships, and programs strengthens the resilience and opportunities to thrive for our residents. This includes the responsible management of our natural resources and recovering the innovative heritage to producing and procuring the provisions for the basic needs of the people who call Hawaii home with eyes on exporting our expertise to assist communities beyond our islands.

IMAG: innovative, mindful, accepting, and giving. These are the focus points of IMAG Academy, and are necessary foundations for a healthy community and therefore economy. IMAG Academy develops the skills and values that enable the students to respond to needs, crisis and opportunities.

Their community-centered, project based learning brings real world concerns to the classroom. Students build skills that are absolutely necessary to form relationships that will address broad spectrums of current issues.

It is for this reason that I continue to support IMAG Academy and other initiatives in alignment with this method and vision.

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

Sincerely,

  
Pono Shim  
President and CEO  
Oahu Economic Development Board



Dillingham Transportation Building  
735 Bishop Street, Suite 424, Honolulu, Hawaii 96813 • 808-521-3611  
Fax: 808-536-2281 • [www.oedb.biz](http://www.oedb.biz)



April 10, 2017

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

To the Review Committee:

I am pleased to provide you with this Letter of Intent and Support for the IMAG Academy charter school application. Since 2002, HI FusionED has provided science and technology related enrichment programs and activities for K-12 schools in Hawai'i. IMAG Academy's emphasis on student-centered, inquiry led and project-based curricula is well-aligned with HI FusionED's approach and strategies. Using what we've learned, I look forward to providing insight into developing effective, engaging learning opportunities for students.

I strongly believe that IMAG Academy will provide students who are struggling in the traditional public school system a chance to learn in an environment that best meets their needs.

In addition, I am particularly supportive of IMAG Academy's focus on having families and community partners take an active part in student success. It truly does take a village to raise the child.

If you have any questions or need additional information, please do not hesitate to contact me at (808) 988-1931.

Sincerely,

A handwritten signature in black ink, appearing to read "Lynn N. Fujioka".

Lynn N. Fujioka, President





PO Box 1494, Pahoa, HI 96778  
Phone (808) 965-3730 Fax (808) 965-3733  
[www.haaspcs.org](http://www.haaspcs.org)

**Testimony**  
**Hawaii State Charter School Commission Application Committee**  
**May 7, 2018**

Chair Catherine Payne and Commissioners,

Sheila of IMAG Academy and I have been in contact for several years during their navigation of the chartering process. I noticed that a couple of years ago, they received a USDOE grant to develop a rich and viable curricula portfolio. I can only imagine how disappointed they were to be denied year after year to gain their charter. One thing you need in the Hawaii Charter School movement is persistence and resiliency. They definitely have demonstrated these qualities.

Another consideration is the area they wish to serve in. Waipahu and West Oahu, in general are in need of smaller school size and therefore smaller class size. The schools in that area have received media attention as to the overcrowding and overheating of the classrooms. Allowing this charter school to happen will work to the benefit of the community and will bring in a fresh breeze of innovation.

I am in support of chartering IMAG Academy, but the caveat is to match their opening enrollment with funding. Existing charters have been hurt with the addition of charters without the increased funding support. Charters have remained victims of the "fiscal slide" that happened in 2008. It sadly coincided with the addition of three charter schools without the funding in place. In three short years the per pupil allocation "slid" from \$8500 per student to \$5360 a student. Ten years later, we have not even regained the position that we had in 2008.

A handwritten signature in black ink that reads "Steve Hirakami".

Steve Hirakami  
School Director  
(808) 965-3730 ext. 225  
[Steve\\_hirakami@notes.k12.hi.us](mailto:Steve_hirakami@notes.k12.hi.us)



PO Box 179411, Honolulu, HI 96817

[www.autismsocietyofhawaii.org](http://www.autismsocietyofhawaii.org) (808) 368-1191 [autismhi@gmail.com](mailto:autismhi@gmail.com)

April 12, 2018

Aloha,

This letter serves as an agreement that IMAG Academy and ASH agree to maintain and foster adequate communication to facilitate best practices and quality assurance.

IMAG Academy's goal is to create a small, family-like environment to prepare mindful citizens through engaging our students in community centered concerns and projects. Their focus is on creating a continuum of experiences, in and outside of school, where the strengths and potential of the individual, family and community can flourish. There are critical program components of adult and peer mentorship, youth led and driven programming and their focus on providing and strengthening a support system enabling and enhancing connections between traditional knowledge and a youth's modern life.

ASH is a 501(c)(3) organization serving families and individuals touched by Autism and Autism Spectrum Disorders. It is the local chapter of the national Autism Society of America headquartered in Bethesda, Maryland. About 1 percent of the world population has autism spectrum disorder. The prevalence in the United States is estimated at 1 in 68 births. (CDC, 2014) Autism services cost U.S. citizens \$236-262 billion annually. (Buescher et al., 2014)

The Hawai'i State Charter School Commission has requested that charter school applicants demonstrate coordination with community resources and agencies. IMAG Academy is committed to delivering high quality, evidence based services. To further this goal, this Memorandum of Agreement indicates a willingness of the Autism Society of Hawaii (ASH) to work with the IMAG Academy as we respond to the needs of each individual student.

Please feel free to call me at (808) 368-1191 should you have any questions.

We look forward to continued collaboration toward our mutual goal of meeting the needs of Hawaii's students and families.

Sincerely,

Jessica Wong-Sumida  
Executive Director  
Autism Society of Hawaii

The Autism Society of Hawaii is a non-profit 501(c)(3) organization, #26-4410135



April 9, 2018

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

SUBJECT: Memorandum of Understanding – IMAG Academy

This letter is in complete support of a partnership between Keiki O Ka 'Āina Family Learning Centers' (KOKA) I-LEAD program and IMAG Academy in building the capacity of our Native Hawaiian youths' leadership skills, resiliency and self-efficacy.

The IMAG Academy will be a public charter school serving grades K-12. Their mission is to create a small, family-like environment to prepare mindful citizens through engaging our students in community centered concerns and projects. They will focus on creating a continuum of experiences, in and outside of school, where the strengths and potential of the individual, family and community can flourish. Their mission is in perfect alignment with KOKA's I-LEAD program of adult and peer mentorship, youth led and driven programming and their focus on providing and strengthening a support system enabling and enhancing connections between traditional knowledge and a youth's modern life.

I am especially excited to be a collaborative partner with IMAG Academy. At their school capacity, our program will provide the Native Hawaiian youth of their secondary school (grades 7-12) an outstanding opportunity to build their positive self-image as a possible participant of the KOKA's comprehensive cohort program. The I-LEAD program will also be in direct support of their vision in becoming a community resource raising generations of innovative, mindful, accepting and giving citizens grounded in their knowledge and capabilities to create and sustain ethnically diverse, successful and peace-filled communities. Our program will improve both of our organization's capabilities to provide strength-based strategies so essential to building our capacity of both our youth and our youth support services available within our community.

As we bring many years of experience in providing comprehensive, supportive programs to all members of our families, it is especially exciting to partner with IMAG Academy. Their forward thinking and action-taking will ensure a successful program implementation and partnership.

Please do not hesitate to email or call me for any clarifications or questions.

Respectfully,

A handwritten signature in black ink that reads "Momi Akana". The signature is fluid and cursive.

Momi Akana  
Executive Director  
808 843-2502

## Email Announcements 2015-2018

	Title	Subject	Send Date	Successful Deliveries	Unique Opens
1	2018 - Application Due - Support Letters	Letters of Support - May 7th	2-May-2018	386	103
2	2018 - Re-Apply Announcement	Call Us Crazy - We're Re-Applying!	17-Apr-2018	389	111
3	2017 - Denied - July 17	Next Step...Mahalo Nui Loa!	27-Jul-2017	385	127
4	2017 - Last Chance - JULY Meeting Unopened	Yes/No Decision for Charter School - Thursday, 13 July!	11-Jul-2017	300	40
5	2017 - Last Chance - JULY Meeting Testimony	Yes/No Decision for Charter School - Thursday, 13 July!	10-Jul-2017	386	101
6	2017 - JULY Meeting Testimony	Approval for Charter School!	3-Jul-2017	388	121
7	2017 - Meeting Testimony	Today - Testify for IMAG Academy!	26-Jun-2017	387	92
8	2017 - Update - June - Unopened	IMAG Academy and LAB Updates	21-Jun-2017	280	34
9	2017 - Update - June	IMAG Academy and LAB Updates	14-Jun-2017	383	108
10	2017 - Update - May	IMAG Academy and LAB Updates	3-May-2017	266	70
11	Intent to Enroll or Support Only	Tell US - One Click!	15-Jan-2017	270	75
12	2017 - Mahalo in this New Year!	2017 - Mahalo in this New Year!	9-Jan-2017	273	89
13	Aug 8 - One Line - Send NOW	**Still Fighting for Approval** Deadline - Tuesday	8-Aug-2016	277	78
14	July 26 - One Line - Send NOW	Deadline - Tonight!	26-Jul-2016	278	68
15	Update - July 21, 2016	BIG Decision - Best Time to Support!	22-Jul-2016	276	63
16	Update - April 25, 2016	Great News - US DOE Grant!	25-Apr-2016	278	99
17	2016 Application - Help Request	Educators to the Rescue!	19-Dec-2015	277	73
18	Moving Forward - Fed Grant Request ne	Moving Forward! - Grant Request needs Support Letters	28-Sep-2015	276	87
19	Mahalo - Deny Announcement	Mahalo - Moving Forward	14-Aug-2015	279	89
20	Update - Aug 10	Now or Never - 9 Commission Members to Decide Your Fate	10-Aug-2015	282	91
21	Update - Aug 3rd	Action Needed Tomorrow Tuesday! - Aug 4th - Gentle Reminder	3-Aug-2015	285	98
22	Update - July 30	Now or Never - Your 2 Minute Opportunity	30-Jul-2015	231	90
23	Thank You - July 23-26 Supporters	Mahalo for stopping - The IMAG Academy	28-Jul-2015	25	11
24	Updates to the Supporters added on Jul	Charter School - Important Happenings!	24-Jul-2015	21	10
25	Thank You - July 16-19 Supporters	Mahalo for stopping - The IMAG Academy	20-Jul-2015	18	9
26	Updates - July 20	Charter School - Meeting Date Changed!	20-Jul-2015	183	78
27	Updates - July 17	Charter School - Important Happenings!	17-Jul-2015	183	82
28	Thank You - July 9-12 Supporters	Mahalo for stopping - The IMAG Academy	16-Jul-2015	40	31
29	Thank You - July 5 Supporters	Mahalo for stopping - The IMAG Academy	7-Jul-2015	10	5
30	Thank You - June 20 - 27 Supporters	Mahalo for dropping by - The IMAG Academy	4-Jul-2015	32	16
31	Thank You - July 2 & 4 Supporters	Mahalo for dropping by - The IMAG Academy	4-Jul-2015	13	7
32	260 Goal - DENY - Next Steps	Community action ESSENTIAL to Change DENY to APPROVE	30-Jun-2015	112	54
33	260 Goal - June 18th Meeting	Charter School - Thursday Meeting	15-Jun-2015	80	41
34	Save the Date - #1	Important Dates- Meetings & Meetups!	12-Jun-2015	58	25
35	Mahalo - New and OCEANFEST Supporter	Mahalo for Your Support	9-Jun-2015	16	7
36	Mahalo & Goals -Unopened 6-4-2015 - E	Mahalo for Your Support	6-Jun-2015	24	4
37	Mahalo & Goals - All subscribers	Mahalo for Your Support	4-Jun-2015	42	19

We held over 30 events across the central leeward area from May 2015 through July 2015. The following sign up sheets holds those signing our petition of support.

These names and others have been added to our email list of 386 names. The list attached of 403 has been cleaned and unduplicated.

Thank you for your time and we apologize for the length.



I am in full and strong support of bringing The IMAG Academy, a public charter school, to our community. I believe the families and children of Waipahu and the central leeward area need an educational choice that is family driven, student focused, and community centered. I believe The IMAG Academy Founding Members, members of our community, understand the unique educational and social needs of many of our children and will provide them the educational opportunities that are not currently being made available to many of them.

Name: <u>Martinez Galvador</u>	Name: <u>Daniella Pozas</u>
E-Mail: <u>None</u>	E-Mail: <u>—</u>
Name: <u>Chad Bollesteros</u>	Name: <u>Michelle Calamona</u>
E-Mail: <u>Chad.786@hotmail.com</u>	E-Mail: <u>baritmichelle@gmail.com</u>
Name: <u>ELENA ELIZARDE</u>	Name: <u>Juliet Mantista</u>
E-Mail: <u>ellencaresma@yahoo.com</u>	E-Mail: <u>nellyetlynshuCS@gmail.com</u>
Name: <u>Jocelyn G. Candelario</u>	Name: <u>Lugust Eric</u>
E-Mail: <u>jeandelario575@gmail.com</u>	E-Mail: <u>Senes75@hotmail.com</u>
Name: <u>Meavelyn Cabanas</u>	Name: <u>Jemnie Martinez</u>
E-Mail: <u>None</u>	E-Mail: <u>—</u>
Name: <u>Ma Thalia Galvadores</u>	Name: <u>Pete R. Benito</u>
E-Mail: <u>mgalvadores21@gmail.com</u>	E-Mail: <u>Pete Benito@gmail.com</u>
Name: <u>ACET CLEMENT</u>	Name: <u>Galen L Agui</u>
E-Mail: <u>Clement2a@hotmail.com</u>	E-Mail: <u>galenagni@gmail.com</u>
Name: <u>Alth Pumbao</u>	Name: <u>Kathryn Elizarte</u>
E-Mail: <u>None</u>	E-Mail: <u>—</u>



I am in full and strong support of bringing The IMAG Academy, a public charter school, to our community. I believe the families and children of Waipahu and the central leeward area need an educational choice that is family driven, student focused, and community centered. I believe The IMAG Academy Founding Members, members of our community, understand the unique educational and social needs of many of our children and will provide them the educational opportunities that are not currently being made available to many of them.

Name: <u>Faith Rickson</u>	Name: <u>Rowena Juan</u>
E-Mail: <u>faithrickson@gmail.com</u>	E-Mail: <u>rowenajuan29@yahoo.com</u>
Name: <u>Renson B Gatehalan</u>	Name: <u>Cindy Jada</u>
E-Mail: <u>—</u>	E-Mail: <u>—</u>
Name: <u>Aralem M. Yant</u>	Name: <u>Stirling Miles</u>
E-Mail: <u>N/A</u>	E-Mail: <u>—</u>
Name: <u>Mary Grace Ceria</u>	Name: <u>Joyce Arlam</u>
E-Mail: <u>ceria.marygrace@gmail.com</u>	E-Mail: <u>joycearlam@gmail.com</u>
Name: <u>Arnoldo Ceria</u>	Name: <u>Shawn D. Smith</u>
E-Mail: <u>N/A</u>	E-Mail: <u>—</u>
Name: <u>Gail Saguibo</u>	Name: <u>ORLANDO GARCIA</u>
E-Mail: <u>saguibo@hotmail.com</u>	E-Mail: <u>N/A</u>
Name: <u>Marisol Melegirito</u>	Name: <u>GREG GORGONDI</u>
E-Mail: <u>—</u>	E-Mail: <u>GREGJOSIAH2007@GMAIL.COM</u>
Name: <u>Caleb Chavez</u>	Name: <u>Catherine Moraes</u>
E-Mail: <u>—</u>	E-Mail: <u>Cypocete@yahoo.com</u>



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Name: Bernadita Peralas Name: Sarah-Jane Perlas  
E-Mail: donplatas@HITel.net E-Mail: sperlas@gmail.com

Name: Fe Aguirre Name: Fahma Lee Helearo  
E-Mail: fhaguirre@yahoo.com E-Mail: ras.dumiao@yahoo.com

Name: Janilo Peralas M.D. Name: Lourdes Evangelista  
E-Mail: donplatas@HITel.net E-Mail: NONE

Name: dela Peralas Name: Lillywa Manuel  
E-Mail: delaPeralas@yahoo.com E-Mail: none

Name: Jennifer Barit Name: MISERY RUCKSON  
E-Mail: jennifer-barit@yahoo.com E-Mail: NONE

Name: Zenaida Rufo Name: Ramona Matosao  
E-Mail: Zenaida Rufo5@gmail.com E-Mail: lramonah@gmail.com

Name: Melody Ramon Name: Persia Singson  
E-Mail: ulepmelody@yahoo.com E-Mail: NONE

Name: Myla Acido Name: MAURIEL CACAMSA  
E-Mail: NONE E-Mail: mauricelacit@gmail.com



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Name: Mark Antonio Barit Name: Mark Ferido  
E-Mail: markbarit000@gmail.com E-Mail: ferido375@gmail.com

Name: Novelyn Aguavil Name: Greg Gorgonio  
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coming 4 the future



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## THE IMAG ACADEMY

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2	Perpignan	Donovan	Donaki Jr + Melissa	96782	↓
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6					
7					
8					
9					
10					
11					
12					
13					
14					
15					



## THE IMAG ACADEMY

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4 JENNIFER	JENNIFER			
5 JENNIFER	JENNIFER	JENNIFER	96797	JMARESON1@iol.com
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10 JENNIFER	JENNIFER			
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12 JENNIFER	JENNIFER			
13 JENNIFER	JENNIFER			
14 JENNIFER	JENNIFER			
15 JENNIFER	JENNIFER			



## THE IMAG ACADEMY

LAST Name - Prospective Student's	First Name	Parent's Name(s)	Zip Code	PARENT'S E-Mail - For Updates ONLY
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3 KATHIE	KATHIE			
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5 MAGNUSSEN	MAGNUSSEN			
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12 CASTELLANO	CASTELLANO			
13 CASTELLANO	CASTELLANO			
14 CASTELLANO	CASTELLANO			
15 CASTELLANO	CASTELLANO			



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I am in full and strong support of bringing The IMAG Academy, a public charter school, to our community.

I believe the families and children of Waipahu and the central leeward area need an educational choice that is family driven, student focused, and community centered. I believe The IMAG Academy Founding Members, members of our community, understand the unique educational and social needs of many of our children and will provide them the educational opportunities that are not currently being made available to many of them.

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John	Lee	96816	jeanne331@hotmail.com



Booth at Momilani Market



Pearlridge Farmers Market



Banner at Pearlridge



Kapolei Farmers Market



Walmart – Kapolei



Re=Branding in 2018

The following list is of IMAG Academy Supporters –gathered via 33 community events and website signups

List updated 4/28/2018

1		Ann	Abeshima
2		Red & Virgil	Abille
3		Michelle	Acosta
4		Phil	Acosta
5		Aileen	Acosta
6		Anastasia	Afalava
7		Novelyn	Agcaoili
8		Joselyn	Agosto
9		Galen	Agril
10		Fe	Agtunong
11		Vaneza	Agustin
12		Brad	Akamu
13		Momi	Akana
14		Dana	Akasaki
15		Dori	Alagao
16		Alexis	Alford
17		Joseph	Alpuro
18		Lucricia	Amaral
19		Mary	Ancheta
20		Marie	Anne
21		Rodney	Aquino
22		Henry	Aquino
23		Joey	Aquino
24		Brooke-Lynn	Asino
25		Steven	Auerbach
26		Anisa	Ayala-Espinosa
27		Ainahau	Bajet

28		Karen	Bala
29		Ria	Baldevia
30		Dominique	Bale
31		Chad	Ballesteros
32		Jennifer	Barit
33		Mark Antonie	Barit
34		Elisabeth	Baugess
35		Juliet	Bautista
36		Monica	Belding
37		Vanessa	Belen
38		Pete	Benito
39		Baolan	Bessinger
40		Dr	Blackwell
41		Arlene	Boay
42		Jeffrey	Bock
43		Rae	Bonilla
44		Cheresa	Botelho
45		Neven	Bowler
46		Alan	Boyd
47		Diana	Bracy
48		Brendan	Brennan
49		Norman	Brown
50		Barbara	Brown
51		Robert	Brown
52		Dennis	Bunda
53		Cartoon	Bunming
54		Marietta	Cadiente
55		Michelle	Calamasa
56		Maybel	Calamasa
57		Brittany	Cameron

58	Jenna	Canaday
59	Jocelyn	Candelario
60	Kimberly	Canepa
61	Peter	Cannon
62	Joanne	Carvalho
63	Heather	Castellano
64	Mary Jean	Castillo
65	Deanna	Castro
66	Fraina	Cera
67	Mary Grace	Ceria
68	Alexina	Chai
69	Kaimiloa	Chandler
70	Palakiko	Chandler
71	Shannon	Chang
72	Russel	Cheng
73	Mio	Chio
74	Francine	Chun
75	Robyn	Chun
76	Ning	Chung
77	Lesa	Cisneros
78	Alet	Clement
79	Saint Anthony	Clements
80	Liam	Clive
81	Hiilei	Colburn
82	Ken	Cole
83	Leoan	Concepcion
84	Kim	Corbin
85	Lasia	Cordero
86	Jon	Corrales
87	Danielle	Crawford

88	Cassanra	Crews
89	Cheryl	Cudiamat
90	Ty	Cullen
91	Sheryl	Cunningham
92	Ian	Custino
93	Roland	Dagan
94	Steve	Davidson
95	McKay	Davis
96	Kekapa	Delo-Santos
97	David	DenHartog
98	Lois-Lynn	Deuel
99	Sunshine	Deveki
100	Ashlei	DiLorenzo
101	Flow	Dixon
102	Rachel	Domingo
103	Jennifer	Dotson
104	Terina	Duncan
105	Andrea	Duro
106	Elena	Elizarde
107	Jonathan	Elkin
108	Asia	Engle
109	Sharmaine	Enos
110	Lugust	Enos
111	Deanna	Espinas
112	Maricel	Estavillo
113	Khazirae	Fears
114	Krystyl	Fenton
115	Mark	Ferido
116	Jolene	Fetterman
117	Jay	Fidell

118		Teresa	Fitzmayer
119		Jenny	Francisco
120		Ricardo	Friesen
121		Sheri	Fuiava
122		Lynn	Fujioka
123		Kay	Fukuda
124		Mike	Gabbard
125		Darrel	Galera
126		Candice	Galicia
127		Thalia	Galvadores
128		Stacie	Gandauli
129		Adriane	Gariya
130		Kristane	Gaspar
131		David	Gibson
132		Andy	Gokce
133		Cecile	Goo
134		Ray	Goodrich
135		Greg	Gorgonio
136		Saint-Marie	Gough
137		Renee	Green
138		Bill	Griffin
139		Gregory	Grigaitis
140		Niko	Groff
141		Atiana	Groff
142		Carol	Groff
143		CR	Gualdarama
144		Patricia	Halagao
145		Megan	Hansen
146		Kim	Harding
147		Breene	Harimoto



148	Alex	Harris
149	Andrew	Hata
150	Melissa	Hawkins
151	Linda	Hayakawa
152	Amanda	Heeneman
153	Lana K.	Heick
154	Shy	Helm
155	Leslie Nollie	Hernandez
156	Allison	Herschel
157	Sidney	Higa
158	Sharonnieka-Mae	Hill-Lino
159	Aine	Hintz
160	Steve	Hirakami
161	Charlene	Hoe
162	Sean	Hookano-Briel
163	Karen	Horwitz
164	Amber	Householder
165	Desmond	Hutchinson
166	Kiani	Iaea
167	Rey & Mae	Ibarra
168	Chrisler	Imig
169	Keoni	Inciong
170	Angelina	Inong
171	Carnation	Inong
172	Courtney	Inong
173	Wayne	Inouye
174	Paul	Jackson
175	Farvardin	Jahansooz
176	Meli	James

177	Chelsey	Jay
178	Jo	Jeremiah
179	Rich	Johnson
180	Charise	Joneidi
181	Shirley	Jones
182	Tammy	Jones
183	Rowena	Juan
184	Donnie	Juan
185	Kathy	Kaai
186	Layna	Kaaialii
187	Tasha	Kalaola
188	Dione	Kalaola
189	Summer	Kapana
190	Robert	Kay
191	Donavan	Kealoha
192	Rhoda	Kealoha-Spencer
193	Desiree	Kekuna
194	Joseph	Kent
195	Noah	Keuma
196	Douglas	Kiang
197	Michelle	Kidani
198	Ian	Kitajima
199	Lianne	Kitajima
200	Randall	Kobayashi
201	Kehaulani	Kupihea
202	Harrison	Kuranishi
203	Jaren	Kushi
204	Lorena	Lacar
205	Angielyn	Lameg
206	Thelma	Lane

207	Yolanda	Langkiee
208	Sherilyn	Lau
209	Joyceline	Lee
210	Thomas	Lee
211	Frances	Leigh
212	Lenelle	Leong
213	Kelley	Lilien
214	Amanda	Lindley
215	Ginger	Loa-Callia
216	Ed	Lopez
217	Jennifer	Lopez
218	Charlyn	Loria
219	Charlyn	Loria
220	Shawn	Louis
221	Chanelle	Lucero
222	kelly	lukela
223	Kerry	Lum
224	Ann	Macapagal
225	Carlene	Magas
226	Megan	Malloy
227	David	Manzollillo
228	Ramona	Mataveo
229	Bob	Matcuh
230	Bonnie	Mccann
231	Fatima Lae	Medrano
232	Gale	Meija
233	Dorothy	Merrill
234	Margot	Mesinas
235	Margot	Mesinas
236	Dion	Mesta

237	Allison	Mikuni
238	Lancechelle	Miranda-Kaaina
239	Tom	Mitrano
240	Jolene	Miyaji
241	Catherine	Morales
242	Kim	Munoz
243	Martha	Nahale
244	Anu	Nakai
245	Kahiapo	Nakai
246	Donna	Nakasue
247	Noela	Napoleon
248	Raul	Navasa
249	Fernanda	Negron
250	Alisa-Marie	Nelson
251	Charlene	Nishida
252	Clarence	Nishihara
253	Terilyn	Nishimura
254	David	Nixon
255	Sheila	Nolasco
256	Cherina & Geoff	Oamilda
257	Cherina & Geoff	Oamilda
258	Sheri	Ohira
259	Moana	Olaso
260	Tara	O'Neill
261	James	Orlando
262	Leah	Ortman
263	Keriann	Osada
264	Jod	Oudom
265	Barbara	Owens
266	Ryan	Ozawa

267	Angela	Pablo
268	Jennifer	Padua
269	Jeff	Pagay
270	Kathryn	Pajela
271	Andres	Pak
272	Randy	Palisoc
273	Robyn	Palomar
274	Alvin	Parker
275	Jonica	Parker
276	Josephine	Pascua
277	Eteline	Paselio
278	Bernardia	Perlas
279	Sarah-Jane	Perlas
280	Melissa & Donald	Perpignan
281	Mitchell	Picardal
282	Ruzzel	Policarpio
283	Jenerry	Politini
284	Desmond	Politini
285	Donna	Porter
286	Jennifer	Purcell
287	Jessica	Rahman
288	Melody	Ramos
289	Kay	Ray
290	Arceli	Rebollido
291	Toshiko	Redding
292	Josh	Reppun
293	Lori	Respicio
294	Marianne	Rice
295	La Vonne	Richardson

296	Faith	Rickson
297	Robyn	Rife
298	Mary	Rister
299	Mark	Ritchie
300	Kim	Rivera
301	Stacey	Roberts
302	Lani	Robinson
303	Melissa	Rodrigues
304	Francois	Rogers
305	Donna	Roldan
306	Jeoffrey	Roldan
307	Lysa	Ronduen
308	Elsie	Rose
309	Renea	Ruark
310	Johnathan	Rubon
311	Zenaida	Rufo
312	Kris	Rupert
313	Kristy	Ryan
314	Gail	Saguibo
315	Vini	Sakai
316	Michael	Salas-McKee
317	Susan	Salvio
318	Rito	Saniatan
319	G	Sanqui
320	Starleah	Santiago
321	Pauline	Sato
322	Donna	Schmidt
323	Neil	Scott
324	Melodie	Seabert
325	Jennifer	Sebilla

326		Ku'ulei	Serna
327		Pono	Shim
328		Bob	Sigall
329		Lily-Ann	Silva
330		Diana	Simkus
331		Lani	Simonsen
332		Donna	Sinclair
333		Daniel	Sinclair
334		Scott	Sinnett
335		Meyan	Small
336		Jill	Smith
337		Ariana	Smith
338		Heidi	Soleymani
339		Sharon	Soliven
340		Jeannine	Souki
341		Nathan	Sterling
342		katie	stevens
343		Deborah	Stokes
344		Matt	Strong
345		Steve	Sue
346		Omar	Sultan
347		Ron Regine	Supnet
348		Brandy	Swenson
349		Jim	Switzer
350		Vassilis	Syrmos
351		Roy	Takumi
352		Thomas	Tanaka
353		Robert	Tani
354		Jessica	Tantameo
355		Amanda	Tavanvu

356		Lisa	Taylor
357		John	Thatcher
358		Todd	Tokunaga
359		Kay	Tokunaga
360		Clayton	Tom
361		Naoko	Toma
362		Nichole	Tomas
363		Kathryn	Tydlacka
364		Kerrie	Urosevich
365		Greg	Ushishiba
366		Pamela	Uski
367		Byllie	Valdez
368		Arbine	Villanueva-Hoapili
369		Ben	Wainwright
370		Cristina	Wallace
371		Sonia	Walters
372		Spencer	Wang
373		Andrew	Wary
374		Lili	Weber
375		K. Scott	Wells
376		Chuck	Wheatley
377		Mike	Wieneke
378		Keenan	Williams
379		Joanne	Williamson
380		Ben	Wilson
381		Charlotte	Wolford
382		Marci	Womack
383		Verdis	Womack
384		Darryll	Wong
385		Jessica	Wong-Sumida



386		Nicole	Woo
387		Shari	Woodbury
388		Jenny	Yagodich
389		Ryan	Yamane
390		Elaine	Yamashita
391		Lois	Yamauchi
392		Kehau	Yap
393		Vanessa	Yasuda
394		Vanessa	Yasuda
395		Taeshin	Yi
396		Rohnelyne	Yoro
397		Kukunaokala	Yoshimoto
398		Kevin	Yoshino
399		Natalie	Young
400		Ionie	Youngstrom
401		Arianne	Zamora
402		Gene	Zarro
403		Deborah	Zysman

## Project Management Plan

This Project Management Plan represents many tasks to ensure the opening of IMAG Academy as a fiscally aware and organizationally sound school focused on our student's performance accomplishment.

Sheila Buyukacar, as a founding member, has agreed to volunteer full-time or nearly full-time to lead the development and implementation of the plan to open IMAG Academy. As she transitions to our School Director in January 2019, she has agreed to work part-time via contract from January 2019 to July 2020. She will continue to work her founding member duties as a volunteer.

In addition to overall Project Director Task List provided within this attachment, more focused project activity timelines are also provided within this attachment.

	Task Force	POC (Advisor)
1	Curriculum & Educational Program Development	Sheila Buyukacar (Dr Manulani Meyer)
2	Educational & Business Processes/Policies	Deborah Bond-Upson (Ho'okako'o)
3	Facility Readiness	Shirley Ames (Andrew Hata)
4	Personnel Recruitment & Hiring	Ruby Menon (Ho'okako'o)
5	Governance Board Development & Transition	Randy Shiraishi (Ku'uipo Laumatia)
6	Financial Management	Thelma Alane (Joseph Evans & Ho'okako'o)
7	Community Event Planning	Michael Nakata
8	Community Partnership Development	Harrison Peters (Dr Marina Piscolith)
9	Student Recruitment	Sheila Buyukacar (Ku'uipo Laumatia)
10	Training & Professional Development	Hanlan Bowler (Dr Manulani Meyer)

Board Member Expertise (X= Experienced, @=Deeper level of experience)	Alane Thelma	Ames Shirley	Bond Deb	Buyuk Sheila	Bowler Hanlan	Nakata Michael	Shiraishi Randy	Peters Harrison	Menon Ruby
Governance, program or project mgt	x	x	x	@	x	x	@	x	x
Non-profit administration*			x	x			x	@	
Financial management*	@		x	x					
Educational leadership*			@	@	@				
Labor relations, collective bargaining								@	@
Contract development, negotiations, etc	@	x	x	x					x
Human resource management*			x				x		@
Marketing, public relations, communications	x		@	x		@			
Funds development and/or fundraising						x		@	
Strategic planning	x		@	x				x	
Policy making			x				@	x	x
Facilities management		@		x					
Legal affairs	Advisor: Andrew Hata								

\*HRD §302D-12 considerations

**Planning TASK FORCE 1 – Curriculum Development**  
**Content Curriculum Review, Project Integration, Instructional Strategies, Teacher/Staff Support Systems**

POC: Sheila Buyukacar

Advisor: Dr Manulani Meyer    Team: Hanlan Bower, Academic Coach, Teachers, Aides

Objective: Integration of Instructional Framework  
Duration: On going – transfer function to School Director & Academic Coach  
Commence: September 2018  
Dependencies: Charter Approval, Curriculum Development, HI DOE requirements  
Reporting: Monthly updates to Governing Board

Timeline	Activities
Sep 2018	<ol style="list-style-type: none"> <li>1. Review all educational program planning documents</li> <li>2. Align changes and inconsistencies</li> <li>3. Review assessments and metrics</li> <li>4. Align changes and inconsistencies</li> </ol>
Nov 2018 – Jan 2019	<ol style="list-style-type: none"> <li>5. Investigate possible project partnerships</li> <li>6. Meet with community and state organizations</li> <li>7. Discuss concerns that may be used for school projects</li> </ol>
Feb 2019-Spring Nov 2019-Winter	<ol style="list-style-type: none"> <li>8. Identify possible opportunities for Lab Intersession projects</li> <li>9. Prepare educational program for IMAG Academy Lab</li> <li>10. Develop unit plans and associated lesson plans and assessments</li> <li>11. Identify appropriate grading system</li> <li>12. Identify Genius Space equipment/resource needs</li> </ol>
Mar 2019-Spring Dec 2019-Winter	<ol style="list-style-type: none"> <li>13. Launch IMAG Academy LAB - Intersession</li> <li>14. Observe and review IMAG Academy Lab program</li> </ol>
Mar – May 2019	<ol style="list-style-type: none"> <li>15. Reflect and modify program elements appropriately</li> <li>16. Investigate old and new project partnerships</li> <li>17. Meet with community and state organizations</li> <li>18. Discuss concerns that may be used for school projects</li> </ol>
May 2019	<ol style="list-style-type: none"> <li>19. Prepare educational program for IMAG Academy Lab</li> <li>20. Develop unit plans and associated lesson plans</li> <li>21. Identify Genius Space equipment/resource needs</li> </ol>
Jun - Jul 2019	<ol style="list-style-type: none"> <li>22. Launch IMAG Academy LAB – Summer Session</li> <li>23. Observe and review IMAG Academy Lab program</li> </ol>

Our plan is to conduct a curriculum review with our 1<sup>st</sup> cycle contract hires in Jan/Feb/Mar 2019. This would allow us time to align our curriculum to prospective educational programs for Spring Intersession (March) and Summer (June/July). The following timelines will aid us in 3 areas; project selection, project alignment, and curriculum sequencing.

Grant Year	Timing	Focused Grades	# of Students in LAB
1	Jan 2019 thru March 2020	K-1, 6-8	50 students
2	March 2020-March 2021	2 and 9	100 students
3	March 2021-March 2022	3 and 10	150 students
4	March 2022-March 2023	4 and 11	200 students
5	March 2025-December 2024	5 and 12	250 students

Project Selection/Curriculum Development – IMAG Academy LAB		
Time	Task	Team members
Sep 2018 – Ongoing	Connect with Community Organizations/Businesses Identify possible concerns and partners	Randy Shiraishi School Director
Sep 2018 – On-going	Review Materials (Units, Overarching Concepts, Course Outcomes –Appendix 1, etc) Align subjects, learning objectives and possible activities	Sheila Hanlan Academic Coach
Jan-Feb	Project resources – Curriculum Development Brainstorm possible projects Connect with possible partners Determine project sequence Classroom resources Align subjects, units, objectives and possible activities Align with grade level responsibilities Align multiple assessments Build appropriate lesson plans	IMAG Academy LAB Team School Director Academic Coach Classroom Teachers Project Coordinator Community Partners
March	Interession IMAG Academy LAB Implement, Reflect, Analyze, Evaluate, Modify	IMAG Academy LAB Team
May-June	Project Alignment – Curriculum Development Coordinate Roundtable Experts Coordinate Project schedule Classroom resources Align subjects, units, objectives and possible activities Align with grade level responsibilities Align multiple assessments Build appropriate lesson plans	IMAG Academy LAB Team
June-July	Summer IMAG Academy LAB Implement, Reflect, Analyze, Evaluate, Modify	IMAG Academy LAB Team
August	Curriculum Review – Modify	IMAG Academy LAB Team
November	Project resources – Curriculum Development Classroom resources Align subjects, units, objectives and possible activities Align with grade level responsibilities Align multiple assessments Build appropriate lesson plans	IMAG Academy LAB Team
December	Interession IMAG Academy LAB Implement, Reflect, Analyze, Evaluate, Modify	IMAG Academy LAB Team

Curriculum to Project Alignment for School Year 2020-21 (See examples in Appendix 1)		
Timeline	Activity	Team Members
September 2018 On-going	Materials Review <ul style="list-style-type: none"> <li>Review the activities within each program according to its recommended sequencing – Course Outcomes (Appendix 1)</li> <li>Understand the underlying objectives</li> <li>Incorporate into LAB sessions</li> </ul>	Sheila Hanlan
November 2019	Align/Map <ul style="list-style-type: none"> <li>Identify possible alignments/overlaps between content subject areas in Learning Objectives and Activities.</li> <li>Review assessments and realign/modify if necessary.</li> </ul>	Sheila Hanlan
Jan/Feb 2020	Brainstorm Projects <ul style="list-style-type: none"> <li>Identify possible community centered projects to be used in classrooms, grade level, school and within the community.</li> </ul>	School Director Academic Coach Project Coord
February 2020	Connect with possible community partners <ul style="list-style-type: none"> <li>Build a list of partners and associated projects</li> </ul>	School Director Project Coord
April 2020	Re-energize Project alignment <ul style="list-style-type: none"> <li>Select or prioritize projects to be used in SY 2017-18</li> <li>Create sequence of projects with community level target – individual, classroom, grade, school, community</li> </ul>	School Director Project Coord Educators
June 2020	Solidify Partner's Support <ul style="list-style-type: none"> <li>Build Scope and Sequence for applicable units and grades</li> <li>Develop PD for all stakeholders</li> <li>Plan PD schedule</li> </ul>	Academic Coach Educators
July 2020– On-going	Conduct PD <ul style="list-style-type: none"> <li>Include on PD Schedule</li> </ul>	Academic Coach Educators

In addition, we would like to formalize and standardize our course sequencing documents. This is scheduled to be done with our 1<sup>st</sup> cycle hires. The following timeline will guide us.

Course Outcome & Sequencing Format Review and Development (Some of this may be accomplished in Curriculum Development in 2019)		
Timeline	Activity	POC
Feb 2020 – 1 <sup>st</sup> Cycle Hires Review Materials and Current High Level Course Scope & Sequencing Formats	<ul style="list-style-type: none"> <li>Review and refine required elements for different levels; grade, and unit/class</li> <li>Identify most useful formats</li> <li>Select format(s) to be used. <ul style="list-style-type: none"> <li>If different formats are used, identify common and specific elements for each level.</li> </ul> </li> </ul>	School Director Educators
April 2020 – Rewrite formats	Rewrite course outcome - scope and sequencing documents into selected format	School Director Academic Coach Educators
May 2020 – Create guides	Create unit/class pacing guides into selected format	Academic Coach Educators
July 2020– Conduct PD	<ul style="list-style-type: none"> <li>Present format</li> <li>Provide coaching and support to educators</li> </ul>	School Director Academic Coach

<b>Course Outcome &amp; Sequencing Format Review and Development</b> (Some of this may be accomplished in Curriculum Development in 2019)		
<b>Timeline</b>	<b>Activity</b>	<b>POC</b>
Ongoing – PD		Educators

<b>Dual Credit and Early Admission Program Development</b>		
<b>Timeline</b>	<b>Activity</b>	<b>POC</b>
Sept 2018 – Ongoing	<ul style="list-style-type: none"> <li>Gather information regarding school eligibility/partnership requirements with UH system <ul style="list-style-type: none"> <li>HI DOE Complex Area Specialist, Leeward Community College, UH West Oahu, Waipahu High School, etc</li> </ul> </li> <li>Provide necessary assurances of IMAG’s intentions towards all dual credit and college admission programs available</li> </ul>	Sheila Education Committee
Jan 2020	<ul style="list-style-type: none"> <li>Recheck with program directors/points of contact to make sure our plans and actions are inline to ensure program is on track for SY 2021-22 (our first year of 9<sup>th</sup> graders)</li> </ul>	School Director Academic Coach Counselor
Sept 2020 – March 2021	<ul style="list-style-type: none"> <li>Survey current 8<sup>th</sup> grade students for eligibility</li> <li>Acquire or create informational literature</li> <li>Present to families at School Open Houses and Mini Galleries</li> <li>Include information in enrollment literature for new 9<sup>th</sup> graders</li> <li>Identify eligible students and provide assistance where needed</li> </ul>	School Director Academic Coach Counselor
June – July 2020	<ul style="list-style-type: none"> <li>Coordinate Early College classes on IMAG Academy campus – if there are enough students enrolling in SY 2021-22</li> <li>Coordinate Early College partnership with Waipahu High School – if not enough students qualify for SY 2021-22 to have our own classes</li> </ul>	School Director Counselor
July 2020– Ongoing	<ul style="list-style-type: none"> <li>Present program to school educators</li> <li>Provide coaching and support to educators</li> <li>Provide assistance to eligible students</li> </ul>	Counselor

**Planning TASK FORCE 1 – Education Program**  
**Description of Educational Programs – Community**

Desired Annual Events Schedule		
Time	Year Begins-Proposed	Events
Jan	2021	LAB – Arts and Product Show
March	2019	LAB - Spring Intersession
May	2021	Academy – Cinco de Mayo
June-July	2019	LAB – Summer School
July	2019	Academy – Children’s Fun Day
Oct	2019	LAB – Winter Intersession
Nov-Dec	2020	Academy – Holiday “ReThink” Fair
Dec	2020	LAB – Arts & Product Show

The community programs are offered to the public for a variety of reasons.

1. Provide awareness of project based learning environment in a school setting to the public
2. Provide teacher and staff training in a project base learning environment – IMAG Academy Lab
3. Use as a recruiting tool for teachers, staff and students
4. Provide a source of funds “doing and learning” our vision and mission

**IMAG Art and Product Show and Mini Shows – Public Program & Awareness**

**General Concept:** Provide public and private school students across the central leeward area a venue to display and sell their work. Funds received will be split (TBD) between the participating teacher, student, and The IMAG Foundation. Items created by students will be on sale and/or auctioned (may be paired with donated/sponsored items) to show off what students can do and the possible products they can create through project based learning.

**Venue:** An Art & New Product Opening Night

**Place:** FILCOM or YMCA (TBD)

**Invitees:** Local business and community leaders, government officials, parents, teachers, students

**IMAG Academy Lab Intersession – Public Program, State Teacher Training**

**General Concept:** Provide a community-centered project based learning environment for students during an intersession. Fees may be charged-depending on grant funding. Scholarships may be available. Incoming IMAG Academy students will be able to “transition” and others would experience project based learning first hand. In addition to becoming an eventual fundraiser, intersessions will be a form of advertising of what IMAG Academy students will learn well; create solutions and/or products based on community-centered concerns.

**Venue:** March & Dec 2019, March 2020

**Place:** FILCOM, City of Refuge Facility (TBD)

Dec 2020 and thereafter

Place: The IMAG Academy

**Participants:** Leeward area students (possible incoming students to IMAG Academy)

**IMAG Academy Lab Summer School – Public Program, State Teacher Training**

**General Concept:** Provide a community-centered project based learning environment for students during summer break. Fees will be charged. Scholarships may be available. Incoming IMAG Academy students will be able to “transition” and others would experience project based learning first hand. In addition to it being a possible fundraiser, intersessions would be a form of advertising of what The IMAG Academy students will learn to do well; create solutions and/or products based on community-centered concerns.

**Venue:** June – July 2019

**Place:** FILCOM, City of Refuge Facility (TBD)

June – July 2020 and thereafter

Place: IMAG Academy

**Participants:** Leeward area students (possible incoming students to IMAG Academy)

**Planning TASK FORCE 2 – Educational & Business Processes/Policies**  
 Process/Document and Form Creation

POC: Deborah Bond-Upson  
 Advisor: Ho'okako'o

Goal: Document major business processes and create appropriate communication tools, documents/forms/tools to support Student enrollment, communications, performance, reporting, evaluation, instructional practices, etc

Duration: On going – transfer function to SASA and Ho'okako'o

Commence: August 2018 – Work closely with Personnel Hiring and Org Documentation Task Force

Dependencies: Charter Approval, School Culture – Program Document, Organizational Processes, Personnel Process Documentation

Reporting: Monthly updates to Governing Board/School Director

<b>Educational &amp; Business Processes/Policies</b> <b>POC: Deborah Bond-Upson</b>	
<b>Timeline</b>	<b>Activities</b>
Aug 2018	1. Review all application documents and process/procedures lists 2. Review faculty handbooks, student handbooks, websites, HI DOE policies, etc 3. Identify major processes and the supporting processes and forms
Feb 2019 – On Going	4. Develop and keep documentation schedule based on most needed first or other more suitable criteria 5. Devise record keeping process, categorizing, naming conventions, etc and document 6. Review other charter school documentation 7. Develop and follow a standardized format for all processes, if possible
Jun – Sep 2019	8. Develop most needed processes first (ie Communications, Performance, Evaluation, etc)
Sep – Oct 2019	9. Have initial documents reviewed for feedback
Oct – Dec 2019	10. Continue with agreed upon modifications
Jan – Mar 2020	11. Create a training module to inform all new and returning personnel of processes, documents, and forms. 12. Determine where to keep documents, off and online 13. Create online access – link to website if appropriate 14. Ensure all personnel are trained, insure it is on personnel “checklist”



## Planning & Initial Implementation TASK FORCE 3 – Personnel Mgt & Hiring

POC: Ruby Menon  
Advisor: Ho'okako'o

Objective: Hiring of the proper personnel (teacher/teacher assistants, staff, facility)  
Duration: On going – transfer function to School Director and Ho'okako'o  
Commence: Jan 2019  
Dependencies: Charter Approval, Curriculum Development, HI DOE requirements  
Reporting: Monthly updates to Governing Board/School Director

Hiring of teachers, administrative and support staff during the startup period is planned to ensure we are properly oriented and trained in a number of areas important to our instructional framework. Our point of contact will be founding member, Ruby Menon.

**Staff Recruitment** – Our recruitment process will be a continuous and on-going effort. Within our startup period, focused advertising will start in Sep 2018. Efforts will be reviewed regularly to ensure we are communicating with prospective personnel.

**Staff Hiring Plan** – We plan to have three distinct hiring cycles each year. Each cycle will be preceded by at least one month of advertising of vacancies. The cycles will allow us to provide prospective applicants deadlines and to help us to align our staffing needs with those activities required to support the many activities during startup. Summer contracts will be used to pay personnel for their services during the startup months before a normal school year contract may be used. The following is the current hiring plan.

1 <sup>st</sup> Hiring Cycle	Jan – Mar	SASA, 2 teachers, 1 assistant, Academic Coach, project coordinator, facilities, IT person and Ho'okako'o would also be on-board
2 <sup>nd</sup> Hiring Cycle	Apr – May	Rest of educators, parent coordinator, counselor
3 <sup>rd</sup> Hiring Cycle	Jun – Jul	Unfilled positions

Our first hiring cycle will help us to finalize the necessary documents, processes, and procedures for our intersession program in March. Our curriculum review, alignment, modifications, and project extensions are scheduled to begin Feb 2019. Several rounds of our LAB Intersessions and Summer School will help us to finalize our curriculum order scheduled for Apr/May 2020.

Personnel Mgt & Hiring– Faculty & Staff POC: Ruby Menon	
Timeline	Activities
Aug 2018	1. Review and modify Qualification Criteria (School Culture, Educational Philosophy, Instructional Practices, Curriculum Development) 2. Work with HI DOE and Unions
Feb 2019	3. Ready appropriate documents 4. Market personnel openings for IMAG Lab Intersession
Mar 2019	5. Hire for IMAG Lab Intersession 6. Reflect and modify documents, processes, etc
May 2019	7. Ready appropriate documents 8. Market personnel openings for IMAG Lab Summer Session
May – Jul 2019	9. Hire for IMAG Lab Intersession 10. Reflect and modify documents, processes, etc

Sep – Oct 2019	11. Determine School Hiring Process
Sep – Dec 2019	12. Determine Training Requirements (School, Instructional, Curriculum, Grading, Reporting) 13. Create Training Program
Oct – Nov 2019	14. Determine processes and create documents
Dec 2019 –May 2020	15. Make announcements - Recruit personnel
Mar – May 2020	16. Hire personnel
May – Jul 2020	17. Train personnel
Jul 2020 – ongoing	18. Revise if necessary and continue to train personnel

Induction Program – Initial Components		
Program Elements	Timing and Frequency	General Information
Familiarization Training	A special part of our 10 days prior to new school year	Review school's approved charter School Orientation, hands-on training,
School-wide policies	All hands on deck for several sessions prior to new school year	Policies, discussions to policies, procedures and implementation
Mentor Discussions	Initial Monthly Observations Quarterly Director Check-ins	Mentor assigned and met during familiarization training
Classroom Observations	Semi Quarterly or Quarterly	Observations by resource teacher and/or school director
Annual Evaluation	Annual process	Initial Assessment Collaboration & Plan of Action Identify Professional Development Observations & Feedback Reflection Evaluation

## Planning & Initial Implementation TASK FORCE 4 - Facility Readiness

POC: Shirley Ames  
Legal Advisor: Andrew Hata

Goal: A School-Ready Facility  
Duration: Until school facility is permanent – transfer function to Board/permanent committee  
Commence: Aug 2018  
Reporting: Monthly updates to Governing Board/School Director

Although we've already reached out and contacted real estate agents regarding currently available space and future opportunities in Waipahu, our plan is to re-start site visits and negotiations as soon as charter approval is received in July 2018. We have two simultaneous scenarios we will continue to explore; short-term "ready" to go office space and long-term "future" options.

The following facility readiness plan assumes minimum renovations and permitting concerns. Revisions in this readiness plan will be driven by final building selection and the time needed to acquire permits, perform the appropriate renovations, and conduct the required inspections.

Facility Acquisition Project Plan POC: Shirley Ames	
Date	Task
July 2018	1. Review facility needs again – Research; Square footage and specific areas needed, parking, zoning, outdoors space, ADA requirements, insurance, etc 2. Revisit best practices in school site selection 3. Research fire code & other safety requirements 4. Create an initial facilities comparison matrix 5. Form Facilities Tasks Force (3-4 people) 6. Finalize initial school needs requirements for facility – comparison matrix
Aug 2018 - On-going	7. Visit facilities – create matrix – square footage, classrooms, bathrooms, office space, kitchen, fire/safety code requirements, availability, terms/costs
Jan 2019 (Dependent on bldg. needs)	8. Compare facility choices with matrix – build comparative site matrix 9. Analyze properties with the revised matrix 10. Develop recommendation to Founding Board
Mar 2019	11. Report to Founding Board-Prioritized 12. Approve facility prioritized lists & finalize game plan
Apr 2019	13. Revisit facilities – meet with agents
May 2019 - On-going	14. Negotiate leasing terms – Letter of Intent 15. Renovation Schedule – Funding 16. Agree on terms of lease
May 2019	17. Report to BOD - Approve
June 2019	18. Review of lease by Commission/State
July 2019	19. Sign Lease
July 2019 – On going	20. Review and revise project plan, budgets, financial reports 21. Update founding members frequently
Aug 2019 – On-going	22. Confirm/Identify equipment and furniture needs/wants and associated costs 23. Develop budget for expenses

	24. Identify funding and donation sources 25. Write funding/donation requests 26. Canvas partners, supporters, etc
Dec 2019	27. Renovate/Ready facility
Jan-May 2020	28. Acquire Furniture/Equipment
May 2020	29. Equip facility – Ready for Summer School (4 classrooms)
June 2020	30. Equip rest of facility
July 2020	31. Open for Staff Training
SY 2020	32. Open for students

Minimum Square footage	# of classrooms	# of common areas
Year 1 – 5,350 sq ft	8	1
Year 2 – 7350	12	1
Year 3 – 9,850	16	1.5
Year 4 – 12,350	20	2
Year 5 – 15,350 (Capacity)	24	3

\*Classroom = 500 sq ft \*\*Common Areas = 1,000 sq ft \*\*\*Office=350 sq ft

Over the last couple of months, we have reconnected with several of the agents and owners of the following facilities and parcels. Discussions are hopeful. Letters of inquiry are included in Attachment P.



**Planning TASK FORCE 5 - Governing Board Policy Development/Adoption**  
Policy and Procedures Documentation and Process/Document/Policy and Form Creation

POC: Randy Shiraishi  
Advisor: Ku'uipo Laumatia

Goal: Document major governing board policies and procedures  
Create appropriate documents/forms/tools  
Duration: On going – transfer function to Governing Board Secretary and President  
Commence: Aug 2018  
Dependencies: Charter Approval  
Reporting: Monthly updates to Governing Board/School Director

<b>Governing Board Policy Development/Adoption</b> <b>POC: Randy Shiraishi</b>	
<b>Timeline</b>	<b>Activities</b>
Aug 2018	<ol style="list-style-type: none"> <li>1. Review all current governing board policies developed during application</li> <li>2. Review all application documents and process/procedures lists</li> <li>3. Review faculty handbooks, student handbooks, websites, HI DOE policies, Public Charter School Commission policies, etc</li> <li>4. Identify major processes and the supporting processes and forms</li> </ol>
Jan 2019 – ongoing	<ol style="list-style-type: none"> <li>5. Develop and keep documentation schedule based on most needed first or other more suitable criteria</li> <li>6. Devise record keeping process, categorizing, naming conventions, etc and document</li> <li>7. Review other charter school governing board documentation</li> <li>8. Develop and follow a standardized format for all processes and policies, if possible</li> <li>9. Develop most needed processes first (ie Governance, Board Membership, etc)</li> <li>10. Ensure Advisory Board processes are also included.</li> </ol>
Jan – Jul 2019	<ol style="list-style-type: none"> <li>11. Have initial documents reviewed for feedback when becomes available</li> <li>12. Continue with agreed upon modifications – finalize</li> </ol>
Aug 2019	<ol style="list-style-type: none"> <li>13. Create a training module to inform all new and returning board members of processes, documents, and forms</li> <li>14. Create a comparable training module for the Advisory Board to inform all new and returning Advisory Board members of processes, documents and forms</li> <li>15. Determine where to keep documents, off and online</li> <li>16. Create online access – link to website if appropriate</li> <li>17. Ensure all board members are trained, update new board personnel training “checklist”</li> </ol>

## Planning TASK FORCE 5a – Board Recruitment – Transition - Development

Goal:	Build knowledge and skills of current and new board members
Duration:	On going – transfer function to Board Development Committee
Commence:	Aug 2018
Dependencies:	Charter Approval
Reporting:	Monthly updates to Governing Board/School Director

To ensure a quick ramp-up of our member’s knowledge and skills, our board development training will consist of an orientation to our governance structures to help keep meeting effectiveness and collaboration at its highest. In addition, training will cover governance best practices, tools used to guide and support our school leader, and those to aid the board’s decision making processes as recommended by the National Charter School Resource Center. Although the Governing Board Bylaws, governance policies and procedures will be reviewed during startup, we believe we have developed these items to represent the long-term practices of IMAG Academy.

The following steps give more detail of the information provided to our board members during the course of their training. We feel it is essential for members to have a thorough understanding, knowledge and the skills to perform their duties. The following training and development timetable will be used in conjunction with the general timeline presented in the following table.

Board Recruitment – Transition – Development POC: Randy Shiraishi		
Time	Outcomes	Tasks/Activities
July 2018	Non-Profit Board Alignment	1. When approved, transition new non-profit board members to replace founding members Shiraishi and Buyukacar.
Aug 2018	*Founding & Board Member candidates *Board Member training developed *Funding position reviewed & plan of action modified	2. Meet with advisors – Review past & current efforts 3. Re-evaluate past recruiting efforts 4. Identify candidates to approach and timeline <ul style="list-style-type: none"> <li>• Tie to expertise &amp; associated time requirements</li> <li>• Develop a prioritized recruitment list based on additional expertise and/or board member replacement requirements</li> </ul> 5. Request meetings with candidates 6. Develop board member orientation 7. Confirm online charter board training 8. Review funding source awards <ul style="list-style-type: none"> <li>• Re-assess and modify plan of action</li> </ul>
Apr 2019– til board is recruited & trained (on-going)	*Board Member training begins *Interview participants identified	9. Conduct new board member orientation and training – required for all new members (on-going) <ul style="list-style-type: none"> <li>• Review Governance best practices</li> <li>• Review bylaws, code of conduct, etc</li> <li>• Review application and startup plan</li> </ul> 10. Identify areas to modify in plan/proposal/policies as needed to reflect new expert advice <ul style="list-style-type: none"> <li>• Have all board members review proposed changes</li> </ul> 11. Meet to discuss/approve 12. Identify interview attendees
May-Jul 2019	*Monthly updates provided to members *Member training	13. Provide updates to board members <ul style="list-style-type: none"> <li>• Review and report on startup activity/status/concerns/heads up</li> </ul> 14. Conduct orientations and/or training as applicable



	continued	
Aug 2019	*Plan of Action confirmed	15. Hold Board member meeting upon charter approval 16. Determine next steps <ul style="list-style-type: none"> <li>If approved – Review startup plan-divide up tasks <ul style="list-style-type: none"> <li>Form committees/task forces</li> <li>Funds development assessment</li> </ul> </li> </ul>
Sep-Nov 2019	*Project implementation checks	17. Hold Board member meetings <ul style="list-style-type: none"> <li>Review and report on startup activity/ status/concerns/heads up</li> <li>Prep/orient for The IMAG Art &amp; Product Show <ul style="list-style-type: none"> <li>Members canvas for donations and sponsorships</li> </ul> </li> </ul> 18. Conduct orientations and/or training as applicable
Dec 2019	*Show completed	19. IMAG Art & Product Show <ul style="list-style-type: none"> <li>All members should attend</li> </ul>
Jan-Mar 2020	*Funding position reviewed & plan of action modified	20. Review funding situation <ul style="list-style-type: none"> <li>Re-assess and modify plan of action</li> </ul>
Jan-Opening 2020	*Monthly updates to members *Member training continued	21. Hold Board member meetings <ul style="list-style-type: none"> <li>Review and report on startup activity/ status/ concerns</li> <li>Conduct orientations and training as applicable</li> </ul>
Apr-May 2020	*Governing Board training	22. Finalize new Governing Board members 23. Conduct orientations and/or training as applicable <ul style="list-style-type: none"> <li>Review Governance best practices <ul style="list-style-type: none"> <li>Review bylaws, code of conduct, etc</li> <li>Committee structure</li> </ul> </li> <li>Commence School Director Evaluation Training for Board President and Vice President (Executive Committee review)</li> </ul> 24. Start to add/transition members of Standing Committees
Jun 2020		25. 1 <sup>st</sup> Week in Jun - Meet with Founding Board and Governing Board <ul style="list-style-type: none"> <li>Approve “final” transition plan/activities</li> </ul>
Jul 2020	*School event participation	26. 3 <sup>rd</sup> Week in July – Introduce and Honor all board members to staff 27. 4 <sup>th</sup> Week in July – Introduce and Honor all board members to parents/families
Aug 2020	*Roundtable Participation	28. Roundtable – Introduce all board members to students
Sep 2020	*Board development continues	29. Board Retreat <ul style="list-style-type: none"> <li>Evaluate/Assess Startup – Identify gaps still requiring attention or modification</li> <li>Solidify governance practices with a focus on strategic issues, school reputation and funds development through a continuously improving and strong infrastructure</li> </ul>

## **Specific Board Training and Timing**

Upon appointment, the member will be given

1. Bylaws
2. Code of Conduct/Ethics and Conflict of Interest policies

### **Proposed Schedule of Board Events**

Oct 2018, Sep 2019 & Sep 2020 – Annual Board Members Training – Required

1. School Re-introduction (Mission, vision, instructional framework)
2. Timetable – Startup Period Milestones
3. Committees and Task Forces
4. Assignments and project timelines
5. Meeting schedule and member requirements
6. Communication etiquette
7. Increasing Board Capacity – Board Recruitment

Monthly Meetings-status reports required

1. Committee and Task Force updates/issues/concerns

April – May 2020 Conduct Orientations and/or training as applicable (Annual Requirement)-Required

1. Commence School Director Evaluation Training for Board President and Vice President
  - a. Review for Executive Committee

June 2020 – Transition & Training Meeting – Required

1. School Introduction
2. Board Responsibilities
3. Policy Reviews – Annual/Initial Conflict of Interest Assessment
4. Nomination and Recruitment
5. School/Board Calendars
6. Committee and Task Forces Structure
7. Assignments and project timelines
8. Meeting schedule and member requirements
9. Communication/Meeting etiquette

July 2020 – 1<sup>st</sup> Annual Meeting

1. School Introduction
2. Board Calendar
3. Policy Acceptance
4. Committee and Task Force Assignments and Timelines

Sept 2020 – Governing Board Retreat

1. Board Mission and Responsibilities
2. Effective Decision-Making & Meetings
3. Parliamentary Rules/Meeting etiquette
4. Policy-Making



## Planning TASK FORCE 6 – Financial Management

POC: Thelma Alane

Advisor: Joseph Evans

Team: Ho'okako'o

Goal: Financial Systems  
 Duration: Until start-up funds cover costs pre-DOE funding –transfer function to Board/permanent committee  
 Commence: July 2018  
 Dependencies: Charter Approval  
 Reporting: Monthly updates to Governing Board/School Director

Financial Management POC: Thelma Alane	
Timeline	Activities
July 2018 – ongoing	1. Review - update governing board policies – Finalize and accept 2. Identify financial activities needing to be completed 3. Set up necessary accounts 4. Develop necessary systems and financial tools 5. Review funds development results – revise plan 6. Develop game plan with other board members 7. Identify possible committee members 8. Work closely with all task force to keep abreast of under/overestimated budget items (especially facilities) 9. Rework lower breakeven enrollment figures – get high figure for grant/donation goals 10. Rework budget to minimize expenditures – get low figure for grant/donation goals 11. Form Finance committee (Finding/Aligning/Writing)
Aug 2018 – ongoing	12. Work closely with Facilities Task Force to confirm/identify equipment and furniture needs/wants and associated costs 13. Develop appropriate processes, procedures and forms/documents – transition plan
Oct – Dec 2019	14. Update financial figures with task force updates if not in line with original budget
Jan – May 2020	15. Work with HI DOE to set up necessary information and financial systems
May - Jun 2020	16. Renovate/Ready facility
May – Jul 2020	17. Acquire furniture/equipment – Equip facility

## Planning TASK FORCE 7 – Community Awareness & Event Planning

POC: Michael Nakata  
Team: Harrison Peters

Goal: Community Awareness (Student Enrollment & Teacher Recruitment)  
Duration: On-going (1<sup>st</sup> year schedule below)  
Commence: July 2018  
Dependencies: Charter Approval  
Reporting: Monthly updates to Governing Board/School Director

Community Awareness & Event Planning (Annual) POC: Michael Nakata		
Timeline	Outcomes	Activities
July 2018		<ol style="list-style-type: none"> <li>1. Upon charter approval - Finalize Annual Schedule of Events</li> <li>2. Finalize Initial Public Announcement/Press Release Schedule</li> <li>3. Announcement of approval</li> <li>4. Website and Facebook, E-Mail Newsletter, Press Release</li> </ol>
Aug 2018		<ol style="list-style-type: none"> <li>5. Build templates for marketing items – PR, Newsletter</li> <li>6. Finalize Marketing documents – Flyers, Cards, Postcards, School Info</li> </ol>
Sep 2018 – On Going		<ol style="list-style-type: none"> <li>7. Post on Website blog and Facebook</li> <li>8. Send out Press Releases –</li> <li>9. Send out E-Mail Newsletter Announcements</li> <li>10. Activities and Updates about School Opening Progress</li> <li>11. Enrollment Timelines &amp; Requirements – School Open Houses</li> <li>12. Focus – Student/Family awareness, Educator awareness, Community partners</li> </ol>
Jan-Mar 2019		<ol style="list-style-type: none"> <li>13. Marketing activities for LAB Intersession-Spring</li> <li>14. Focus – Student/Family awareness, Educator awareness, Community partners</li> </ol>
Mar-Apr 2019		<ol style="list-style-type: none"> <li>15. Marketing activities for Cinco de Mayo</li> <li>16. Focus – Student/Family awareness, Educator awareness, Community partners</li> </ol>
Apr-June 2019		<ol style="list-style-type: none"> <li>17. Marketing activities for LAB-Summer School</li> <li>18. Focus – Student/Family awareness, Educator awareness, Community partners</li> </ol>
May-July 2019		<ol style="list-style-type: none"> <li>19. Marketing activities for Children’s Fun Day</li> </ol>
Aug-Oct 2019		<ol style="list-style-type: none"> <li>20. Marketing activities for LAB-Winter</li> </ol>
Sep-Dec 2019		<ol style="list-style-type: none"> <li>21. Marketing activities for Holiday “ReThink” Fair &amp; LAB Arts &amp; Product Show</li> </ol>

## Planning TASK FORCE 7 – Description of Fundraiser Events

(Description of Educational Programs provided in TASK FORCE 1 – Community)

Desired Annual Events Schedule		
Time	Year Begins-Proposed	Events
Jan	2021	LAB – Arts and Product Show
March	2019	LAB - Spring Intersession
May	2021	Academy – Project Innovate – End of Year
June-July	2019	LAB – Summer School
July	2019	Academy – Children’s Fun Day
Oct	2019	LAB – Winter Intersession
Nov-Dec	2020	Academy – Holiday “ReThink” Fair
Dec	2020	LAB – Arts & Product Show

The community programs are offered to the public for a variety of reasons.

1. Provide awareness of project based learning environment in a school setting to the public
2. Use as a recruiting tool for teachers, staff and students
4. Provide a source of funds “doing and learning” our vision and mission

### Project Innovate – Public Program & Awareness - Fundraiser

General Concept: Provide public and private school students across the central leeward area a venue to display their project based learning solutions. If applicable, items created by students will be on sale and/or auctioned (may be paired with donated/sponsored items) to show off what students can do and the possible products they can create through project based learning.

Venue: An Art & New Product Opening Night

Place: IMAG Academy

Participants: Local business and community leaders, government officials, parents, teachers, students

### Children’s Fun Day – Public Program & Awareness-Fundraiser

General Concept: A community fun day with a variety of family and keiki activities to be held in Waipahu.

Venue: Keiki Fun Day – Experiential Activities

Place: TBD

Participants: Local business and community leaders, government officials, parents, teachers, students

Attendees: Open to community members

### Holiday “Re-Think” Fair – Public Program & Awareness-Fundraiser

General Concept: A holiday gift/craft/art fair with a sustainability twist. Products will have at least one component of the 4 Rs (Re-think, Reduce, Re-Use, and Recycle) as part of its lure. Student products around the area would be featured.

Venue: Craft and Product Show

Place: IMAG Academy

Participants: Sustainability Crafters & Artist, Local business and community leaders, government officials, parents, teachers, students

## Planning TASK FORCE 8 – Community Partnerships

POC: Harrison Peters

Advisor: Dr Marina Piscolith Team: Sheila Buyukacar

Goal: Develop Community Partnerships – School Project & Community Time  
 Duration: On-going  
 Commence: July 2018  
 Dependencies: Charter Approval  
 Reporting: Monthly updates to Governing Board/School Director

In addition to our efforts to recruit students, developing community partnerships is critical to our community centered, project based learning practices. Our point of contact will be our founding member, Harrison Peters. The following table, Community Partnerships, list a timeline with desired outcomes and the specific tasks relating to building community partnerships during our startup.

Community Partnerships Development POC: Harrison Peters		
Time	Outcomes	Tasks/Activities
July 2018	Game Plan	1. Finalize schedule of activities 2. Finalize “marketing” and school summary documents
Sep 2018 – On Going	*Show sponsors *Project partners *In-Kind donations *Facility leads	3. Meet with local businesses in Waipahu and surrounding areas 4. Survey interest to sponsor be a school partner 5. Survey interest to be the subject of our LAB and/or semester project 6. Identify possible “concerns” and/or ideas
Jan-Mar 2019*	*Intersession Partners	7. Canvas partners and other local businesses 8. Survey interest in Intersession 9. Identify possible “concerns” and/or ideas
Mar- 2019*	*Intersession completed	10. IMAG Academy LAB – Intersession Spring 11. Invite Community Members
Mar-Apr 2019*	*Summer Partners	12. Canvas partners and other local businesses 13. Survey interest in Intersession - Select “Show” partners/partners 14. Identify possible “concerns” and/or ideas
Jun-July 2019*	*Summer completed	15. IMAG Academy LAB– Summer 16. Invite Community Members
Aug-Oct 2019*	*Intersession Partners	17. Canvas partners and other local businesses 18. Survey interest in Intersession - Select “Show” partners/partners 19. Identify possible “concerns” and/or ideas
Oct 2019*	*Intersession completed	20. IMAG Academy LAB – Intersession Winter 21. Invite Community Members
Oct-Dec 2019*	*Intersession Partners	22. Canvas partners and other local businesses 23. Survey interest in Intersession - Select “Show” partners/partners

		24. Identify possible “concerns” and/or ideas
Dec 2019*	*Intersession completed	25. IMAG Academy LAB – Intersession Holiday 26. Invite Community Members
Jan-July 2020*	*Inaugural Roundtable Partners *In-Kind donations	27. Meet with local businesses in Waipahu and surrounding areas 28. Survey interest to be Inaugural School Partner-Fall & Spring Roundtable 29. Survey interest to be the subject of our LAB and/or semester project 30. Identify possible “concerns” and/or ideas 31. Select “Show” partners/partners
Aug 2020*	*Fall Roundtable Completed	32. Participate in School Roundtable – Speaker & Guest
Aug 2020*	*Show announcement	33. Approach Leeward Area School Principals, Business, Technology, ELA and Arts Teachers – IMAG Art & Product Show (Fundraiser)
Sep-Nov 2020*	*Increased Show participation	34. Visit Schools participating in the Show 35. Work details for successful show
Dec 2020 – Jan 2021	*Show completed	36. IMAG Art and Product Show 37. Distribute information about “success”
Jan 2021*	*Spring Roundtable Completed	38. Participate in School Roundtable – Speaker & Guest

\*Yearly Schedule – Accommodates School and LAB Educational Programs

## Planning TASK FORCE 9 – Student Recruitment

POC: Sheila Buyukacar

Advisor: Ku'uipo Laumatia

Team: Michael Nakata

Goal:	Filled Enrollment with waitlist
Duration:	On-going
Commence:	July 2018
Dependencies:	Charter Approval
Reporting:	Monthly updates to Governing Board/School Director

The goal of our 1<sup>st</sup> year recruitment/enrollment plan is to have 200 committed students enrolled into IMAG Academy and 100 students on the waiting list by mid-January 2020.

Our recruitment/enrollment plan includes a communication schedule to create a consistent and continuous presence within the community by providing pertinent and interesting information to our families and partners about our programs and events. In general, this would include information distribution using a variety of medium and distribution points as outlined below.

1. Distribution of flyers to families and partners
2. Posting of events on various social mediums
3. Regular media announcements via press releases
  - a. Announcements of events, programs or deadlines
  - b. Documentation of events via photos and copy
4. Post information on applicable event calendars

In more detail, our recruitment plan includes marketing via flyer distribution, website/blog, Mid-Week and local newspaper's calendar listings, Twitter and Facebook posts, informational sessions, open houses, school fundraising events, transition programs, attendance at community events, and strategically placed community banners. Press releases will be distributed to inform print newspapers like the Mid-Week and the FilCOM Center (local newspaper) in hope to draw their interest to writing a featured article on school events. Using a variety of local newspapers, partnerships, and social media will increase our chances of marketing to our diverse family community within the Waipahu and surrounding areas.

Essential to our plan is to get information into the hands of families with students with diverse academic abilities (gifted and talented, low-achieving, at-risk, special needs, etc), those in poverty, and families with relatively higher incomes and/or levels of formal education. This type of wide distribution of information across a diverse audience can only be accomplished with the help of partners. We feel the following list of community partners would ensure distribution to the diverse group of families within our student population.

Information will be distributed to all early childhood care centers and programs in supporting areas

- Early Headstart and Headstart programs
- Non-profit infant care and preschool programs
- Private infant care and preschool programs
  - Mom focused and family related clubs and groups
  - All elementary schools in the area (7<sup>th</sup> grade applicants)
- Waipahu, Mililani/Wheeler, Ewa Beach, Kapolei/Makakilo
  - The surrounding intermediate/middle schools in the area (8<sup>th</sup> grade applicants)
- Waipahu, Mililani, Ilima, Kapolei, Pearl City Highlands
  - Private schools not offering high school
- St Joseph's Catholic School
- The Children's House
- Pearl Harbor Christian Academy (in Waipahu)

- Paid tutoring programs in the area (applicable grades)
- After school tutoring and special programs (applicable grades)
- Parks and Recreation
- YMCA

In addition to family outreach, our efforts will also include creating partnerships with a variety of public and private school and community service program staff, administrators, and directors of a variety of service providers. The list of community service programs with multiple locations and programs within the leeward central area would include, but not limited to the following.

- Keiki O’Ka Aina Learning Centers
- The Institute for Native Pacific Education and Culture (INPEACE)
- Partners and Children Together (PACT)
- Child and Family Services

The following table, Year 0 –Student Recruitment and Enrollment Timeline, list a timeline with outcomes of the specific tasks relating to marketing and student recruitment efforts during our startup. As important, not meeting our milestones will trigger increased information distribution to ensure maximum exposure of IMAG Academy’s benefits to families within the central leeward area. With more than 40,000 public school students available (over 8,000 in Waipahu alone) our growth from 200 to 600 students across all grades K-12 will be an additional educational option for families.

<b>Student Recruitment Timeline</b> <b>POC: Sheila Buyukacar</b>		
<b>Time</b>	<b>Outcomes</b>	<b>Tasks/Activities</b>
July-Aug 2018	*PR completed	1. Announce via Press Release (PR)- Commission approval, school mission, framework and enrollment procedures
Sep 2018 – April 2020	*Admissions info & Enrollment process announced *More than 1000 families attend info meetings	2. Distribute school mission, framework, and enrollment procedures across all the various venues 3. Conduct informational meetings across community 4. Post strategically placed banners 5. Distribute IMAG Academy – Intersession Information 6. Conduct Open Houses with Art & Products from Intersessions and Summer Program
Oct – Nov 2019	*Enrollment projections met	7. Finalize 1 <sup>st</sup> Open Enrollment Period 8. Hold Open Houses
Dec 2019	*Enrollment projections met & 50 on waitlist	9. Student Acceptance – Announcement results 10. New Family Orientation-Students accepted 11. Distribute student successes from Intersession and Mini Shows
Jan 2020		12. Decision Deadline – 1 <sup>st</sup> Open Enrollment Period
Dec 2019 – Feb 2020	*Enrollment projections met	13. Finalize 2 <sup>nd</sup> Open Enrollment Period 14. Hold Open Houses
Feb 2020	*Enrollment projections met & 50 on waitlist	15. Student Acceptance – Announcement results 16. New Family Orientation-Students accepted 17. Distribute student successes from Intersession and Mini Shows
Mar 2020		18. Decision Deadline – 2 <sup>nd</sup> Open Enrollment Period
Feb –Oct 2020	*Enrollment met 100 on waitlist	19. On-Going (Rolling) enrollment – based on space available
Dec 2019 – Feb 2020	*# on waitlist increases	20. Distribute information/invitation – Transition Programs 21. Conduct Open Houses with Art & Product Mini Shows 22. Conduct transition programs

Note: Distribute/announce would mean to use all applicable media; flyer, website, social media, PRs, etc.

<b>2020-2021 Application and Enrollment Process and Timeline</b>	
<b>October 1, 2019 – November 30, 2019:</b>	1 <sup>st</sup> Open enrollment period New Family Orientation Sessions –Mandatory for new families
<b>December 2 , 2019 – December 9, 2019:</b>	Acceptance of students Enrollment lottery (if necessary)
<b>January 6, 2020:</b>	Decision deadline for families of accepted students. Families must respond with an acceptance or risk losing their acceptance opportunity
<b>December 9, 2019 – February 10, 2020:</b>	2 <sup>nd</sup> Open enrollment period New Family Orientation Sessions –Mandatory for new families
<b>February 11 , 2020 – February 18, 2020:</b>	Acceptance of students Enrollment lottery (if necessary)
<b>March 15, 2020:</b>	Decision deadline for families of accepted students. Families must respond with an acceptance or risk losing their acceptance opportunity
<b>February 11, 2020 –October 15, 2020</b>	
On-going (Rolling) enrollment will be based on first come, space availability	



## Planning TASK FORCE 10 - Staff Professional Development

POC: Hanlan Bowler

Advisor: Dr Manulani Meyer

Team: Ruby Menon and School Director

Goal:	Professionalize Educators and Staff
Duration:	On-going
Commence:	July 2018
Dependencies:	Charter Approval
Reporting:	Monthly updates to Governing Board/School Director

**Staff initial training** – All staff hired will go through an initial training to ensure they are familiar with the policies, processes and procedures of the school.

### 1. Familiarization Training

This familiarization training and professional development would provide a school orientation, hands-on training, content subject area reviews and alignments, in-class prep and support time.

#### A. School Orientation, Group Level Introductions & Mentor Assignments

Objective: To provide a review of The IMAG Academy's school practices; systems, structures, and policies. A mentor will be assigned to provide help and support in addition to our resource teacher and school director.

1. School Overview – Safety Concerns – IMAG Practices
2. School Family
3. IMAG Academy Structures
  - i. PARs, FORE teams, Advisory Groups, Mentors, etc
4. Project Based Learning – Community Centered
5. Evaluation Systems

#### B. Hands-on Training

Objective: To provide the hands-on portion of how to use the structures within the classroom and day.

1. School Family Structures
2. IMAG Academy Structures
  - PARs, FORE teams, Advisory Groups, Mentors, etc
3. Project Based Learning – Community Centered
  - Roundtable Week

#### C. Content Subject Reviews – Alignments

Objective: To provide grade level teachers time to collaborate and make appropriate alignments prior to the start of school

#### D. In-classroom Prep and Support

Objective: This is scheduled, dedicated time for all teachers to discuss, work through, and practice the classroom structures.

**Staff Professional Development** –Several professional development opportunities are planned during the startup period. IMAG and School Family Structures and Practices sessions are scheduled throughout April, May and June. Although these sessions will be highly recommended for future IMAG employees, they are not required. These sessions will be open to anyone interested in attending. This will be a training, as well as a recruiting opportunity.

Our School Orientation and Professional Development are scheduled during the last two weeks prior to the start of the school year for all employees.

## Planning TASK FORCE 10 - Staff Professional Development

POC: Hanlan Bowler

Advisor: Dr Manulani Meyer

Team: Ruby Menon and School Director

The following table, Year 0 – Hiring and Professional Development, list a timeline and responsible or coordinating individual(s) of the specific tasks relating to hiring and training our personnel during our startup.

<b>Professional Development – Faculty &amp; Staff</b>		
<b>POC: Hanlan Bowler</b>		
<b>Time</b>	<b>Outcomes</b>	<b>Tasks/Activities</b>
July 2018		1. Announce school approval
Aug 2018	*Schedule of training/PD opportunities	2. Meet with Union reps, HI DOE and Complex staff regarding training and professional development opportunities <ul style="list-style-type: none"> <li>a. Leadership, Educator, Staff, etc</li> </ul>
Sep-Dec 2018	*Revised needs *Revised pre-requisites *Revised timeline	3. Review school framework <ul style="list-style-type: none"> <li>a. Identify training and PD needs</li> <li>b. Identify pre-requisites</li> <li>c. Identify timing</li> </ul>
Dec 2018	* Training/PD process/forms	4. Develop training and PD process map to school calendar <ul style="list-style-type: none"> <li>a. Create/Revise forms</li> </ul>
Jan-Dec 2019*	*PD Opportunities Announced	5. Announce PD Opportunities <ul style="list-style-type: none"> <li>a. Workshops – School Family</li> <li>b. LAB – Intersessions and Summer</li> </ul>
Mar – Jun 2019*	*Training completed	6. Professional Development Opportunities <ul style="list-style-type: none"> <li>a. IMAG and School Family Structures and Practices – The Whys and Hows</li> </ul>
Mar 2019*	*PD completed	7. LAB – Spring Intersession <ul style="list-style-type: none"> <li>a. Community centered project based learning</li> <li>b. Formative Assessments – Rigor/Relevance</li> <li>c. School Family</li> </ul>
Jun-Jul 2019*	*PD completed	8. LAB – Summer <ul style="list-style-type: none"> <li>a. Individualized learning plan</li> <li>b. Community centered project based learning</li> <li>c. Formative Assessments – Rigor/Relevance</li> <li>d. School Family</li> </ul>
Oct 2020*	*PD completed	9. LAB – Winter Intersession <ul style="list-style-type: none"> <li>a. Community centered project based learning</li> <li>b. Formative Assessments – Rigor/Relevance</li> <li>c. School Family</li> </ul>
Jul 2020* 3 weeks prior to school start	*New Teacher Orientation	10. New Teacher and Teacher Aide Orientation <ul style="list-style-type: none"> <li>a. Induction Program</li> <li>b. Mentorship Pairing</li> </ul>
Jul 2020* 2 weeks prior to school	*Trained personnel	11. School Orientation & Professional Development – All Staff <ul style="list-style-type: none"> <li>a. School Overview – Safety Concerns – IMAG Practices</li> <li>b. School Family</li> <li>c. IMAG Academy Structures</li> <li>d. PARs, FORE teams, Advisory Groups, etc</li> <li>e. Project Based Learning – Roundtable, etc</li> <li>f. Evaluation Systems/Tools</li> <li>g. Teacher and Staff Determined Training (TBD)</li> </ul>

\* Yearly IMAG Academy PD Activities –School and LAB Educational Programs

## APPENDIX 1 – CURRICULUM-PROJECT ALIGNMENT

The tables below provide an example of a possible integration of our chosen curriculum (Springboard) and a community-centered project. The first table provides a look at a 7<sup>th</sup> grade unit (1.1 thru 1.5) named “The Choices We Make”. Based on our semester’s community partner, we’ve tentatively selected a Project Essential Question (in red). This table summarizes information provided within this unit that could be used within the project. It includes possible activities and assessments, learning strategies, vocabulary and the associated genres.

<b>ELA – Springboard Unit 1.1 through 1.5 – The Choices We Make</b> <b>Project Essential Question</b> <b>What choices do we need to make to sustain a beautiful and enjoyable living area?</b>					
Possible Project Activities					
<ul style="list-style-type: none"> <li>Poetry</li> <li>Autobiography – Narrative Interviews with residents/staff</li> <li>Memoir Writing– Peer or resident</li> <li>Readings &amp; Writing – Personal Narratives, Informational Texts, Myths and Fables</li> <li>In groups, they will read about choices to each other, consider their own views and express them to each other.</li> <li>Each student will                             <ul style="list-style-type: none"> <li>-Reflect on choices they have made in their own lives</li> <li>-Interview another about their choices, writing the responses and presenting results to the class.</li> <li>-Choose a novel on choices from a suggested list. Book reports will be presented to the class.</li> <li>-Students will question each other on the choices in the books as a whole class.</li> </ul> </li> </ul>					
Genres					
1. Poetry	3. Myth/Fable	5. Personal narratives	2. Autobiography	4. Memoir	6. Informational Texts
Vocabulary					
1. Genre*	6. Adverbial Clause*	11. Theme	2. Denotation	7. Consequences*	12. Reflection
3. Connotation	8. Narrative*	13. Metacognitive Markers*	4. Diction	9. Incident	14. Reflection
5. Stanza	10. Response	15. Writer's Craft – Verb Tenses			
Learning Strategies					
Unit	Strategy	Unit	Strategy	Unit	Strategy
1.1	QHT	1.1, 1.5	Collaborative Groups	1.1	Summarizing
1.2, 1.3	Brainstorming	1.2	Paraphrasing	1.2	Writing Process
1.2	Portfolio	1.3, 1.4, 1.5	Activating Prior Knowledge	1.3	Webbing
1.3	Marking Text	1.3	Close Reading	1.3, 1.5	Drafting
1.3, 1.4, 1.5	Graphic Organizer	1.4, 1.5	Note-Taking	1.4, 1.5	Metacognitive Markers
1.5	Revisiting Prior Knowledge	1.5	Looping	1.5	Quick-Writes
1.5	After Reading				
<b>Notes:</b> <b>Possible assessments from Unit</b> <ol style="list-style-type: none"> <li>Revising a Personal Narrative</li> <li>Narrative about Choice</li> <li>Expanding Narrative Writing</li> <li>Creating an Illustrated Myth</li> </ol>					

Springboard - Unit Review Summary

This next table (below) provides a possible unit lesson plan for 7<sup>th</sup> graders. It identifies our partner, the essential question and project activities, skills, associated standards, outcomes, observable behaviors and assessment tools.

The Concept of Choice: Project Planning – Overview			
<p><b>Partners:</b> The Waipahu Senior Home housing over 100 seniors within a multi-level building of studio apartments. The area provides indoor, outdoor and garden space to their residents. It is situated in the center of town, close to the library, restaurants, and bus transportation. POC: Ms LaLa Smith (808) 577-7777</p> <p><b>Project:</b> elicit “choices” from senior residents regarding reported complaints. Develop, plan, propose and implement accepted improvement plan.</p>			
Project Essential Question and Project Activities			
<p><b>What choices can we make to create an enjoyable common living environment?</b></p> <p>0) In Language Arts Springboard Unit 1.1 through 1.5, students are introduced to the project, which will propel their classroom and community learning. ELA activities in class prepare students for the interviewing, writing and presentation activities.</p> <p>1) Students interview residents, inquire about choices made in their lives and choices they would make now in their living environment. Questions elicit indoor/outdoor preferences responsive to the natural environment, residents' cultural heritage and changes that could increase the comfort and interest for residents' families. (ELA- listening, speaking, writing)</p> <p>2) Students confer in collaborative groups back at school to develop plans to present to the seniors. (SS, ELA, Science,- collaboration, critical thinking, creative problem-solving and design.)</p> <p>3) Students present ideas and plans to the seniors and to staff to elicit their input. (ELA-writing, presentation skills)</p> <p>4) Students reconvene, adjust plans, and develop a presentation to make to center seniors, staff and administration. (SS, ELA, Science, Math- write, design, illustrate, budget, compute, plan, speak, listen, hear arguments, compromise.)</p> <p>5) Students and IMAG faculty receive the feedback of the Waipahu Senior Home, and for those parts of their plan that are accepted, create plans to implement the changes.</p> <p>6) Students budget, fundraise, seek local company support to produce the changes. (Math, listening and presentation skills.)</p>			
Skill	Standard	Outcome – Observable Behavior- Student will be able to	Assessment Tool
Reading Key Ideas/Details Craft & Structure Integrate Knowledge Text Complexity	7.R.R.1 7.R.R.4 7.R.R.7 7.R.R.10	<ul style="list-style-type: none"> <li>Identify evidence to support analysis conclusions</li> <li>Identify how the major sections contribute to the writing</li> <li>Identify similarities and differences of characters presented be different media (text to video)</li> <li>Read and comprehend non-fiction</li> </ul>	Curriculum-Based Project Activity
Writing Text Types/Purposes Production Range of writing	7.W.R1 7.W.R4 7.W.R10	<ul style="list-style-type: none"> <li>Support claims with clear reasons and relevant evidence</li> <li>Conduct research to answer questions siting primary sources</li> <li>Write over an extended period of time</li> </ul>	Curriculum-Based Project Activity
Listening Speaking	7.SL.1 7.SL2	<ul style="list-style-type: none"> <li>Engage respectfully in one-on-one, small group, teacher-led discussions</li> <li>Identify a peer's argument and specific claim and share their reasoning and evidence</li> </ul>	Project Activity
Presenting	K-7.SL	<ul style="list-style-type: none"> <li>Present facts and details in a coherent presentation</li> </ul>	Rubrics
Language Conventions Knowledge Vocabulary	7.L.R1 7.L.R3 7.L.R4	<ul style="list-style-type: none"> <li>Correctly place phrases and clauses within a sentence</li> <li>Eliminate wordiness and redundancy</li> <li>Use associated words correctly</li> </ul>	Curriculum-Based Project Activity
Math Practice Ratios/Proportions Number System Expressions/Equations	7.RP.1-3 7.NS 1-3 7.EE.1-4	<ul style="list-style-type: none"> <li>Identify the appropriate ratios and calculate correctly</li> <li>Incorporate the proper place value and use of improper and proper fractions</li> <li>Determine the appropriate operations and equations</li> </ul>	Curriculum-Based Teacher created Project Activity
Science Matter/Interactions Interactions/Energy	MS-PS1 MS-LS2 MS-PS3	<ul style="list-style-type: none"> <li>Identify simple compounds and mixtures and characteristics</li> <li>Work with and determine appropriate interactions between stored energy sources</li> </ul>	Project Activity
Arts Communicate-Ideas	FA.7.1.4	<ul style="list-style-type: none"> <li>Apply elements of art to communicate a particular message</li> </ul>	Project Activity
Social Studies Developing Questions Economics Evaluating Sources Conclusions-Action	D1.2.7 D2.Eco.2.7 D3.1.7 D4	<ul style="list-style-type: none"> <li>Explain how a question represents a key idea</li> <li>Explain alternative solutions to problems presented</li> <li>Identify multiple appropriate and relevant sources</li> <li>Ensure an argument is back by multiple sources</li> </ul>	Teacher-Created
Decision Making	IMAG-DM	<ul style="list-style-type: none"> <li>Use IMAG problem solving and decision choices</li> </ul>	Checklist/Rubrics
Solution	IMAG -S	<ul style="list-style-type: none"> <li>Select a solution that is IMAG</li> </ul>	Checklist/Rubrics
Projects-Presentation	BIE	<ul style="list-style-type: none"> <li>Communicate solutions in an understandable and concise manner</li> </ul>	Rubrics

Unit Lesson Plan – Example

This next table provides insight into possible “mini” projects feeding into the semester long joint and culminating deliverables across the entire school for our projected Year 1 enrolled grades. It provides a possible connection across multiple disciplines and the use of multi-grade assisted learning.

<b>School Wide Semester Project – What Choices can we make...</b> <b>Illustrational Purposes Only</b> <b>Source: 7<sup>th</sup> grade Wonders – Units 1.1 to 1.5 Choices</b>		
<b>Grades</b>	<b>Mini Project Activities</b>	<b>Joint and Culminating Activities</b>
Kindergarten	Bean in a Bag Cup Gardens School Garden Video Design Presentation Skills – Hosts Leadership Skills – Collaboration & Public Speaking	Senior Garden Visits Garden Comparative Gardening Tips Media Choices Video Clips Storyboarding Senior Pictures Pamphlet Design Pamphlet Production
1 <sup>st</sup> grade	Bean in a Blanket Single container gardens School Garden Video Design-Components Presentation Skills – Videographer Leadership Skills - Collaboration	
6 Grade	School Gardens – Scientific Analysis Video & Game Design & Development Leadership Skills – Encouragement Leadership Skills – Producer, Director Planning/Organizing	
7 Grade	Community Gardens – Scientific Analysis Life Wonderings Survey development Presentation Skills - Videographer Leadership Skills -	Senior Garden Visits Product Design Senior oral history project <ul style="list-style-type: none"> <li>• Heros in our Presences</li> <li>• Transcriptions</li> <li>• Digitizing Recordings</li> </ul>
8 Grade	Senior Gardens – Scientific Analysis Choices in Life Life Wonderings Interviewing skills – Question Development Leadership Skills – Producer Planning/Organizing Leadership Skills – Quality work	
All Grades	School Lunch-Compost/Recycle School Lunch/Snacks-Healthy Eating School Garden-Vegetable/Flowers Multi-media production/design Leadership 4C's	<u>Project Innovate</u> Senior Narrative Presentations Video/Pamphlet Presentation Single Garden Container Gifting

## APPENDIX 2 – Course Outcomes by Subject Area (TASK FORCE 1 - Course Outcomes & Sequencing – Align to Community Project)

During the Startup Period we will review our outcomes based on our eventual community partnerships we would form during this time. The outcomes shared below provide us the foundation to ensure our students are striving to master the performance and skill standards we have chosen. Our expected outcomes are aligned with the state and national standards we've adopted (ref Criteria II.B.2) and the subject content curriculum chosen (ref Section II.B.3).

ENGLISH LANGUAGE ARTS	
Grade	ENGLISH - Major Outcomes – When Reading & Writing students will be able to...
K	<ul style="list-style-type: none"> <li>Retell stories, including key details about the character.</li> <li>Name the author and illustrator by name</li> <li>Ask and answer questions about key details in a text.</li> <li>Identify what person, place, thing, or idea a picture shows.</li> <li>Use a combination of drawing, dictating, and writing and name what they are writing about</li> </ul>
1	<ul style="list-style-type: none"> <li>Retell stories, including key details, and show that they understand the lesson or moral of a story.</li> <li>Identify who is telling the story at various points in a text.</li> <li>Ask and answer questions about key details in a text.</li> <li>Use the illustrations and details in a text to describe key ideas.</li> <li>Name a topic and supply some facts about the topic.</li> <li>Provide some sense of closure.</li> </ul>
2	<ul style="list-style-type: none"> <li>Retell stories and determine their central message, lesson, or moral.</li> <li>Acknowledge differences in characters points of view</li> <li>Speak in a different voice for each character when reading dialogue aloud.</li> <li>Ask and answer such questions to demonstrate understanding of key details in a text.</li> <li>Explain how specific images or illustrations (such as a diagram of how a machine works) are useful.</li> <li>Introduce a topic and use facts and definitions to develop points.</li> <li>Provide a concluding statement or section.</li> </ul>
3	<ul style="list-style-type: none"> <li>Recount stories and determine the central message, lesson, or moral</li> <li>Explain how it is developed in the text.</li> <li>Distinguish their own point of view from that of the narrator or those of the characters.</li> <li>Ask and answer questions about what they read by referring directly to parts of the text.</li> <li>Reading for Information - Use information gained from images or illustrations.</li> <li>Introduce a topic and use facts, definitions, and details to develop points.</li> <li>Provide a concluding statement or section.</li> <li>Group related information together.</li> </ul>
4	<ul style="list-style-type: none"> <li>Determine the theme of a story, play, or poem from details in the text and summarize the text.</li> <li>Compare and contrast the point of view from which different stories</li> <li>Refer to details and examples in a text when explaining explicitly and when drawing inferences</li> <li>Interpret information presented in charts, graphs, or other visual sources</li> <li>Introduce a topic clearly and develop the topic</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> <li>Group related information in paragraphs and sections and use formatting, illustrations,</li> <li>Link ideas using words and phrases such as another, for example, also, and because.</li> <li>Use precise language and subject-specific vocabulary.</li> </ul>
5	<ul style="list-style-type: none"> <li>Determine the theme of a story, play, or poem from details in the text</li> <li>Describe how a narrator's or speaker's point of view influences how events are described.</li> <li>Draw on information from multiple print or digital sources</li> <li>Introduce a topic clearly, providing a general observation and focus, and develop the topic with facts</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> <li>Group related information logically and use formatting</li> <li>Link ideas within and across categories of information</li> <li>Use precise language and subject-specific vocabulary.</li> </ul>
6	<ul style="list-style-type: none"> <li>Cite evidence to determine key ideas and details in both literature and informational text.</li> <li>Integrate knowledge and ideas from literature and informational text.</li> <li>Read and comprehend literature and informational text in the grades 6-8 text complexity.</li> <li>Write a variety of text types for a variety of purposes: argument, informative, and narrative.</li> <li>Produce and distribute writing with guidance and support from peers.</li> <li>Conduct research to build and present knowledge.</li> <li>Discuss a range of grade 6 topics and texts with their peers with comprehension.</li> </ul>



	<ul style="list-style-type: none"> <li>• Present knowledge and ideas with multimedia components.</li> <li>• Use knowledge of language and its conventions when writing, speaking, reading or listening.</li> <li>• Demonstrate understanding of new vocabulary and use new vocabulary in grade 6 contexts.</li> </ul>
7	<ul style="list-style-type: none"> <li>• Integrate knowledge and ideas from literature and informational text.</li> <li>• Read and comprehend literature and informational text in the grades 6-8 text complexity.</li> <li>• Write a variety of text types for a variety of purposes: argument, informative, and narrative.</li> <li>• Produce and distribute writing with guidance and support from peers.</li> <li>• Conduct research to build and present knowledge.</li> <li>• Write routinely over extended time frames.</li> <li>• Discuss a range of grade 7 topics and texts with their peers with comprehension.</li> <li>• Present knowledge and ideas with multimedia components.</li> <li>• Demonstrate command of the conventions of standard English.</li> <li>• Use knowledge of language and its conventions when writing, speaking, reading or listening.</li> <li>• Demonstrate understanding of new vocabulary and use new vocabulary in grade 7 contexts.</li> </ul>
8	<ul style="list-style-type: none"> <li>• Cite evidence to determine key ideas and details in both literature and informational text.</li> <li>• Analyze elements of craft and structure in both literature and informational text.</li> <li>• Integrate knowledge and ideas from literature and informational text.</li> <li>• Read and comprehend literature and informational text in the grades 6-8 text complexity.</li> <li>• Write a variety of text types for a variety of purposes: argument, informative, and narrative.</li> <li>• Produce and distribute writing with guidance and support from peers.</li> <li>• Conduct research to build and present knowledge.</li> <li>• Write routinely over extended time frames.</li> <li>• Discuss a range of grade 8 topics and texts with their peers with comprehension.</li> <li>• Present knowledge and ideas with multimedia components.</li> <li>• Use knowledge of language and its conventions when writing, speaking, reading or listening.</li> <li>• Demonstrate understanding of new vocabulary and use new vocabulary in grade 8 contexts.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Read and comprehend literature including informational texts, history/social studies texts,</li> <li>• Cite strong and thorough textual evidence to support analysis of what the text says explicitly</li> <li>• Determine a theme or central idea of a text and analyze in detail its development</li> <li>• Analyze how complex characters develop over the course of a text, interact with other characters</li> <li>• Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise.</li> <li>• Analyze a point of view or cultural experience reflected in a work of literature from outside the USA</li> <li>• Analyze how an author draws on and transforms source material in a specific work.</li> <li>• Write arguments focused on discipline-specific content.</li> <li>• Use words, phrases, and clauses to link the major sections of the text</li> <li>• Establish and maintain a formal style and objective tone</li> <li>• Provide a concluding statement or section that follows from or supports the argument presented.</li> <li>• Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</li> <li>• Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting , graphics, and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic with relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>• Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)</li> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>• Use technology to produce, publish, and update individual or shared writing products, linking and displaying information flexibly and dynamically.</li> <li>• Conduct research projects; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>• Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess sources; integrate information into the text avoiding plagiarism and citing properly.</li> </ul>

	<ul style="list-style-type: none"> <li>• Draw evidence from informational texts to support analysis, reflection, and research.</li> <li>• Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>
11-12	<ul style="list-style-type: none"> <li>• Demonstrate command English grammar and usage when writing/ speaking.</li> <li>• Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>• Resolve issues of complex or contested usage, consulting references as needed.</li> <li>• Observe hyphenation conventions.</li> <li>• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>• Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</li> <li>• Use context as a clue to the meaning of a word or phrase.</li> <li>• Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</li> <li>• Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</li> <li>• Verify the preliminary determination of the meaning of a word or phrase.</li> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>• Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>• Analyze nuances in the meaning of words with similar denotations.</li> <li>• Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.</li> <li>• Write arguments focused on discipline-specific content.</li> <li>• Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>• Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>• Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claims and counterclaims.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• Provide a concluding statement or section that follows from or supports the argument presented.</li> <li>• Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> <li>• Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>• Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>• Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation provided.</li> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>• Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</li> <li>• Draw evidence from informational texts to support analysis, reflection, and research.</li> <li>• Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>



MATHEMATICS	
Grade	MATHEMATICS Major Outcomes. Students will be able to...
K	<ul style="list-style-type: none"> <li>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (such as claps), acting out situations, verbal explanations, expressions, and equations</li> <li>Solve word problems by adding or subtracting numbers up through 10 using objects and drawings</li> <li>Count to 100 by ones and tens</li> <li>Understand that numbers from 11 to 19 contain a ten and some leftover ones (for example, <math>14=10+4</math>)</li> </ul>
1	<ul style="list-style-type: none"> <li>Solve word problems by adding or subtracting numbers up through 20</li> <li>Solve addition and subtraction problems for different unknown numbers (<math>20-?=15</math>, <math>9+4=?</math>)</li> <li>Understand that 10 can be thought of as a bundle of ten ones—called a “ten”</li> <li>Understand that the two digits of a two-digit number represent amounts of tens and ones (place value)</li> <li>Add and subtract numbers through 100 using what students have learned about place value</li> </ul>
2	<ul style="list-style-type: none"> <li>Solve one- and two-step word problems by adding or subtracting numbers up through 100</li> <li>Understand that 100 can be thought of as a bundle of ten tens—called a “hundred”</li> <li>Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (place value)</li> <li>Add and subtract numbers through 1000 using what students have learned about place value</li> </ul>
3	<ul style="list-style-type: none"> <li>Use place value understanding to round whole numbers to the nearest 10 or 100</li> <li>Quickly and accurately add and subtract numbers through 1000 using knowledge of place value</li> <li>Use place value understanding to multiply and divide numbers up through 100</li> <li>Multiply one-digit whole numbers by multiples of 10 between 10 and 90.</li> <li>Determine a fraction’s place on a number line</li> <li>Understand two fractions as equal if they are the same size or at the same point on a number line</li> <li>Compare the size of two different fractions of the same size object.</li> </ul>
4	<ul style="list-style-type: none"> <li>Use place value understanding to round multi-digit whole numbers to any place</li> <li>Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right</li> <li>Use place value understanding to find the product of two multi-digit numbers</li> <li>Compare two multi-digit numbers based on meanings of the digits in each place, using the symbols <math>&gt;</math> (more than), <math>=</math> (equal to), and <math>&lt;</math> (less than)</li> <li>Break down a fraction into smaller fractions with the same denominator,</li> <li>Explain why a fraction is equal to another fraction</li> <li>Add and subtract mixed numbers with the same denominators</li> <li>Multiply a fraction by a whole number</li> </ul>
5	<ul style="list-style-type: none"> <li>Use place value understanding to round decimals to any place</li> <li>Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and <math>1/10</math> of what it represents in the place to its left</li> <li>Read, write, and compare decimals based on the meanings of the digits in the tenths, hundredths, and thousandths place, using the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math></li> <li>Interpret a fraction as division of the numerator (the top number) by the denominator (the bottom number)</li> <li>Add and subtract fractions with different denominators</li> <li>Multiply a fraction by a whole number or another fraction</li> <li>Divide fractions by whole numbers and whole numbers by fractions</li> </ul>
6	<ul style="list-style-type: none"> <li>Understand ratio concepts and use ratio reasoning to solve problems.</li> <li>Apply previous understandings of multiplication and division to divide fractions by fractions.</li> <li>Multiply and divide multi-digit numbers and find common factors and multiples.</li> <li>Apply and extend previous understandings of numbers to the system of rational numbers.</li> <li>Apply and extend previous understandings of arithmetic to algebraic expressions.</li> <li>Reason about and solve one-variable equations and inequalities.</li> <li>Represent quantitative relationships between dependent and independent variables.</li> <li>Solve real-world and mathematical problems involving area, surface area, and volume.</li> <li>Develop understanding of statistical variability.</li> <li>Summarize and describe distributions.</li> </ul>
7	<ul style="list-style-type: none"> <li>Analyze proportional relationships and use them to solve real-world problems.</li> <li>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use properties of operations to generate equivalent expressions.</li> <li>• Solve real-life mathematical problems using numerical, algebraic expressions and equations.</li> <li>• Draw, construct and describe geometrical figures, describe the relationships between them.</li> <li>• Solve real-life mathematical problems involving angle measure, area, surface area, and volume.</li> <li>• Use random sampling to draw inferences about a population.</li> <li>• Draw informal comparative inferences about two populations.</li> <li>• Investigate chance processes and develop, use, and evaluate probability models.</li> </ul>
8	<ul style="list-style-type: none"> <li>• Know there are numbers that are not rational, and approximate them by rational numbers.</li> <li>• Work with radicals and integer exponents.</li> <li>• Understand the connections between proportional relationships, lines, and linear equations.</li> <li>• Analyze and solve linear equations and pairs of simultaneous linear equations.</li> <li>• Define, evaluate, and compare functions.</li> <li>• Use functions to model relationships between quantities.</li> <li>• Understand congruence using physical models, transparencies, or geometry software.</li> <li>• Understand and apply the Pythagorean Theorem.</li> <li>• Solve real-world problems involving volume of cylinders, cones and spheres.</li> <li>• Investigate patterns of association in bivariate data.</li> </ul>
9-12	<p><b>Number and Quantity Major Outcomes: Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Extend the properties of exponents to rational exponents</li> <li>• Use properties of rational and irrational numbers.</li> <li>• Reason quantitatively and use units to solve problems</li> <li>• Perform arithmetic operations with complex numbers</li> <li>• Represent complex numbers and their operations on the complex plane</li> <li>• Use complex numbers in polynomial identities and equations</li> <li>• Represent and model with vector quantities.</li> <li>• Perform operations on vectors.</li> <li>• Perform operations on matrices and use matrices in applications.</li> <li>• Make sense of problems and persevere in solving them.</li> <li>• Reason abstractly and quantitatively.</li> <li>• Construct viable arguments and critique the reasoning of others.</li> <li>• Model with mathematics.</li> <li>• Use appropriate tools strategically.</li> <li>• Attend to precision.</li> <li>• Look for and make use of structure.</li> <li>• Look for and express regularity in repeated reasoning.</li> </ul> <p><b>Algebra Major Outcomes: Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Interpret the structure of expressions</li> <li>• Write expressions in equivalent forms to solve problems</li> <li>• Perform arithmetic operations on polynomials</li> <li>• Understand the relationship between zeros and factors of polynomials</li> <li>• Use polynomial identities to solve problems</li> <li>• Rewrite rational functions</li> <li>• Create equations that describe numbers or relationships</li> <li>• Understand solving equations as a process of reasoning and explain the reasoning</li> <li>• Solve equations and inequalities in one variable</li> <li>• Solve systems of equations</li> <li>• Represent and solve equations and inequalities graphically</li> <li>• Make sense of problems and persevere in solving them.</li> <li>• Reason abstractly and quantitatively.</li> <li>• Construct viable arguments and critique the reasoning of others.</li> <li>• Model with mathematics.</li> <li>• Use appropriate tools strategically.</li> <li>• Attend to precision.</li> <li>• Look for and make use of structure.</li> <li>• Look for and express regularity in repeated reasoning.</li> </ul> <p><b>Functions Major Outcomes: Students will be able to...</b></p>

- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations
- Build a function that models a relationship between two quantities
- Build new functions from existing functions
- Construct and compare linear and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model
- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions
- Prove and apply trigonometric identities
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

**Modeling Major Outcomes: Students will be able to...**

- Model problems and solutions such as:
- Estimating how much water and food is needed for emergency relief in a devastated city of 3 million people, and how it might be distributed.
- Planning a table tennis tournament for 7 players at a club with 4 tables, where each player plays against each other player.
- Designing the layout of the stalls in a school fair so as to raise as much money as possible.
- Analyzing stopping distance for a car.
- Modeling savings account balance, bacterial colony growth, or investment growth.
- Engaging in critical path analysis, e.g., applied to turnaround of an aircraft at an airport.
- Analyzing risk in situations such as extreme sports, pandemics, and terrorism.
- Relating population statistics to individual predictions.

**Geometry Major Outcomes: Students will be able to...**

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions
- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles
- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles
- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically
- Explain volume formulas and use them to solve problems
- Visualize relationships between two-dimensional and three-dimensional objects
- Apply geometric concepts in modeling situations
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

**Statistics and Probability Major Outcomes: Students will be able to...**

- Summarize, represent, and interpret data on a single count or measurement variable.
- Summarize, represent, and interpret data on two categorical and quantitative variables

	<ul style="list-style-type: none"> <li>• Interpret linear models</li> <li>• Understand and evaluate random processes underlying statistical experiments</li> <li>• Make inferences and justify conclusions from sample surveys, experiments and observational studies</li> <li>• Understand independence and conditional probability and use them to interpret data</li> <li>• Use the rules of probability to compute probabilities of compound events in a uniform probability model</li> <li>• Calculate expected values and use them to solve problems</li> <li>• Use probability to evaluate outcomes of decisions</li> <li>• Make sense of problems and persevere in solving them.</li> <li>• Reason abstractly and quantitatively.</li> <li>• Construct viable arguments and critique the reasoning of others.</li> <li>• Model with mathematics.</li> <li>• Use appropriate tools strategically.</li> <li>• Attend to precision.</li> <li>• Look for and make use of structure.</li> <li>• Look for and express regularity in repeated reasoning.</li> </ul>
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SCIENCE	
Grade	SCIENCE Major Outcomes
K	<b>Science Skills and Processes, Science Weather, Physical and Life Science. Students will be able to...</b> <ul style="list-style-type: none"> <li>• Describe the job of a scientist, engineer and how they work together</li> <li>• Discover how scientists study the world and the tools they use</li> <li>• Identify the five steps in the Engineering Design Process.</li> <li>• Differentiate between typical and severe types of weather in our community.</li> <li>• Communicate and demonstrate ways to stay safe during severe weather in our community.</li> <li>• Use the Engineering Design Process to design and build a structure</li> <li>• Work together with classmates to plan and conduct an investigation that explores different pushes and pulls.</li> <li>• Observe the motion of objects to explore the effects of pushes and pulls.</li> <li>• Communicate about cause and effect.</li> <li>• Compare the effects of different strengths of pushes and pulls.</li> <li>• Think if a solution works as designed to change the speed or direction of an object with a push or pull.</li> <li>• Collaborate with classmates to plan and conduct an investigation that explores different pushes and pulls.</li> <li>• Observe the motion of objects to explore the effects of pushes and pulls.</li> <li>• Communicate about cause and effect.</li> <li>• Compare the effects of different strengths of pushes and pulls.</li> <li>• Use information to decide if a solution works as designed to change the speed or direction of an object</li> </ul>
1	<b>Life Science, Earth and Space Science, Physical Science. Students will be able to...</b> <ul style="list-style-type: none"> <li>• Use the Engineering Design Process to help them design a new invention.</li> <li>• Identify and explain how different external features of an animal help it survive in its environment.</li> <li>• Identify and describe similarities and differences in parent animals and plants and their offspring.</li> <li>• Identify and describe behaviors that parents and their offspring use to communicate, to help offspring survive. Describe and discuss characteristics of the sun as a star.</li> <li>• Use observational data from a model to identify appropriate evidence to support the idea that stars</li> <li>• Use observable patterns to support the conclusion that the sun does not move</li> <li>• Design and produce a model of the surface of the moon.</li> <li>• Describe how some of the moon's craters are formed.</li> <li>• Use observational data to identify patterns in the appearance of the moon.</li> <li>• Compare and contrast objects with and without light.</li> <li>• Identify natural and human-made sources of light.</li> <li>• Explain how light travels and draw a diagram/model of light traveling (not to include the speed of light).</li> <li>• Describe what happens when different objects are placed in front of a beam light.</li> <li>• Justify whether an object is transparent, translucent, or opaque.</li> <li>• Use the Engineering Design Process to design a device that can communicate using light.</li> </ul>
2	<b>Earth and Space Science, Physical Science, Life and Environmental Science.</b> <ul style="list-style-type: none"> <li>• Identify and describe a science problem related to the Moon.</li> <li>• Describe the physical properties of the Moon.</li> <li>• Observe the appearance of the Moon in the daytime and nighttime sky.</li> </ul>

	<ul style="list-style-type: none"> <li>• Observe and record data about the location and movement of the Moon over time.</li> <li>• Observe and describe the repeating pattern of lunar phases.</li> <li>• Identify and describe a science problem related to soil characteristics and erosion.</li> <li>• Describe and compare characteristics of different soils.</li> <li>• Compare, and diagram the way in which soil layers.</li> <li>• Observe and explain how soil can be formed by weathering.</li> <li>• Measure and compare water retention of several types of soil.</li> <li>• Identify and classify a variety of Earth surface features (i.e., hills, mountains, valleys, and continents) and water systems (i.e., rivers and oceans).</li> <li>• Predict, observe, and identify causes and effects of soil erosion.</li> <li>• Explain how water erodes unprotected soil.</li> <li>• Predict, observe, and identify the effect of humans and other organisms on soil (e.g. erosion, pollution, building projects).</li> <li>• Use science knowledge to make decisions and/or devise a plan to solve a problem.</li> <li>• Identify and describe a science problem related to interactions of matter.</li> <li>• Describe and compare interactions of solids and liquids.</li> <li>• Create mixtures and separate them based on differences in properties.</li> <li>• Measure, record, and compare water temperature, using a temperature probe and thermometer.</li> <li>• Give examples that show that energy can warm a substance (e.g. sun, stove top).</li> <li>• Describe and compare interactions of ice with various materials that accelerate or slow melting.</li> <li>• Draw conclusions based on observable evidence about materials that will interact with ice to accelerate melting.</li> <li>• Draw conclusions based on observable evidence to identify materials that are good insulators.</li> <li>• Use knowledge of science to make decisions and/or devise a plan to solve a problem.</li> <li>• Identify and describe a science problem related to characteristics of organisms.</li> <li>• Observe, describe, and identify structural parts of an insect and the functions of those parts.</li> <li>• Explain that all living things can be compared based on similarities and differences (i.e. external features).</li> <li>• Classify collected organisms as insects or non-insects.</li> <li>• Observe, describe, and record butterfly larvae structures and behaviors.</li> <li>• Identify the structural changes in the various stages of a butterfly larva's growth and how they allow the organism to perform different functions.</li> <li>• Predict and identify food preferences of butterfly larvae.</li> <li>• Describe, record, and compare characteristics of different stages of a butterfly's life cycle.</li> <li>• Observe, describe, and identify structural parts of a butterfly and the functions of those parts.</li> <li>• Predict and identify the food preferences of an adult butterfly.</li> <li>• Compare the food preferences of a butterfly larva to an adult butterfly.</li> <li>• Explain that animals need air, water, and food to survive.</li> <li>• Explain how the habitat provides basic needs (i.e., food, water, air) for the larvae and butterflies.</li> <li>• Describe that offspring are very much, but not exactly, like their parents and one another.</li> <li>• Use knowledge of science to make decisions and/or devise a plan to solve a problem.</li> </ul>
3	<p><b>Earth and Space Science, Physical Science, Life Sciences</b></p> <ul style="list-style-type: none"> <li>• Understand that scientists record patterns of the weather across different times and areas in order to make predictions about future weather that may occur.</li> <li>• Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</li> <li>• Understand that climate describes a range of typical weather conditions in a given area.</li> <li>• Students will obtain and combine information to describe climates in different regions of the world.</li> <li>• Understand that a variety of natural hazards result from natural processes. Humans can take steps to reduce their impacts.</li> <li>• Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.</li> <li>• Plan and conduct a well-designed investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</li> <li>• Understand that every force has both a strength and a direction.</li> <li>• Make observations and/or measurements of an object's motion to identify patterns that can be used to predict future motion.</li> <li>• Understand that the speed and direction of an object in motion can be changed by direct and indirect</li> </ul>

	<p>interactions.</p> <ul style="list-style-type: none"> <li>• Ask cause and effect questions to determine that electrical and magnetic forces between objects do not require that the objects be in contact.</li> <li>• Define a simple design problem that can be solved by using magnets.</li> <li>• When the environment changes in ways that affect a place's physical characteristics, temperature, or resources, some organisms survive and reproduce, others move, new organisms may arrive, and some organisms die.</li> <li>• Being part of a group helps animals obtain food, defend themselves, and cope with changes in their environment. Groups may vary.</li> <li>• Some kinds of plants and animals that once lived on Earth are no longer found.</li> <li>• Fossils provide evidence about types of organisms that lived long ago.</li> <li>• For any particular environment, some organisms survive well, some less well, and some cannot survive at all.</li> <li>• Populations live in a variety of habitats, and changes in those habitats can affect the organisms that live there.</li> <li>• Scientists use observation to understand the life cycles of living organisms.</li> <li>• By observing organisms in their environment, we can identify problems facing different life forms.</li> <li>• By identifying the source of some of the problems, and we can determine as solutions to help solve the problem.</li> <li>• Students will be able to describe similarities and differences between life cycles of different organisms.</li> <li>• Define traits and how can they be observed.</li> <li>• Explain how traits can be described and compared. • Describe/explain how the environment can affect an organism's traits.</li> <li>• Describe/explain how a variation in traits can give an advantage to an organism, and increase its chance of survival.</li> </ul>
4	<p><b>Physical Science, Earth and Space Science</b></p> <ul style="list-style-type: none"> <li>• Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</li> <li>• Use evidence to construct an explanation relating the speed of an object to the energy of that object.</li> <li>• Ask questions and predict outcomes about the changes in energy that occur when objects collide.</li> <li>• Obtain and combine information through research to describe that energy and fuels are derived from natural resources and their uses affect the environment.</li> <li>• Apply scientific and engineering ideas to design, test, and refine a device that converts energy from one form to another.</li> <li>• Develop a model of waves. • Compare and contrast multiple models of waves.</li> <li>• Use a model of waves to make observations and collect data. • Use a model of waves to describe patterns in the properties of the waves.</li> <li>• Use a model of waves to support a description of the relationship between wave patterns and the movement of objects.</li> <li>• Use a model of waves to support a description of the relationship between waves and the transfer of energy.</li> <li>• Work collaboratively to generate and compare multiple solutions that use patterns to transfer information.</li> <li>• Use simulation procedures to identify variables and plan the collection of data, including observations and measurements.</li> <li>• Use a simulation to produce data.</li> <li>• Use evidence to support an explanation of the effects of the forces that shape earth's landscape over time.</li> <li>• Work cooperatively to analyze data in order to make inferences about a time in earth's history.</li> <li>• Analyze and interpret data on world maps in order to describe patterns of earth's features.</li> <li>• Analyze and compare multiple solutions in order to identify the most effective strategies for reducing the impact of earthquakes on human-built structures.</li> </ul>
5	<p><b>Earth and Space Science</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the physical properties of comets, asteroids, and meteors.</li> <li>• Explain that the Earth's rotation on its axis produces the day and night cycle.</li> <li>• Explain that the Earth's rotation also creates the apparent movement of other celestial bodies.</li> <li>• Explain that the moon, like Earth, follows patterns of rotation and revolution. • Explain that these patterns create the Moon's apparent shape and position changes. Physical Science – Forces and Motion</li> <li>• Explain that speed is defined as the distance traveled over time.</li> <li>• Explain that force is a push or a pull on an object. Gravity and friction are forces. Friction occurs when two surfaces rub together. Forces create changes in the way objects move.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain that motion is a change in position. Periodic motion is the motion that repeats itself.</li> <li>• Explain that variable motion occurs when different distances travel in equal times. Uniform motion occurs when equal distances travel in equal times.</li> <li>• Explain that the greater the force, the greater the change in motion.</li> <li>• Explain that potential energy is when energy is stored. Kinetic energy is when in energy is in motion. Kinetic energy can be converted into potential and vice versa.</li> <li>• Explain that the amount of kinetic energy an object has is determined by the mass and speed of the object.</li> <li>• Explain that forces create motion. As an object is in motion, kinetic and potential energy are transferred back and forth.</li> <li>• Explain/describe how certain consequences occur when Earth’s natural resources are used. Creating a watershed model demonstrates how runoff and pollutants flow into our waters.</li> <li>• Explain/describe how human activity has consequences on a watershed.</li> <li>• Explain/describe how constructing a riparian buffer works to restore water quality.</li> <li>• Explain that a cell is a basic unit of life.</li> <li>• Explain that most single-celled organisms have needs, and demonstrate some behaviors similar to those of multi-cellular organisms.</li> <li>• Explain/describe how single and multi-celled organisms must have their basic needs met in order to survive</li> </ul>
6-8	<p><b>Physical Science</b></p> <ul style="list-style-type: none"> <li>• Formulate an answer to the question, “How do atomic and molecular interactions explain the properties of matter that we see and feel?”</li> <li>• Apply understanding that pure substances have characteristic physical and chemical properties and are made from a single type of atom or molecule.</li> <li>• Provide molecular level accounts to explain states of matters and changes between states,</li> <li>• Explain that chemical reactions involve regrouping of atoms to form new substances, and that atoms rearrange during chemical reactions.</li> <li>• Apply an understanding of the design and the process of optimization in engineering.</li> <li>• Formulate an answer to the question, “How can one describe physical interactions between objects and within systems of objects?”</li> <li>• Apply Newton’s Third Law of Motion to relate forces to explain the motion of objects.</li> <li>• Apply ideas about gravitational, electrical, and magnetic forces to explain a variety of phenomena including ideas about why some materials attract each other while others repel.</li> <li>• Develop understanding that gravitational interactions are always attractive but that electrical and magnetic forces can be both attractive and negative.</li> <li>• Develop ideas that objects can exert forces on each other even though the objects are not in contact, through fields.</li> <li>• Apply an engineering practice and concept to solve a problem caused when objects collide.</li> <li>• Formulate an answer to the question, “How can energy be transferred from one object or system to another?”</li> <li>• Develop their understanding of important qualitative ideas about energy including that the interactions of objects can be explained and predicted using the concept of transfer of energy from one object or system of objects to another, and the total change of energy in any system is always equal to the total energy transferred into or out of the system.</li> <li>• Develop understanding that objects that are moving have kinetic energy and that objects may also contain stored (potential) energy, depending on their relative positions.</li> <li>• Differentiate between energy and temperature, and begin to develop an understanding of the relationship between force and energy.</li> <li>• Apply an understanding of design to the process of energy transfer.</li> <li>• Formulate an answer to the question, “What are the characteristic properties of waves and how can they be used?”</li> <li>• Describe and predict characteristic properties and behaviors of waves.</li> <li>• Apply an understanding of waves as a means to send digital information.</li> </ul> <p><b>Life Science</b></p> <ul style="list-style-type: none"> <li>• Formulate an answer to the question, “How can one explain the ways cells contribute to the function of living organisms?”</li> <li>• Gather information and use this information to support explanations of the structure and function relationship of cells.</li> </ul>

	<ul style="list-style-type: none"> <li>• Communicate understanding of cell theory.</li> <li>• Develop a basic understanding of the role of cells in body systems and how those systems work to support the life functions of the organism.</li> <li>• Construct an explanation for how environmental and genetic factors affect organisms.</li> <li>• Connect this to the role of animal behaviors in reproduction of animals as well as the dependence of some plants on animal behaviors for their reproduction.</li> <li>• Formulate an answer to the question, “How does a system of living and non-living things operate to meet the needs of the organisms in an ecosystem?”</li> <li>• Analyze and interpret data, develop models, and construct arguments and demonstrate a deeper understanding of resources and the cycling of matter and the flow of energy.</li> <li>• Study patterns of the interactions among organisms within an ecosystem.</li> <li>• Consider biotic and abiotic factors in an ecosystem and the effects these factors.</li> <li>• Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</li> <li>• Formulate an answer to the question, “How do living organisms pass traits from one generation to the next?”</li> <li>• Describe ways gene mutations and sexual reproduction contribute to genetic variation.</li> <li>• Formulate an answer to the question, “How do organisms change over time in response to changes in the environment?”</li> <li>• Construct explanations based on evidence to support fundamental understandings of natural selection and evolution.</li> <li>• Use ideas of genetic variation in a population to make sense of organisms surviving and reproducing, hence passing on the traits of the species.</li> <li>• Use fossil records and anatomical similarities of the relationships among organisms and species to support their understanding.</li> </ul> <p><b>Earth and Space Science</b></p> <ul style="list-style-type: none"> <li>• Formulate an answer to questions such as: “What is Earth’s place in the Universe, What makes up our solar system and how can the motion of Earth explain seasons and eclipses?”</li> <li>• How do people figure out that the Earth and life on Earth have changed through time?”</li> <li>• Examine the Earth’s place in relation to the solar system, Milky Way galaxy, and universe.</li> <li>• Use models of the solar system to explain astronomical and other observations of patterns.</li> <li>• Connect to engineering through the instruments and technologies that have allowed us to explore the objects in our solar system and obtain the data that support the theories.</li> <li>• Examine geoscience data in order to understand the processes and events in Earth’s history.</li> <li>• Formulate an answer to questions such as: “How do the materials in and on Earth’s crust change over time? How does the movement of tectonic plates impact the surface of Earth?”</li> <li>• Develop understanding of how Earth’s geo-systems operate by modeling the flow of energy and cycling of matter within and among different systems.</li> <li>• Investigate the controlling properties of important materials and construct explanations based on the analysis of real geoscience data.</li> <li>• Develop understanding of ways that geoscience processes provide resources needed by society but also cause natural hazards that present risks to society.</li> <li>• Develop understanding of the factors that control weather.</li> <li>• Examine the feedbacks between systems as energy from the sun is transferred between systems and circulates through the ocean and atmosphere.</li> <li>• Formulate an answer to questions such as: “How is the availability of natural resources related to naturally occurring processes? How do human activities affect Earth systems?”</li> <li>• Develop understanding of the ways that human activities impacts Earth’s other systems.</li> <li>• Develop understanding of the significant and complex issues surrounding human uses of land, energy, mineral, and water resources and the resulting impacts of their development.</li> </ul>
9-12	<p><b>Life Science</b></p> <p><b>Structure and Function</b></p> <ul style="list-style-type: none"> <li>• Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.</li> <li>• Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</li> <li>• Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</li> </ul> <p><b>Inheritance and Variation of Traits</b></p>



- Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
- Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
- Make and defend a claim based on evidence that inheritable genetic variations may result from:
  - new genetic combinations through meiosis,
  - viable errors occurring during replication, and/or
  - mutations caused by environmental factors.
- Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

#### **Matter and Energy in Organisms and Ecosystems**

- Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
- Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
- Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
- Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
- Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
- Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

#### **Interdependent Relationships in Ecosystems**

- Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
- Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
- Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
- Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
- Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

#### **Natural Selection and Evolution**

- Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
- Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
- Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
- Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
- Evaluate the evidence supporting claims that changes in environmental conditions may result in: increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

#### **Earth and Space Science -**

##### **Space Systems**

- Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy in the form of radiation.
- Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.
- Communicate scientific ideas about the way stars, over their life cycle, produce elements.

- Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.

### **History of Earth**

- Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
- Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
- Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

### **Earth's Systems**

- Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
- Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
- Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
- Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
- Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

### **Weather and Climate**

- Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
- Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

### **Human Sustainability**

- Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
- Clarification Statement and Assessment Boundary
- Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
- Clarification Statement and Assessment Boundary
- Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
- Clarification Statement and Assessment Boundary
- Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. • Clarification Statement and Assessment Boundary
- Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

### **Physical Science**

#### **Structure and Properties of Matter**

- Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
- Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
- Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
- Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

#### **Chemical Reactions**

- Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
- Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
- Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

	<ul style="list-style-type: none"> <li>Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.</li> <li>Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.</li> </ul> <p><b>Forces and Interactions</b></p> <ul style="list-style-type: none"> <li>Analyze data to support the claim that Newton’s second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.</li> <li>Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.</li> <li>Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.</li> <li>Use mathematical representations of Newton’s Law of Gravitation and Coulomb’s Law to describe and predict the gravitational and electrostatic forces between objects.</li> <li>Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.</li> </ul> <p><b>Energy</b></p> <ul style="list-style-type: none"> <li>Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.</li> <li>Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).</li> <li>Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.</li> <li>Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).</li> <li>Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.</li> </ul> <p><b>Waves and Electromagnetic Radiation</b></p> <ul style="list-style-type: none"> <li>Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.</li> <li>Evaluate questions about the advantages of using a digital transmission and storage of information. • Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.</li> <li>Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.</li> <li>Communicate technical information about about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.</li> </ul> <p><b>Engineering Design</b></p> <ul style="list-style-type: none"> <li>Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</li> <li>Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</li> <li>Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.</li> <li>Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</li> </ul>
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SOCIAL STUDIES	
Grade	SOCIAL STUDIES Major Outcomes
K	<p><b>History, Geography, Economics, Civics</b></p> <ul style="list-style-type: none"> <li>Ask questions, share information and discuss ideas about the past</li> <li>Understand that the first component in the concept of chronology is to place information in sequential order</li> <li>Understand/explain that people belong to different groups and live in different settings around the world that</li> </ul>

	<ul style="list-style-type: none"> <li>can be found on a map or globe</li> <li>• Explain ownership as a component of economics</li> <li>• Discuss how purchases can be made to meet wants and needs (PFL)</li> <li>• Participate in making decisions using democratic traditions</li> <li>• Understand that civic participation takes place in multiple groups</li> </ul>
1	<b>History, Economics, Civics</b> <ul style="list-style-type: none"> <li>• Describe patterns and chronological order of events of the recent past</li> <li>• Identify/describe/explain family and cultural traditions in the United States in the past Geography</li> <li>• Understand that geographic tools such as maps and globes to represent places</li> <li>• Understand/explain how people in different groups and communities interact with each other and the environment</li> <li>• Explain that people work at different types of jobs and in different types of organizations in order to produce goods and services and receive an income • Identify short term financial goals (PFL)</li> <li>• Explain that effective groups have responsible leaders and team members</li> <li>• Identify/describe notable people, places, holidays and patriotic symbols</li> </ul>
2	<b>History, Economics, Civics</b> <ul style="list-style-type: none"> <li>• Identify historical sources and utilize the tools of a historian</li> <li>• People in the past influenced the history of neighborhoods and communities Geography</li> <li>• Use geographic terms and tools to describe space and place</li> <li>• People in communities manage, modify, and depend on their environment</li> <li>• The scarcity of resources affects the choices of individuals and communities</li> <li>• Apply decision-making processes to financial decision making(PFL)</li> <li>• Responsible community members advocate for their ideas</li> <li>• People use multiple ways to resolve conflicts or differences</li> </ul>
3	<b>History, Geography, Economics</b> <ul style="list-style-type: none"> <li>• Use a variety of sources to distinguish historical fact from fiction</li> <li>• Describe/explain how people in the past influenced the development and interaction of different communities and regions</li> <li>• Use various types of geographic tools to develop spatial thinking</li> <li>• Describe/explain the concept of regions is developed through an understanding of similarities and differences in places</li> <li>• Describe producers and consumers and how goods and services are exchanged</li> <li>• Describe how to meet short-term financial goals (PFL)</li> <li>• Explain respecting the views and rights of others as components of a democratic society</li> <li>• Describe/explain the origin, structure and function of local government</li> </ul>
4	<b>History, Geography, Economics, Civics</b> <ul style="list-style-type: none"> <li>• Organize a sequence of events to understand the concepts of chronology and cause and effect in the history of Hawaii</li> <li>• The historical eras, individuals, groups, ideas, and themes in Hawaii history and their relationships to key events in the United States</li> <li>• Understand roles, rights (personal, economic, political), and responsibilities of the Ali'i, Kahuna, Maka'ainana and Kaua classes and how they participated in civic life</li> <li>• Use several types of geographic tools to answer questions about the geography of Hawaii</li> <li>• Connections within and across human and physical systems are developed</li> <li>• People respond to positive and negative incentives</li> <li>• The relationship between choice and opportunity cost (PFL)</li> <li>• Analyze and debate multiple perspectives on an issue</li> <li>• The origins, structure, and functions of the Hawaii government</li> </ul>
5	<b>History, Geography, Economics, Civics, Geography</b> <ul style="list-style-type: none"> <li>• Analyze historical sources from multiple points of view to develop an understanding of historical context</li> <li>• Identify/describe/explain the historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government</li> <li>• Analyze and interpret historical sources to ask and research historical questions</li> <li>• Identify/describe/compare/contrast the historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another</li> <li>• Use various geographic tools and sources to answer questions about the geography of the United States</li> </ul>

	<ul style="list-style-type: none"> <li>• Understands the causes and consequences of movement</li> <li>• Describes how government and market structures influence financial institutions • Understands the idea of utilizing financial institutions to manage personal finances (PFL)</li> <li>• Describes/explains the foundations of citizenship in the United States</li> <li>• Describes/explains the origins, structure, and functions of the United States government</li> <li>• Use geographic tools to solve problems</li> <li>• Describe/explain/analyze how human and physical systems vary and interact Economics</li> <li>• Identify and analyze different economic systems</li> <li>• Describe/explain how saving and investing are key contributors to financial wellbeing (PFL) Civics</li> <li>• Analyze the interconnected nature of the United States to other nations</li> <li>• Compare multiple systems of governments</li> </ul>
6-8	<p><b>Civics</b></p> <ul style="list-style-type: none"> <li>• Explain how experts view compelling and supporting questions.</li> <li>• Determine sources that will provide multiple perspectives in response to questions.</li> <li>• Explain the roles of civic and political institutions.</li> <li>• Analyze principle of civic virtues and democratic principles.</li> <li>• Assess processes, rules and laws.</li> <li>• Evaluate possible causes and effects.</li> <li>• Evaluate information provided by multiple sources.</li> <li>• Construct and adapt arguments using claims and counterclaims.</li> <li>• Critique arguments for credibility.</li> <li>• Analyze procedures for making decisions and taking action.</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• Explain how experts view compelling and supporting questions.</li> <li>• Determine sources that will provide multiple perspectives in response to questions.</li> <li>• Explain economic decision-making.</li> <li>• Analyze dynamics of exchange markets.</li> <li>• Explain and evaluate dynamics of the national economy.</li> <li>• Explain dynamics of a global economy.</li> <li>• Evaluate possible causes and effects.</li> <li>• Evaluate information provided by multiple sources.</li> <li>• Construct and adapt arguments using claims and counterclaims.</li> <li>• Critique arguments for credibility.</li> <li>• Analyze procedures for making decisions and taking action.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Explain how experts view compelling and supporting questions.</li> <li>• Determine sources that will provide multiple perspectives in response to questions.</li> <li>• Construct and use geographic representations, or spatial views of the world</li> <li>• Evaluate human-environment interactions of place, region and culture.</li> <li>• Analyze relationships between human populations and their movements.</li> <li>• Explain global interconnections.</li> <li>• Evaluate possible causes and effects.</li> <li>• Evaluate information provided by multiple sources.</li> <li>• Construct and adapt arguments using claims and counterclaims.</li> <li>• Critique arguments for credibility.</li> <li>• Analyze procedures for making decisions and taking action.</li> </ul> <p><b>History of Pacific</b></p> <ul style="list-style-type: none"> <li>• Explain how experts view compelling and supporting questions.</li> <li>• Determine sources that will provide multiple perspectives in response to questions.</li> <li>• Analyze historical change, continuity and context.</li> <li>• Analyze diverse historical perspectives.</li> <li>• Classify and evaluate historical sources.</li> <li>• Evaluate possible causes and effects.</li> <li>• Evaluate information provided by multiple sources.</li> <li>• Construct and adapt arguments using claims and counterclaims.</li> <li>• Critique arguments for credibility.</li> </ul>

	<ul style="list-style-type: none"> <li>Analyze procedures for making decisions and taking action</li> </ul>
9-12	<p>Social Studies are at the core of IMAG Academy community educational concern. Social Studies and Science topics and thirst for knowledge drive the development of Language Arts and Math skills.</p> <p><b>Civics</b></p> <ul style="list-style-type: none"> <li>Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</li> <li>Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.</li> <li>Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</li> <li>Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested</li> <li>Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</li> <li>Critique relationships among governments, civil societies, and economic markets.</li> <li>Apply civic virtues and democratic principles when working with others.</li> <li>Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.</li> <li>Use appropriate deliberative processes in multiple settings.</li> <li>Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights</li> <li>Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.</li> <li>Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</li> <li>Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</li> <li>Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>•Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</li> <li>Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</li> <li>Analyze the ways in which incentives influence what is produced and distributed in a market system.</li> <li>Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</li> <li>Describe the consequences of competition in specific markets.</li> <li>Generate possible explanations for a government role in markets when market inefficiencies exist.</li> <li>Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.</li> <li>Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</li> <li>Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</li> <li>Use economic indicators to analyze the current and future state of the economy.</li> <li>Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.</li> <li>Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.</li> <li>Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</li> <li>Analyze the role of comparative advantage in international trade of goods and services.</li> <li>Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</li> <li>Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</li> </ul>

- Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
- Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
- Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
- Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
- Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
- Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
- Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
- Describes the causes of urbanization in a selected area (e.g., New York or Chicago), including its growth in terms of population, buildings, transportation systems, and job opportunities.

#### **History**

- Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- Analyze change and continuity in historical eras.
- Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- Analyze how historical contexts shaped and continue to shape people's perspectives.
- Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
- Explain how the perspectives of people in the present shape interpretations of the past.
- Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
- Analyze the relationship between historical sources and the secondary interpretations made from them.
- Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
- Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
- Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- Critique the appropriateness of the historical sources used in a secondary interpretation.
- Analyze multiple and complex causes and effects of events in the past.
- Distinguish between long-term causes and triggering events in developing a historical argument.
- Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
- Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

#### **U.S. History**

- Understand important historical events during the 20th century
- Describes how America's containment policy led to U.S. involvement in the Korean War, the Bay of Pigs invasion, and the Vietnam War.
- Describes global (e.g., terrorism, the uncertainty of where threats to national security come from) and economic (e.g. the expanding national debt, NAFTA) challenges in the post Cold War.

#### **World History Pre-Renaissance Through Present**

- Understand important historical events from classical civilizations through the present.
- Determines the extent to which there was cooperation and conflict between religious and political authorities in Asia, Europe, and the Muslim world.

#### **Modern History Of Hawaii**

IMAG integrates learning of Hawaiian culture, history and language into its project-based curriculum. Hawaiian concepts and content are applied to problems explored by teachers and students • Understand important historical events in Modern Hawaiian History

	<ul style="list-style-type: none"> <li>Evaluates, takes, and defends a position on significant contemporary people, issues, or events that influence present-day Hawaii.</li> <li>Explains the effects of the bombing of Pearl Harbor, using primary sources. <ul style="list-style-type: none"> <li><a href="http://165.248.72.55/hcpsv3/benchmarkmaps/">http://165.248.72.55/hcpsv3/benchmarkmaps/</a></li> </ul> </li> </ul>
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OTHER SUBJECTS	
<p><b>High School World Language</b></p> <ul style="list-style-type: none"> <li>Communicate in a language in addition to English for multiple purposes, in a variety of modes, and within a range of cultural contexts.</li> <li>Engage in conversations, provide and obtain information, understand and interpret written and spoken language, and present information, concepts, and ideas orally and in written form.</li> <li>Use language to establish and maintain personal relationships both within and beyond the school.</li> <li>Communicate with other people in other cultures in a variety of settings.</li> <li>Look beyond their customary borders&gt;</li> <li>Develop insight into their own language and culture.</li> <li>Act with greater awareness of self, of other cultures, and their own relationship to those cultures.</li> <li>Gain direct access to additional bodies of knowledge.</li> <li>Participate more fully in the global community and marketplace. Setting, for personal enjoyment and enrichment of their social and career pursuits.</li> <li>Demonstrate knowledge of the cultures associated with the languages studied, deepen their understanding of cultural diversity, and develop insight into their own language and culture.</li> </ul> <p><b>High School Physical Education</b></p> <p>High school Physical Education courses will emphasize the acquisition of skills required to participate competently in a variety of physical activities including physical fitness experiences and target, invasion, net, field, and aquatics activities. The Physical Education courses enable students to use biomechanical concepts and scientific principles to analyze and improve the performance of self and others. Physical Education courses empower students to maintain and improve their own physical fitness, motor skills, and knowledge about physical activity, and help others achieve the same. As a result, students willingly participate in fitness activities, games, sports, dance, and other physical activities inside and outside of the school setting that contribute to the improvement or maintenance of health-related lifelong fitness.</p>	<p><b>Health Education K-12</b></p> <p>The family community approach at IMAG highlights the importance of health and supplies strong support for healthy choices and skills. Health Education will be integrated into project-based activities including the opportunity for students to study in-depth health risk areas and apply skills necessary to make informed decisions. Students will have the opportunity to serve as health advocates in the school and community.</p> <p><b>Major Outcomes</b></p> <ul style="list-style-type: none"> <li>Establish a foundation for leading healthy, productive lives based on health promotion and disease prevention concepts.</li> <li>Demonstrate the ability to access, analyze, and evaluate health information, products, and services in order to become health literate consumers.</li> <li>Demonstrate the ability to identify and practice healthy- enhancing behaviors and reduce health risks to live safer, healthier lives.</li> </ul> <p><b>Communication Skills:</b></p> <ul style="list-style-type: none"> <li>Demonstrate the ability to effectively use communication skills to enhance personal, family, and community health. Goal Setting and Decision Making:</li> <li>Demonstrate the ability to use goal-setting and decision-making skills to address issues related to personal, family, and community health.</li> <li>Apply the basic facts, principles and skills related to maintaining my body's health and fitness.</li> <li>Understand the physical and emotional concepts, issues and consequences related to sexuality, health and safety.</li> <li>Make choices that promote good health and encourage others to do the same.</li> <li>Take responsibility for my own learning; support the efforts of others to take responsibility for their own learning.</li> <li>Express and receive ideas and emotions through reading, writing, speaking and listening in both English and other world languages and through the visual and performing arts.</li> <li>Demonstrate knowledge and skills of literature, math, science, social studies, Hawaiian culture and history and the visual and performing arts.</li> <li>Use technological tools to locate, analyze and communicate information.</li> <li>Respect self as an individual with unique talents and abilities.</li> <li>Respect themselves as a member of community who shares cultural connections with other Hawaiians past, present and future.</li> <li>Respect others regardless of similarities or differences</li> <li>Fulfill obligations to family, school and workplace by setting appropriate goals, working diligently &amp; keeping commitments.</li> <li>Use strategies to make positive choices and solve problems.</li> <li>Recognize the major issues affecting my multiple communities and work effectively with others to bring about positive change.</li> </ul>



## Attachment T – Evidence of Commitment for Funds



**US Department of Education  
Washington, D.C. 20202**

U282B160064

### GRANT AWARD NOTIFICATION

<b>1</b> RECIPIENT NAME  Sheila Buyukacar 98-1861 Kaahumanu Street Apt A Aiea, HI 96701 - 1872	<b>2</b> AWARD INFORMATION  <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">PR/AWARD NUMBER</td> <td>U282B160064</td> </tr> <tr> <td style="text-align: right;">ACTION NUMBER</td> <td>3</td> </tr> <tr> <td style="text-align: right;">ACTION TYPE</td> <td>Administrative</td> </tr> <tr> <td style="text-align: right;">AWARD TYPE</td> <td>Discretionary</td> </tr> </table>	PR/AWARD NUMBER	U282B160064	ACTION NUMBER	3	ACTION TYPE	Administrative	AWARD TYPE	Discretionary		
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ACTION TYPE	Administrative										
AWARD TYPE	Discretionary										
<b>3</b> PROJECT STAFF  RECIPIENT PROJECT DIRECTOR Sheila Buyukacar (808) 779-3878 <a href="mailto:kila1099@yahoo.com">kila1099@yahoo.com</a> EDUCATION PROGRAM CONTACT Lourdes Rivery (202) 453-7060 <a href="mailto:Lourdes.Rivery@ed.gov">Lourdes.Rivery@ed.gov</a> EDUCATION PAYMENT HOTLINE G5 PAYEE HELPDESK 888-336-8930 <a href="mailto:edcaps.user@ed.gov">edcaps.user@ed.gov</a>	<b>4</b> PROJECT TITLE  84.282B The IMAG Academy A small, family-like public charter school to prepare mindful citizens focused on helping student's master essential knowledge and skills through community-centered projects.										
<b>5</b> KEY PERSONNEL  <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: left;"><u>NAME</u></th> <th style="text-align: left;"><u>TITLE</u></th> <th style="text-align: left;"><u>LEVEL OF EFFORT</u></th> </tr> </thead> <tbody> <tr> <td>Sheila Buyukacar</td> <td>Project Director</td> <td>0 %</td> </tr> </tbody> </table>		<u>NAME</u>	<u>TITLE</u>	<u>LEVEL OF EFFORT</u>	Sheila Buyukacar	Project Director	0 %				
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FUTURE BUDGET PERIODS											
N/A											
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	84.282B										

5/6/2018

Gmail - Re: Next Steps? (GAN) U282B160064



Sheila Buyukacar <sbuyukacar@gmail.com>

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**Re: Next Steps? (GAN) U282B160064**

Moat, Eddie <Eddie.Moat@ed.gov>  
To: Sheila Buyukacar <sbuyukacar@gmail.com>

Wed, Mar 14, 2018 at 10:21 AM

Aloha Sheila,

We've reviewed your budget. Request for an extension (No Cost Extension) must be requested within 30 days of your grant closing. Your grant doesn't close until 3/14/2019.

Regarding the budget, your grant has only \$159,905.00. The budget on the first page is approved, please begin to make route payment requests in G5. After making the request in G5, email me the attached form (completed) and proof of expenditure.

Please call G5 Helpdesk:1-888-336-8930, for further assistance. Let me know if you have any questions.

Thanks,

Eddie

5/6/2018

Gmail - Evidence of Funds Letter Request



Sheila Buyukacar <sbuyukacar@gmail.com>

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**Evidence of Funds Letter Request**

Sheila Buyukacar <sbuyukacar@gmail.com>  
To: "Moat, Eddie" <Eddie.Moat@ed.gov>

Sun, Apr 22, 2018 at 5:21 AM

Aloha Eddie

We are getting the application ready and need your help.


Part of the application that is due in May requires us to provide evidence of funds. Could we get a letter re-confirming our grant to include in our application. We will be using the budget update submitted and approved as part of our financial plan submission. I've attached our last letter.

Thank you! LMK if you will need anything else.

Sheila

Sheila Buyukacar  
808 779-3878

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 Z Attachment - Evidence of Funds Commitment.docx  
65K

5/6/2018

Gmail - Request - Letter of Evidence of Funds



Sheila Buyukacar <sbuyukacar@gmail.com>

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**Request - Letter of Evidence of Funds**

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**Moat, Eddie** <Eddie.Moat@ed.gov>  
To: Sheila Buyukacar <sbuyukacar@gmail.com>

Mon, Apr 30, 2018 at 3:21 AM

Aloha Sheila,

We can't provide a letter, however you can use your GAN as evidence.

Thanks,

Eddie



April 11, 2018

Hawai'i State Public Charter School Commission  
1111 Bishop Street, Suite 516  
Honolulu, HI. 96813

Aloha Mai Kākou:

It is a joy to support the approval of IMAG Academy, and we (University of Hawai'i, West O'ahu) look forward to working with the founding members in any way possible. In these times of collapsing vision and weakening commitment to the actual needs of our communities, it is vital to support any and all creative efforts within our beloved Hawai'i, especially those addressing our educational disparities.

IMAG Academy is one such effort.

I am honored to be one of their advisors as they implement their educational model and build it into a family and community resource. My experiences of more than 30 years can support IMAG Academy as they focus on their curriculum and community-centered project alignment and educator training and professional development.

I am inspired by the persistence and courage of this founding board. Please allow us to get started by approving their application.

Me ke aloha,

Dr. Manulani Aluli Meyer  
Konohiki – Kūlana o Kapolei  
A Hawaiian Place of Learning @ UHWO  
[manulani@hawaii.edu](mailto:manulani@hawaii.edu)



April 12, 2018

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

Aloha

IMAG Academy will be an exceptional K-12 small school option for the central leeward area where most of the large public schools in the state are located. As the founding Governing Board President at Kamalani Academy, one of the newest public charter schools to open in the area, I can attest to the needed capacity they will provide.

With their vision of becoming a community resource, IMAG Academy will be a sought after and welcomed addition to our public school system.

The lessons we've learned during our opening year will be of tremendous help to IMAG Academy's founding board and staff. As an advisor, I am pleased to be able to share these lessons learned during the startup and opening of their school. In addition, my experiences of more than 25 years in group facilitation and business organizational analysis and problem solving will be put to good use in their governance and board development efforts.

I stand ready to help IMAG Academy in any way possible.

Sincerely,

Ku'uipo Laumatia  
President, Governing Board



## MAPping Change, LLC

808-375-8993    marina@mappingchange.com    2545 Derby Ct. Wexford, PA 15090

April 7, 2018

IMAG Academy  
Founding Board Members

As you know, I have long been supportive of your efforts to build a state of the art Charter School dedicated to best practices in education for students, staff and their families. I look forward to seeing your success in becoming a new community resource.

I would be honored to be an advisor in support of implementing your school's design and building family and community engagement. My experiences of more than 20 years based in Hawai'i, can support your efforts as you focus on building sustainable educational programs and enhancing your capacity in multi-stakeholder collaboration and problem solving.

I anticipate your approval in July and being of further assistance.

Sincerely yours,

Marina Pisolish, PhD

Joseph A. Evans  
jaehawaii@gmail.com  
808 763-8723

April 9, 2018

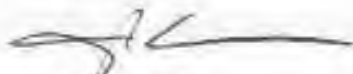
Public Charter School Commission  
1111 Bishop Street, Suite 516  
Honolulu, HI 96813

Ref: Letter of Intent

Once approved, putting the financial processes in place will be required. I have committed to helping the founding members of IMAG Academy over their startup years in getting the appropriate financial policies, processes and procedures in place. I will be able to use my 36 years of accounting experience with over 7 years in direct support of charter schools in Hawaii to help build IMAG Academy into a supporting, thriving and financially sound public charter school.

I look forward to answering any question you may have.

Respectfully,



Joseph Evans

April 9, 2018

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

RE: Support of IMAG Academy

To whom it may concern,

I am an advisor to the IMAG Academy, and am writing this letter to express my support and wholehearted belief in the institution.

For the past year and a half, I've had the pleasure of working with the IMAG Academy, and getting to know a number of professionals on the governing board. Through these experiences, I developed a deep respect for these individuals and a belief in the underlying principles of the IMAG Academy. I have no doubt that if given the opportunity, the IMAG Academy will be a successful institution, serving the State of Hawaii's youth.

Regarding my professional experience, I am an active attorney licensed in Washington State and Hawaii. I specialize in commercial real estate, business transactions and contract negotiation. I intend to utilize these skills as an advisor to assist the IMAG Academy.

Over the past few years, I have been involved with more than \$100 million in real estate transactions across the United States, and work with commercial leases on a weekly basis. I am comfortable assisting the IMAG Academy in any leasing matter it may require.

As a transactional attorney, I have drafted, reviewed and negotiated various contracts, including commercial leases, independent contractor agreements, asset sale agreements, settlement agreements, and various other contracts transactional attorneys commonly encounter. I am comfortable drafting contracts for the IMAG Academy, and negotiating on its behalf.

Please contact me if you would like to discuss my support for the IMAG Academy.

Sincerely,



Andrew T. Hata, Esq.





**Memorandum of Understanding  
Between  
Ho'okako'o Corporation  
And  
IMAG Academy**

This Memorandum of Understanding (MOU) establishes the terms and understanding between Ho'okako'o Corporation and the principals of the IMAG Academy in support of the timely and effective opening of the IMAG Academy public charter school.

Ho'okako'o Corporation is a 501(c)(3) organization established in 2002 under Act 2 of the Hawaii Revised Statutes to govern and manage charter schools to address Hawaii's need for educational reform and innovation in public education, particularly for Native Hawaiian and underserved children. As Hawaii's only charter school management organization (CMO), Ho'okako'o provides support in all areas of charter management, including organizational development, human resources and collective bargaining, fundraising and development, budgeting, accounting, and payroll, enabling charter schools to operate more effectively and efficiently, and freeing school leaders and teachers to focus more on providing high-quality educational experiences for students.

The IMAG Academy is applying to the Hawai'i State Public Charter School Commission for approval to establish IMAG Academy as a start-up public charter school: an engaging place- and project-based learning environment for 200 students in K-1, 6-8 in the school's first year, and 600 students in grades K-12 by its 5<sup>th</sup> year. At the core of the IMAG Academy are its IMAG and family culture.

The IMAG Academy seeks to secure the assistance of Ho'okako'o in the development of the Academy's operational, financial, and administrative infrastructure and practices.

**Agreement**

Ho'okako'o, within the limits and capacity as defined by Ho'okako'o, agrees to assist IMAG Academy in establishing the organizational and financial infrastructure and practices required of Hawai'i public charter schools in the following ways.

1. To be available as a resource in charter school management to the board and administration of IMAG Academy
2. To provide professional consultation in implementing best practices in Hawai'i public charter school organizational and financial management and accountability, and educational leadership and governance
3. That upon IMAG Academy's successful charter school application approval:
  - a. Assist IMAG Academy in assessing its organizational and financial capacity and needs
  - b. Evaluate with IMAG Academy the potential use of Ho'okako'o contracted charter school management services, and assess the capacity of IMAG Academy to successfully incorporate such services and related practices

**Funding**

Nothing within this MOU shall be deemed to be a commitment or obligation of funds from either Ho'okāko'o or IMAG Academy or any of their various components. The entities acknowledge that all or any financial arrangements must be negotiated separate from this MOU and will be contingent upon the availability of funds.

**Duration**

This MOU is at-will and may be modified with the mutual consent of the authorized official of Ho'okāko'o and IMAG Academy. This MOU shall become effective upon signature by the authorized officials, and will remain in effect until modified or terminated by mutual agreement by the authorized officials, or in writing by either party. In the absence of mutual agreement to terminate or termination by either party, this MOU shall end on December 31, 2018.

**Indemnity**

This MOU does not constitute a contract between Ho'okāko'o and IMAG Academy. IMAG Academy will defend, indemnify, and hold Ho'okāko'o harmless from and against all claims, liability, loss, and expense that may rise due to the actions of the IMAG Academy, its agents or employees as related to this MOU, except to the extent any such claims or actions result from the negligence of Ho'okāko'o, and its employees or agents. IMAG Academy accepts liability caused by IMAG Academy negligence. This clause shall survive termination of this MOU.

**Authorized Officials**

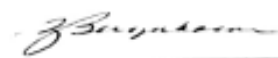
Ho'okāko'o Corporation  
David Y. Gibson, Executive Director  
1360 S. Beretania Street, #202, Honolulu, HI 96814  
(808) 983-3835  
[dgibson@hookakoo.org](mailto:dgibson@hookakoo.org)

IMAG Academy  
Sheila Buyukacar, Board Representative  
98-1861A Kaahumanu Street Aiea, HI 96701  
(808) 779-3878  
[sbuyukacar@gmail.com](mailto:sbuyukacar@gmail.com)

**Signatures**

  
\_\_\_\_\_  
David Y. Gibson, Executive Director  
Ho'okāko'o Corporation

Date: 1/12/2018

  
\_\_\_\_\_  
Sheila Buyukacar, Board Representative  
IMAG Academy

Date: 4/11/2018

Donna Porter  
601 347-4662

May 5, 2018

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

Letter of Intent

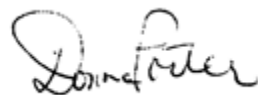
It was exciting to hear that IMAG Academy will be applying for a charter approval again. The use of the Conscious Discipline's School Family framework as their foundation to social, emotional and communication development will set the stage for academic achievement.

I am thrilled to be partnering with IMAG Academy in providing their annual professional development for the entire school personnel. Helping them to provide the necessary tools and reminders to effectively learn how to communicate with, notice and care for others would be a great honor.

I know that common and school-wide structures, rituals, routine and language will make a tremendous difference in the lives of the students at IMAG Academy. My unique experience and phenomenal results in using the School Family framework within my high school classroom for more than 10 years will be valuable insight no other consultant can provide.

As important, I am committed to being a part the implementation and training team and look forward to helping them to developing the professional development sessions for their educators.

I wish you well!

A handwritten signature in black ink, appearing to read 'Donna Porter', with a stylized, cursive script.

DONNA PORTER, M.S., CCC-SP  
Educator Professional Development Facilitator



**UNIVERSITY OF HAWAII AT MĀNOA**

Office of Student Equity, Excellence & Diversity (SEED)

April 10, 2018

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

Subject: Letter of Intent

I am pleased to provide this Letter of Intent and Support for IMAG Academy. I look forward to the possibility of providing place and project base learning guidance, consultation, and professional development training to the faculty and staff of IMAG Academy. The important and much needed work IMAG Academy will be doing in the central leeward area will greatly enhance our keikis' learning and success.

As part of the University of Hawai'i Office of Student Equity, Excellence and Diversity, our PALS (Place-based Afterschool Literacy Support) program has operated on the Wai'anae Coast for ten years. PALS students and teachers connect place-based learning opportunities to community resources. These connections create meaning, relevance and interest in students about their learning. Our partnerships with eight elementary, middle and high schools along the Wai'anae Coast has been successful as a result of strong community and business collaborations within Wai'anae and the larger community of Oahu. These collaborations have enhanced our ability to provide rich and authentic grounding in place, culture and history.

Consistently, over the last ten years our PALS students, on average, have achieved proficiency at a higher rate than their non-PALS classmates on state assessments. In addition, a recent study of PALS' teacher instructional practices showed a significant increase in effective instructional strategies during the regular school day. That is, teaching place-based curriculum has a positive impact on teacher practice.

As we have seen solid benefits for our teachers and students, IMAG Academy will be able to extend this important work and we look forward to having them as a public charter school partner.

Looking at the impact IMAG Academy can have in the lives of their students, teachers, parents and community, IMAG Academy's charter approval this year is essential. Please feel free to contact me at [kfukuda@hawaii.edu](mailto:kfukuda@hawaii.edu) or 808-561-0427 if I can provide any other information.

Sincerely,



Kay Fukuda, PhD  
Principal Investigator

2600 Campus Road, Student Services Center, Room 413, Honolulu, Hawaii 96822  
Telephone: (808) 956-4642, Facsimile: (808) 956-9240, E-mail: [seed@hawaii.edu](mailto:seed@hawaii.edu)  
An Equal Opportunity/Affirmative Action Institution



Certified Management Consultants

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April 15, 2018

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

Re: LETTER OF SUPPORT – IMAG ACADEMY

*This letter of support is to confirm our commitment to IMAG Academy's Governing School Board in building their partnership capacity within the real estate for charities donation environment. Our extensive experience within this unique domain brings with it a vast and diverse foundation of knowledge in both commercial real estate and charitable real estate donations. Working with nonprofit organizations and businesses across the State of Hawaii, provides us a distinct position to aid others in the many pitfalls and requirements of acquiring facilities and land. Our team at CMC, Certified Management Consultants, looks forward to the challenge.*

*Our overall objective for this support is to provide strategic and governance advisement in long-term facility acquisition to IMAG Academy's Board of Directors. CMC's ability to work together would provide them with insight, knowledge, and skills very few school boards are able to acquire, enhancing their capacity in establishing exclusive partnerships with community and corporate leaders.*

*We stand ready and committed to guide IMAG Academy's leadership team in this unique space. If there are any questions, please feel free to contact us at (808) 800-6245.*

ALOHA!

Dennis Bunda, CMC, Executive Director  
Aloha Spirit Foundation – Hawai'i Real Estate For Charities  
A 501(c)(3) Tax-Exempt Nonprofit Organization – Since 2005  
P.O. Box 3804  
Honolulu, HI 96812  
Phone/Cell: 808.800.6245  
Email: [dennisbundacmc@aol.com](mailto:dennisbundacmc@aol.com)  
Website: [www.jmcusa.org](http://www.jmcusa.org)

*CMC is a nonprofit management consulting firm that works with businesses and organizations to improve their financial operations, management strategies and business performance.*

**Sheila Buyukacar**  
[sheila@focusedreality.com](mailto:sheila@focusedreality.com)  
**808 779-3878**

## **SUMMARY OF SKILLS and EXPERIENCE**

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

## **EDUCATION and CERTIFICATIONS**

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

## **EMPLOYMENT HISTORY**

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

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

Created and delivered Connections Program (Sep – Dec 2010)  
Wilson School  
Created and delivered Friday Connections Program (Oct – Dec 2009)  
Furlough Friday Program – leased space at Kahala Elementary  
Conscious Discipline Training & On-Site Implementation (Aug – Sep 2008)  
American Renaissance Academy, Hawaii - Kindergarten to 9<sup>th</sup> grade  
Created and delivered Dream Smart program (Jan – Dec 2007)  
Colorado Springs School District 11  
Child Nursery Centers of Colorado Springs (currently Early Connections Learning Centers)

Educational Speaker/Presenter (2007 – 2013)

Kamehameha Schools Cultural Based Education Conference (2013)

Hawaii Association for the Education of Young Children (2007 – 2011)

Parenting Workshops - Rainbow Schools – Mililani (2008 and 2009)

Hawaii DOE Career Technical and Education Pathways Conference (2008)

Colorado Association for the Education of Young Children (2007)

Parenting Workshops – Conscious Discipline and How to talk so kids will listen (2006 – 2007)

**Executive Director, The Baby Hui**

**Honolulu, HI (February 2010 – January 2011)**

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

**Owner/DoD Information Technology (IT) Consultant, Organizational Logic, Inc.**

**Colorado Springs, CO (March 2003 – December 2007)**

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

**IT Training Consultant (2003)**

US Army, Washington, DC

**IT Organizational Process Consultant (2004 – 2007)**

AF Space Command, Peterson AFB, CO and Pacific AF Command, Hickam AFB, HI

**Communications Officer, US Air Force**

**(March 1984 – July 2004)**

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

I have been honored to have many opportunities to successfully manage personnel, programs and projects. Comments from my evaluations paint a consistent picture of my abilities, capacity, and character.

- "My top choice for #1 project!"
- "Hand-picked to lead first of its kind project"
- "Quintessential leader & manager; my first choice to tackle those tough, time-sensitive jobs or projects"
- "Puts ideas into action"
- "Expert organizer and natural leader"
- "Shrewd fiscal manager"

Sheila is one of the original founding members and is passionate about the vision, mission and academic framework of IMAG Academy, a major criterion in selecting our school director.

She is an integral part to the design of the academic plan and the development of IMAG Academy's organizational structure. Sheila has the organizational development experience, academic background, and proven ability to design, implement, and lead our school.

**Organizational development experience:** As a US Air Force (USAF) officer, Sheila has been primed to step up to any challenge. It is this type of mentality and experience needed to turn IMAG Academy from a concept and plan into a reality with the essential foundational organizational policies, procedures, infrastructure and an accepting culture. She will draw upon over 30 years of experience developing new programs and organizations, as well as implementing and sustaining their day-to-day operations.

**Hiring and evaluating personnel:** As a USAF section supervisor for over 20 years, Sheila has the experience in hiring and evaluating personnel for a variety of organizations. She developed and routinely modified position descriptions based on organizational needs which ensured the appropriate recruitment and hiring of personnel. She was also required to identify, recruit, train, collaborate with, and evaluate personnel within different types of organizations. In addition, she has invaluable experience in collaborating with personnel in setting performance goals and objectives resulting in transparent and useful personnel feedback and formal evaluations.

**Administration of day-to-day operations:** Sheila has extensive experience in administering the day-to-day operations of a number of different organizations over her USAF career. In many cases, new programs required her to develop associated processes, policies, communication plans, and evaluation criteria. Flexibility and an open mindset were critical to the need to adapt to resource constraints, personnel issues for 90+ personnel, and changing rules of engagement.

**Identifying, recruiting, and training personnel:** As a supervisor of several different groups over the years , it was imperative to systematically identify, recruit and train personnel in the many functions of each organization. She ensured staff understood their roles and responsibilities and also provided them with the appropriate resources and professional development to excel in their positions.

**Hiring and evaluating teachers:** As the founder and lead teacher for the Friday Connections program, it was imperative for her to hire and collaborate with a fellow educator that would be able to integrate the foundational curriculum of project based learning and Conscious Discipline structures within the classroom. Constant collaboration, reflection and feedback enabled the program and teamwork to improve on a daily basis.

**Administration of day to day operations of a school or educational program:** As the founder and lead teacher for the DreamSmart After School and Summer Programs, Sheila kept abreast of students, parents, and school administrator needs throughout every operational aspect of the program. She constantly reflected upon her lessons and sought feedback from students, other educators, and administrators to ensure smooth day-to-day interactions. She employed necessary procedures and policies to ensure the safety of the students enhancing her ability to reach stated lesson and program goals.



Her experience gained as the founder and lead teacher in the Friday Connections program was extensive because the program was a “stand alone” school. The systems she put in place ensured it not only met academic goals, but followed state, city, county, and the Kahala Elementary School’s policies. For example, she developed student/parent handbooks which implemented safety, emergency and disciplinary procedures. These were used to ensure proper accountability of the students while at school.

**Proven educational ability:** Sheila has designed and implemented several educational programs for children over the last 9 years. She can draw from her experience as a program and curriculum developer, program educator, and a Conscious Discipline Certified Instructor/Consultant in areas of foundational curriculum development and implementation.

Her DreamSmart After School and Summer Programs were implemented at two public elementary schools and three sites at a private summer program. It integrated project- and place-based learning with a focus on business knowledge and skills.

Sheila has had the rare opportunity to develop a school-wide (K-9) Conscious Discipline\* program for a local private school; The American Renaissance Academy. She provided the 2 week long summer training and on-going support for nine staff members and headmaster during the implementation of the program.

\*Conscious Discipline is the foundational framework of the School Family. The School Family construct was introduced in 2011.

**Academic Background:** Sheila’s advance academic background spans across 20 years of study and research of business, information resource management and educational systems. Always interested in making sure she improves within her chosen profession; it was only natural for her to return to school to get her advance degree in education. Always part of a management team, Sheila started her studies in Educational Administration, but found curriculum and instruction to compliment her already extensive academic and professional experiences in business and organizational development. In 2013, she earned her Master’s in Curriculum Studies and 29 additional credit hours towards her Masters’ in Educational Administration

**Passion and Persistence:** We feel Sheila has the passion and stubborn persistence to turn The IMAG Academy concept into a reality. Her proven record as a leader and manager illustrates she understands what it will take to launch and implement a viable and thriving organization. She has combined her experience with her academic research to understand what it will take to blend the best in teaching, learning and action. We feel Sheila demonstrates the required knowledge and skills to not only design a school, but to launch and lead a school with a vision and dedication to our mission, students, families and community.

## **School Director**

Our students are at the center of our mission, surrounding them are their learning environment, our teaching community, and school organization. The School Director position is a critical position within the school organization and understanding how the social emotional and communications development the School Director will be expected to understand how the entire school is integrated.

### **FOCUS: School Administration**

School Director provides the leadership and management necessary to administer and implement all programs, activities, and policies essential to ensure high quality educational experiences and services for all students in a safe, nurturing, and enriching environment.

### **Our ideal School Director must have**

- A commitment to our mission and our instructional framework of community centered projects and IMAG practices that extend standards-based content subject knowledge and skill acquisition.
- A deep understanding of the Conscious Discipline and School Family Framework.
- The ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment.
- Experience being a proactive problem solver who demonstrates initiative and teamwork in strengthening and stabilizing organizational systems.
- An open mind and a collaborative leader in managing school organizational and financial processes and policies.
- Ability to recruit and support outstanding staff.
- Experience with functioning successfully in diverse, multicultural environments and a genuine appreciation and respect for the diverse peoples of Hawai'i.
- Willingness and ability to effectively lead school advancement efforts including fundraising, development, marketing, and community outreach.
- Flexibility and willingness to actively participate in our school community.
- Outstanding organizational skills and high attention to detail; outstanding written and oral communication skills.

### **EXAMPLES OF DUTIES AND RESPONSIBILITIES**

1. Be an educational leader in creating and sustain a positive project based learning environment.
2. Create and foster community partnerships.
3. Provide leadership and decisions in a fast paced environment.
4. Create positive excitement in accomplishing the vision and mission of our school.
5. Implement the Conscious Discipline and School Family Framework.
6. Provide leadership and direction to all instructional and non-instructional staff.
7. Create the environment for staff to use "best in class" practices and strategies.
8. Ensure wrap-around professional development services are available; coaching and mentoring.
9. Create and sustain teacher education programs; induction, mentorship, leadership.
10. Conduct staff observations on a regular basis and teacher evaluations at least twice a year.
11. Ensure that the school is compliant with required staff certifications.
12. Assist in the continuing professional development of all school personnel.
13. Plan and direct faculty meetings as needed.

14. Administer school scheduling, enrollment and curriculum.
15. Serve as liaison to the Board of Directors, including but not limited to providing formal and informal reports to the Board and charter entity.
16. Prepare requested materials for Board meetings, including student academic achievement data based on comparative and longitudinal measures.
17. Provide written academic year-end reports on the accomplishments of the school and make recommendations for the next year according to standards set forth by the Board of Directors.
18. Assist in supervising, writing and distribution of student evaluations by keeping portfolios on each student to demonstrate each individual child's progress throughout the year.
19. Prepare for and participate in all audits and inspections by the school's sponsor, the State Public Charter School Authority.
20. In close coordination with the Board of Directors, assist in the direction of public relations and publicity activities to promote the school and to recruit and enroll students.
21. Attend and demonstrate support for school-sponsored events.
22. Supervise school-sanctioned fundraising and events along with parents and staff.
23. Ensure proper budgeting, accounting, auditing and financial planning.
24. Assist in ensuring effective management of the school's internal account(s) in accordance with the guidelines and procedures set forth by the Board of Directors.
25. Create and continue to develop open communications with all parents of IMAG Academy.

## **Employment Standards**

### **Education:**

Master's Degree in Education or Business Administration (or related field) – required

Five (5) years of successful teaching and/or group facilitation experience – required

Possession of Hawaii School Administrator Certificate – a plus

Business startup experience – a plus

Master's Degree in Educational Leadership – a plus

### **Experience:**

Proven track record in Organizational Management, Project Management and Strategic Planning.

Mid-Management experience in mid-size to large organization-supervisory experience a must.

Preferred at least two years of

Developing and delivering new educational programs

School administrative experience and/or teaching experience

Senior management experience may be considered in lieu of education-related experience.

**Credential(s):** Negotiable

**Knowledge and use of:** Principles and practices of policy, governance, administration and supervision; principles and practices of financial management; budget preparation and budgetary control; office practices and procedures; social-emotional and communication development in a universal/school setting. Capable of leading those passionate about teaching and the education career field.

**Demonstrates ability:** Excellent oral and written skills; excellent conflict resolution skills; strong organization skills; ability to multitask; and ability to manage time to meet frequently changing deadlines in a fast-paced environment. Past experiences and actions reflect a commitment to the IMAG Academy mission, vision, core values. Reflective, self-aware and adaptable to communication and work styles of others. Critical thinker and problem solver who takes initiative.

## School Director Selection Process

The process we used in selecting our school director was a review of what type of expertise, knowledge and energy would be most advantageous to have within a school leader at this startup and chaotic phase of opening a charter school within a year of receiving our approval and growing it to capacity. As with all our leadership positions, our ideal School Director candidate must have

- A commitment to our mission and our instructional framework of community centered projects and IMAG practices that extend standards-based content subject knowledge and skill acquisition.
- The ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment
- Experience being a proactive problem solver who demonstrates initiative and teamwork in strengthening and stabilizing organizational systems
- An open mind and a collaborative leader within a student's learning environment, our teaching community and school community
- Experience with functioning successfully in diverse, multicultural environments and a genuine appreciation and respect for the diverse peoples of Hawai'i.
- Willingness and ability to effectively lead school advancement efforts including fundraising, development, marketing, and community outreach.
- Flexibility and willingness to actively participate in our school community
- Outstanding organizational skills and high attention to detail; outstanding written and oral communication skills

Prior to submitting our application, several board members discussed the best use of our collective expertise and professional experiences in ensuring IMAG Academy would be developed and implemented as designed and in accordance with our vision and mission. We reviewed what is important to us in our leadership personnel as stated above, within our Hiring Criteria of **Attachment Q** and what would be needed to implement our academic framework and start up plans. We concluded Sheila's intimate knowledge in the creation, design and development of IMAG Academy would be best suited as the startup and founding School Director. As important, her unique combination of Conscious Discipline training, extensive experience in organizational development and her academic credentials would ensure the necessary organizational policies, procedures and culture would be created to enhance our success in developing and sustaining our desired learning environment, collaborative teaching community and supportive school organization.

**Attachment X - Leadership Resumes**  
**No other leadership positions filled**  
**Summary of Ho'okako'o Corp's Management Services**  
In lieu of Resume



## Ho'okākō'o

### CHARTER SCHOOL MANAGEMENT SERVICES

The following represents a summary of Charter School Management Services currently being delivered by Ho'okākō'o to charter schools in Hawai'i, which are available to IMAG Academy upon charter application approval. Once approved, Ho'okākō'o and IMAG Academy will determine the school's priorities and the scope of services needed to ensure the school meets its financial and organizational compliance and contractual responsibilities and requirements.

#### **Finance**

- Budgeting
- Accounting:
  - Bank reconciliations
  - Payroll journal entries
  - Monthly financial statements
  - Reconcile payroll to the general ledger
  - Perform month-end procedures
  - Accounts Payable
  - Accounts Receivable
- Reporting/Audit:
  - Prepare grant requests (FRFs, budgets, financial forms)
  - Monitor grant expenditures
  - Prepare disbursement requests/reports for funders
  - Audit coordination and preparation of audit schedules
  - Prepare/review financial statements due to Commission, funders, etc.
- Develop RFPs/vendor contracts and coordinate review with the AG's office
- Develop accounting policies and procedures
- Support school-level staff with day-to-day functions

#### **Meal Program**

- Manage federal meals program

#### **Human Resources**

- Develop Human Resource Management System
- Oversee all aspects of employee relations to include processing personnel paperwork, benefits coordination, employee leave balances, etc.
- Collective bargaining agreement/statutory interpretation to school leadership
- Draft position descriptions
- Position classification and compensation ranges
- Recruitment activities to include posting, screening, and interviewing
- Oversee all collective bargaining activities to include supplemental and site-based negotiations
- Conduct employee misconduct investigations
- Advise principal/decision maker on employee grievances
- Assist supervisors with employee performance
- Oversee payroll actions; input all payroll changes and submit payroll accurately and timely
- Develop personnel policies and procedures
- Monitor performance evaluation processes
- Receives and handles all labor/EEOC complaints

- Conduct training on a wide range of topics to include employee orientation, workplace violence, sexual harassment, and other personnel functions as needed

**Governance & Administrative Oversight**

- Organizational Planning & Strategic Development
- Board Development & Management
- Monitor administration & management
- Support to leadership
- Compliance monitoring
- Contract monitoring
- Advocacy
- Stakeholder facilitation & management
- Resource Development
- Public Relations

**Development & Communications**

- Resource Development
- Development & Fundraising Planning
- Funding research
- Prospect identification, discovery, cultivation, solicitation & stewardship
- Constituent Management
- Grant Writing
- Grant Management
- Project Management
- Community Partnerships
- Develop communication plans
- Create content
- Design materials
- Distribute communications

**Quality Assurance**

- Compliance Monitoring
- Epicenter requirements
- Contract Monitoring
- Project evaluation
- Data analysis
- Audits

**Policy Development**

- Governance
- Administrative
- Accounting
- Employment
- Student



### **IMAG ACADEMY ANTICIPATED YEAR 0 TASKS/PROJECTS**

The following are the major service areas identified by Ho'okāko'o for Year 0, and is not exhaustive.

#### **Financial**

- Establish FEIN, tax and other accounts
- Set up bank accounts
- Select & set up financial software
- Establish org chart and authorized signers for bank accounts, etc.
- Create & approve financial procedures & policies
- Develop forms for reimbursements, credit cards, etc.
- Create chart of accounts
- Manage accounting and financial services

#### **Human Resources**

- Develop policies (personnel, administrative, student, etc)
- Develop school-specific personnel forms/documents
- Provide/attend training (supervisory/performance management, Ceridian payroll)
- Setup payroll system
- Finalize position descriptions and prepare for recruitment
- Establish leave accounting system
- Establish employment paperwork processing protocols
- Manage personnel and payroll services

#### **Governance**

- Ensure the mission, strategic priorities, policies and viability of the school
- Adopt board by-laws
- Board composition (302D-12)
- Establish board oversight processes
  - Academic
  - Financial
  - Operational
  - School leader oversight and evaluation
  - CMO oversight
- Establish board policies and procedures
  - Recruitment
  - Terms
  - Conflict of Interest
  - Board skills
- Prepare/train board members in nonprofit governance
- Adopt board meeting calendar and procedures (i.e. public meeting requirement)

## **REGISTRAR**

Our students are at the center of our mission, surrounding them are their learning environment, our teaching community, and school organization. Our Registrar's will be expected to understand how the entire school is integrated. Our Registrar is critical positions within all aspects of the school.

**FOCUS:** Office Professional – scheduling, registration, student records, reporting

**JOB SUMMARY:** Responsible for the registration of new students and maintaining a variety of student records and transcripts. Perform secretarial duties, coordinate and prepare documents, responsible for maintaining accurate student database information and related reports/spreadsheets.

### **Our ideal Registrar must have**

- A commitment to our mission and our instructional framework of community centered projects and IMAG practices that extend standards-based content subject knowledge and skill acquisition.
- The ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment
- Experience being a proactive problem solver who demonstrates initiative and teamwork in strengthening and stabilizing organizational systems
- An open mind and a collaborative leader within both a student's learning environment and our teaching community
- Experience with functioning successfully in diverse, multicultural environments and a genuine appreciation and respect for the diverse peoples of Hawai'i.
- Willingness and ability to effectively lead school advancement efforts including fundraising, development, marketing, and community outreach.
- Flexibility and willingness to actively participate in our school community
- Outstanding organizational skills and high attention to detail; outstanding written and oral communication skills

### **EXAMPLES OF DUTIES AND RESPONSIBILITIES:**

1. Maintain, monitor and manage an accurate student database according to federal and state laws, school policies and procedures. Add and withdraw students, update personal demographic information and have familiarity with student schedules. Coordinate quarterly grade reporting, including directing teachers in the procedure, collecting, and printing, mailing and filing the grade reports.
2. Facilitate the student enrollment process by scheduling appointments with incoming students and families, obtaining required paperwork, such as requesting records from previous schools; birth certificate, immunization records, standardized test results and grade reports. Transcribe graduation credits of transferring students. Create enrollment packets for new students. Copy and mail student records as requested.
3. Assist in building the master schedule by facilitating student input of said requests. May examine student schedules to ensure they are complete and accurate. May assist in making schedule changes and corrections. May facilitate distribution of schedules to students.



4. Provide student information systems training for new and existing employees and respond to requests for assistance in use of the Infinite Campus system.
5. Coordinate and oversee the course registration process by compiling, designing, verifying data and arranging for the printing and distribution of all registration materials.
6. Perform other duties as assigned.

## **EMPLOYMENT STANDARDS**

**Education:** High school diploma, plus post-secondary courses in computers or data base software.

**Experience:** More than one year and up to and including two years of experience in computer, general office and/or public relations. Experience in educational environment preferred.

**Knowledge and Abilities:** Demonstrated aptitude and competence for assigned responsibilities, including the ability to: Work with staff, students, parents, and the general public in a professional and appropriate manner; Maintain confidentiality; Communicate clearly and tactfully on the telephone and/or communication equipment; Comprehend and maintain detailed information; Make independent judgments in accordance with school/program procedures and policies; Adapt to a changing office environment; Interact appropriately with students and monitor them as directed.

Proficiency in speed writing or shorthand preferred. Ability to use data/word processing programs and equipment, such as Word and Excel. Demonstrated proficiency in spelling, composition, and proofreading.

## **ACADEMIC RESOURCE COACH & COORDINATOR**

Our students are at the center of our mission, surrounding them are their learning environment, our teaching community, and school organization. Our Academic Advisor/Coach will be expected to understand how the entire school is integrated. Our Curriculum Resource Teachers are critical positions within the teaching community of the school.

**FOCUS:** Teaching Community - Teacher Professional Development

**JOB SUMMARY:** The academic coach serves as part of their school's leadership team, providing job-embedded and ongoing professional development for teachers, staff, and administration. The academic coach provides support to the school leadership and staffs in data analysis and professional development decision-making. Responsible for providing curriculum support systems in direct support of teachers; Leads school level program and curriculum development, implementation, and sustainment; Provides professional development and guidance for teachers to improve their content knowledge and effective delivery of instructional strategies. Overall, the job of the coach is to build the capacity of the school and its teachers to meet the learning needs of all students. The academic coach's goal is to ensure that school staff acquires the understanding and skills to:

- enhance instructional practices at the classroom level and
- raise the level of the student academic achievement

**Our ideal Academic Resource Coach & Coordinator must have**

- A commitment to our mission and our instructional framework of community centered projects and IMAG practices that extend standards-based content subject knowledge and skill acquisition.
- The ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment
- Experience being a proactive problem solver who demonstrates initiative and teamwork in strengthening and stabilizing organizational systems
- An open mind and a collaborative leader within both a student's learning environment and our teaching community
- Experience with functioning successfully in diverse, multicultural environments and a genuine appreciation and respect for the diverse peoples of Hawai'i.
- Willingness and ability to effectively lead school advancement efforts including fundraising, development, marketing, and community outreach.
- Flexibility and willingness to actively participate in our school community
- Outstanding organizational skills and high attention to detail; outstanding written and oral communication skills

### **EXAMPLES OF DUTIES AND RESPONSIBILITIES:**

1. The roles and responsibilities of the academic coach include:
2. Participation in all required coach professional development. The coach is charged with acquiring the knowledge, skills, technology skills, and instructional strategies to effectively impact the instructional practices of the teachers that are coached. He/She must remain knowledgeable about current and past research in the specific content area and other pedagogies relevant to the coaching model.
3. Identification of the school teaching and learning needs, barriers and weaknesses by analyzing student data, and organizing and implementing problem-solving actions with teachers (in teams and individually) to refine their knowledge and skills.
4. Primary support for teachers will include, but not be limited to, in-class coaching, observing, modeling of instructional strategies, guiding teachers in analysis of student work, developing lesson

plans with teachers based on student needs, supporting data analysis, supporting the integration of technology, co-planning with teachers, and conducting classroom walkthroughs.

5. Monitor instructional effectiveness and student progress using tools and strategies gained through professional development.
6. Assistance in collaborative development of district-wide diagnostic and benchmark assessments.
7. Establish and maintain confidential relationships with teachers. The conversations and interactions that the coach has with teachers must always remain confidential so that a high level of trust is created and maintained between the teacher and the coach.
8. Communication with supervisor and site administration through a weekly schedule/log of activities.
9. Performance of additional tasks and responsibilities as assigned.

## **EMPLOYMENT STANDARDS**

**Education:** Master's degree in curriculum and instruction preferred.

**Experience:** Five years of successful teaching experience – elementary and/or middle school grades preferred. Experience in differentiated instruction in a standards-based curriculum.

**Credential(s):** Appropriate teaching credential

**Knowledge and Abilities:** Demonstrates leadership skills, effective interpersonal skills and organizational skills; knowledge of effective instructional strategies; ability to demonstrate effective practices; effective oral and written communication; knowledge and skills to implement a standards-based curriculum approved instructional materials; ability to perform job duties with minimal supervision.

## **COUNSELOR**

Our students are at the center of our mission, surrounding them are their learning environment, our teaching community, and school organization. Our Counselor's will be expected to understand how the entire school is integrated. Our Counselors are critical positions within all aspects of the school.

**FOCUS:** Learning Environment & Teaching Community - Student Academic & Social Success

**JOB SUMMARY:** Responsible for providing counseling and guidance in direct support of student achievement and success. Works directly with students in their academic, personal and social growth, and educational planning. Works collaboratively with teachers in building a support net for each student. Assists and mentors students in establishing successful academic and social habits.

### **Our ideal Counselor must have**

- A commitment to our mission and our instructional framework of community centered V-BASE projects and IMAG practices that extend standards-based content subject knowledge and skill acquisition.
- The ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment
- Experience being a proactive problem solver who demonstrates initiative and teamwork in strengthening and stabilizing organizational systems
- An open mind and a collaborative leader within both a student's learning environment and our teaching community
- Experience with functioning successfully in diverse, multicultural environments and a genuine appreciation and respect for the diverse peoples of Hawai'i.
- Willingness and ability to effectively lead school advancement efforts including fundraising, development, marketing, and community outreach.
- Flexibility and willingness to actively participate in our school community
- Outstanding organizational skills and high attention to detail; outstanding written and oral communication skills

### **EXAMPLES OF DUTIES AND RESPONSIBILITIES**

#### **Student focused duties:**

Meet and provide support and guidance to all students being mindful and accepting of their particular academic and social strengths and needs in achieving their goals; current educational, post-secondary, and career and vocational.

1. Provide individual counseling for educational planning and realistic self-concept development
2. Provide group support which focus on student interpersonal needs such as anger management, healthy relationships, and study skills.
3. Conduct intensive appraisal, analysis, and evaluation of students' individual strengths and weaknesses as needed.

4. Be the liaison between the student (and family) with other school and department personnel regarding needed services; advance learning, underachievement, below grade performance, special services (ELL, SPED, Homeless, Gifted and Talented, etc)

**Teacher focused duties**

1. Provide consultation to teachers in effective use of guidance techniques
2. Work with teachers on case studies of students who have special needs

**Administrator focused duties**

1. Coordinate the development of comprehensive guidance and testing programs.
2. Provide staff with data about individual students and groups of students to facilitate and encourage learning
3. Direct all referrals to the appropriate resources.
4. Provide assistance with orientation activities for incoming and transitioning students.

**Employment Standards**

**Education:** Bachelor's degree required - Master's degree - preferred.

**Experience:** Five years of successful counseling experience – exposure to all grades preferred

**Credential(s):** Hawaii Teacher Standards Board School Counselor license

**Knowledge and use of:** Current principles, practices, techniques and objectives of school counseling and guidance, educational philosophy and psychology; ethics and standards of the American School Counseling Association; educational tests, measurements and statistics; research methods; and community health, social and employment resources.

**Demonstrates ability to:** Effectively relate to students and their problems and concerns, support students, parents, colleagues, school administration, and the community; maintain a high level of integrity with regard to matters which may be considered to be confidential in nature; and develop and coordinate programs in problem-solving and interpersonal relationships; perform duties with minimal supervision.

## **STUDENT SERVICES AND PROJECTS COORDINATOR**

Our students are at the center of our mission, surrounding them are their learning environment, our teaching community, and school organization. Our Student Services and Projects Coordinator will be expected to understand how the entire school is integrated. Our Student Services and Projects Coordinator are critical positions within all aspects of the school.

**FOCUS:** Learning Environment and Teaching Community - Family and Faculty Support

**JOB SUMMARY:** Coordinates the appropriate accommodations, interventions or services to help students succeed. Organizes the school's community centered projects through partnerships with community businesses and members. Keeps appropriate detailed records to facilitate governance to all applicable rules, policies, and laws.

**Our ideal Student Services and Projects Coordinator must have**

- A commitment to our mission and our instructional framework of community centered V-BASE projects and IMAG practices that extend standards-based content subject knowledge and skill acquisition.
- The ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment
- Experience being a proactive problem solver who demonstrates initiative and teamwork in strengthening and stabilizing organizational systems
- An open mind and a collaborative leader within both a student's learning environment and our teaching community
- Experience with functioning successfully in diverse, multicultural environments and a genuine appreciation and respect for the diverse peoples of Hawai'i.
- Willingness and ability to effectively lead school advancement efforts including fundraising, development, marketing, and community outreach.
- Flexibility and willingness to actively participate in our school community
- Outstanding organizational skills and high attention to detail; outstanding written and oral communication skills

### **EXAMPLES OF DUTIES AND RESPONSIBILITIES:**

#### **Student Services Coordinator (SSC) duties**

1. Serve as a link for parents of students needing testing to determine possible special education preschool services.
2. Guide parents and teachers through the process of obtaining accommodations
3. Assist parents in a timely manner with determining and providing appropriate special education services for students who are eligible for special education services.
4. Provide information about community services, either State or private, that families may qualify for such as Easter Seals, DHH, respite, support groups to name a few.
5. Contact previous schools for additional information and records with parent consent on a case by case basis.
6. Set up transition meetings between school levels when students with special needs are graduating into a different school level or to another Hawaii school to ensure a smoother transition.
7. Provide additional copy of confidential records for parents to hand carry to their next duty station to expedite the continuation of services.

### **School Project Coordinator duties**

1. Coordinate details of community centered V-BASE projects
2. Work closely with the School Director, teachers, and community partners
3. Assist in developing planning, and implementing goals and objectives for school projects, recommend and administer policies and procedures
4. Evaluate operations and processes and recommend improvements and modifications
5. Monitor projects to ensure consistency with school goals, strategic plans, policies, and procedures
6. Collect and analyze a variety of information and statistics relating to school projects, and summarizing findings, preparing reports and making recommendations.
7. Develop and conduct training seminars or workshops on functional or organizational topics.
8. Assist in developing and monitoring operational budget and allocation of expenditures in an assigned functional area
9. Prepares cost estimates and justifications for budget item recommendations
10. Collect and analyze a variety of information and statistics, preparing reports and making recommendations.
11. Prepare for and participate in/on a variety of community committees, workshops, meetings, training sessions, task forces, and conferences.
12. Perform other duties of a similar nature or level.

**Acctg & HR MANAGER**  
**(Functions to be performed by Ho'okako'o)**

<b>SYSTEMS AND ORGANIZATIONAL DEVELOPMENT</b>	
Organizational Structures & Operations Governance & Leadership Financial Management Systems Human Resource Management Systems Development & Communications Systems	Policies & Procedures Oversight, Accountability & Monitoring Continuous Quality Improvement Systems Capacity Building/Staff Support and Training Community Engagement
<b>ORGANIZATIONAL AND FINANCIAL SERVICES</b>	
Advocacy – Community Engagement	Policy Development
Identify advocacy needs Facilitate stakeholder groups Engage and inform policy-makers/funders Draft Testimony	Administrative Accounting Employment/Personnel Student
Accountability & Quality Improvement	
Oversight Compliance Monitoring Epicenter Contract Monitoring Data Analysis Conduct Reviews & Audits Reporting & Continuous Quality Improvement	
Governance & Oversight	
Board Policies & Procedures By-laws Board Roles & Responsibilities Board Recruitment and Composition (302D-12) Committees <ul style="list-style-type: none"> <li>• Fund Development Committee</li> <li>• Academic Performance Committee</li> <li>• Finance Committee</li> <li>• Governance Committee</li> <li>• Board Development Committee</li> <li>• Facilities Committee</li> <li>• Executive Committee</li> </ul>	Board Meetings Director Oversight & Evaluation CMO Oversight & Evaluation Board Development & Training Board Management Advisory Group <ul style="list-style-type: none"> <li>• Volunteer Recruitment</li> <li>• Structure &amp; Training</li> <li>• Meetings &amp; Operations</li> <li>• Board Communications</li> </ul>
Development & Communications	
Fundraising & Development <ul style="list-style-type: none"> <li>• Solicit and secure support/funds</li> <li>• Funding research</li> <li>• Fundraising Planning</li> <li>• Grant Writing</li> <li>• Grant Management</li> <li>• Prospect identification, discovery, cultivation, solicitation &amp; stewardship</li> <li>• Constituent Management</li> <li>• Constituent &amp; Gift Records Management</li> </ul>	Communications <ul style="list-style-type: none"> <li>• Communications Planning</li> <li>• Content Creation</li> <li>• Design &amp; Layout</li> <li>• Marketing &amp; Distribution</li> <li>• Project Management</li> <li>• Community Partnerships</li> </ul>



<ul style="list-style-type: none"> <li>Grant Management</li> </ul>	
Human Resource Management	
Recruitment & Retention <ul style="list-style-type: none"> <li>Teaching/Staff Needs</li> <li>Job Descriptions</li> <li>Job Postings &amp; Outreach</li> <li>Engagement Activities</li> <li>Incentives</li> <li>Work Environment</li> <li>Professional Development</li> <li>Orientation &amp; Support</li> </ul> Payroll <ul style="list-style-type: none"> <li>Prepare timesheets</li> <li>Approve timesheets</li> <li>Scan timesheets and other payroll docs</li> <li>Update payroll spreadsheet</li> <li>Enter cycle data/payroll changes</li> <li>Review/audit payroll prior to submission</li> <li>Submit payroll</li> <li>Post payroll audit</li> <li>Paycheck distribution</li> <li>Verify DOE substitute jobs</li> <li>Code Payroll</li> <li>Upload Payroll into Accounting System</li> </ul> Classification and Compensation <ul style="list-style-type: none"> <li>Generate job descriptions</li> <li>Classify positions</li> <li>Advertise/Post positions</li> <li>Screen applicants/prepare packet</li> <li>Schedule/Conduct Interviews</li> <li>Conduct reference checks</li> <li>Generate job offer/salary</li> </ul>	Employee Relations <ul style="list-style-type: none"> <li>Generate/Explain New Hire Documents</li> <li>Process employment documents</li> <li>Review employee background check results</li> <li>Generate leave balance records</li> <li>Approve leave requests</li> <li>Update leave balances</li> <li>Audit leave balance records</li> <li>Generate personnel files</li> <li>Audit personnel files</li> </ul> Labor Relations/Training <ul style="list-style-type: none"> <li>Conduct employee investigations</li> <li>Manage CSSP performance</li> <li>Manage Certificated personnel performance</li> <li>Hear employee grievances</li> <li>Conduct employee orientation</li> <li>Provide supervisory training</li> <li>Assist supervisors in handling unsatisfactory employee performance</li> <li>Advise principals on Step 1 grievances at the school level, Serves as Step 2 Hearings Officers for grievances</li> <li>Monitor performance evaluation processes; ensures supervisors conducting evaluations properly.</li> <li>Conduct trainings to include employee orientation, workplace violence, and others</li> </ul> Collective Bargaining <ul style="list-style-type: none"> <li>Oversee all collective bargaining activities to include supplemental and site-based negotiations</li> <li>Facilitate Collective Bargaining Negotiations</li> <li>Provide collective bargaining agreement/statutory interpretation to school leadership</li> <li>Prepare Proposals</li> </ul> Establish Negotiation Leads
Financial Management	
Purchasing <ul style="list-style-type: none"> <li>Complete Purchase Request Form</li> <li>Approve Purchasing Requests</li> <li>Generate PO (if needed)</li> <li>Approve PO's</li> <li>Place Orders</li> <li>Receive &amp; Verify Orders/Sign Packing Slips</li> <li>Receive/Stamp/Code Vendor Invoice</li> </ul>	Employee Relations <ul style="list-style-type: none"> <li>Generate/Explain New Hire Documents</li> <li>Process employment documents</li> <li>Review employee background check results</li> <li>Generate leave balance records</li> <li>Approve leave requests</li> <li>Update leave balances</li> <li>Audit leave balance records</li> </ul>

<ul style="list-style-type: none"> <li>• Review &amp; Approve Vendor Invoice</li> <li>• Review Coding/Verify Alignment to Budget</li> <li>• Send for Processing/ Notify Board or ED of potential issues</li> <li>• Process Checks in Accounting Software</li> <li>• Print Checks/ Attach to Invoice/PO/Supporting Documentation</li> <li>• Sign Checks</li> <li>• Mail Checks to Vendors</li> <li>• File Check Stub/Supporting Documentation</li> </ul> <p>Meal Program</p> <ul style="list-style-type: none"> <li>• General Meal Program Oversight</li> <li>• Daily Meal Counting</li> <li>• Reconciliation</li> <li>• Reporting</li> </ul> <p>Budgeting</p> <ul style="list-style-type: none"> <li>• Identify Needs &amp; Priorities (Data Analysis)</li> <li>• Develop School Wide Plan</li> <li>• Draft Budget to Support the School-Wide Plan</li> <li>• Review/approve budget</li> <li>• Prepare Budget for Commission</li> <li>• Review/Submit Budget to Commission</li> <li>• Edit/adjust as needed</li> </ul> <p>Financial Reporting</p> <ul style="list-style-type: none"> <li>• Prepare quarterly financial reports</li> <li>• Review/approve/submit financial reports</li> </ul>	<ul style="list-style-type: none"> <li>• Generate personnel files</li> <li>• Audit personnel files</li> </ul> <p>Labor Relations/Training</p> <ul style="list-style-type: none"> <li>• Conduct employee investigations</li> <li>• Manage CSSP performance</li> <li>• Manage Certificated personnel performance</li> <li>• Hear employee grievances</li> <li>• Conduct employee orientation</li> <li>• Provide supervisory training</li> <li>• Assist supervisors in handling unsatisfactory employee performance</li> <li>• Advise principals on Step 1 grievances at the school level, Serves as Step 2 Hearings Officers for grievances</li> <li>• Monitor performance evaluation processes; ensures supervisors conducting evaluations properly.</li> <li>• Conduct trainings to include employee orientation, workplace violence, and others</li> </ul>
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## Final Review Checklist

Initial each item to indicate that it has been completed.

- ☒ A copy of the application and all of its attachments has been saved for your records.
- ☒ All required attachments have been submitted.
- ☒ The application adheres to all applicable page and word limits.
- ☒ All elements of the application have been converted to proper format for submission.
- ☒ Application does not contain handwritten parts (other than signatures).
- ☒ Every page of the narrative proposal is properly labeled with a page number and name of the proposed school in the footer.