

## Attachment A Enrollment Plan

Grade Level	Number of Students											
	Year 1		Year 2		Year 3		Year 4		Year 5		Capacity	
	2017		2018		2019		2020		2021		2023	
Brick & Mortar/ Blended vs. Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual
K	60	--	60	--	60	--	60	--	60	--	60	--
1			60		60		60		60		60	
2					60		60		60		60	
3							60		60		60	
4									75		75	
5											75	
6											75	
7	75		75		75		75		75		75	
8	75		75		75		75		75		75	
9			75		75		75		75		75	
10					75		75		75		75	
11							75		75		75	
12									75		75	
<b>Subtotals</b>	210	0	345	0	480	0	615	0	765	0	915	0
<b>Totals</b>	210		345		480		615		765		915	

All students will be enrolled in a face-to-face, “brick and mortar” school model. The enrollment figures within this exhibit comprise of 3 classes per grade until reaching capacity in 2023. Grades K-3 are made up of 20 student per classroom while grades 4-12 consist of 25 students per classroom.

## Attachment B – Enrollment Plan Support Documents

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

Sources: Hawaii Department of Education –

1. DOE Official Enrollment Figures for School Years (SY) 2014-15 and 2015-16.
2. School Status and Improvement Report (SSIR) for SY 2013-14. Compiled from each individual school reports

School	2013-14		2014-15		2015-16	
	Students	School Level Total	Students	School Level Total	Students	School Level Total
AUGUST AHRENS	1427		1320		1291	
HONOWAI	798		730		723	
KALEIOPUU	987		896		867	
WAIKELE	614		606		604	
WAIPAHU ELEM	1093		1086		1078	
Elementary (School Level K-6)		4919		4638		4563
WAIPAHU INTER (School Level 7-8)	1289	1289	1281	1281	1339	1339
WAIPAHU HIGH (School Level 9-12)	2450	2450	2494	2494	2475	2475
<b>Total</b>		<b>8658</b>		<b>8413</b>		<b>8377</b>

				Free and Reduced Lunch		Special Education		English Language Learners	
	UPDATED School-2014-15-SSIRs	Grades	# of Student	Students	%	Students	%	Students	%
Waipahu									
1	August Ahrens	K-6	1320	854	64.7	75	5.7	240	18.2
2	Honowai	K-6	730	484	66.3	48	6.6	121	16.6
3	Kaleiopuu	K-6	896	386	43.1	55	6.1	58	6.5
4	Waikele	K-6	606	225	37.1	67	11.1	81	13.4
5	Waipahu	K-6	1086	891	82.0	82	7.6	348	32.0
6	Waipahu Inter	7-8	1281	793	61.9	119	9.3	216	16.9
7	Waipahu High	9-12	2494	1391	55.8	259	10.4	236	9.5
	Totals		<b>8413</b>	5024		705		1300	

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

Source: SSIRs from individual schools for SY 2014-15

**School Setting**

**Community Profile**

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

**Based on the 2010 U.S. Census**

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

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

834

**Waipahu Complex**Trend Report:  
Educational and Fiscal Accountability**Complex Report for School Year 2014-2015**

A *Guide to Understanding Trend Reports* explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2014-15. The *Guide* is available on-line at <http://arch.k12.hi.us>.

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

Student Enrollment	Total	SPED		ELL		Free & Reduced-Cost Lunch Program		Kindergartners Who Attended Preschool
		#	%	#	%	#	%	
School Year	#	#	%	#	%	#	%	%
2012-2013	8,658	716	8.2%	1,482	17.1%	5,237	60.4%	38.0%
2013-2014	8,717	716	8.2%	1,422	16.3%	5,164	59.2%	8.6%
2014-2015	8,413	705	8.3%	1,300	15.4%	5,024	59.7%	--

Teachers	Total	Licensed	Years Experience	5+ Years at This School	Classes Taught by Teachers Meeting NCLB Requirements	Advanced Degree	Early Childhood Endorsement (Gr. K teachers)
School Year	#	%	Average	%	%	%	%
2012-2013	529	97.3%	14.1	68%	95%	32.5%	24%
2013-2014	539	97.5%	14.0	66%	93%	34.1%	0%
2014-2015	526	97.1%	14.1	67%	95%	34.4%	--

**Academic Achievement**

HI Statewide Assessment Program	ELA % Meeting Standard by Grade Level								Math % Meeting Standard by Grade Level							
	3	4	5	6	7	8	10	11	3	4	5	6	7	8	10	11
School Year																
2012-2013	56.5	62.0	63.4	65.6	54.9	60.1	67.7	--	57.6	53.0	56.1	55.3	46.4	63.7	46.4	--
2013-2014	51.8	60.3	59.2	63.3	54.3	61.0	58.8	--	49.9	53.0	59.3	51.6	45.1	57.1	37.3	--
2014-2015	34.8	31.0	34.3	45.0	31.2	34.9	--	46.7	38.1	33.7	32.2	41.3	28.8	35.6	--	27.4

HI Statewide Assessment Program	Science % Proficient by Grade Level		
School Year	4	8	HS
2012-2013	29.3	36.2	21.9
2013-2014	33.0	32.1	22.1
2014-2015	36.1	42.7	27.0

School Year	Proportion Ready for Kindergarten	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
		Elementary	Middle	Grade 9			
2012-2013	About 1/2	0%	2%	9.1%	21.1%	76.6%	2.1%
2013-2014	About 1/4	0%	1%	11.8%	18.4%	79.4%	2.1%
2014-2015	--	0%	2%	12.1%	16.7%	80.7%	2.4%

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

## Item 2 – Neighboring Complex Areas – Student Enrollment

1. HI DOE Official Enrollment Figures for School Years (SY) 2014-15 and 2015-16.
2. School Status and Improvement Report (SSIR) for SY 2013-14. Compiled from each individual school reports

<b>Central Leeward Complex Total Students Enrolled 2014-15 School Year</b>		<b>32,656</b>
<b>Complex</b>	<b>Schools</b>	<b>Totals</b>
<b>Kapolei – 6 Schools</b>		<b>6265</b>
K-5	Mauka Lani, Makakilo, Barbers Point, Kapolei	2806
6-8	Kapolei Middle	1435
9-12	Kapolei High	2024
<b>Campbell – 10 Schools</b>		<b>10730</b>
K-6	Kaimiloa, Keoneula, Pohakea, Ewa Beach, Ewa, Holomua, Iroquois Point	5994
7-8	Ewa Makai & Ilima Intermediate	1712
9-12	Campbell High	3024
<b>Leilehua – 7 Schools</b>		<b>7813</b>
K-6	Hale Kula, Helemano, Iliahi, Kaala, Wheeler, Solomon, Wahiawa	4388
6-8	Wheeler & Wahiawa Middle	1680
9-12	Leilehua High	1745
<b>Mililani – 7 Schools</b>		<b>7848</b>
K-5	Kipapa, Mililani Waena, Mililani 'Ike, Mililani Mauka, Mililani Uka	3667
6-8	Mililani Middle	1766
9-12	Mililani High	2415

<b>All Neighboring Complex Areas</b>	<b>33155</b>	<b>32656</b>	<b>32893</b>
	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Kapolei</b>	<b>6458</b>	<b>6265</b>	6431*
K-5	2947	2806	2955
6-8	1466	1435	1438
9-12	2045	2024	2038
<b>Campbell</b>	<b>10527</b>	<b>10730</b>	10826
K-6	6051	5994	5976
7-8	1655	1712	1801
9-12	2821	3024	3049
<b>Leilehua</b>	<b>8101</b>	<b>7813</b>	7674
K-6	4683	4388	4356
7-8	1615	1680	1619
9-12	1803	1745	1699
<b>Mililani</b>	<b>8069</b>	<b>7848</b>	7962
K-5	3850	3667	3612
6-8	1743	1766	1836
9-12	2476	2415	2514

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

<b>Central Leeward Area Population Estimates for Children Ages 5-19</b>	
<b>Complex Areas</b>	<b>Totals</b>
<b>Waipahu</b>	<b>12,300</b>
<b>Kapolei</b>	<b>9,239</b>
<b>Campbell</b>	<b>14,555</b>
<b>Leilehua</b>	<b>9,601</b>
<b>Mililani</b>	<b>11,384</b>
Total for Neighboring Areas	<b>44,779</b>
Total Eligible Students for Central Leeward Area	<b>57,079</b>

Compiled from School Setting Tables from SSIRs for SY 2014-15 (Tables presented below)

**School Setting**

**Community Profile**

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

**Based on the 2010 U.S. Census**

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

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

**School Setting**

**Community Profile**

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**Based on the 2010 U.S. Census**

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

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

**School Setting**

**Community Profile**

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

Mililani HSC Complex	Based on the 2010 U.S. Census	
	School Community	State of Hawai'i
Total population	53,951	1,360,301
Percentage of population aged 5-19	21.1%	18.4%
Median age of population	37.2	38.6
Number of family households	14,309	313,907
Median household income	\$96,528	\$66,420

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

**School Setting**

**Community Profile**

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

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

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



**822** *Mililani Complex*  
**Trend Report:**  
**Educational and Fiscal Accountability**  
**Complex Report for School Year 2014-2015**



A *Guide to Understanding Trend Reports* explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2014-15. The Guide is available on-line at <http://arch.k12.hi.us>.

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

Student Enrollment	Total	SPED		ELL		Free & Reduced-Cost Lunch Program		Kindergartners Who Attended Preschool
		#	%	#	%	#	%	
School Year	#	#	%	#	%	#	%	%
2012-2013	7,961	744	9.3%	108	1.3%	1,619	20.3%	71.0%
2013-2014	8,069	721	8.9%	94	1.1%	1,652	20.4%	73.5%
2014-2015	7,848	700	8.9%	99	1.2%	1,622	20.6%	--

Teachers	Total	Licensed	Years Experience	5+ Years at This School	Classes Taught by Teachers Meeting NCLB Requirements	Advanced Degree	Early Childhood Endorsement (Gr. K teachers)
School Year	#	%	Average	%	%	%	%
2012-2013	472	98.0%	13.5	65%	93%	38.5%	13%
2013-2014	472	98.3%	13.8	68%	95%	39.4%	0%
2014-2015	466	97.4%	14.3	70%	96%	37.7%	--

**Academic Achievement**

HI Statewide Assessment Program	ELA % Meeting Standard by Grade Level									Math % Meeting Standard by Grade Level						
	3	4	5	6	7	8	10	11	3	4	5	6	7	8	10	11
School Year																
2012-2013	86.5	88.8	88.7	86.9	83.7	83.4	86.9	--	82.9	83.1	77.8	70.3	68.2	63.1	65.9	--
2013-2014	82.7	85.8	85.8	84.7	85.3	84.0	78.2	--	81.7	83.1	83.7	66.0	71.2	73.0	61.0	--
2014-2015	69.8	72.3	74.4	61.9	59.3	69.3	--	66.5	73.9	71.9	62.0	50.2	51.6	52.0	--	54.9

HI Statewide Assessment Program	Science % Proficient by Grade Level					
School Year	4		8		HS	
2012-2013	77.9		50.7		40.9	
2013-2014	80.3		55.4		52.9	
2014-2015	78.2		40.3		52.7	

School Year	Proportion Ready for Kindergarten	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
		Elementary	Middle	Grade 9			
2012-2013	About 1/2	0%	0%	7.0%	9.1%	89.7%	1.1%
2013-2014	About 3/4	0%	0%	8.3%	5.8%	92.4%	1.6%
2014-2015	--	0%	0%	2.5%	6.2%	92.3%	1.3%

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

821 *Leilehua Complex*  
Trend Report:  
Educational and Fiscal Accountability  
**Complex Report for School Year 2014-2015**



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**Background Total number of schools in Complex: 10**

Student Enrollment	Total	SPED		ELL		Free & Reduced-Cost Lunch Program		Kindergartners Who Attended Preschool
		#	%	#	%	#	%	
School Year	#	#	%	#	%	#	%	%
2012-2013	8,120	877	10.8%	448	5.5%	4,361	53.7%	45.9%
2013-2014	8,101	871	10.7%	418	5.1%	4,500	55.5%	43.7%
2014-2015	7,813	849	10.8%	371	4.7%	4,368	55.9%	--

Teachers	Total	Licensed	Years Experience	5+ Years at This School	Classes Taught by Teachers Meeting NCLB Requirements	Advanced Degree	Early Childhood Endorsement (Gr. K teachers)
School Year	#	%	Average	%	%	%	%
2012-2013	554	94.2%	12.5	56%	89%	37.0%	23%
2013-2014	545	95.0%	12.8	57%	93%	39.6%	21%
2014-2015	528	96.4%	13.3	59%	92%	41.0%	--

**Academic Achievement**

HI Statewide Assessment Program	ELA % Meeting Standard by Grade Level								Math % Meeting Standard by Grade Level							
	3	4	5	6	7	8	10	11	3	4	5	6	7	8	10	11
School Year																
2012-2013	71.8	71.6	76.4	73.2	68.6	75.0	71.5	--	61.5	59.4	58.2	51.9	59.0	61.9	38.0	--
2013-2014	65.6	70.1	67.6	65.9	73.1	71.3	70.6	--	58.3	60.7	65.6	47.5	63.9	67.4	47.8	--
2014-2015	50.6	49.5	58.2	41.8	47.7	46.4	--	54.5	52.1	46.1	43.1	35.3	39.9	40.6	--	37.2

HI Statewide Assessment Program	Science % Proficient by Grade Level					
School Year	4		8		HS	
2012-2013	47.9		32.5		21.1	
2013-2014	55.7		36.3		21.6	
2014-2015	57.6		47.4		30.3	

School Year	Proportion Ready for Kindergarten	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
		Elementary	Middle	Grade 9			
2012-2013	About 1/2	1%	1%	7.0%	16.7%	81.2%	2.0%
2013-2014	About 1/2	0%	0%	5.5%	14.9%	82.0%	2.9%
2014-2015	--	0%	1%	7.5%	16.8%	80.8%	2.2%

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

835

**Kapolei Complex**  
Trend Report:  
Educational and Fiscal Accountability

**Complex Report for School Year 2014-2015**



A *Guide to Understanding Trend Reports* explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2014-15. The *Guide* is available on-line at <http://arch.k12.hi.us>.

**Background Total number of schools in Complex: 6**

Student Enrollment	Total	SPED		ELL		Free & Reduced-Cost Lunch Program		Kindergartners Who Attended Preschool
		#	%	#	%	#	%	
School Year	#	#	%	#	%	#	%	%
2012-2013	6,458	622	9.6%	194	3.0%	2,647	40.9%	52.0%
2013-2014	6,570	604	9.1%	184	2.8%	2,693	40.9%	57.1%
2014-2015	6,265	585	9.3%	153	2.4%	2,527	40.3%	--

Teachers	Total	Licensed	Years Experience	5+ Years at This School	Classes Taught by Teachers Meeting NCLB Requirements	Advanced Degree	Early Childhood Endorsement (Gr. K teachers)
School Year	#	%	Average	%	%	%	%
2012-2013	374	98.1%	11.6	61%	91%	36.6%	26%
2013-2014	393	97.7%	11.8	56%	93%	36.6%	26%
2014-2015	383	98.4%	12.3	56%	95%	37.5%	--

**Academic Achievement**

HI Statewide Assessment Program	ELA % Meeting Standard by Grade Level								Math % Meeting Standard by Grade Level							
	3	4	5	6	7	8	10	11	3	4	5	6	7	8	10	11
School Year																
2012-2013	66.9	71.0	73.4	72.4	70.1	71.0	72.0	--	60.4	62.8	60.0	51.5	46.7	51.0	42.3	--
2013-2014	60.6	69.5	67.6	64.6	67.3	67.0	63.6	--	57.5	49.7	63.7	47.3	46.8	46.0	29.0	--
2014-2015	34.1	38.3	50.0	49.0	44.8	43.3	--	49.6	36.8	35.5	41.9	44.5	43.8	40.3	--	23.6

HI Statewide Assessment Program	Science % Proficient by Grade Level					
School Year	4		8		HS	
2012-2013	21.7		19.8		30.4	
2013-2014	34.7		17.1		33.8	
2014-2015	44.1		30.2		25.9	

School Year	Proportion Ready for Kindergarten	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
		Elementary	Middle	Grade 9			
2012-2013	About 1/2	0%	0%	17.0%	11.0%	87.6%	1.3%
2013-2014	About 3/4	0%	1%	15.0%	16.9%	81.2%	1.8%
2014-2015	--	0%	0%	12.3%	14.0%	84.3%	1.6%

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

830

**Campbell Complex****Trend Report:  
Educational and Fiscal Accountability****Complex Report for School Year 2014-2015**

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**Background Total number of schools in Complex: 10**

Student Enrollment	Total	SPED		ELL		Free & Reduced-Cost Lunch Program		Kindergartners Who Attended Preschool
		#	%	#	%	#	%	
School Year	#	#	%	#	%	#	%	%
2012-2013	10,527	805	7.6%	623	5.9%	4,881	46.3%	49.5%
2013-2014	10,844	803	7.4%	544	5.0%	5,041	46.4%	48.5%
2014-2015	10,730	803	7.4%	444	4.1%	4,966	46.2%	--

Teachers	Total	Licensed	Years Experience	5+ Years at This School	Classes Taught by Teachers Meeting NCLB Requirements	Advanced Degree	Early Childhood Endorsement (Gr. K teachers)
School Year	#	%	Average	%	%	%	%
2012-2013	622	95.1%	11.5	52%	93%	33.6%	18%
2013-2014	649	95.5%	11.5	48%	94%	34.9%	13%
2014-2015	643	95.1%	11.6	53%	93%	34.9%	--

**Academic Achievement**

HI Statewide Assessment Program	ELA % Meeting Standard by Grade Level								Math % Meeting Standard by Grade Level							
	3	4	5	6	7	8	10	11	3	4	5	6	7	8	10	11
School Year																
2012-2013	69.9	72.6	68.5	78.7	74.0	76.4	76.8	--	63.9	61.5	54.2	62.9	52.7	56.2	59.4	--
2013-2014	61.1	68.6	66.4	69.1	76.8	74.7	72.9	--	53.0	56.4	57.3	47.2	58.5	56.9	53.6	--
2014-2015	40.9	44.2	51.7	45.5	50.3	47.8	--	50.9	40.7	38.6	34.6	36.6	35.1	35.4	--	26.6

HI Statewide Assessment Program	Science % Proficient by Grade Level					
School Year	4		8		HS	
2012-2013	40.5		24.2		23.8	
2013-2014	46.7		34.5		35.2	
2014-2015	48.8		36.3		46.0	

School Year	Proportion Ready for Kindergarten	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
		Elementary	Middle	Grade 9			
2012-2013	About 1/2	0%	0%	6.3%	13.4%	84.7%	1.7%
2013-2014	About 1/2	0%	0%	5.4%	14.6%	83.2%	2.1%
2014-2015	--	0%	0%	4.4%	9.0%	88.4%	2.4%

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

### Item 3-Private School Enrollment in Geographical Area – Self Generated

<b>Private Schools in Geographical Area 2016</b>					
	<b>Schools</b>	<b>Grades</b>	<b>Location</b>	<b>Students</b>	<b>Costs</b>
1	American Renaissance Academy**	PK-12	Kapolei	77*	\$11,900-12,700
2	Central Christian School	PK-K	Mililani	26*	\$4,250 \$490/month
3	Friendship Christian Schools	PK-12	Ewa	299	\$4,740
4	Hanalani Schools	PK-12	Mililani	731	\$10,155-11,295
5	Ho'ala Schools	K-12	Wahiawa	97	\$9,660-9,963
6	Island Pacific Academy**	PK-12	Kapolei	441*	\$13,700-15,675
7	Lanikila Baptist Schools	K-12	Waipahu	168	\$6,900-7,400
8	New Hope Christian	PK-8	Waipahu	186	\$6,500
9	Our Lady of Good Counsel	PK-8	Pearl City	218*	\$6,175-6,525
10	Our Lady of Perpetual Help	K-8	Ewa Beach	145*	\$5,600
11	Pearl Harbor Christian Academy	PK-8	Waipahu	200	\$5,950-6,100
12	Saint John's Catholic Pre-School	PK-K	Mililani	60	\$7,425-8,510
13	St Joseph School	PK-8	Waipahu	273*	\$6,011-7,335
14	The Children's House	PK-6	Pearl City	308	\$9,600-10,900
15	Trinity Lutheran School	PK-8	Wahiawa	176*	\$7,100-7,700
<b>Total Students</b>				<b>3,405</b>	

\*Deceased enrollment from previous year

\*\*Independent Schools

<https://drive.google.com/file/d/0B3Zd-udWf208X1JsdU0xQkZUY2c/view>

Honolulu Magazine - Private School Guide 2016

## Item 4 - Table 20 of HI DOE Superintendent's 25<sup>th</sup> Annual Report

Includes a list of schools within the different complexes, by complex area and their enrollment numbers and associated percentages for their student population. These percentages are for those who attended preschool, economically disadvantaged (free and reduced lunch), received Special Education services, which are considered English Language Learners. It also provides the percentage of students graduating on time for the high schools within the complex area.

Source: Hawaii Department of Education - Superintendent's 25<sup>th</sup> Annual Report 2014, page 12.

2014 Superintendent's 25<sup>th</sup> Annual Report

Table 20. Students by Complex in SY 2013-14

	Enrollment <sup>1</sup>	Attended Preschool	Economically Disadvantaged	Special Education	ELL	Graduated on-time
<b>ALL SCHOOLS</b>	<b>185,273</b>	<b>4,362</b>	<b>94,315</b>	<b>17,741</b>	<b>13,501</b>	<b>81%</b>
<b>Department Schools</b>	<b>175,476</b>	<b>4,362</b>	<b>89,408</b>	<b>16,978</b>	<b>13,257</b>	<b>82%</b>
<b>HONOLULU: 2 Complex Areas / 6 Complexes</b>						
Farrington	8,000	44%	73%	8%	22%	71%
Kaiser	4,001	87%	16%	8%	3%	90%
Kalani	4,283	93%	24%	7%	7%	90%
Kaimuki	4,487	60%	60%	11%	18%	68%
McKinley	4,672	45%	70%	8%	23%	81%
Roosevelt	6,061	68%	40%	8%	5%	80%
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>						
Aiea	4,188	78%	48%	10%	6%	90%
Moanalua	5,200	--	32%	8%	4%	93%
Radford	6,527	64%	31%	10%	3%	87%
Leilehua	8,101	44%	56%	11%	5%	82%
Milliani	8,069	74%	20%	9%	1%	92%
Waialua	1,411	50%	53%	10%	4%	89%
<b>LEEWARD: 3 Complex Areas / 6 Complexes</b>						
Campbell	10,844	49%	46%	7%	5%	83%
Kapolei	6,570	57%	41%	9%	3%	81%
Nanakuli	2,343	53%	81%	16%	5%	74%
Waianae	5,861	42%	79%	13%	5%	73%
Pearl City	6,624	66%	36%	9%	4%	80%
Waipahu	8,717	9%	59%	8%	16%	79%
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>						
Castle	4,810	76%	50%	13%	2%	77%
Kahuku	3,552	58%	54%	10%	3%	89%
Kailua	2,891	71%	54%	13%	3%	73%
Kalaheo	3,936	76%	32%	10%	2%	87%
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>						
Hilo	4,184	51%	65%	13%	6%	79%
Wailakea	3,680	75%	54%	11%	2%	83%
Kau	936	44%	88%	13%	21%	73%
Keaau	2,761	--	81%	13%	8%	84%
Pahoa	1,717	50%	87%	14%	5%	80%
Honokaa	1,861	51%	67%	10%	8%	84%
Kealahou	5,094	48%	60%	9%	14%	78%
Kohala	867	--	68%	15%	3%	88%
Konawaena	2,345	52%	70%	10%	8%	81%
<b>MAUI: 2 Complex Areas / 7 Complexes</b>						
Baldwin	4,480	44%	50%	8%	6%	87%
Kekaulike	4,086	73%	55%	11%	2%	71%
Maui	7,642	36%	52%	7%	12%	83%
Hana	336	--	82%	14%	0%	82%
Lahainaluna	3,228	47%	52%	9%	18%	85%
Lanai	582	--	41%	17%	13%	97%
Molokai	976	45%	76%	11%	3%	80%
<b>KAUAI: 1 Complex Area / 3 Complexes</b>						
Kapaa	3,204	--	53%	10%	4%	88%
Kauai	3,959	62%	47%	8%	6%	85%
Waimea	2,342	59%	53%	9%	6%	90%
<b>SPECIAL</b>						
Hawaii School for Deaf & Blind	48	--	71%	100%	35%	0%
Charter Schools	9,797	na	4,907	763	244	68%

<sup>1</sup> Based on the Fall 2013 Official Enrollment Count.

na = Not reportable due to small sample size.

-- = Missing or unavailable data

Source: Hawaii State Department of Education: Office of Strategy, Innovation and Performance: Assessment and Accountability Branch: Accountability Section.

**Item 5-Names from Community Support Petitions –Nov 15, 2014 through August 2015**

<b>Total List Count</b>	<b>First name</b>	<b>Last Name</b>
1	Rey & Mae	Ibarra
2	Byllie	Valdez
3	Michelle	Acosta
4	Joanne	Carvalho
5	Brittney	White
6	Cristina	Wallace
7	Cherina & Geoff	Oamilda
8	Vaneza	Agustin
9	Chuck	Wheatley
10	Marietta	Cadiente
11	Christina	Guevara
12	Jill	Smith
13	Chrisler	Imig
14	Raul	Navasa
15	Arlene	Boay
16	Cheryl	Cudiamat
17	Keoni	Inciong
18	Martha	Nahale
19	Joseph	Evans
20	Tom	Mitrano
21	Pono	Shim
22	Stacie	Gandauli
23	Mary	Ancheta
24	Jonathan	Gillentine
25	Ashlei	DiLorenzo
26	Allison	Mikuni
27	Cherie	Yamashiroya
28	Ning	Chung
29	Kerry	Lum
30	Kevin	Yoshino
31	Shannon	Chang
32	Jolene	Fetterman
33	Joanne	Jeremiah
34	Elaine	Yamashita
35	Melody	Duncan
36	Hanlan	Bowler
37	Neil	Scott

38	Candice	Galicia
39	Sheri	Fuiava
40	Dori	Alagao
41	Ainahau	Bajet
42	Vieng	Oudom
43	Shirley	Ames
44	Jod	Oudom
45	Elizabeth	Oudom
46	Randall	Kobayashi
47	Andres	Pak
48	Dail	Ader
49	Kevin	Kelly
50	Sonia	Walters
51	Hailey	Mozo
52	Matt	Strong
53	Kimberly	McCollum
54	PJ	Oellien
55	Meyan	Small
56	Kim	Harding
57	Jamee	Blackdron
58	Ben	Wainwright
59	Susan	Salvio
60	Frances	Leigh
61	Danielle	Delise
62	Teresa	Fitzmayer
63	Jenny	Yagodish
64	Jennifer	Purcell
65	Norman	Brown
66	Barbara	Brown
67	Taeshin	Yi
68	Melissa & Donald	Perpignan
69	Red & Virgil	Abille
70	Garrett	Reed
71	Julia	Trogden
72	Anthony	Witt
73	Amanda	Lindley
74	Candus	Jefferson
75	Melodie	Seabert
76	Phil	Acosta
77	Amberosia	
78	Saint Anthony	Clements
79	Kehaulani	Kupihea
80	Vini	Sakai
81	Brittany	Cameron
82	Joanne	Williamson
83	Grace & Magnus	Magnusson
84	Heather	Castellano
85	Sheila	Buyukacar



86	Lynelle	
87	Deanna	Castro
88	Aileen	Acosta
89	Carmen	Mier
90	Elizabeth	Watanabe
91	Liz	Rays
92	Julia	Schnetzler
93	Michelle	
94	Bill	Griffin
95	Jim	Switzer
96	Jennifer	Sebilla
97	Margot	Mesinas
98	Jessica	Rahman
99	Nathan	Miller
100	James	Gauer
101	Anne	Gamache
102	Bianca	Brazel
103	Andrew	Wary
104	Megan	Hansen
105	Marci	Womack
106	Verdis	Womack
107	Summer	Kapana
108	Jessica	Unknown
109	Krystyl	Fenton
110	Toshiko	Redding
111	Lesia	Cisneros
112	Francine	Chun
113	Elisabeth	Baugess
114	Kim	Rivera
115	Lana K.	Heick
116	Naoko	Toma
117	Amanda	Heeneman
118	Charlene	Nishida
119	Farvardin	Jahansooz
120	Ginger	Loa-Callia
121	Paul	Foreman
122	Robert	Tani
123	Adriane	Gariya
124	Charise	Joneidi
125	Sabre	Perry
126	Jeff	Boyd
127	Melissa	Hawkins
128	Deborah	Ramirez
129	Sharmaine	Enos
130	Ray	Goodrich
131	CR	Gualdarama
132	Vanessa	Belen
133	Lucricia	Amaral

134	Ariana	Smith
135	Melissa	Rodrigues
136	Lani	Simonsen
137	Allison	Herschel
138	Kristy	Ryan
139	G	Sanqui
140	Ria	Baldevia
141	Cartoon	Bunming
142	Robyn	Rife
143	Gregory	Grigaitis
144	Hiilei	Colburn
145	Shawn	Louis
146	Deborah	Stokes
147	Paul	Pricketson
148	Linda	Hayakawa
149	K. Scott	Wells
150	Tasha	Kalaola
151	Dione	Kalaola
152	Maria	Wells
153	Mona	Pacheco
154	Leihua	Savini
155	MJ	Caldwell
156	Wendy	Villanueva
157	Jenna	Canaday
158	Stephanie	Rodriguez
159	Desiree	Kekuna
160	Rae	Bonilla
161	Arianne	Zamora
162	Khazirae	Fears
163	Charlyn	Loria
164	Bryant	Loria
165	Robert	Brown
166	Clayton	Tom
167	Roman	Druker
168	Kaimiloa	Chandler
169	Jenny	Francisco
170	Asia	Engle
171	Arbine	Villanueva-Hoapili
172	Palakiko	Chandler
173	Kris	Rupert
174	Anelalani	Livingston-Sturge
175	Jenerry	Politini
176	Desmond	Politini
177	Ben	Wilson
178	Leah	Ortman
179	Amber	Householder
180	Renea	Ruark
181	Donna	Sinclair

182	Daniel	Sinclair
183	James	Orlando
184	Paul	Jackson
185	Desmond	Hutchinson
186	Mary	Rister
187	Caley	Unknown
188	Mitsuko	Hayakawa
189	Ryan	Ozawa
190	Bob	Matcuk
191	Lynette	Horinouchi
192	Diana	Simkus
193	Baolan	Messinger
194	Brian	Shiro
195	Spencer	Wang
196	Mike	Wieneke
197	Johnathan	Rubon
198	Anisa	Ayala-Espinosa
199	Heidi	Needham
200	McKay	Davis
201	Amy	Eggers
202	Erica	Desai
203	Jeff	Ruddy
204	Meeta	Vu
205	Don	Unknown
206	Lily-Ann	
207	Terina	Duncan
208	Thomas	Tanaka
209	Shy	Helm
210	Kukunaokala	Yoshimoto
211	Chanelle	Lucero
212	Terilyn	Nishimura
213	David	Manzollilo
214	Ken	Cole
215	Danielle	Crawford
216	Sheila	Nolasco
217	Harrison	Kuranishi
218	Nathan	Sterling
219	Amy	Villegas
220	Kari	Delude
221	Vanessa	Yasuda
222	Tiffany	Doucette
223	Sunshine	Deveki
224	Sharonnieka-Mae	Hill-Lino
225	Leslie Nollie	Hernandez
226	Lili	Weber
227	Starleah	Santiago
228	Sheryl	Cunningham
229	Hazel	Stott

230	Randy	Chun
231	Luanne	Chun
232	Rodney	Aquino
233	Pauline	Sato
234	Rhoda	Kealoha-Spencer
235	Chelsey	Jay
236	Aaron	Heluninger
237	Barbara	Owens
238	Keenan	Williams
239	Alisa-Marie	Nelson
240	Chez	Texiber
241	Noah	Keuma
242	Iwalani	Cummings
243	Deon	Leatman
244	Dasia	Peterson
245	Herbert	Swope
246	Shanell	Cardano
247	Eteline	Paselio
248	Cheresa	Botelho
249	Joseph	Alpuro
250	Anastasia	Afalava
251	John	Paselio
252	Volkan	Buyukacar
253	Katie	Steven
254	Ionie	Youngstrom
255	Lani	Robinson
256	Anu	Nakai
257	LaVonne	Richardson
258	Donna	Smith
259	Elisha	Manuel
260	Kekapa	Delo-Santos
261	Ed	Lopez
262	Jennifer	Lopez
263	Kahiapo	Nakai
264	Dorothy	Merrill
265	Kathryn	Pajela
266	Brooke-Lynn	Asino
267	Kiani	Iava
268	Carlene	Magas
269	Nichole	Tomas
270	Angela	Pablo
271	Angelina	Inong
272	Angielyn	Lameg
273	Michelle	Calamasa
274	Carol	Groff
275	Ramona	Mataveo
276	Carnation	Inong
277	Mary Grace	Ceria

278	Chad	Ballesteros
279	Lancechelle	Miranda-Kaaina
280	Alet	Clement
281	Courtney	Inong
282	Catherine	Morales
283	Roland	Dagan
284	Bernardia	Perlas
285	Donna	Roldan
286	Lenelle	Leong
287	Andrea	Duro
288	Elaine	Bowler
289	Elena	Elizarde
290	Faith	Rickson
291	Mark	Ferido
292	Sheri	Ohira
293	Fe	Agtunong
294	Galen	Agril
295	Greg	Gorgonio
296	Joselyn	Agosto
297	Jocelyn	Candelario
298	Jennifer	Barit
299	Jeoffrey	Roldan
300	Josephine	Pascua
301	Joyce	Adams
302	Karen	Bala
303	Lorena	Lacar
304	Novelyn	Agcaoili
305	Lasia	Cordero
306	Fatima Lae	Medrano
307	Amanda	Tavanvu
308	Maricel	Estavillo
309	Mark Antonie	Barit
310	Maybel	Calamasa
311	Fraina	Cera
312	Thalia	Galvadores
313	Ron Regine	Supnet
314	Juliet	Bautista
315	Neven	Bowler
316	Niko	Groff
317	Jessica	Tantameo
318	Cassanra	Crews
319	Pete	Benito
320	Yolanda	Langkiee
321	Rohnelyne	Yoro
322	Rowena	Juan
323	Gail	Saguibo
324	Lugust	Enos
325	Sarah-Jane	Perlas

326	Sharon	Soliven
327	Atiana	Groff
328	Melody	Ramos
329	Zenaida	Rufo
330	Todd	Ohira
331	Danilo	Perlas
332	Dela	Parscual
333	Cameron	Ohira
334	Mya	Acido
335	LourBrito	Granelista
336	Lillyna	Manuel
337	Misery	Rickson
338	Persie	Singson
339	Sheila	Reyes
340	Aiden	Enosara
341	Maricel	Islao
342	Marites	Galvador
343	Meavelyn	Cabuvenas
344	Aleth	Rumbaoa
345	Daniella	Prozas
346	Jennie	Martinez
347	Analyn	Elizarde
348	Clarinel	Yoro
349	Sonia	Neza
350	Lenie	Pablo
351	Renson	Batehalia
352	Araulani	Yulot
353	Arnolto	Ceria
354	Marisol	Melegrito
355	Celeb	Chavez
356	Cindy	Juda
357	Sterling	Miles
358	Shaunna	Diforth
359	Orlando	Garcia
360	Lilia	Rambac
361	Kellie	Pritt
362	Sandra	Jamilla
363	Livan	Cua
364	Michael	Salas-McKee
365	Robyn	Palomar
366	Kathy	Kaai
367	Ku'ulei	Serna
368	Alexis	Alford
369	Lysa	Ronduen
370	Dominique	Bale
371	Scott	Sinnett
372	Leah	Sekiya
373	Regan	Gabriel Jr

## Attachment C – Public-Private School List

### Item 1- Waipahu Area Complex - School Enrollment

School	2013-14		2014-15		2015-16	
	Students	School Level Total	Students	School Level Total	Students	School Level Total
AUGUST AHRENS	1427		1320		1291	
HONOWAI	798		730		723	
KALEIOPUU	987		896		867	
WAIKELE	614		606		604	
WAIPAHU ELEM	1093		1086		1078	
Elementary (School Level K-6)		4919		4638		4563
WAIPAHU INTER (School Level 7-8)	1289	1289	1281	1281	1339	1339
WAIPAHU HIGH (School Level 9-12)	2450	2450	2494	2494	2475	2475
<b>Total</b>		<b>8658</b>		<b>8413</b>		<b>8377</b>

Sources: Hawaii Department of Hawaii – DOE Official Enrollment Figures for School Years (SY) 2014-15 & 2015-16.  
 2. SSIRs for SY 2013-14. Compiled from each individual school reports

	School Year 2014-15 (SSIRs)	Grades	Students	FRL # of Students	FRL %	SPED # of Students	SPED %	ELL # of Students	ELL %
1	August Ahrens	K-6	1320	846	59.3	72	5	274	19.2
2	Honowai	K-6	730	567	71.1	61	7.6	107	13.4
3	Kaleiopuu	K-6	896	417	42.2	70	7.1	42	4.3
4	Waikele	K-6	606	236	38.4	65	10.6	67	10.9
5	Waipahu	K-6	1086	961	87.9	85	7.8	411	37.6
6	Waipahu Inter	7-8	1281	822	63.8	114	8.8	296	23
7	Waipahu High	9-12	2494	1388	56.7	249	10.2	266	10.9
			<b>8413</b>	<b>5237</b>		<b>716</b>		<b>1463</b>	

Sources: Hawaii Department of Hawaii – SSIRs for SY 2014-15.

## Item 2 - Neighboring Area Complexes-Leilehua, Mililani, Campbell, Kapolei Enrollment

Schools	2013-14	School Levels	2014-16	School Levels	2015-16	School Levels
HALE KULA	892		722		763	
HELEMANO	621		601		593	
ILIAHI	454		428		415	
KAALA	505		429		406	
WHEELER EL	627		770		742	
SOLOMON	1053		948		924	
WAHIAWA EL	531	4683	490	4388	513	4356
WAHIAWA MID	818		838		834	
WHEELER MID	797	1615	842	1680	785	1619
<b>LEILEHUA HIGH</b>	<b>1803</b>	<b>1803</b>	<b>1745</b>	<b>1745</b>	<b>1699</b>	<b>1699</b>
<b>Leilehua Total</b>		<b>8101</b>		<b>7813</b>		<b>7674</b>
KIPAPA	630		603		586	
MILILANI WAENA	719		719		763	
MILILANI 'IKE	979		873		784	
MILILANI MAUKA	853		862		841	
MILILANI UKA	669	3850	610	3667	638	3612
MILILANI MID	1743	1743	1766	1766	1836	1836
<b>MILILANI HIGH</b>	<b>2476</b>	<b>2476</b>	<b>2415</b>	<b>2415</b>	<b>2514</b>	<b>2514</b>
<b>Mililani Total</b>		<b>8069</b>		<b>7848</b>		<b>7962</b>
KAIMILOA	657		650		663	
KEONEULA	841		894		926	
POHAKEA	590		585		582	
EWA BEACH EL	709		731		777	
EWA EL	1109		1143		1086	
HOLOMUA	1383		1264		1231	
IROQUOIS POINT	762	6051	727	5994	711	5976
EWA MAKAI MID	813		897		928	
ILIMA INT	842	1655	815	1712	873	1801
<b>CAMPBELL HIGH</b>	<b>2821</b>	<b>2821</b>	<b>3024</b>	<b>3024</b>	<b>3049</b>	<b>3049</b>
<b>Campbell Total</b>		<b>10527</b>		<b>10730</b>		<b>10826</b>
HOOKELE EL	N/A				453	
MAUKA LANI	635		585		595	
MAKAKILO	562		530		517	
BARBERS POINT	614		605		496	
KAPOLEI EL	1136	2947	1086	2806	894	2955
KAPOLEI MID	1466	1466	1435	1435	1438	1438
<b>KAPOLEI HIGH</b>	<b>2045</b>	<b>2045</b>	<b>2024</b>	<b>2024</b>	<b>2038</b>	<b>2038</b>
<b>Kapolei Total</b>		<b>6458</b>		<b>6265</b>		<b>6431</b>

Sources: Hawaii Department of Hawaii – DOE Official Enrollment Figures for School Years (SY) 2014-15 & 2015-16.

2. SSIRs for SY 2013-14. Compiled from each individual school reports



### Item 3-Private School Enrollment in Geographical Area – Self Generated

Private Schools in Geographical Area 2016					
	Schools	Grades	Location	Students	Costs
1	American Renaissance Academy	PK-12	Kapolei	77	\$11,900-12,700
2	Central Christian School	PK-K	Mililani	26	\$4,250 \$490/month
3	Friendship Christian Schools	PK-12	Ewa	299	\$4,740
4	Hanalani Schools	PK-12	Mililani	731	\$10,155-11,295
5	Ho'ala Schools	K-12	Wahiawa	97	\$9,660-9,963
6	Island Pacific Academy	PK-12	Kapolei	441	\$13,700-15,675
7	Lanikila Baptist Schools	K-12	Waipahu	168	\$6,900-7,400
8	New Hope Christian	PK-8	Waipahu	186	\$6,500
9	Our Lady of Good Counsel	PK-8	Pearl City	218	\$6,175-6,525
10	Our Lady of Perpetual Help	K-8	Ewa Beach	145	\$5,600
11	Pearl Harbor Christian Academy	PK-8	Waipahu	200	\$5,950-6,100
12	Saint John's Catholic Pre-School	PK-K	Mililani	60	\$7,425-8,510
13	St Joseph School	PK-8	Waipahu	273	\$6,011-7,335
14	The Children's House	PK-6	Pearl City	308	\$9,600-10,900
15	Trinity Lutheran School	PK-8	Wahiawa	176	\$7,100-7,700
<b>Total Students</b>				<b>3,405</b>	

<https://drive.google.com/file/d/0B3Zd-udWf208X1JsdU0xQkZUY2c/view>

Honolulu Magazine - Private School Guide 2016

## Attachment D – List of Standards

### Core Courses

List of Standards for Core Courses

HCCS – English Language Arts K-12

HCCS – Mathematics K-8 and 9-12

Next Generation Science Standards K-12

College, Career and Civic Life (C3) Framework for Social Studies K-12

### Non-Core Courses

HCPS III – World Language

HCPS III – Arts and Music

## HCCS – English Language Arts K-12

<b>HCCS English Language Arts Grades K-12</b>		
<b>Strand</b>	<b>Topic</b>	<b>Code</b>
Reading	Key Ideas and Details	K-12.R.R.1
		K-12.R.R.2
		K-12.R.R.3
	Craft and Structure	K-12.R.R.4
		K-12.R.R.5
		K-12.R.R.6
	Integration of Knowledge and Ideas	K-12.R.R.7
		K-12.R.R.8
		K-12.R.R.9
		Range of Reading and Level of Text Complexity
Writing	Text Types and Purposes	K-12.W.R.1
		K-12.W.R.2
		K-12.W.R.3
	Production and Distribution of Writing	K-12.W.R.4
		K-12.W.R.5
		K-12.W.R.6
	Research to Build and Present Knowledge	K-12.W.R.7
		K-12.W.R.8
		K-12.W.R.9
		Range of Writing
Speaking and Listening	Comprehension and Collaboration	K-12.SL.1
		K-12.SL.2
		K-12.SL.3
	Presentation of Knowledge and Ideas	K-12.SL.4
		K-12.SL.5
		K-12.SL.6
Language	Conventions of Standard English	K-12.L.R.1
		K-12.L.R.2
	Knowledge of Language	K-12.L.R.3
		K-12.L.R.4
	Vocabulary Acquisition and Use	K-12.L.R.5
		K-12.L.R.6

## HCCS – Mathematics K-8 and 9-12

<b>Grade K-8</b>	<b>Domain</b>	<b>Standard</b>
Kindergarten	Counting and Cardinality	K.CC.1 -7
	Operations & Algebraic Thinking	K.OA.1-5
	Numbers & Operations in Base Ten	K.NBT.1
	Measurement & Data	K.MD.1-3
	Geometry	K.G.1-6
1st Grade	Operations and Algebraic Thinking	1.OA.1-8
	Number and Operations in Base Ten	1.NBT.1-6
	Measurement and Data	1.MD.1-4
	Geometry	1.G.1-3
2nd Grade	Operations and Algebraic Thinking	2.OA.1-4
	Number and Operations in Base Ten	2.NBT.1-9
	Measurement and Data	2.MD.1-10
3rd Grade	Operations and Algebraic Thinking	3.OA.1-9
	Number and Operations in Base Ten	3.NBT.1-3
	Number and Operations: Fractions	3.NF.1-3
	Measurement and Data	3.MD.1-8
	Geometry	3.G.1-2
4th Grade	Operations and Algebraic Thinking	4.OA.1-5
	Number and Operations in Base Ten	4.NBT.1-6
	Number and Operations: Fractions	4.NF.1-7
	Measurement and Data	4.MD.1-7
	Geometry	4.G.1-3
5th Grade	Operations & Algebraic Thinking	5.OA.1-3
	Number and Operations in Base Ten	5.NBT.1-7
	Number and Operations: Fractions	5.NF.1-7
	Measurement and Data	5.MD.1-5
	Geometry	5.G.1-4
6th Grade	Ratios and Proportional Relationships	6.RP.1-3
	The Number System	6.NS.1-8
	Expressions and Equations	6.EE.1-9
	Geometry	6.G.1-4
	Statistics and Probability	6.SP.1-5
	Ratios and Proportional Relationships	7.RP.1-3
	The Number System	7.NS.1-3
	Expressions and Equations	7.EE.1-4
	Geometry	7.G.1-5
	Statistics and Probability	7.SP.1-8
The Number System	8.NS.1-2	
Expressions and Equations	8.EE.1-8	
Functions	8.F.1-5	
Geometry	8.G.1-9	
Statistics and Probability	8.SP.1-4	

<b>HCCS Math Grades 9-12</b>	
<b>Domain</b>	<b>Standard</b>
The Real Number System	N.RN.1-3
Quantities	N.Q.1-3
The Complex Number System	N.CN.1-9
Vector and Matrix Quantities	N.VM.1-12
Seeing Structure in Expressions	A.SSE.1-4
Arithmetic with Polynomials and Rational Expressions	A.APR.1-7
Creating Equations	A.CED.1-4
Reasoning with Equations and Inequalities	A.REI.1-12
Interpreting Functions	F.IF.1-9
Building Functions	F.BF.1-5
Linear, Quadratic, and Exponential Models	F.LE.1-5
Trigonometric Functions	F.TF.1-9
Congruence	G.CO.1-13
Similarity, Right Triangles, and Trigonometry	G.SRT.1-11
Circles	G.C.1-5
Expressing Geometric Properties with Equations	G.GPE.1-7
Geometric Measurement and Dimension	G.GMD.1-4
Interpreting Categorical and Quantitative Data	S.ID.1-9
Making Inferences and Justifying Conclusions	S.IC.1-6
Conditional Probability and the Rules of Probability	S.CP.1-9
Using Probability to Make Decisions	S.MD.1-7

## Next Generation Science Standards

[http://www.nextgenscience.org/search-standards-dci?tid\\_1%5B%5D=14&field\\_idea\\_tid%5B%5D=134](http://www.nextgenscience.org/search-standards-dci?tid_1%5B%5D=14&field_idea_tid%5B%5D=134)

<b>K-2</b>	
Physical Science	K-PS2 Motion and Stability: Forces and Interactions K-PS3 Energy 1-PS4 Waves and Their Applications in Technologies for Information Transfer 2-PS1 Matter and Its Interactions
Life Science	K-LS1 From Molecules to Organisms: Structures and Processes 1-LS1 From Molecules to Organisms: Structures and Processes 1-LS3 Heredity: Inheritance and Variation of Traits 2-LS2 Ecosystems: Interactions, Energy, and Dynamics 2-LS4 Biological Evolution: Unity and Diversity
Earth & Space Science	K-ESS2 Earth's Systems K-ESS3 Earth and Human Activity 1-ESS1 Earth's Place in the Universe 2-ESS1 Earth's Place in the Universe 2-ESS2 Earth's Systems
Engineering	K-PS2 Motion and Stability: Forces and Interactions K-ESS3 Earth and Human Activity 2-LS2 Ecosystems: Interactions, Energy, and Dynamics 2-ESS2 Earth's Systems K-2-ETS1 Engineering Design
<b>Grades 3-5</b>	
Physical Science	MS-PS1 Matter and its Interactions MS-PS2 Motion and Stability: Forces and Interactions MS-PS3 Energy MS-PS4 Waves and their Applications in Technologies for Information Transfer MS-LS1 From Molecules to Organisms: Structures and Processes
Life Science	3-LS1 From molecules to Organisms: Structures and Processes 3-LS2 Ecosystems: Interactions, Energy, and Dynamics 3-LS3 Heredity: Inheritance and Variation of Traits 3-LS4 Biological Evolution: Unity and Diversity 4-LS1 From Molecules to Organisms: Structures and Processes 5-PS3 Energy 5-LS1 From Molecules to Organisms: Structures and Processes 5-LS2 Ecosystems: Interactions, Energy, and Dynamics
Earth & Space Science	3-ESS2 Earth's Systems 3-ESS3 Earth and Human Activity 4-ESS1 Earth's Place in the Universe 4-ESS2 Earth's Systems 4-ESS3 Earth and Human Activity 5-ESS1 Earth's Place in the Universe 5-ESS2 Earth's Systems 5-ESS3 Earth and Human Activity
Engineering	MS-PS1 Matter and its Interactions

	MS-PS2 Motion and Stability: Forces and Interactions MS-PS3 Energy MS-PS4 Waves and their Applications in Technologies for Information Transfer MS-LS1 From Molecules to Organisms: Structures and Processes
<b>Middle School Grades 6-8</b>	
Physical Science	MS-PS1 Matter and its Interactions MS-PS2 Motion and Stability: Forces and Interactions MS-PS3 Energy MS-PS4 Waves and their Applications in Technologies for Information Transfer MS-LS1 From Molecules to Organisms: Structures and Processes
Life Science	MS-LS1 From Molecules to Organisms: Structures and Processes MS-LS2 Ecosystems: Interactions, Energy, and Dynamics MS-LS3 Heredity: Inheritance and Variation of Traits MS-LS4 Biological Evolution: Unity and Diversity
Earth & Space Science	MS-ESS1 Earth's Place in the Universe MS-ESS2 Earth's Systems MS-ESS3 Earth and Human Activity
Engineering	MS-PS1 Matter and its Interactions MS-PS3 Energy MS-LS2 Ecosystems: Interactions, Energy, and Dynamics MS-ESS1 Earth's Place in the Universe MS-ETS1 Engineering Design
<b>High School Grades 9-12</b>	
Physical Science	HS-PS1 Matter and its Interactions HS-PS2 Motion and Stability: Forces and Interactions HS-PS3 Energy HS-PS4 Waves and their Applications in Technologies for Information Transfer HS-LS2 Ecosystems: Interactions, Energy, and Dynamics HS-ESS1 Earth's Place in the Universe HS-ESS2 Earth's Systems
Life Science	HS-LS1 From Molecules to Organisms: Structures and Processes HS-LS2 Ecosystems: Interactions, Energy, and Dynamics HS-LS3 Heredity: Inheritance and Variation of Traits HS-LS4 Biological Evolution: Unity and Diversity
Earth & Space Science	HS-ESS1 Earth's Place in the Universe HS-ESS2 Earth's Systems HS-ESS3 Earth and Human Activity
Engineering	HS-PS1 Matter and its Interactions HS-PS2 Motion and Stability: Forces and Interactions HS-PS3 Energy HS-LS2 Ecosystems: Interactions, Energy, and Dynamics HS-LS4 Biological Evolution: Unity and Diversity HS-ESS3 Earth and Human Activity HS-ETS1 Engineering Design

## College, Career and Civic Life (C3) Framework for Social Studies

<http://www.laoe.edu/Portals/0/Curriculum-Instruction/C3%20Grade%20K-2%20Guide.pdf>

Kindergarten to 2 <sup>nd</sup> Grade	
<b>DIMENSION 1: Developing Questions &amp; Planning Inquiries</b>	
	<p>Construction Compelling Questions -By the end of Grade 2:</p> <ul style="list-style-type: none"> <li>• D1.1.K-2. Explain why the compelling question is important to the student.</li> <li>• D1.2.K-2. Identify disciplinary ideas associated with a compelling question.</li> </ul>
	<p>Constructing Supporting Questions - By the end of Grade 2:</p> <ul style="list-style-type: none"> <li>• D1.3.K-2. Identify facts and concepts associated with a supporting question.</li> <li>• D1.4.K-2. Make connections between supporting questions and compelling questions.</li> </ul>
	<p>Determining Helpful Sources -By the end of Grade 2:</p> <ul style="list-style-type: none"> <li>• D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.</li> </ul>
<b>DIMENSION 2: Applying Disciplinary Concepts and Tools: CIVICS</b>	
	<p><b>CIVIC AND POLITICAL INSTITUTIONS,</b></p> <ul style="list-style-type: none"> <li>• D2.Civ.1.K-2. Describe roles and responsibilities of people in authority.</li> <li>• D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.</li> <li>• D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.</li> <li>• D2.Civ.4.K-2. <i>Begins in grades 3–5</i></li> <li>• D2.Civ.5.K-2. Explain what governments are and some of their functions.</li> <li>• D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</li> </ul>
	<p><b>PARTICIPATION AND DELIBERATION PROCESSES</b></p> <ul style="list-style-type: none"> <li>• D2.Civ.7.K-2. Apply civic virtues when participating in school settings.</li> <li>• D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.</li> <li>• D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.</li> <li>• D2.Civ.10.K-2. Compare their own point of view with others’ perspectives.</li> </ul>
	<p><b>RULES, AND LAWS</b></p> <ul style="list-style-type: none"> <li>• D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom.</li> <li>• D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings.</li> <li>• D2.Civ.13.K-2 <i>Begins in grades 3–5.</i></li> <li>• D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.</li> </ul>
<b>DIMENSION 2: Applying Disciplinary Concepts and Tools: ECONOMICS</b>	
	<p><b>ECONOMIC DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>• D2.Eco.1.K-2. Explain how scarcity necessitates decision making.</li> <li>• D2.Eco.2.K-2. Identify the benefits and costs of making various</li> </ul>
	<p><b>EXCHANGE AND MARKETS</b></p> <ul style="list-style-type: none"> <li>• D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services.</li> <li>• D2.Eco.4.K-2 Describe the goods and services that people in the local community produce and those that are produced in other communities.</li> <li>• D2.Eco.5.K-2 Identify prices of products in a local market</li> <li>• D2.Eco.6.K-2. Explain how people earn income.</li> <li>• D2.Eco.7.K-2. Describe examples of costs of production.</li> <li>• D2.Eco.8.K-2. <i>Begins in grades 3-5.</i></li> <li>• D2.Eco.9.K-2. Describe</li> </ul>



THE NATIONAL ECONOMY	<ul style="list-style-type: none"> <li>• D2.Eco.10.K-2. Explain why people save.</li> <li>• D2.Eco.11.K-2 Begins in grades 3-5.</li> <li>• D2.Eco.12.K-2. Describe examples of the goods and services that governments provide.</li> <li>• D2.Eco.13.K-2. Describe examples of capital goods and human capital.</li> </ul>
THE GLOBAL ECONOMY	<ul style="list-style-type: none"> <li>• D2.Eco.14.K-2. Describe why people in one country trade goods and services with people in other countries.</li> <li>• D2.Eco.15.K-2. Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.</li> </ul>
DIMENSION 2: Applying Disciplinary Concepts and Tools: GEOGRAPHY	
GEOGRAPHIC REPRESENTATIONS: SPATIAL VIEWS OF THE WORLD	<ul style="list-style-type: none"> <li>• D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.</li> <li>• D2.Geo.2.K-2. Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.</li> <li>• D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</li> </ul>
HUMAN-ENVIRONMENT INTERACTION: PLACE, REGIONS, AND CULTURE	<p>D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.</p> <ul style="list-style-type: none"> <li>• D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.</li> <li>• D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.</li> </ul>
HUMAN POPULATION: SPATIAL PATTERNS AND MOVEMENTS	<ul style="list-style-type: none"> <li>• D2.Geo.7.K-2. Explain why and how people, goods, and ideas move from place to place.</li> <li>• D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs.</li> <li>• D2.Geo.9.K-2. Describe the connections between the physical environment of a place and the economic activities found there</li> </ul>
GLOBAL INTERCONNECTIONS: CHANGING SPATIAL PATTERNS	<p>D2.Geo.10.K-2. Describe changes in physical &amp; cultural characteristics of various world regions.</p> <ul style="list-style-type: none"> <li>• D2.Geo.11.K-2. Explain how the consumption of products connects people to distant places.</li> <li>• D2.Geo.12.K-12. Identify ways that a catastrophic disaster may affect people living in a place.</li> </ul>
DIMENSION 2: Applying disciplinary Concepts and Tools: HISTORY	
CHANGE, CONTINUITY, AND CONTEXT	<p>D2.His.1.K-2. Create a chronological sequence of multiple events.</p> <ul style="list-style-type: none"> <li>• D2.His.2.K-2. Compare life in the past to life today.</li> <li>• D2.His.3.K-2. Generate questions about individuals &amp; groups who have shaped a significant historical change.</li> </ul>
PERSPECTIVES	<p>D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present. • D2.His.5.K-2. Begins in grades 3-5. • D2.His.6.K-2. Compare different accounts of the same historical event. • D2.His.7.K-2. Begins in grades 9-12. • D2.His.8.K-2. Begins in grades 9-12</p>
HISTORICAL SOURCES AND EVIDENCE	<ul style="list-style-type: none"> <li>• D2.His.9.K-2. Identify different kinds of historical sources.</li> <li>• D2.His.10.K-2. Explain how historical sources can be used to study the past.</li> <li>• D2.His.11.K-2. Identify the maker, date, and place of origin for a historical source from information within the source itself.</li> <li>• D2.His.12.K-2. Generate questions about a particular historical source as it relates to a particular historical event or development.</li> <li>• D2.His.13.K-2. Begins in grades 3-5</li> </ul>
CAUSATION AND ARGUMENTION	<ul style="list-style-type: none"> <li>• D2.His.14.K-2. Generate possible reasons for an event or development in the past.</li> </ul>

	<ul style="list-style-type: none"> <li>• D2.His.15.K-2. Begins in grades 6-8.</li> <li>• D2.His.16.K-2. Select reasons might be more likely than others to explain a historical event or development.</li> <li>• D2.His.17.K-2. Begins in grades 3-5.</li> </ul>
<b>DIMENSION 3: Evaluating Sources and Using Evidence</b>	
	<p>Gathering and Evaluating Sources</p> <ul style="list-style-type: none"> <li>• D3.1.K-2. Gather relevant information from one or two sources using the origin and structure to guide selection.</li> <li>• D3.2.K-2. Evaluate a source by distinguishing between fact and opinion.</li> </ul>
	<p>Developing Claims and Using Evidence</p> <p>Begins in grades 3-5</p>
<b>DIMENSION 4: Communicating Conclusions &amp; Taking Informed Action</b>	
	<p>Communicating Conclusions</p> <ul style="list-style-type: none"> <li>• D4.1.K-2. Construct an argument with reasons.</li> <li>• D4.2.K-2. Construct explanations using correct sequence and relevant information.</li> <li>• D4.3.K-2. Present a summary of an argument using print, oral, and digital technologies.</li> </ul>
	<p>Critiquing Conclusions</p> <ul style="list-style-type: none"> <li>• D4.4.K-2. Ask and answer questions about arguments.</li> <li>• D4.5.K-2. Ask and answer questions about explanations.</li> </ul>
	<p>Taking Informed Action</p> <ul style="list-style-type: none"> <li>• D4.6.K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.</li> <li>• D4.7.K-2. Identify ways to take action to help address local, regional, and global problems.</li> <li>• D4.8.K-2. Use listening, consensus building, and voting procedures to decide on and take action in their classrooms</li> </ul>

<b>Grades 3-5</b>	
<b>DIMENSION 1: Developing Questions &amp; Planning Inquiries</b>	
	<p>Construction Compelling Questions -By the end of Grade 2: Individually and with others, students construct compelling questions and...</p> <p>By the end of Grade 5:</p> <ul style="list-style-type: none"> <li>• D1.1.3-5. Explain why the compelling questions are important to others (e.g., peer, adults).</li> <li>• D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that</li> </ul>
	<p>Constructing Supporting Questions - By the end of Grade 2: Individually and with others, students construct supporting questions and...</p> <p>By the end of Grade 5:</p> <ul style="list-style-type: none"> <li>• D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.</li> <li>• D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.</li> </ul>
	<p>Determining Helpful Sources -By the end of Grade 2: Individually and with others, students...</p> <p>By the end of Grade 5:</p> <ul style="list-style-type: none"> <li>• D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</li> </ul>
<b>DIMENSION 2: Applying Disciplinary Concepts and Tools: CIVICS</b>	
	<p>CIVIC AND POLITICAL INSTITUTIONS,</p> <ul style="list-style-type: none"> <li>• D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</li> <li>• D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.</li> <li>• D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</li> <li>• D2.Civ.4.3-5 Explain how groups of people make rules to create responsibilities and protect freedoms.</li> </ul>

	<ul style="list-style-type: none"> <li>• D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.</li> <li>• D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</li> </ul>
	<p><b>PARTICIPATION AND DELIBERATION PROCESSES</b></p> <ul style="list-style-type: none"> <li>• D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.</li> <li>• D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.</li> <li>• D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.</li> <li>• D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their</li> </ul>
	<p><b>RULES, AND LAWS</b></p> <ul style="list-style-type: none"> <li>• D2.Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.</li> <li>• D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.</li> <li>• D2.Civ.13.3-5. Explain how policies are developed to address public problems.</li> <li>• D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.</li> </ul>
<b>DIMENSION 2: Applying Disciplinary Concepts and Tools: ECONOMICS</b>	
	<p><b>ECONOMIC DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>• D2.Eco.1.3-5. Compare the benefits and costs of individual choices.</li> <li>• D2.Eco.2.3-5. Identify positive and negative incentives that influence choices.</li> </ul>
	<p><b>EXCHANGE AND MARKETS</b></p> <ul style="list-style-type: none"> <li>• D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</li> <li>• D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade.</li> <li>• D2.Eco.5.3-5. Explain the role of money in making exchange easier.</li> <li>• D2.Eco.6.3-5. Explain the relationship between investment in human capital, productivity, and future incomes.</li> <li>• D2.Eco.7.3-5. Explain how profits influence sellers in markets.</li> <li>• D2.Eco.8.3-5. Identify examples of external benefits and costs.</li> <li>• D2.Eco.9.3-5. Describe the role of other financial institutions in an economy.</li> </ul>
	<p><b>THE NATIONAL ECONOMY</b></p> <ul style="list-style-type: none"> <li>• D2.Eco.10.3-5. Explain what interest rates are.</li> <li>• D2.Eco.11.3-5. Explain the meaning of inflation, deflation, and unemployment.</li> <li>• D2.Eco.12.3-5. Explain the ways in which the government pays for the goods and services it provides.</li> <li>• D2.Eco.13.3-5. Describe ways people can increase productivity by using improved capital goods and improving their human capital.</li> </ul>
	<p><b>THE GLOBAL ECONOMY</b></p> <ul style="list-style-type: none"> <li>• D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations.</li> <li>• D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.</li> </ul>
<b>DIMENSION 2: Applying Disciplinary Concepts and Tools: GEOGRAPHY</b>	
	<p><b>GEOGRAPHIC REPRESENTATIONS: SPATIAL VIEWS OF THE WORLD</b></p> <ul style="list-style-type: none"> <li>• D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.</li> <li>• D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</li> <li>• D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.</li> </ul>
	<p><b>HUMAN-ENVIRONMENT INTERACTION: PLACE, REGIONS, AND CULTURE</b></p> <ul style="list-style-type: none"> <li>• D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.</li> <li>• D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.</li> <li>• D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</li> </ul>

<p><b>HUMAN POPULATION: SPATIAL PATTERNS AND MOVEMENTS</b></p> <ul style="list-style-type: none"> <li>• D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</li> <li>• D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.</li> <li>• D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</li> </ul>
<p><b>GLOBAL INTERCONNECTIONS: CHANGING SPATIAL PATTERNS</b></p> <ul style="list-style-type: none"> <li>• D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.</li> <li>• D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.</li> <li>• D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.</li> </ul>
<p><b>DIMENSION 2: Applying disciplinary Concepts and Tools: HISTORY</b></p>
<p><b>CHANGE, CONTINUITY, AND CONTEXT</b></p> <ul style="list-style-type: none"> <li>• D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.</li> <li>• D2.His.2.3-5. Compare life in specific historical time periods to life today.</li> <li>• D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</li> </ul>
<p><b>PERSPECTIVES</b></p> <ul style="list-style-type: none"> <li>• D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.</li> <li>• D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time.</li> <li>• D2.His.6.3-5. Describe how people’s perspectives shaped the historical sources they created.</li> <li>• D2.His.7.3-5. Begins in grades 9-12.</li> <li>• D2.His.8.3-5. Begins in grades 9-12.</li> </ul>
<p><b>HISTORICAL SOURCES AND EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.</li> <li>• D2.His.10.3-5. Compare information provided by different historical sources about the past.</li> <li>• D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.</li> <li>• D2.His.12.3-5. Generated questions about multiple historical sources and their relationships to particular historical events and developments.</li> <li>• D2.His.13.3-5. Use information about a historical source, including the make, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.</li> </ul>
<p><b>CAUSATION AND ARGUMENTION</b></p> <ul style="list-style-type: none"> <li>• D2.His.14.3-5. Explain probable causes and effects of events and developments.</li> <li>• D2.His.15.3-5. Begins in grades 6-8.</li> <li>• D2.His.16.3-5. Use evidence to develop a claim about the past.</li> <li>• D2.His.17.3-5. Summarize the central claim in a secondary work of history.</li> </ul>
<p><b>DIMENSION 3: Evaluating Sources and Using Evidence</b></p>
<p>Gathering and Evaluating Sources Individually and with others, students...</p> <ul style="list-style-type: none"> <li>• D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</li> <li>• D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.</li> </ul>
<p>Developing Claims and Using Evidence Individually and with others, students...</p> <ul style="list-style-type: none"> <li>• D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</li> <li>• D3.4.3-5. Use evidence to develop claims in response to compelling questions.</li> </ul>
<p><b>DIMENSION 4: Communicating Conclusions &amp; Taking Informed Action</b></p>

Communicating Conclusions Individually and with others, students... <ul style="list-style-type: none"> <li>• D4.1.3-5. Construct arguments using claims and evidence from multiple sources.</li> <li>• D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</li> <li>• D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media,</li> </ul>
Critiquing Conclusions Individually and with others, students... <ul style="list-style-type: none"> <li>• D4.4.3-5. Critique arguments.</li> <li>• D4.5.3-5. Critique arguments.</li> </ul>
Taking Informed Action Individually and with others, students... <ul style="list-style-type: none"> <li>• D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</li> <li>• D4.7.3-5. Explain different strategies and approaches students and other could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.</li> <li>• D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.</li> </ul>

<b>Grade 6-8</b>	
<b>DIMENSION 1: Developing Questions &amp; Planning Inquiries</b>	
Construction Compelling Questions -By the end of Grade 2: Individually and with others, students construct compelling questions and... By the end of Grade 8:	<ul style="list-style-type: none"> <li>• D1.1.6-8. Explain how a question represents key ideas in the field.</li> <li>• D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated</li> </ul>
Constructing Supporting Questions - By the end of Grade 2: By the end of Grade 8:	<ul style="list-style-type: none"> <li>• D1.3.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a support question.</li> <li>• D1.4.6-8. Explain how the relationship between supporting questions and compelling questions</li> </ul>
Determining Helpful Sources -By the end of Grade 2:	<ul style="list-style-type: none"> <li>• D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.</li> </ul>
<b>DIMENSION 2: Applying Disciplinary Concepts and Tools: CIVICS</b>	
CIVIC AND POLITICAL INSTITUTIONS,	<ul style="list-style-type: none"> <li>• D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.</li> <li>• D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).</li> <li>• D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.</li> <li>• D2.Civ.4.6-8 Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.</li> <li>• D2.Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.</li> <li>• D2.Civ.6.6-8. Describe the roles of political, civil, and economic</li> </ul>
PARTICIPATION AND DELIBERATION PROCESSES	<ul style="list-style-type: none"> <li>• D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.</li> </ul>

	<ul style="list-style-type: none"> <li>• D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.</li> <li>• D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.</li> <li>• D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.</li> </ul>
	<p><b>RULES, AND LAWS</b></p> <ul style="list-style-type: none"> <li>• D2.Civ.11.6-8. Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.</li> <li>• D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.</li> <li>• D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.</li> <li>• D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.</li> </ul>
<b>DIMENSION 2: Applying Disciplinary Concepts and Tools: ECONOMICS</b>	
	<p><b>ECONOMIC DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>• D2.Eco.1.6-8. Explain how economic decisions affect the wellbeing of individuals, businesses, and society.</li> <li>• D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.</li> </ul>
	<p><b>EXCHANGE AND MARKETS</b></p> <ul style="list-style-type: none"> <li>• D2.Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets.</li> <li>• D2.Eco.4.6-8. Describe the role of competition in the determination of prices and wages in a market economy.</li> <li>• D2.Eco.5.6-8. Explain ways in which money facilitates exchange by reducing transactional costs.</li> <li>• D2.Eco.6.6-8. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</li> <li>• D2.Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy.</li> <li>• D2.Eco.8.6-8. Explain how external benefits and costs influence market outcomes.</li> <li>• D2.Eco.9.6-8. Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.</li> </ul>
	<p><b>THE NATIONAL ECONOMY</b></p> <ul style="list-style-type: none"> <li>• D2.Eco.10.6-8. Explain the influence of changes in interest rates on borrowing and investing.</li> <li>• D2.Eco.11.6-8. Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.</li> <li>• D2.Eco.12.6-8. Explain how inflation, deflation, and unemployment affect different groups.</li> <li>• D2.Eco.13.6-8. Explain why standards of living increase as productivity improves.</li> </ul>
	<p><b>THE GLOBAL ECONOMY</b></p> <ul style="list-style-type: none"> <li>• D2.Eco.14.6-8. Explain barriers to trade and how those barriers influence trade among nations.</li> <li>• D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.</li> </ul>
<b>DIMENSION 2: Applying Disciplinary Concepts and Tools: GEOGRAPHY</b>	
	<p><b>GEOGRAPHIC REPRESENTATIONS: SPATIAL VIEWS OF THE WORLD</b></p> <ul style="list-style-type: none"> <li>• D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.</li> <li>• D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</li> <li>• D2.Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.</li> </ul>
	<p><b>HUMAN-ENVIRONMENT INTERACTION: PLACE, REGIONS, AND CULTURE</b></p> <ul style="list-style-type: none"> <li>• D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.</li> <li>• D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.</li> </ul>

	<ul style="list-style-type: none"> <li>• D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identified and cultures.</li> </ul>
	<p>HUMAN POPULATION: SPATIAL PATTERNS AND MOVEMENTS</p> <ul style="list-style-type: none"> <li>• D2.Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.</li> <li>• D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.</li> <li>• D2.Geo.9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.</li> </ul>
	<p>GLOBAL INTERCONNECTIONS: CHANGING SPATIAL PATTERNS</p> <ul style="list-style-type: none"> <li>• D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.</li> <li>• D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.</li> <li>• D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.</li> </ul>
<p><b>DIMENSION 2: Applying disciplinary Concepts and Tools: HISTORY</b></p>	
	<p>CHANGE, CONTINUITY, AND CONTEXT</p> <ul style="list-style-type: none"> <li>• D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.</li> <li>• D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.</li> <li>• D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</li> </ul>
	<p>PERSPECTIVES</p> <ul style="list-style-type: none"> <li>• D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.</li> <li>• D2.His.5.6-8. Explain how and why perspectives of people have changed over time.</li> <li>• D2.His.6.6-8. Analyze how people’s perspectives influenced what information is available in the historical sources they created.</li> <li>• D2.His.7.6-8. Begins in grades 9-12.</li> <li>• D2.His.8.6-8. Begins in grades 9-12.</li> </ul>
	<p>HISTORICAL SOURCES AND EVIDENCE</p> <ul style="list-style-type: none"> <li>• D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation.</li> <li>• D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.</li> <li>• D2.His.11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.</li> <li>• D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.</li> <li>• D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.</li> </ul>
	<p>CAUSATION AND ARGUMENTION</p> <ul style="list-style-type: none"> <li>• D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.</li> <li>• D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.</li> <li>• D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.</li> <li>• D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.</li> </ul>
<p><b>DIMENSION 3: Evaluating Sources and Using Evidence</b></p>	
	<p>Gathering and Evaluating Sources</p> <ul style="list-style-type: none"> <li>• D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> <li>• D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.</li> </ul>
	<p>Developing Claims and Using Evidence</p>

	<ul style="list-style-type: none"> <li>• D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.</li> <li>D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.</li> </ul>
<b>DIMENSION 4: Communicating Conclusions &amp; Taking Informed Action</b>	
	<p>Communicating Conclusions</p> <ul style="list-style-type: none"> <li>• D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</li> <li>• D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</li> <li>• D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., social media</li> </ul>
	<p>Critiquing Conclusions</p> <ul style="list-style-type: none"> <li>• D4.4.6-8. Critique arguments for credibility.</li> <li>• D4.5.6-8. Critique</li> </ul>
	<p>Taking Informed Action</p> <ul style="list-style-type: none"> <li>• D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.</li> <li>• D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.</li> <li>• D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.</li> </ul>
<b>Grades 9-12</b>	
<b>DIMENSION 1: Developing Questions &amp; Planning Inquiries</b>	
	<p>Construction Compelling Questions -By the end of Grade 2:</p> <ul style="list-style-type: none"> <li>• D1.1.9-12. Explain how a question reflects an enduring issue in the field.</li> <li>• D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</li> </ul>
	<p>Constructing Supporting Questions - By the end of Grade 2:</p> <ul style="list-style-type: none"> <li>• D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> <li>• D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul>
	<p>Determining Helpful Sources -By the end of Grade 2:</p> <ul style="list-style-type: none"> <li>• D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
<b>DIMENSION 2: Applying Disciplinary Concepts and Tools: CIVICS</b>	
	<p>CIVIC AND POLITICAL INSTITUTIONS,</p> <ul style="list-style-type: none"> <li>• D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</li> <li>• D2.Civ.2.9-12. 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>• D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</li> <li>• D2.Civ.4.9-12. 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>• D2.Civ.5.9-12. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</li> <li>• D2.Civ.6.9-12. Critique relationships among governments,</li> </ul>



	<p><b>PARTICIPATION AND DELIBERATION PROCESSES</b></p> <ul style="list-style-type: none"> <li>• D2.Civ.7.9-12. Apply civic virtues and democratic principals when working with others.</li> <li>• D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principals.</li> <li>• D2.Civ.9.9-12. Use appropriate deliberative processes in multiple settings.</li> <li>• D2.Civ.10.9-12. 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> </ul>
	<p><b>RULES, AND LAWS</b></p> <ul style="list-style-type: none"> <li>• D2.Civ.11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.</li> <li>• D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</li> <li>• D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</li> <li>• D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</li> </ul>
<b>DIMENSION 2: Applying Disciplinary Concepts and Tools: ECONOMICS</b>	
	<p><b>ECONOMIC DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>• D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</li> <li>• D2.Eco.2.9-12. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</li> </ul>
	<p><b>EXCHANGE AND MARKETS</b></p> <ul style="list-style-type: none"> <li>• D2.Eco.3.9-12. Analyze the ways in which incentives influence what is produced and distributed in a market system.</li> <li>• D2.Eco.4.9-12. Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</li> <li>• D2.Eco.5.9-12. Describe the consequences of competition in specific markets.</li> <li>• D2.Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist.</li> <li>• D2.Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.</li> <li>• D2.Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</li> <li>• D2.Eco.9.9-12. Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</li> </ul>
	<p><b>THE NATIONAL ECONOMY</b></p> <ul style="list-style-type: none"> <li>• D2.Eco.10.9-12. Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.</li> <li>• D2.Eco.11.9-12. Use economic indicators to analyze the current and future state of the economy.</li> <li>• D2.Eco.12.9-12. Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.</li> <li>• D2.Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</li> </ul>
	<p><b>THE GLOBAL ECONOMY</b></p> <ul style="list-style-type: none"> <li>• D2.Eco.14.9-12. Analyze the role of comparative advantage in international trade of goods and services.</li> <li>• D2.Eco.15.9-12. 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>
<b>DIMENSION 2: Applying Disciplinary Concepts and Tools: GEOGRAPHY</b>	
	<p><b>GEOGRAPHIC REPRESENTATIONS: SPATIAL VIEWS OF THE WORLD</b></p> <ul style="list-style-type: none"> <li>• D2.Geo.1.9-12. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.</li> <li>• D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships</li> </ul>

	<p>between the locations of places and regions and their political, cultural, and economic dynamics.</p> <ul style="list-style-type: none"> <li>• D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.</li> </ul>
	<p><b>HUMAN-ENVIRONMENT INTERACTION: PLACE, REGIONS, AND CULTURE</b></p> <ul style="list-style-type: none"> <li>• D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</li> <li>• D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</li> <li>• D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</li> </ul>
	<p><b>HUMAN POPULATION: SPATIAL PATTERNS AND MOVEMENTS</b></p> <ul style="list-style-type: none"> <li>• D2.Geo.7.9-12. 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.</li> <li>• D2.Geo.8.9-12. Evaluation the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</li> <li>• D2.Geo.9.9-12. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.</li> </ul>
	<p><b>GLOBAL INTERCONNECTIONS: CHANGING SPATIAL PATTERNS</b></p> <ul style="list-style-type: none"> <li>• D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</li> <li>• D2.Geo.11.9-12 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</li> <li>• D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</li> </ul>
<b>DIMENSION 2: Applying disciplinary Concepts and Tools: HISTORY</b>	
	<p><b>CHANGE, CONTINUITY, AND CONTEXT</b></p> <ul style="list-style-type: none"> <li>• D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> <li>• D2.His.2.9-12. Analyze change and continuity in historical eras.</li> <li>• D2.His.3.9-12. 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.</li> </ul>
	<p><b>PERSPECTIVES</b></p> <ul style="list-style-type: none"> <li>• D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</li> <li>• D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives.</li> <li>• D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</li> <li>• D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.</li> <li>• D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</li> </ul>
	<p><b>HISTORICAL SOURCES AND EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.</li> <li>• D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</li> <li>• D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their make, date, place of origin, intended audience, and purpose.</li> <li>• D2.His.12.9-12. Use questions generate about multiple historical sources to pursue further inquiry and investigate additional sources.</li> <li>• D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.</li> </ul>
	<b>CAUSATION AND ARGUMENTION</b>

	<ul style="list-style-type: none"> <li>• D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.</li> <li>• D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.</li> <li>• D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</li> <li>• D2.His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.</li> </ul>
DIMENSION 3: Evaluating Sources and Using Evidence	
	<p>Gathering and Evaluating Sources</p> <ul style="list-style-type: none"> <li>• D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> <li>• D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.</li> </ul>
	<p>Developing Claims and Using Evidence</p> <ul style="list-style-type: none"> <li>• D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> <li>• D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out</li> </ul>
DIMENSION 4: Communicating Conclusions & Taking Informed Action	
	<p>Communicating Conclusions</p> <ul style="list-style-type: none"> <li>• D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> <li>• D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</li> <li>• D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</li> </ul>
	<p>Critiquing Conclusions</p> <ul style="list-style-type: none"> <li>• D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.</li> <li>• D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> </ul>
	<p>Taking Informed Action</p> <ul style="list-style-type: none"> <li>• D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems overtime and place.</li> <li>• D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</li> <li>• D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</li> </ul>

## HCPS III – World Language

Kindergarten		
Standard 1: INTERPERSONAL: Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions		
Topic		Verbal Communication
Benchmark WL.IIIS.Y5.1.1		Exchange ideas about issues or problems and their possible solutions
Strand	Communication	
Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media		
Topic		Critical Listening/ Reading
Benchmark WL.IIIS.Y5.2.1		Assess main ideas and most supporting details of broadcast or published materials on a wide variety of subjects
Strand	Communication	
Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics		
Topic		Oral Presentation
Benchmark WL.IIIS.Y5.3.1		Use interpretation, persuasion, or critical analysis to make an oral presentation
Topic		Written Presentation
Benchmark WL.IIIS.Y5.3.2		Write for personal purposes in varied situations and contexts
Strand	Cultures	
Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture		
Topic		Cultural Comparisons
Benchmark WL.IIIS.Y5.4.1		Investigate how basic cultural ideas affect behavior and language through comparison of culture being studied and native culture
Topic		Cultural Knowledge
Benchmark WL.IIIS.Y5.4.2		Analyze connections among products, practices, and perspectives of the target culture
Strand	Comparisons	
Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages		
Topic		Linguistic and Grammatical Concepts
Benchmark WL.IIIS.Y5.5.1		Assess the impact on communication of words and phrases that do not translate directly from

		one language to another
Standard 1: INTERPERSONAL: Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions		
Topic		Verbal Communication
Benchmark WL.IE.K.1.1		Use greetings, leave-takings, and simple courtesy expressions
Strand	Communication	
Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media		
Topic		Critical Listening/ Reading
Benchmark WL.IE.K.2.1		Recognize key vocabulary in songs or children's recitations
Strand	Communication	
Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics		
Topic		Oral Presentation
Benchmark WL.IE.K.3.1		Sing children's songs or recitations
Strand	Cultures	
Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture		
Topic		
Benchmark WL.IE.K.4		No benchmark at this level
Strand	Comparisons	
Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages		
Topic		
Benchmark WL.IE.K.5		No benchmark at this level
<b>1st Grade</b>		
Standard 1: INTERPERSONAL: Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions		
Topic		Verbal Communication
Benchmark WL.IE.1.1.1		Use basic words and short, memorized phrases during oral interaction
Strand	Communication	
Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media		
Topic		

Benchmark WL.IE.1.2		No benchmark at this level
Strand	Communication	
Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics		
Topic		Oral Presentation
Benchmark WL.IE.1.3.1		Use learned vocabulary and gestures to recite poems or stories
Strand	Cultures	
Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture		
Topic		Cultural Comparisons
Benchmark WL.IE.1.4.1		Make observations, identifications, and comparisons between the basic products and practices of the culture being studied and own native culture
Strand	Comparisons	
Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages		
<b>2nd Grade</b>		
Standard 1: INTERPERSONAL: Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions		
Topic		Verbal Communication
Benchmark WL.IE.2.1.1		Use common phrases to ask and answer simple questions
Strand	Communication	
Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media		
Topic		Critical Listening/ Reading
Benchmark WL.IE.2.2.1		Identify people or objects based on oral or written descriptions
Strand	Communication	
Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics		
Topic		Oral Presentation
Benchmark WL.IE.2.3.1		Describe characteristics of objects or pictures in an oral presentation
Strand	Cultures	
Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture		
Topic		Cultural Knowledge
Benchmark WL.IE.2.4.1		Use gestures and patterns of behavior that are an important part of communication and that may differ among languages

Strand	Comparisons	
Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages		
Topic		
Benchmark WL.IE.2.5		No benchmark at this level
<b>3rd Grade</b>		
Standard 1: INTERPERSONAL: Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions		
Topic		Verbal Communication
Benchmark WL.IE.3.1.1		Give and follow simple instructions using common words or phrases that facilitate age-appropriate classroom activities
Strand	Communication	
Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media		
Topic		Critical Listening/ Reading
Benchmark WL.IE.3.2.1		Recognize the meaning of key words or phrases from a variety of developmentally appropriate written or oral materials
Strand	Communication	
Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics		
Topic		Oral Presentation
Benchmark WL.IE.3.3.1		Use simple words and phrases to present about familiar topics
Strand	Cultures	
Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture		
Topic		Cultural Comparisons
Benchmark WL.IE.3.4.1		Describe mutual contributions of products and practices of the culture being studied and own culture
Strand	Comparisons	
Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages		
Topic		
Benchmark WL.IE.3.5		No benchmark at this level

**4th Grade**

Standard 1: INTERPERSONAL: Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions		
Topic		Verbal Communication
Benchmark WL.IE.4.1.1		Engage in conversations about likes, dislikes, and personal preferences
Strand	Communication	
Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media		
Topic		Critical Listening/ Reading
Benchmark WL.IE.4.2.1		Identify the main idea and principal characters in simple narratives
Strand	Communication	
Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics		
Topic		
Benchmark WL.IE.4.3		No benchmark at this level
Strand	Cultures	
Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture		
Topic		Cultural Knowledge
Benchmark WL.IE.4.4.1		Use knowledge of culture being studied to produce artwork, crafts, or graphic representations that reflect that culture
Strand	Comparisons	
Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages		
Topic		Linguistic and Grammatical Concepts
Benchmark WL.IE.4.5.1		Compare the sound system of the target language with own language
<b>5th Grade</b>		
Standard 1: INTERPERSONAL: Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions		
Topic		Verbal Communication
Benchmark WL.IE.5.1.1		Exchange information about self, other people, places, objects, activities, events, and other topics of interest
Strand	Communication	
Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media		



Topic		Critical Listening/ Reading
Benchmark WL.IE.5.2.1		Retell the principal information or topic of brief messages on familiar subjects
Strand	Communication	
Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics		
Topic		Oral Presentation
Benchmark WL.IE.5.3.1		Use memorized material to orally present a traditional poem, story, skit, or brief report
Strand	Cultures	
Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture		
Topic		Cultural Comparisons
Benchmark WL.IE.5.4.1		Compare gestures and patterns of behavior of culture being studied to non-verbal behaviors in native culture
Strand	Comparisons	
Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages		
Topic		Linguistic and Grammatical Concepts
Benchmark WL.IE.5.5.1		Describe various ways of expressing ideas in their own language and language being studied
<b>6-8 Grade</b>		
Standard 1: INTERPERSONAL: Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions		
Topic		Verbal Communication
Benchmark WL.IS.6-8.1.1		Ask and answer social questions to get information or to maintain a conversation
Topic		Verbal Communication
Benchmark WL.IS.6-8.1.2		Ask and answer transactional questions to provide and obtain goods, services, or information
Topic		Verbal Communication
Benchmark WL.IS.6-8.1.3		Exchange opinions and feelings about familiar experiences and events
Strand	Communication	
Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media		
Topic		Critical Listening/ Reading
Benchmark WL.IS.6-8.2.1		Identify the main ideas and significant details of oral and written materials with visual cues

Strand	Communication	
Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics		
Topic		Oral Presentation
Benchmark WL.IS.6-8.3.1		Use oral language skills to make simple presentations
Topic		Written Presentation
Benchmark WL.IS.6-8.3.2		Prepare written communication on a given theme
Strand	Cultures	
Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture		
Topic		Cultural Comparisons
Benchmark WL.IS.6-8.4.1		Identify tangible and intangible products and practices of the target culture and compare them to other cultures
Topic		Cultural Knowledge
Benchmark WL.IS.6-8.4.2		Describe the meanings or purposes of various cultural activities and how they are practiced
Strand	Comparisons	
Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages		
Topic		Linguistic and Grammatical Concepts
Benchmark WL.IS.6-8.5.1		Apply tenses appropriately to express actions and state of being in the present
Topic		Linguistic and Grammatical Concepts
Benchmark WL.IS.6-8.5.2		Compare basic grammatical and linguistic structures of target language with own language
Topic		Linguistic and Grammatical Concepts
Benchmark WL.IS.6-8.5.3		Explain cultural phrases and idiomatic expressions related to familiar topics
<b>Year 1 (Grades 9-12)</b>		
Standard 1: INTERPERSONAL: Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions		
Topic		Verbal Communication
Benchmark WL.IS.Y1.1.1		Ask and answer social questions to get information or to maintain a conversation
Topic		Verbal Communication
Benchmark WL.IS.Y1.1.2		Ask and answer transactional questions to provide and obtain goods, services or information
Topic		Verbal Communication

Benchmark WL.IS.Y1.1.3		Exchange opinions and feelings about familiar experiences and events.
Strand	Communication	
Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media		
Topic		Critical Listening/ Reading
Benchmark WL.IS.Y1.2.1		Identify the main ideas and significant details of oral and written materials with visual cues
Strand	Communication	
Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics		
Topic		Oral Presentation
Benchmark WL.IS.Y1.3.1		Use oral language skills to make simple presentations
Topic		Written Presentation
Benchmark WL.IS.Y1.3.2		Prepare written communication on a given theme
Strand	Cultures	
Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture		
Topic		Cultural Comparisons
Benchmark WL.IS.Y1.4.1		Identify tangible and intangible products and practices of the target culture and compare them to other cultures
Topic		Cultural Knowledge
Benchmark WL.IS.Y1.4.2		Give examples of how significant cultural ideas are reflected in the practices and products of the culture being studied
Strand	Comparisons	
Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages		
Topic		Linguistic and Grammatical Concepts
Benchmark WL.IS.Y1.5.1		Apply tenses appropriately to express actions and state of being in the present
Topic		Linguistic and Grammatical Concepts
Benchmark WL.IS.Y1.5.2		Compare basic grammatical and linguistic structures of target language with own language
Topic		Linguistic and Grammatical Concepts
Benchmark WL.IS.Y1.5.3		Explain cultural phrases and idiomatic expressions related to familiar topics
<b>Year 2 (Grades 9-12)</b>		
Standard 1: INTERPERSONAL: Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions		

Topic		Verbal Communication
Benchmark WL.IS.Y2.1.1		Ask and answer questions to get information and clarify something that has been not been clearly understood
Topic		Verbal Communication
Benchmark WL.IS.Y2.1.2		Provide details to elaborate on familiar topics and ask clarifying questions
Strand	Communication	
Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media		
Topic		Critical Listening/ Reading
Benchmark WL.IS.Y2.2.1		Identify the main idea and significant details of oral or written material with limited visual cues
Strand	Communication	
Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics		
Topic		Oral Presentation
Benchmark WL.IS.Y2.3.1		Use oral language skills to present a narrative, descriptive, or factual report relating to personal or familiar experiences and events
Topic		Written Presentation
Benchmark WL.IS.Y2.3.2		Write about a familiar event, experience, or topic
Strand	Cultures	
Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture		
Topic		Cultural Comparisons
Benchmark WL.IS.Y2.4.1		Describe the impact of own culture and target culture on each other
Topic		Cultural Knowledge
Benchmark WL.IS.Y2.4.2		Use appropriate language and gestures to interact in a wide range of social contexts
Strand	Comparisons	
Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages		
Topic		Linguistic and Grammatical Concepts
Benchmark WL.IS.Y2.5.1		Describe similarities and differences in structural patterns of the language being learned and other languages
<b>Year 3 (Grades 9-12)</b>		
Standard 1: INTERPERSONAL: Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions		

Topic		Verbal Communication
Benchmark WL.IIS.Y3.1.1		Use appropriate vocabulary to exchange opinions and personal perspectives
Strand	Communication	
Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media		
Topic		Critical Listening/ Reading
Benchmark WL.IIS.Y3.2.1		Describe the main ideas and significant details of a variety of oral and written materials
Topic		Critical Listening/ Reading
Benchmark WL.IIS.Y3.2.2		Recall information from announcements and messages intended for a wide audience
Strand	Communication	
Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics		
Topic		Oral Presentation
Benchmark WL.IIS.Y3.3.1		Use appropriate language to present creative and informative pieces
Topic		Written Presentation
Benchmark WL.IIS.Y3.3.2		Write paraphrases, summaries, and descriptions
Topic		Written Presentation
Benchmark WL.IIS.Y3.3.3		Write creative and informative texts
Strand	Cultures	
Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture		
Topic		Cultural Comparisons
Benchmark WL.IIS.Y3.4.1		Analyze the expressive products of the culture being studied through comparison to native culture
Topic		Cultural Knowledge
Benchmark WL.IIS.Y3.4.2		Explain patterns of behavior and expressive products typical of the target culture
Strand	Comparisons	
Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages		
Topic		Linguistic and Grammatical Concepts
Benchmark WL.IIS.Y3.5.1		Use past and future tenses correctly when speaking and writing for a variety of purposes
<b>Year 4 (Grades 9-12)</b>		
Standard 1: INTERPERSONAL: Use target language to engage in conversations, provide and obtain information, express feelings and emotions,		

and exchange opinions		
Topic		Verbal Communication
Benchmark WL.IIS.Y4.1.1		Use appropriate vocabulary to exchange ideas about current or past events that are of significance to the culture being studied
Strand	Communication	
Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media		
Topic		Critical Listening/ Reading
Benchmark WL.IIS.Y4.2.1		Identify significant ideas and details in materials by making inferences or predictions supported by evidence in the text
Strand	Communication	
Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics		
Topic		Oral Presentation
Benchmark WL.IIS.Y4.3.1		Use strategies appropriate to speaking for various purposes
Topic		Written Presentation
Benchmark WL.IIS.Y4.3.2		Use strategies appropriate to writing for various purposes
Strand	Cultures	
Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture		
Topic		Cultural Comparisons
Benchmark WL.IIS.Y4.4.1		Analyze the history, politics, and art of the culture being studied by making comparisons to native culture
Topic		Cultural Knowledge
Benchmark WL.IIS.Y4.4.2		Explain themes, ideas, and perspectives related to products and practices of the target culture
Strand	Comparisons	
Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages		
Topic		Linguistic and Grammatical Concepts
Benchmark WL.IIS.Y4.5.1		Use various structural patterns in narration and description

## HCPS III – Arts and Music

Kindergarten				
Standard 1: VISUAL ARTS: Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
Topic		How the Arts are Organized		
Benchmark FA.K.1.1		Use developmentally appropriate art vocabulary		
Topic		How the Arts are Organized		
Benchmark FA.K.1.2		Use developmentally appropriate art media, tools, and processes		
Topic		How the Arts Communicate		
Benchmark FA.K.1.3		Create art that expresses feelings about a familiar subject		
Topic		How the Arts Communicate		
Benchmark FA.K.1.4		Explain preferences for particular works of art		
Topic		How the Arts Shape and Reflect Culture		
Benchmark FA.K.1.5		Explain the concept that all artwork is meant to be appreciated and some artwork is also meant to be useful		
Standard 2: MUSIC: Understand & apply elements of music. Understand how music communicates ideas, feelings, & experiences across cultures				
Topic		How the Arts are Organized		
Benchmark FA.K.2.1		Use singing voice to echo short melodic patterns in appropriate range		
Topic		How the Arts are Organized		
Benchmark FA.K.2.2		Demonstrate simple representation of high and low, short and long, loud and soft, fast and slow		
Topic		How the Arts Communicate		
Benchmark FA.K.2.3		Use an instrument to maintain a steady beat using quarter notes and quarter rests		
Topic		How the Arts Shape and Reflect Culture		
Benchmark FA.K.2.4		Identify various sources of music that can be heard in daily life and their purpose		
1st grade				
Standard 1: VISUAL ARTS: Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
Topic		How the Arts are Organized		
Benchmark FA.1.1.1		Use various types of art media		
Topic		How the Arts are Organized		

Benchmark FA.1.1.2	Use the elements of line, shape, form, texture, color, and the principles of repetition and variety in artwork using a variety of art mediums
Topic	How the Arts are Organized
Benchmark FA.1.1.3	Differentiate between two-dimensional and three-dimensional artwork
Topic	How the Arts are Organized
Benchmark FA.1.1.4	Demonstrate how mixing primary colors can create secondary colors
Topic	How the Arts Communicate
Benchmark FA.1.1.5	Use familiar subjects and experiences to create original works of art
Topic	How the Arts Shape and Reflect Culture
Benchmark FA.1.1.6	Compare artwork from various cultures that have similar themes and subject matter
<b>Standard 2: MUSIC: Understand &amp; apply elements of music. Understand how music communicates ideas, feelings, &amp; experiences across cultures</b>	
Topic	How the Arts are Organized
Benchmark FA.1.2.1	Use simple patterns of rhythm and pitch using quarter notes, quarter rest, and eighth notes
Topic	How the Arts are Organized
Benchmark FA.1.2.2	Use the notations for four-beat rhythmic patterns using quarter notes, quarter rests, and eighth notes
Topic	How the Arts are Organized
Benchmark FA.1.2.3	Use a four-beat melodic or rhythmic pattern to demonstrate the simple musical form of "echo"
Topic	How the Arts are Organized
Benchmark FA.1.2.4	Recognize, by sound quality, various characteristics of instruments and vocal sounds
Topic	How the Arts are Organized
Benchmark FA.1.2.5	Sing a simple song with appropriate vocal range from memory
Topic	How the Arts are Organized
Benchmark FA.1.2.6	Identify families of instruments and how each sound is produced
Topic	How the Arts Communicate
Benchmark FA.1.2.7	Explain how music can communicate ideas and moods
Topic	How the Arts Shape and Reflect Culture
Benchmark FA.1.2.8	Compare music used for special occasions from various cultures
<b>2nd Grade</b>	
<b>Standard 1: VISUAL ARTS: Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences</b>	



Topic		How the Arts are Organized				
Benchmark FA.2.1.1		Use the element of space and the principles of repetition and variety, with a variety of art media				
Topic		How the Arts Communicate				
Benchmark FA.2.1.2		Use color to convey mood in works of art				
Topic		How the Arts Communicate				
Benchmark FA.2.1.3		Describe different responses to the same work of art				
Topic		How the Arts Shape and Reflect Culture				
Benchmark FA.2.1.4		Investigate how art is used in celebrations, festivals, and customs of selected cultures from the past and present				
<b>Standard 2: MUSIC: Understand &amp; apply elements of music. Understand how music communicates ideas, feelings, &amp; experiences across cultures</b>						
Topic		How the Arts are Organized				
Benchmark FA.2.2.1		Demonstrate rhythmic notation of whole notes, half notes, quarter notes, eighth notes and quarter rests				
Topic		How the Arts are Organized				
Benchmark FA.2.2.2		Use melodic notation of simple four-beat patterns using three different pitches on a staff				
Topic		How the Arts Communicate				
Benchmark FA.2.2.3		Sing or play repeating rhythmic or melodic patterns				
Topic		How the Arts Shape and Reflect Culture				
Benchmark FA.2.2.4		Describe instrument families and sounds from various cultures				
<b>3rd Grade</b>						
<b>Standard 1: VISUAL ARTS: Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences</b>						
Topic		How the Arts are Organized				
Benchmark FA.3.1.1		Use the elements and principles of art and design, including, value (i.e., tints and shades, analogous colors), line, rhythm, movement, proportion, and balance				
Topic		How the Arts are Organized				
Benchmark FA.3.1.2		Use a variety of art and technology media to create an original work of art				
Topic		How the Arts Communicate				
Benchmark FA.3.1.3		Use observational skills in creating an original work of art				
Topic		How the Arts Communicate				
Benchmark FA.3.1.4		Use visual arts vocabulary to discuss and compare works of art				

Topic		How the Arts Shape and Reflect Culture		
Benchmark FA.3.1.5		Compare themes and subject matter in works of art from different time periods		
<b>Standard 2: MUSIC: Understand &amp; apply elements of music. Understand how music communicates ideas, feelings, &amp; experiences across cultures</b>				
Topic		How the Arts are Organized		
Benchmark FA.3.2.1		Use the notation of whole, half, quarter, eighth, dotted-half notes, and rests		
Topic		How the Arts are Organized		
Benchmark FA.3.2.2		Read the notes of a "C" major scale on a staff		
Topic		How the Arts are Organized		
Benchmark FA.3.2.3		Identify simple musical forms and melodic or rhythmic ostinato (repeated) pattern		
Topic		How the Arts are Organized		
Benchmark FA.3.2.4		Identify the basic instruments of the orchestra by sight, sound, and category (e.g., brass, woodwind, percussion, strings)		
Topic		How the Arts are Organized		
Benchmark FA.3.2.5		Sing rounds and partner songs from memory		
Topic		How the Arts are Organized		
Benchmark FA.3.2.6		Compare elements of music, such as form, pattern, or rhythm, to other art forms		
Topic		How the Arts are Organized		
Benchmark FA.3.2.7		Create short rhythmic and melodic phrases using two to four measure phrases and five different pitches on a staff		
Topic		How the Arts Communicate		
Benchmark FA.3.2.8		Use specific musical terms to respond to elements of a musical performance		
Topic		How the Arts Shape and Reflect Culture		
Benchmark FA.3.2.9		Identify developmentally appropriate pieces of music representing various time periods		
Topic		How the Arts Shape and Reflect Culture		
Benchmark FA.3.2.10		Perform songs from various cultures within their cultural context		
<b>4th Grade</b>				
<b>Standard 1: VISUAL ARTS: Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences</b>				
Topic		How the Arts are Organized		
Benchmark FA.4.1.1		Use the elements and principles of art and design, such as emphasis, proportion, complementary colors, positive and negative space, and depth, to communicate an idea or mood		

Topic		How the Arts are Organized			
Benchmark FA.4.1.2		Use a combination of visual and performing arts to create an original artwork			
Topic		How the Arts Communicate			
Benchmark FA.4.1.3		Use properties, personal response, and research to make informed judgments about artwork			
Topic		How the Arts Shape and Reflect Culture			
Benchmark FA.4.1.4		Explain how art reflects life, culture, attitudes, and beliefs of the artist			
<b>Standard 2: MUSIC: Understand &amp; apply elements of music. Understand how music communicates ideas, feelings, &amp; experiences across cultures</b>					
Topic		How the Arts are Organized			
Benchmark FA.4.2.1		Read simple staff notation (e.g., key signature, time signature, clef)			
Topic		How the Arts are Organized			
Benchmark FA.4.2.2		Use notation of sixteenth notes and rests			
Topic		How the Arts are Organized			
Benchmark FA.4.2.3		Sing or play an independent part of a song with two or more parts			
Topic		How the Arts are Organized			
Benchmark FA.4.2.4		Identify musical forms (e.g., rondos), theme, and variations			
Topic		How the Arts Communicate			
Benchmark FA.4.2.5		Develop criteria used to analyze a musical performance			
Topic		How the Arts Shape and Reflect Culture			
Benchmark FA.4.2.6		Compare and contrast musical styles from two or more cultures			
<b>5<sup>th</sup> Grade</b>					
<b>Standard 1: VISUAL ARTS: Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences</b>					
Topic		How the Arts are Organized			
Benchmark FA.5.1.1		Use the principles of art and design, including unity and harmony, in works of art			
Topic		How the Arts are Organized			
Benchmark FA.5.1.2		Analyze, using evidence, the element of space (perspective, overlapping, foreground, background) and how it is developed in works of art			
Topic		How the Arts are Organized			
Benchmark FA.5.1.3		Analyze, using evidence, the characteristics of representational and/or non-representational art			
Topic		How the Arts are Communicated			

Benchmark FA.5.1.4	Explain how an original artwork demonstrates a concept or idea from another discipline
Topic	How the Arts Shape and Reflect Culture
Benchmark FA.5.1.5	Analyze works of art from selected historical periods
Topic	How the Arts Shape and Reflect Culture
Benchmark FA.5.1.6	Compare works of art from various regions of the United States
<b>Standard 2: MUSIC: Understand &amp; apply elements of music. Understand how music communicates ideas, feelings, &amp; experiences across cultures</b>	
Topic	How the Arts are Organized
Benchmark FA.5.2.1	Use notation of dotted rhythms with dotted quarter and dotted eighths
Topic	How the Arts are Organized
Benchmark FA.5.2.2	Perform an accompaniment for a piece of music
Topic	How the Arts are Organized
Benchmark FA.5.2.3	Use music of various styles/genres in performances
Topic	How the Arts are Organized
Benchmark FA.5.2.4	Integrate several arts disciplines into a presentation or performance
Topic	How the Arts Communicate
Benchmark FA.5.2.5	Analyze musical elements when explaining or critiquing a musical selection or musical performance
Topic	How the Arts Shape and Reflect Culture
Benchmark FA.5.2.6	Compare the use of musical elements in aural examples of American music and in music from other cultures
<b>6-8th Grades</b>	
<b>Standard 1: VISUAL ARTS: Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences</b>	
Topic	How the Arts are Organized
Benchmark FA.6-8.1.1	Create an original integrated art product or performance and explain how this process enhances a specific art work
Topic	How the Arts are Organized
Benchmark FA.6-8.1.2	Apply selected elements and principles of art and design to communicate a particular message or opinion in an original work of art
Topic	How the Arts Communicate
Benchmark FA.6-8.1.3	Use art vocabulary when evaluating intent and content of works of art
Topic	How the Arts Communicate

Benchmark FA.6-8.1.4	Apply different qualities and characteristics of art materials, techniques, and processes to convey effectively different experiences, ideas, and opinions
Topic	How the Arts Communicate
Benchmark FA.6-8.1.5	Describe how different elements and principles of art and design and styles can be used to express a variety of moods, feelings, themes, and ideas
Topic	How the Arts Communicate
Benchmark FA.6-8.1.6	Use subjects, themes, or symbols from life experiences to convey personal ideas
Topic	How the Arts Shape and Reflect Culture
Benchmark FA.6-8.1.7	Compare the characteristics of artwork from various historical periods and/or cultures
Topic	How the Arts Shape and Reflect Culture
Benchmark FA.6-8.1.8	Analyze, using evidence, how cultural factors have affected works of art now and in the past
Topic	How the Arts Shape and Reflect Culture
Benchmark FA.6-8.1.9	Analyze, using evidence, why specific works of art were created
<b>Standard 2: MUSIC: Understand &amp; apply elements of music. Understand how music communicates ideas, feelings, &amp; experiences across cultures</b>	
Topic	How the Arts are Organized
Benchmark FA.6-8.2.1	Perform a variety of musical elements (e.g., tone, rhythm) with understanding and accuracy
Topic	How the Arts are Organized
Benchmark FA.6-8.2.2	Perform music from a variety of cultures, styles, and genres individually as well as in small and/or large ensembles
Topic	How the Arts are Organized
Benchmark FA.6-8.2.3	Compose, arrange, or notate music using specified guidelines
Topic	How the Arts are Organized
Benchmark FA.6-8.2.4	Improvise a short pattern or melody to be performed with a rhythmic and/or melodic accompaniment
Topic	How the Arts are Organized
Benchmark FA.6-8.2.5	Compare terms and elements used in music, the other arts, and other content areas
Topic	How the Arts are Organized
Benchmark FA.6-8.2.6	Perform music in various meters
Topic	How the Arts Communicate
Benchmark FA.6-8.2.7	Evaluate the effectiveness of a musical performance or composition
Topic	How the Arts Shape and Reflect Culture

Benchmark FA.6-8.2.8	Compare the role of music and composers in various cultures and time periods
Topic	How the Arts Shape and Reflect Culture
Benchmark FA.6-8.2.9	Analyze the use of musical elements in various cultures with an emphasis on melody and harmonic progressions
<b>9-12 Grade</b>	
<b>Standard 1: VISUAL ARTS: Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences</b>	
Topic	How the Arts are Organized
Benchmark FA.9-12.1.1	Create original works of art using a variety of visual arts materials, techniques, and processes
Topic	How the Arts are Organized
Benchmark FA.9-12.1.2	Demonstrate how the composition of a work of art is affected by the use of elements or principles of art and design
Topic	How the Arts are Organized
Benchmark FA.9-12.1.3	Analyze, using evidence, the relationship between themes explored in the visual arts and those explored in other content areas
Topic	How the Arts Communicate
Benchmark FA.9-12.1.4	Evaluate the effectiveness of the use of elements and principles of art and design in works of art
Topic	How the Arts Communicate
Benchmark FA.9-12.1.5	Create works of art that contain one or more symbols, themes, and metaphors
Topic	How the Arts Shape and Reflect Culture
Benchmark FA.9-12.1.6	Evaluate the function of artwork in different cultures, careers, and historical periods
Topic	How the Arts Shape and Reflect Culture
Benchmark FA.9-12.1.7	Analyze common characteristics of works of art and artifacts across time periods and among cultural groups to identify influences
<b>Standard 2: MUSIC: Understand &amp; apply elements of music. Understand how music communicates ideas, feelings, &amp; experiences across cultures</b>	
Topic	How the Arts are Organized
Benchmark FA.9-12.2.1	Perform a variety of musical elements with appropriate understanding, expression and style individually and in a group
Topic	How the Arts are Organized
Benchmark FA.9-12.2.2	Improvise short melodies based on a chord pattern
Topic	How the Arts are Organized
Benchmark FA.9-12.2.3	Apply knowledge of music theory to compose and arrange music within specified guidelines

Topic		How the Arts are Organized		
Benchmark FA.9-12.2.4		Analyze compositional devices and techniques		
Topic		How the Arts Communicate		
Benchmark FA.9-12.2.5		Critique music using specific criteria		
Topic		How the Arts Shape and Reflect Culture		
Benchmark FA.9-12.2.6		Describe how various elements and roles of music integrate with other content areas		
Topic		How the Arts Shape and Reflect Culture		
Benchmark FA.9-12.2.7		Analyze the significance of music and composers in various cultures and time periods		

## **Attachment E– A Typical School Day for a Student**

Nicole is up early and excited to start her way to school. Although most of her classmates live in the area and walk to school, there are about 10% of the 215 students on a geographic exception. She loves getting dropped off early since the daily community gathering starts at 8:25am. Getting there early allows her to meet up with her friends in the common area. She says the community gathering is like a big meeting, but they not only talk, they exercise and learn cool activities to start their brain and their day, a Brain Smart Start. They say it's a time to transition back into being a student. It must be working; Nicole can't seem to stop talking about how much she is learning. Another plus about getting Nicole there early, she has time sit, talk and have breakfast with her friends. They open up the school for those families with parents needing to get to work early. There are always a lot of people reading among a lot of happy chatter...everyone seems to love being there.

As we pull up, someone is already there greeting the families as they drop off their student. Good Morning, Nicole! Do you want a high five or a low ten? She seems to like the low ten, it's the same greeting she picked yesterday. I love watching the smiles from all of the students brighten as they enter campus.

Nicole is early enough to get into the "watch" group so she can watch her homework lecture one more time. She'll get to ask questions or better yet, she'll be able to listen to those around her to see what they understood. This time, the group really offered her help she didn't even know to ask about. It seems to be like that a lot!

At the community gathering, she'll feel a sense of belonging as they start on the first of many sessions on Hula – robics. Everyone's up and going, even the sleepy head middle schooler. One more high five and it's off to the first period of the day. Rebecca is there early. She'll make sure she greets everyone as they enter...Nicole says it really does help the spirit of the class and brightens up everyone's day. Everyone contributes, everyone has a job. Nicole's job this month is the kindness recorder. She is responsible for recording and having others record acts of kindness throughout the class period. She beamed with pride when she shared over 20 of them with me last week.

The work during class is difficult, it's following the Common Core and Nicole tackles it and proves to herself that she can do it. Everyone's excited and everything they learn is integrated into either a hands-on application or a school/community centered project. It allows Nicole to understand how value-added business, arts, science and engineering concepts uses her knowledge and skills to solve issues and concerns within our community. Everything is connected. Seeing subjects come to life and are extremely helpful to all students. In fact the after school, intersession and summer programs are tied into the school's curriculum and have extended Nicole's learning. She can't wait to go to summer school.



## **Attachment F - A Typical School Day for a Fourth Grade Teacher**

I'm a 7<sup>th</sup> grade teacher and I love being at school. I can't wait to get back in the morning. This is the first time in a long time I feel connected to my students and excited by my work. The atmosphere around campus helps me to do my best teaching and learning. They call it the IMAG culture. It is built around being innovative, mindful, accepting, and giving in all you do. It encompasses everything done at the school and allows me to share and be heard by everyone without feeling awkward. In fact, there have been many times, my ideas and those of my colleagues have been used across the entire school. My students love how all of their classes and their teachers are connected. Through the use of Individual Achievement Goals and Learning plans, as a team we're able to extend each other's work on a daily basis. The I-AGLs makes it easy to know the what the student's strengths are as well as what areas they need to work on

As I arrive on campus, kids are already there greeting others with a high five or low ten. I choose a warm hug from a colleague and the school director. Even though I had originally thought the framework we were using would be a bunch of words without action, I can really feel the difference and I truly believe it is a School Family. They're already in a deep discussion about our daily morning community time. As I leave, they're onto great ideas for the next quarter's sessions on leadership. We not only share and collaborate on our ideas, we use them to solve our problems or improve our processes. It's challenging and fun to see your thoughts come to action. Did I say I love it here?

As I head to my classroom, the kids are already there discussing the video lecture, they had for homework. I know they will be ready to move on to the application of the lesson, saving us time for the fun part of learning...the application of how it all ties into the world around us. Being a School Family compliments the IMAG culture. That's one of many things I love about being here, we use instructional strategies that help engage the student in their own learning. In our community centered V-BASE projects, they not only hear about the connections on how algebra is important in their life, they are actually put to the test as they use the knowledge and skills they've learned to discuss, collaborate with others, identify the issues and concerns across many dimensions, and come up with options to take advantage of the opportunities they've uncovered.

My class is a microcosm of the community and it brings with it certain challenges that this school thrives on. The Academy seems to take a different path on a lot of seemingly complex problems. The school director is great at uncovering the gold nuggets of what everyone is and can be best at. Not only are the students met at where they are academically and socially, the parents are asked to do their best as well. Everyone is celebrated and acknowledged and parents are amazed at how their child has blossomed. Our classes are inclusive and sometimes it can pose challenges for everyone, but the IMAG culture encompasses everything we do. The school has already provided grade level teacher assistants that are full-time and vested collaborators in the planning and implementing of our curriculum. As part of a team, it's the first time I not only feel, but know it is possible!

## Attachment G Staffing Chart

**Elementary School Staffing Model and Rollout**

Title	Year 1 2017 60	Year 2 2018 120	Year 3 2019 180	Year 4 2020 240	Year 5 2021 315	Capacity 2023 390	Salary Range
School Director	0.5	0.34	0.34	0.34	0.34	0.34	86,482
Business Manager	0.25	0.17	0.34	0.34	0.34	0.34	57,168
Leadership Position [Counselor]	0.25	0.25	0.5	1	1	1	56,877
Teacher Position 1 [Curriculum]	0.5	0.34	1	1	1	1	56,877
Teacher Support3[Student Services & Projects Coord'tor]	0.25	0.34	0.34	0.34	0.34	0.34	35,674
Classroom Teachers (Core Classrooms)	3	6	9	12	15	18	52,049
Classroom Teachers (Specialty Subjects)	0.5	0.5	1	2	2	2	52,049
Classroom Teachers (Specialty-ELL)	0.25	0.34	0.5	1	1	1	52,049
Student Support 1[Social Worker]	0	0	0	0	0	0	46,932
Student Support2[Student-Parent Coord'tor ]	0.5	0.25	0.5	1	1	1	35,674
Student Support3[SASA]	0.5	0.34	0.34	0.34	0.34	0.34	57,128
Specialized School Staff 1 [Staff Assistant]	0	0	0.5	0.5	0.5	0.5	37,051
Specialized School Staff 2 [Account Clerk]	0	0.17	0.5	0.5	0.5	0.5	35,674
Specialized School Staff 3[IT Support]	0.25	0.34	0.34	0.34	0.34	0.34	43,428
Teacher Aides and Assistants	1	2	3	4	5	6	37,051
School Operations Support Staff-Facility	0.25	0.5	0.5	1	1	1	38,928
<b>Total FTEs</b>	8	11.88	18.7	25.7	29.7	33.7	
<b>Total Salaries</b>	402,613	583,576	911,819	1,248,830	1,442,028	1,635,226	

\*Rounded to the nearest quarter

**Intermediate - Middle School Staffing Model and Rollout**

<b>Title</b>	<b>Year 1 2017 150</b>	<b>Year 2 2018 150</b>	<b>Year 3 2019 150</b>	<b>Year 4 2020 150</b>	<b>Year 5 2021 150</b>	<b>Capacity 2023 225</b>	<b>Salary Range</b>
School Director	0.5	0.33	0.33	0.33	0.33	0.33	86,482
Business Manager	0.25	0.17	0.33	0.33	0.33	0.33	57,168
Leadership Position [Counselor]	0.25	0.25	0.5	1	1	1	56,877
Teacher Position 1 [Curriculum]	0.5	0.33	0.5	0.5	1	1	56,877
Teacher Support3[Student Services & Projects Coord'tor]	0.25	0.33	0.33	0.33	0.33	0.33	35,674
Classroom Teachers (Core Classrooms)	6	6	6	6	6	9	52,049
Classroom Teachers (Specialty Subjects)	0.5	1	1	1	1	1	52,049
Classroom Teachers (Specialty-ELL)	0.25	0.33	0.5	0.5	1	1	52,049
Student Support 1[Social Worker]	0	0	0	0	0	0	46,932
Student Support2[Student-Parent Coord'tor ]	0.5	0.5	0.5	0.5	0.5	0.5	35,674
Student Support3[SASA]	0.5	0.33	0.33	0.33	0.33	0.33	57,128
Specialized School Staff 1 [Staff Assistant]	0	0	0.25	0.25	0.25	0.25	37,051
Specialized School Staff 2 [Account Clerk]	0	0.17	0.25	0.25	0.25	0.25	35,674
Specialized School Staff 3[IT Support]	0.25	0.33	0.33	0.33	0.33	0.33	43,428
Teacher Aides and Assistants	2	2	2	2	2	3	37,051
School Operations Support Staff-Facility	0.25	0.5	0.5	0.5	1	1	38,928
<b>Total FTEs</b>	12	12.57	13.65	14.15	15.65	19.65	
<b>Total Salaries</b>	595,811	615,202	669,202	697,641	771,568	964,766	

**\*Rounded**

### High School Staffing Model and Rollout

Title	Year 1 2017 0	Year 2 2018 150	Year 3 2019 225	Year 4 2020 300	Year 5 2021 300	Capacity 2023 300	Salary Range
School Director	0	0.33	0.33	0.33	0.33	0.33	86,482
Business Manager	0	0.16	0.33	0.33	0.33	0.33	57,168
Leadership Position [Counselor]	0	0.5	1	1	1	1	56,877
Teacher Position 1 [Curriculum]	0	0.33	0.5	0.5	1	1	56,877
Teacher Support3[Student Services & Projects Coord'tor]	0	0.33	0.33	0.33	0.33	0.33	35,674
Classroom Teachers (Core Classrooms)	0	3	6	9	12	12	52,049
Classroom Teachers (Specialty Subjects)	0	0.5	1	1	1	1	52,049
Classroom Teachers (Specialty-ELL)	0	0.33	0.5	0.5	1	1	52,049
Student Support 1[Social Worker]	0	0	0	0	0	0	46,932
Student Support2[Student-Parent Coord'tor ]	0	0.25	0.5	0.5	0.5	0.5	35,674
Student Support3[SASA]	0	0.33	0.33	0.33	0.33	0.33	57,128
Specialized School Staff 1 [Staff Assistant]	0	0	0.25	0.25	0.25	0.25	37,051
Specialized School Staff 2 [Account Clerk]	0	0.16	0.25	0.25	0.25	0.25	35,674
Specialized School Staff 3[IT Support]	0	0.33	0.33	0.33	0.33	0.33	43,428
Teacher Aides and Assistants	0	1	2	3	4	4	37,051
School Operations Support Staff-Facility	0	0.5	0.5	0.5	1	1	38,928
<b>Total FTEs</b>	0	8.05	14.15	18.15	23.65	23.65	
<b>Total Salary</b>	0	400,352	697,641	890,839	1,157,964	1,157,964	

**\*Rounded**

### Adult to students ratio

Description	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020	Capacity 2022
Total # of Students	210	345	480	615	765	915
Total Direct Support (DS) Adults	18.0	28.5	41.0	52.0	62.0	70.0
<b>Adult to Student (DS only)</b>	<b>1 to 12</b>	<b>1 to 12</b>	<b>1 to 12</b>	<b>1 to 12</b>	<b>1 to 12</b>	<b>1 to 13</b>
Total Adults	20.0	32.5	46.5	58.0	69.0	77.0
<b>Adult to Student (ALL)</b>	<b>1 to 11</b>	<b>1 to 11</b>	<b>1 to 10</b>	<b>1 to 11</b>	<b>1 to 11</b>	<b>1 to 12</b>

## School Organization – Summary of All Grades

Title	Year 1 2016 210	Year 2 2017 345	Year 3 2018 480	Year 4 2019 615	Year 5 2020 765	Capacity 2022 915	Salary Range
School Director	1	1	1	1	1	1	86,482
Business Manager	0.5	0.5	1	1	1	1	57,168
Leadership Position [Counselor]	0.5	1	2	3	3	3	56,877
Teacher Position 1 [Curriculum]	1	1	2	2	3	3	56,877
Teacher Support[Student Services & Projects Coord'tor]	0.5	1	1	1	1	1	35,674
Classroom Teachers (Core Classrooms)	9	15	21	27	33	39	52,049
Classroom Teachers (Specialty Subjects)	1	2	3	4	4	4	52,049
Classroom Teachers (Specialty-ELL)	0.5	1	1.5	2	3	3	52,049
Student Support 1[Social Worker]	0	0	0	0	0	0	46,932
Student Support2[Student-Parent Coord'tor ]	1	1	1.5	2	2	2	35,674
Student Support3[SASA]	1	1	1	1	1	1	57,128
Specialized School Staff 1 [Staff Assistant]	0	0	1	1	1	1	37,051
Specialized School Staff 2 [Account Clerk]	0	0.5	1	1	1	1	35,674
Specialized School Staff 3[IT Support]	0.5	1	1	1	1	1	43,428
Teacher Aides and Assistants	3	5	7	9	11	13	37,051
School Operations Support Staff-Facility	0.5	1.5	1.5	2	3	3	38,928
<b>Total FTEs</b>	20	32.5	46.5	58	69	77	
<b>Total Salary</b>	998,424	1,599,130	2,278,663	2,837,310	3,371,560	3,757,956	

### Salary Determination – Additional Notes

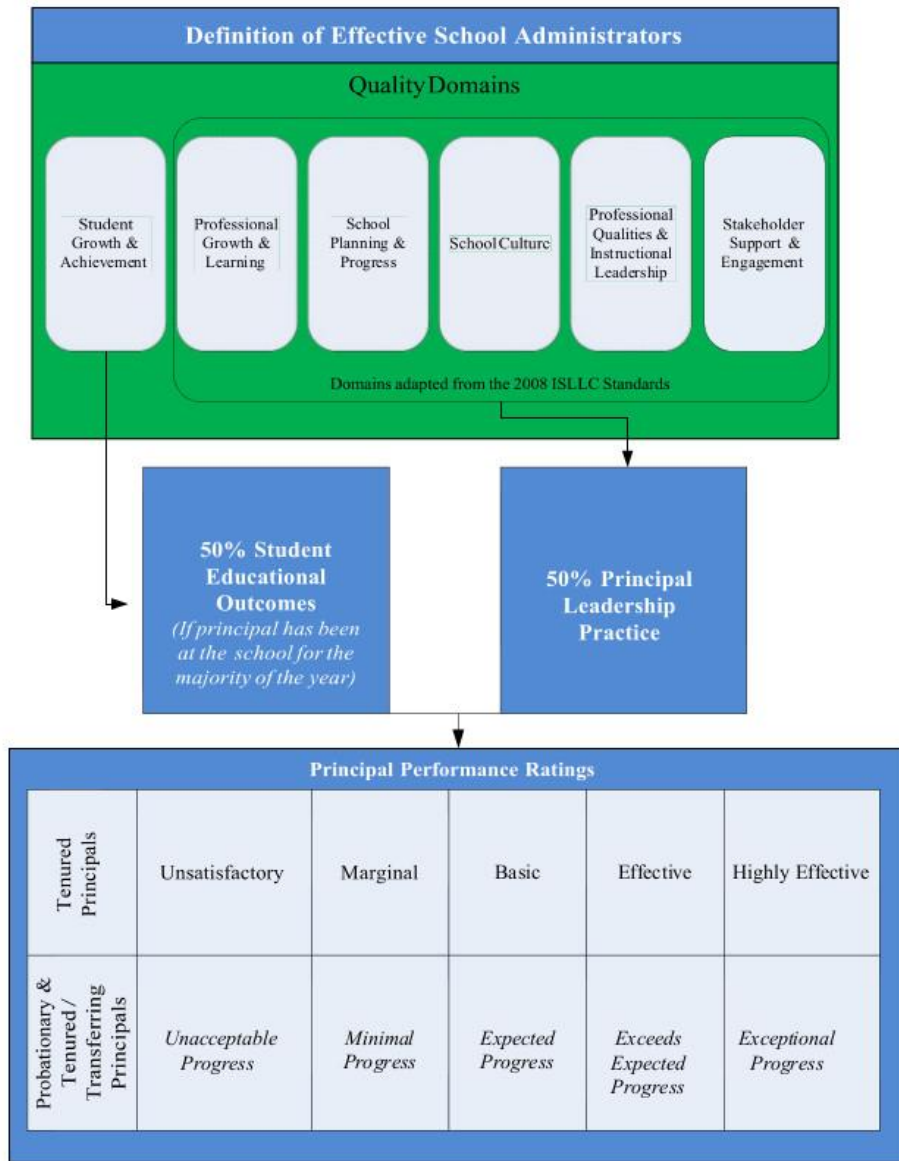
Position	Schedule	Salary
School Director	BU – 6 EO 1 Step 1	86,482
Business Manager Business Manager V – (BU 13-SR24)	BU – 13 SR 24 Step C	57,168
Leadership Position [Counselor]	Class III Step 9	56,877
Teacher Position 1 [Curriculum]	Class III Step 9	56,877
Teacher Support3 [Student Services & Projects Coord'tor]	BU 3 – SR13 Step C	35,674
Classroom Teachers (Core Classrooms)	Class III Step 6	52,049
Classroom Teachers (Specialty Subjects)	Class III Step 6	52,049
Classroom Teachers (Specialty-ELL)	Class III Step 6	52,049
Student Support 1[Social Worker] Social Worker II – IV (SR 18/20/22)	BU 13 – SR 20 Step C	46,932
Student Support2[Student-Parent Coord'tor ] Family Services Assistant (SR 13)	BU 3 – SR 13 Step C	35,674
Student Support3[SASA] Administrative Assistant V-VI (SR 24/26)	BU 13-SR24 Step C	57,168
Specialized School Staff 1 [Staff Assistant] Staff Services Assistant I (BU 03-SR14)	BU 3 – SR 14 Step C (1.6%increase)	37,051
Specialized School Staff 2 [Account Clerk] Account Clerk III – IV (SR 11/13)	BU 3 – SR 13 Step C	35,674
Specialized School Staff 3[IT Support] IT Specialist I – II – III (SR 16/18/20)	BU 13 – SR 18 Step C	43,428
Teacher Aides and Assistants Teacher Assistants I-II (BU 3 – SR 12/14)	BU 3 – SR 14 Step C	37,051
School Operations Support Staff-Facility Groundskeeper I - II (BC 01 and WS 02) Janitor I – III (BC 01/02 and WS 02)	BU 1 – BC 02	38,928

Sources:

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

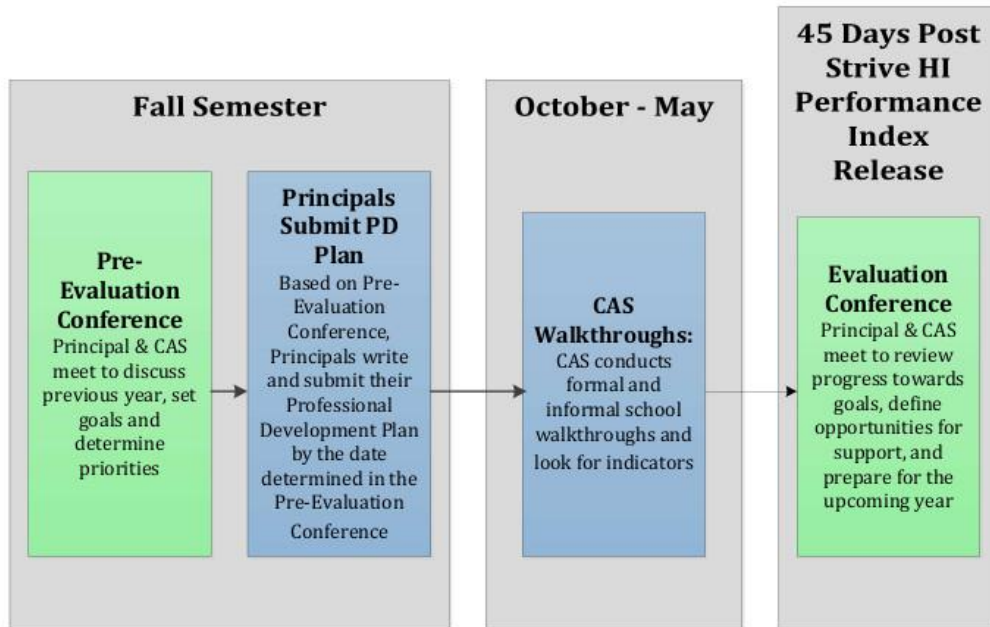
## CESSA Framework Design

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



## CESSA Timeline

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

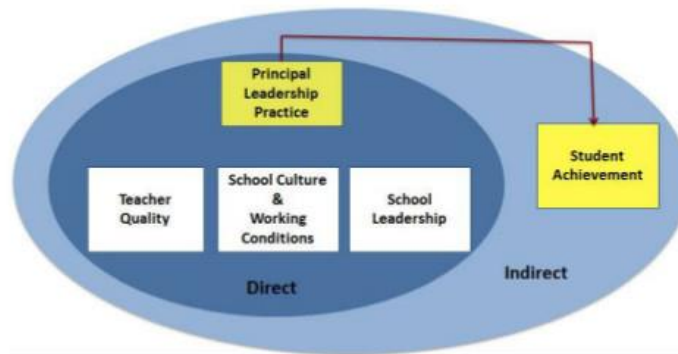




## Student Educational Outcomes

### Overview

The foundational purpose of any school is to increase student performance and achievement. Understanding that Principals have a strong and immediate influence on teacher quality, and directly influence school culture and teacher working conditions, the following pictures depict the theory of action behind Domain 1. Furthermore, it is important to note that Principals are the second most important school-level factor influencing student achievement. This idea is illustrated in the following visual<sup>12</sup>



### Measures

#### School Year 2014-2015

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

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

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

### School Year 2015-2016 and Beyond

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

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

### Growth Indicators

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

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

### Achievement Indicators

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

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

### Principal Leadership and Practice

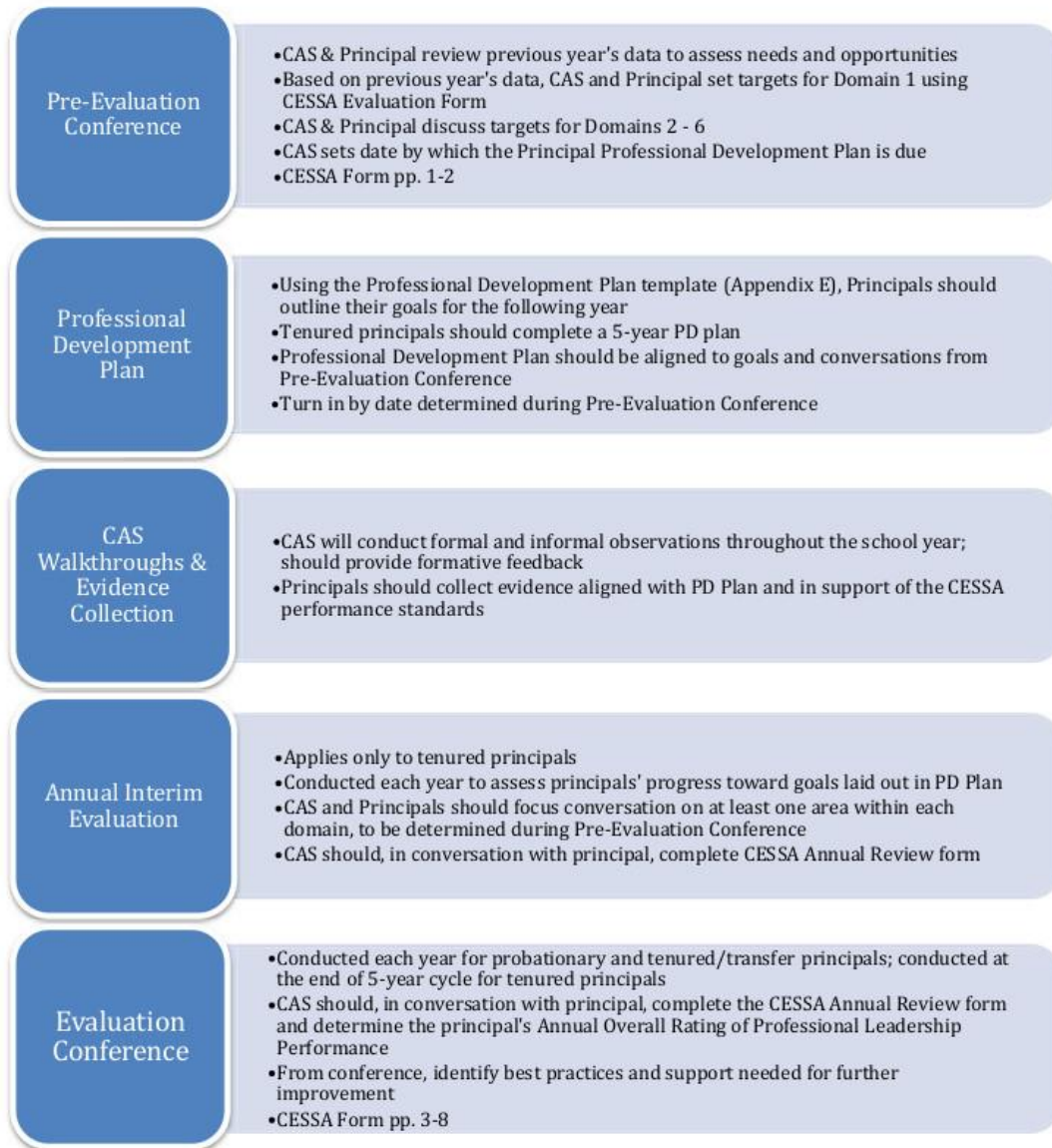
The five remaining domains were aligned with the "Profile of an Effective School Leader" published by the Interstate School Leaders Licensure Consortium (ISLLC) under the Council of Chief of State School Officers and the NAESP/NAESP's *Rethinking Principal Evaluation*. Principal Leadership and Practice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

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

### **Cycle & Conferences**

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

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



## Evaluating and Assigning Ratings

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

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

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

### Domain 1: Student Educational Outcomes

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

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

### Domains 2-6: Principal Leadership and Practice

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

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

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

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

## Overall Performance Matrix

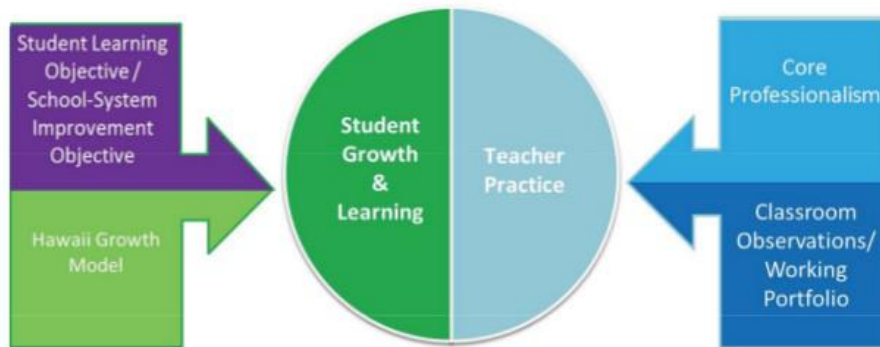
Once principals have performance ratings for Principal Leadership and Practice and Student Growth and Achievement categories, the overall effectiveness rating will then be determined by using the performance matrix below. The performance rating that the principal achieved according to the Domain 1 Rubric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

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

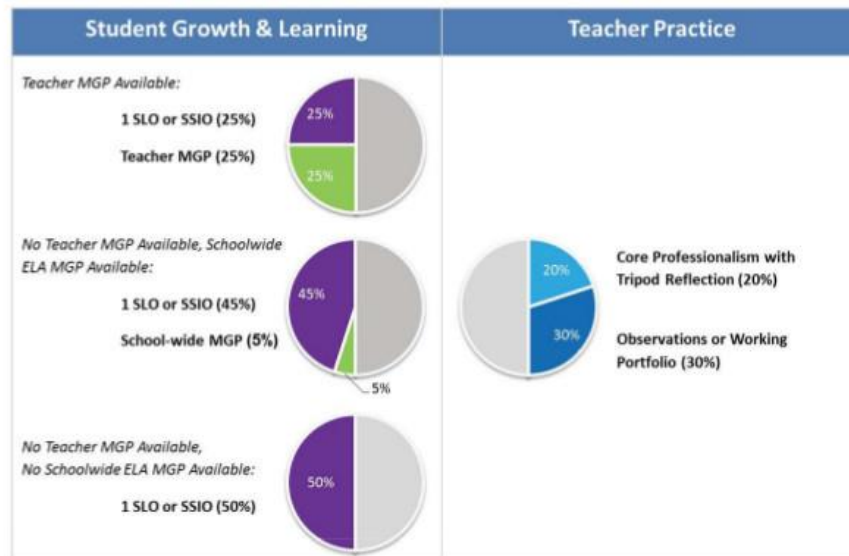
## Summative EES Ratings

Under the EES, final teacher ratings for each measure will be combined into a rating for teacher practice and for student growth and learning. Within PDE<sup>3</sup>, teachers will be able to see annual rating data, as well as historical data about their performance. Scores for teacher practice and for student growth and learning will be determined by calculating a weighted average, based on weightings for each EES measure. The weighting of each measure will vary depending on each teacher's classification and the data available from that evaluation year.

### EES Framework Measures



### EES Measures Applied to Teacher Role(s)





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

**Student Growth and Learning**

Unsatisfactory 0-1	Marginal 2	Effective 3	Highly Effective 4	
Marginal	Effective	Effective	Highly Effective	Highly Effective 4
Marginal	Effective	Effective	Effective	Effective 3
Marginal	Marginal	Effective	Effective	Marginal 2
Unsatisfactory	Marginal	Marginal	Marginal	Unsatisfactory 0-1

**Teacher Practice**

### Professional Development Plan

Self-reflection is the true mark of a professional. Pursuant to the contract, “all teachers will develop and maintain an individual professional development plan that identifies areas for targeted growth and learning. Completion of the learning opportunities within the plan will be considered a matter of professional responsibility.” The Department’s professional development plan tool on PDE<sup>3</sup> allows teachers to set goals for their own learning, collect evidence of completed professional development activities, track impact on students, and reflect on their progress. Probationary teachers are expected to set four goals using this tool. It is best practice for tenured teachers to set two goals a year when leveraging the tool to help compile and store documents to meet re-licensure requirements.

### Principal Directed Professional Development Plan

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

## Special Cases

### Teachers with Missing Data

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

### Appeals

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

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

## Core Professionalism

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

### Indicators: Framework for Teaching Domain 4 and Tripod Student Survey

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

#### *Framework for Teaching Domain 4 (Professional Responsibilities)*

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

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

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

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

### *Tripod Student Survey*

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

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

### *Tripod Results*

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

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

Teachers will also receive Tripod scaled scores through PDE<sup>3</sup> also known as Normal Curve Equivalent scores or NCEs as an added facet for reflection. Scaling Tripod scores places teachers' scores on a scale that ranges from 1-99 at equal intervals with a value given to each response, favorable or not, for all the scores within that survey type (upper elementary or secondary).

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

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

### **Process and Requirements: Domain 4**

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

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

## Rating Calculation

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

## Core Professionalism in Context

At the beginning of the year, an elementary school faculty spends time reading through the component descriptions for Domain 4 within Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching*. After brainstorming ideas for sources of evidence, the teacher completes a self-assessment and determines areas of focus for the evidence collection. While the teacher and administrator are meeting about SLOs, they set aside some time to check in about Core Professionalism on an individual level to avoid redundant evidence collection. For example, a teacher's performance in maintaining accurate records may already be documented in systems such as eSIS or eCSSS and may not require duplicate documentation on PDE<sup>3</sup>. Throughout the year, the teacher collected samples of evidence that were a natural harvest of his work.

When the teacher received the Tripod Student Survey favorability report early in the spring semester he reflects on which of the 7cs had the highest favorable responses, Challenge, and which was his lowest, Care. He decides to focus on improving the way he communicates Care to students. He decides to visit a class that got high scores for Care and document some of the strategies he saw in action. He decides to take a professional development course about creating stronger classroom culture and then he tries new approaches to reach out to students individually. By answering the reflection questions about the Tripod score in PDE<sup>3</sup>, the teacher summarizes his experience, the specific strategies and resources employed throughout the year, and the impact that was documented with his students.

The teacher meets with the school administrator at the end of the year and discusses the evidence aligned to Domain 4, demonstrating the completion of professional responsibilities and his effort spent on integrating new methods and strategies in the classroom, based on the Tripod results. The administrator has been collecting evidence throughout the year as well, including specific contributions the teacher made in faculty meetings and schoolwide functions. The teacher and administrator discuss the evidence they have collected and the administrator assigns a rating in PDE<sup>3</sup> based on the Domain 4 rubric.

## Classroom Observations

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

### Indicators

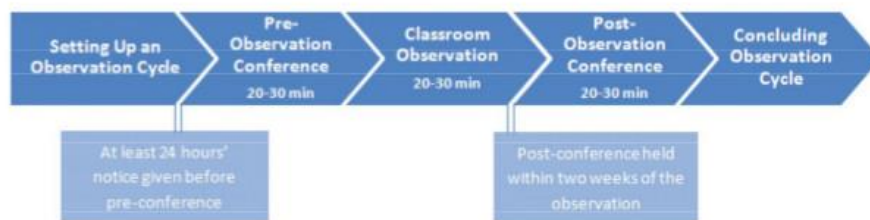
There are ten observable components within Domain 2 (Classroom Environment) and Domain 3 (Instruction) of the Framework for Teaching. The Department has decided to focus on five observable components for classroom observations based on their alignment with our statewide priorities. Rubrics based on the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

#### Framework for Teaching Observation Components

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

#### Process and Requirements

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



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

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

#### Setting Up an Observation Cycle

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

## Working Portfolio in Context

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

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

# Student Growth and Learning Measures

## Hawaii Growth Model

### Overview

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

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

### Indicators

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

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

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

## Requirements

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

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

## Process

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

## Rating Calculation

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

### *Teacher Level MGPs*

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

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

**Final EES Growth Score Determination**

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

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

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

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

**Hawaii Growth Model in Context**

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

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

**Student Learning Objectives & School or System Improvement Objectives**

**Overview**

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



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

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

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

### Indicators

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

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

### Goals

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

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

## **Personnel Policies**

The IMAG Academy affirms that it is an equal-opportunity employer, seeking highly dedicated and effective teachers and support staff. Interested applicants must demonstrate a dedication to their profession, be self-motivated, and excellent interpersonal skills necessary for collaboration and teamwork with others within The IMAG Academy's community.

### **Equal Opportunity**

The IMAG Academy does not discriminate based on race, sex (including gender identity or expression), sexual orientation, age, religion, color, ancestry, disability, marital status, arrest and court record, or domestic or sexual victim status. The IMAG Academy will provide reasonable accommodation to an employee or job applicant with a disability.

### **Non-Discrimination**

No employee or agents of the School shall engage in any form of discrimination that is prohibited by any applicable federal, State or county law including, but not limited to, Sec. 378-2, HRS.

### **Sexual Harassment**

In accord with applicable law, The IMAG Academy does not tolerate sexual harassment, which is defined as 'unwanted sexual advances or other unwanted offensive visual, verbal, or physical conduct of a sexual nature'.

### **Collective Bargaining**

School employees may be subject to collective bargaining rules under Ch. 89, HRS, and, if applicable, shall comply with any master agreements, as negotiated by the State. The Academy may elect to enter into a supplemental collective bargaining agreement that may contain cost and non-cost items.

### **Teacher Credentials**

Teachers at The IMAG Academy shall comply with applicable State licensing requirements consistent with the Elementary and Secondary Education Act and applicable collective bargaining agreement(s). Teachers shall be licensed by the Hawaii Teachers Standards Board.

### **Evaluations**

The IMAG Academy shall implement director and teacher evaluation systems that are in compliance with Board of Education Policy 2055.

### **Criminal Background Checks**

Employees are subject to criminal background checks, in accordance with Sec. 846-2.7, HRS, to determine suitability for working in close proximity to children. Information obtained pursuant to this provision shall be used exclusively by The IMAG Academy for the purposes of determining whether a person is suitable for working in close proximity to children. All such decisions shall be subject to applicable federal laws and regulations. The IMAG Academy may terminate the employment of any employee or deny employment to an applicant if the person has been convicted of a crime, and if The IMAG Academy finds by reason of the nature and circumstances of the crime that the person poses a risk to the health, safety or well-being of children.

REPORTING CHILD ABUSE OR NEGLECT

In compliance with Act 193, SLH 2006, which became law on July 16, 2006, and revised Section 350-1.1 subsection (b) reading as shown below, the Governing Board of The IMAG Academy adopts the following statement as policy:

*All school staff members are mandated reporters and shall report suspicion of child abuse and neglect to the Child Welfare Services (CWS), Department of Human Services, (formerly known as the Child Protective Services, CPS), and shall immediately notify the principal or designee regarding the report made to CWS pursuant to Section 350-1.1, HRS.*

In the language of the Act quoted above, staff members are defined as persons working at the school in the following capacities: full time employees, casual employees, temporary contract employees (TCE), and volunteers. If a school staff member fails to report suspected abuse or neglect, the individual may face criminal charges amounting to a petty misdemeanor as defined in Section 701-107, HRS. Someone convicted of a petty misdemeanor “may be sentenced to imprisonment for a term not to exceed thirty days and/or a \$1,000 fine.”

DRUG-FREE WORKPLACE

The IMAG Academy is committed to maintaining a drug free workplace pursuant to the Federal Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities of 1989. The unlawful manufacture, distribution, possession, sale, or use of any illegal drug or drug paraphernalia, the inappropriate use of any prescription drug, or the use of any alcohol on school premises by employees of The IMAG Academy is strictly prohibited.

Disciplinary action shall be imposed upon any employee who acts in violation of this prohibition.

Employees may be placed on leave or leave-pending-investigation in accordance with the applicable collective bargaining agreement. Depending upon the severity of the violation, employees may be discharged. As a condition of employment, all employees must abide by the terms of this policy. In addition, all employees must notify the school administrator of any workplace-related criminal drug conviction no more than five working days after such conviction. An employee’s failure to comply with this provision may result in discharge from the school staff.

Any employee who suspects he or she may have an alcohol abuse problem is encouraged to seek assistance before the problem affects employment status. On Oahu, information regarding counseling services may be obtained from the State REACH program (Resource for Employee Assistance & Counseling Help - [www.worklifehawaii.org](http://www.worklifehawaii.org)) at 543-8445.

## The IMAG Academy

Proposed Calendar – Based on HI DOE SY 2015-16

1<sup>st</sup> Semester: July 31-Dec 15, 2017 (89 days) – 2<sup>nd</sup> Semester: Jan 8-May 24, 2018 (91 days)

	Sun	Mon	Tues	Wed	Th	Fri	Sat	
July							1	
	2	3	4	5	6	7	8	
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	17-28 July - Teacher Work Days (No Students)
	23	24	25	26	27	28	29	
August	30	31	1	2	3	4	5	
	6	7	8	9	10	11	12	
	13	14	15	16	17	18	19	18 Aug-Statehood
	20	21	22	23	24	25	26	
	27	28	29	30	31	1	2	
September	3	4	5	6	7	8	9	4 Sept-Labor Day
	10	11	12	13	14	15	16	
	17	18	19	20	21	22	23	
	24	25	26	27	28	29	30	
October	1	2	3	4	5	6	7	1st Quarter - 48 days (July 31 - Oct 6)
	8	9	10	11	12	13	14	9-13 Oct-Fall Break
	15	16	17	18	19	20	21	16 Oct - No School - No Work - Teacher institute Day - TBD
	22	23	24	25	26	27	28	
November	29	30	31	1	2	3	4	
	5	6	7	8	9	10	11	10 Nov- Veterans Day
	12	13	14	15	16	17	18	
	19	20	21	22	23	24	25	23-24 Thanksgiving
	26	27	28	29	30	1	2	
December	3	4	5	6	7	8	9	
	10	11	12	13	14	15	16	2nd Quarter - 41 (Oct 17 - Dec 15)
	17	18	19	20	21	22	23	1st Semester - 89 days (July 31 - Dec 15)
	24	25	26	27	28	29	30	18 Dec - 5 Jan Winter Break
2018 January	31	1	2	3	4	5	6	4-5 Jan - Teacher Work Days
	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	15 Jan - MLK
	21	22	23	24	25	26	27	
	28	29	30	31	1	2	3	
February	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	19 Feb - Presidents Day
	25	26	27	28	1	2	3	
March	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	3rd Quarter - 48 days (Jan 8-Mar 16)
	18	19	20	21	22	23	24	19-23 Mar Spring Break (23 Mar - Good Friday)
	25	26	27	28	29	30	31	26 Mar Prince Kuhio
April	1	2	3	4	5	6	7	
	8	9	10	11	12	13	14	
	15	16	17	18	19	20	21	
	22	23	24	25	26	27	28	
May	29	30	1	2	3	4	5	
	6	7	8	9	10	11	12	4th Quarter - 43 days (March 27- May 24)
	13	14	15	16	17	18	19	2nd Semester - 91 days (Jan 8- May 24)
	20	21	22	23	24	25	26	25 May - Teacher Work Day
	27	28	29	30	31	1	2	28 May - Memorial Day
June	3	4	5	6	7	8	9	29 May - 1 Jun Teacher Work Days (No Students)

**Proposed School Year Calendar – To be updated  
July 31, 2017 – May 24, 2018**

**180 Days with 1080 Instructional Hours\***

\*HSTA Collective Bargaining Agreement changes to take effect SY 2016-17

Student School Information:

- Total student minutes for each full week: 1800 minutes
- Total student days: 180 days
- Total student hours in year: 1080 hours
  - Proposed School year: July 31, 2017 to May 24, 2018
  - No School State Observed Holidays: 9 days
  - No School -Teacher Institute: 1 day
  - Proposed Vacation/Break Dates
    - Fall Break: October 9-13, 2017
    - Winter Break: December 18, 2017 – January 5, 2018
    - Spring Break: March 17-23, 2018

Teacher Work Information

- Total instructional days: 180 days
- Proposed Total work days: 196 days
  - July 17, 2017 – June 2, 2018
  - No School /No Students – State Observed Holidays: 10 days
    - Includes Memorial Day – 28 May 2018
  - Teacher work days – no students: 18 days
    - Proposed Work Dates
      - School Orientation/Professional Development: July 17 – 28, 2017
      - Teacher Institute (Oct 16 2017-TBD)
      - Professional Development: January 4-5, 2018
      - Professional Development: May 30 – June 2, 2018

**1<sup>st</sup> Semester: July 31-December 15, 2017 (89 instructional days)**

Quarter 1: July 31-Oct 6, 2017 (48 Instructional Days)

No School (2):

- 18 Aug-Statehood
- 4 Sept-Labor Day

Quarter 2: October 18-December 16, 2017 (41 Instructional Days)

No School (4):

- 16 Oct (TBD): Teacher Institute Day
- 10 Nov-Veterans Day
- 23-24 Nov-Thanksgiving

**2<sup>nd</sup> Semester: January 8-May 24, 2018 (91 instructional days)**

Quarter 3: January 8-Mar 16, 2018 (48 Instructional Days)

No School (2):

- 15 Jan-Martin Luther King
- 19 Feb-Presidents Day

Quarter 4: March 27-May 24, 2018 (43 Instructional Days)

No School (2):

- 23 Mar-Good Friday (Spring Break)
- 26 Mar-Prince Kuhio Day

## Attachment L

### Daily & Weekly Schedule

The schedules are divided to cover the following “loop groups” across our growth to full capacity.

<b>STUDENT High School – Loop Groups 4 and 5</b>						
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>		<b>Thursday</b>	<b>Friday</b>
8:25-9:10 (45 mins)	Community-PE	Community-PE	Group 3/4/5 and Peer Tutoring, Watch and Study Groups		8:25-9:25 (60 mins)	Community-PE
9:15-10:30 (75 mins)	Period 1	Period 4	Period 1		9:30-10:35 (65 mins)	Period 1
10:35-11:50 (75 mins)	Period 2	Period 5	Period 2		10:40-11:45 (65 mins)	Period 2
11:55-12:20 (25 mins)	Lunch	Lunch	Lunch w/ Mentors Parents		11:50-12:25 (35 mins)	Lunch
12:25-1:30 (65 mins)	Period 3	Period 6	Community Projects		12:30-1:10 (40 mins)	Period 3
			Period 6		1:15-2:20 (65 mins)	
1:35-3:30 (115 mins)	Community Projects	ELA (30 mins) Community Projects (85 mins)	Period 7		2:25-3:30 (65 mins)	ELA (30 mins) Community Projects (85 mins)

<b>Teacher High School – Loop Groups 4 and 5</b>						
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>		<b>Thursday</b>	<b>Friday</b>
8:25-9:10 (45 mins)	Community-PE	Community-PE	Teacher Professional Development		8:25-9:25 (60 mins)	Community-PE
9:15-10:30 (75 mins)	Period 1	Period 4	Period 1		9:30-10:35 (65 mins)	Period 1
10:35-11:50 (75 mins)	Period 2	Period 5	Period 2		10:40-11:45 (65 mins)	Period 2
11:55-12:20 (25 mins)	Lunch	Lunch	Lunch w/ Mentors Parents		11:50-12:25 (35 mins)	Lunch
12:25-1:30 (65 mins)	Period 3	Period 6	Community Projects		12:30-1:10 (40 mins)	Period 3
			Period 6		1:15-2:20 (65 mins)	
1:35-3:30 (115 mins)	Community Projects	ELA (30 mins) Community Projects (85 mins)	Period 7		2:25-3:30 (65 mins)	ELA (30 mins) Community Projects (85 mins)

**Attachment L**  
**Daily & Weekly Schedule**  
**Middle Grades**

<b>STUDENT Middle grades – Loop Groups 3</b>						
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>		<b>Thursday</b>	<b>Friday</b>
8:25-9:10 (45 mins)	Community-PE	Community-PE	Group 3/4/5 and Peer Tutoring, Watch and Study Groups		8:25-9:25 (60 mins)	Community-PE
9:15-10:30 (75 mins)	Math	Engineering/Science	Math		9:30-10:35 (65 mins)	Math
10:35-11:50 (75 mins)	ELanguage Arts	Historical Perspective	ELanguage Arts		10:40-11:45 (65 mins)	ELanguage Arts
11:55-12:20 (25 mins)	Lunch	Lunch	Lunch w/ Mentors Parents		11:50-12:25 (35 mins)	Lunch
12:25-1:30 (65 mins)	Arts	World Language	Community Projects		12:30-1:10 (40 mins)	Arts
			World Language/		1:15-2:20 (65 mins)	
1:35-3:30 (115 mins)	Community Projects	ELA (30 mins) Community Projects (85 mins)	Business/Citizenship		2:25-3:30 (65 mins)	ELA (30 mins) Community Projects (85 mins)

<b>TEACHER Middle grades – Loop Groups 3</b>						
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>		<b>Thursday</b>	<b>Friday</b>
8:25-9:10 (45 mins)	Community-PE	Community-PE	Teacher Professional Development		8:25-9:25 (60 mins)	Community-PE
9:15-10:30 (75 mins)	Math	Engineering/Science	Math		9:30-10:35 (65 mins)	Math
10:35-11:50 (75 mins)	ELanguage Arts	Historical Perspective/SS	ELanguage Arts		10:40-11:45 (65 mins)	ELanguage Arts
11:55-12:20 (25 mins)	Lunch	Lunch	Lunch w/ Mentors Parents		11:50-12:25 (40 mins)	Lunch
12:25-1:30 (65 mins)	Arts	World Language	Community Projects		12:30-1:10 (40 mins)	Arts
			World Language/		1:15-2:20 (65 mins)	
1:35-3:30 (115 mins)	Community Projects	ELA (30 mins) Community Projects (85 mins)	Business/Citizenship		2:25-3:30 (65 mins)	ELA (30 mins) Community Projects (85 mins)

**Attachment L**  
**Daily & Weekly Schedule**  
**Lower Grades**

<b>Student – Lower Grades – Loop Group 1 and 2</b>						
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>		<b>Thursday</b>	<b>Friday</b>
8:25-9:10 (45 mins)	Community-PE	Community-PE	Group 3/4/5 and Peer Tutoring, Watch and Study Groups		8:25-9:25 (60 mins)	Community-PE
9:15-10:30 (75 mins)	ELanguage Arts	Historical Perspective/SS	ELanguage Arts		9:30-10:35 (65 mins)	Historical Perspective/SS
10:35-11:50 (75 mins)	Math	Engineering/ Science	Math		10:40-11:45 (65 mins)	Math
11:55-12:20 (25 mins)	Lunch	Lunch	Lunch w/ Mentors Parents		11:50-12:25 (40 mins)	Lunch
12:25-1:30 (65 mins)	World Language	Arts	Community Projects		12:30-1:10 (40 mins)	Arts
			Business/ Citizenship		1:15-2:20 (65 mins)	
1:35-3:30 (115 mins)	Community Projects	ELA (30 mins) Community Projects (85 mins)	World Language		2:25-3:30 (65 mins)	ELA (30 mins) Community Projects (85 mins)

<b>TEACHER Lower Grades – Loop Group 1 and 2</b>						
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>		<b>Thursday</b>	<b>Friday</b>
8:25-9:10 (45 mins)	Community-PE	Community-PE	Teacher Professional Development		8:25-9:25 (60 mins)	Community-PE
9:15-10:30 (75 mins)	ELanguage Arts	Historical Perspective/SS	ELanguage Arts		9:30-10:35 (65 mins)	Historical Perspective/SS
10:35-11:50 (75 mins)	Math	Engineering/ Science	Math		10:40-11:45 (65 mins)	Math
11:55-12:20 (25 mins)	Lunch	Lunch	Lunch w/ Mentors Parents		11:50-12:25 (40 mins)	Lunch
12:25-1:30 (65 mins)	World Language	Arts	Community Projects		12:30-1:10 (40 mins)	Arts
			Business/ Citizenship		1:15-2:20 (65 mins)	
1:35-3:30 (115 mins)	Community Projects	ELA (30 mins) Community Projects (85 mins)	World Language		2:25-3:30 (65 mins)	ELA (30 mins) Community Projects (85 mins)



Attachment R

BYLAWS  
OF  
The IMAG Academy

ARTICLE I – NAME

Section 1.01 Name. The name of the school is The IMAG Academy, herein after referred to as “IMAG.”

ARTICLE II – PURPOSES

Section 2.01 Purpose. IMAG is a public charter school organized under the laws of the State of Hawaii and its purposes are set forth in its State Public Charter School Contract.

Section 2.02 Powers and Duties. IMAG’s governing board (GB) shall have, but is not limited to, the powers and duties pertaining to the school as outlined in Section 302D of the Hawaii Revised Statutes:

- (a) Oversight over and responsibility for its financial, organizational, and academic viability.
- (b) Responsible for the implementation and performance of its charter.
- (c) Possess the independent authority to determine the organization and management of the school and its curriculum.
- (d) Ensure compliance with applicable federal and state laws.
- (e) Ensure compliance with the terms of the charter contract between the authorizer and the school.
- (f) Has the power to negotiate supplemental collective bargaining agreements with the exclusive representatives of their employees and is considered employer of charter school employees for purposes of Chapters 76, 78, and 89 of Section 302D of the Hawaii Revised Statutes.

ARTICLE III – GOVERNING BOARD MEMBERS

Section 3.01 Number. The Governing Board shall consist of no fewer than nine (9) voting members. The School Director will be an ex-officio, non-voting member of the Board.

Section 3.02 Qualifications. Board membership shall comply with statutory requirements. No more than one-third of the voting members of the governing board shall be employees of IMAG or relatives of employees under the jurisdiction of IMAG's governing board. In selecting board members, consideration shall be given to individuals who:

- (a) Provide the governing board with a diversity of perspective and a level of objectivity that accurately represent the interests of IMAG students and the surrounding community;

- (b) Demonstrate an understanding of best practices of non-profit and/or charter school governance; and
- (c) Possess strong financial and academic management and oversight abilities, as well as human resource and funds development experience.

Section 3.03 Term. Each board member shall be elected to a two (2) year term. Terms shall be staggered so that not all terms are renewed at the same time. Terms will begin at the time of the July board meeting, or if there is no such meeting, on July 31.

Section 3.04 Term Limit. Each board member shall not be allowed to serve more than three (3) consecutive terms, after which they must take a minimum of two (2) years off before being reconsidered for nomination as a board member.

Section 3.05 Selection. Governing board members will be nominated in accordance with the stated board-approved nominating policy. Board members shall be elected by the governing board at any board meeting by a majority of the board members currently in office. A board member elected to fill an unexpired term shall have tenure only to the end of such term.

Section 3.06 Resignation. Any board member may resign at any time by delivering a written resignation to the president of the board. Such resignation shall be effective upon receipt unless specified to be effective at some later time. To facilitate the election of new board members, the school formally encourages board members intending to resign or decline nomination to provide notice of the board member's intent as far in advance as possible.

Section 3.07 Removal. Any board member may be removed from office with or without cause by an affirmative vote of two-thirds (2/3) of the remaining board members then in office. Any board members being considered for removal shall receive at least two (2) weeks' notice of such proposed action and shall have the opportunity to address the board regarding such action prior to any vote on such removal.

Section 3.08 Vacancies. Any newly created board and any vacancies of the governing board, arising at any time and from any cause, may be filled at any meeting of the governing board in which quorum is present. However, if the number of board members then in office is less than a quorum, the vacancies shall be filled by the affirmative vote of (a) a majority of the board members then in office or (b) a sole remaining board member. A board member so elected shall serve until the next annual meeting and until a successor is elected and qualified.

Section 3.10 Quorum. A majority of the full number of voting members of the Board, including the President or the presiding Officer shall constitute a quorum. When a quorum is present, a majority of the Board members present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Charter, or by these by-laws. The act of the majority of the members present at a meeting at which a quorum is present shall be regarded as the act of the Governing Board.

Section 3.11 Regular Meetings. Regular meetings of the governing board shall be held at least four (4) times a year, and at such other times as the Board shall determine. The public will receive notice

of a meeting of the governing board a minimum of six calendar days prior to such meeting through the school or Hawaii Charter School Commission's website.

Section 3.12 Special Meetings. Special meetings of the governing board for any purpose may be called at any time by the President or upon a petition signed by a majority of the board members. Such meetings shall be held upon not less than two business days' notice given to all board members by in-person communication, telephone, written notice, email, or other electronic means. Such notice shall specify the time and place of the meeting. Discussion and minutes of Special Meetings shall be reported in full at the next regularly scheduled governing board meeting.

Section 3.13 Annual Meeting. The annual meeting of the Board shall be held each year at a time determined by the board. Notice shall be given as stated in section 3.11. The annual meeting shall be for the purpose of electing officers and new Board members and for the transaction of such business as may come before the meeting.

Section 3.14 Executive Session. An Executive Session may be called when it is necessary to discuss confidential or sensitive issues. Minutes of the Executive Sessions will be held in confidential meeting files held by the governing board Secretary.

Section 3.15 Notice. Notice of the time and place of any meeting of the governing board for which notice is required will be given to each member by the Secretary or by one of the persons calling the meeting, not less than six days before the date set for the meeting. Notice shall be given to all board members by in-person communication, telephone, written notice, email, or other electronic means. Non-receipt of any such notice will not invalidate any business done at any meeting at which a quorum is present.

Section 3.16 Virtual Participation. All board members may participate in, or conduct, a regular, special, or committee meeting through the use conference telephone or any means of communication by which all board members participating may simultaneously hear each other during the meeting. A board member participating in a meeting by this means is deemed to be present in person at the meeting.

Section 3.17 Conflicts of Interest. A governing board member shall disclose whenever he feels he may have a conflict of interest where decisions may be made that may give rise to that conflict. If a majority of the governing board agrees that a conflict of interest may exist, the affected board member shall refrain from any discussion beyond answering questions regarding the potential conflict. No member of the governing board shall vote on a matter in which such member, or a parent, spouse, child, partner, employer, or similar related business entity has a substantial interest in any property or business that would be substantially affected by such action.

Section 3.18 Presumption of Assent. A member present at a meeting of the governing board at which action on any GB matter is taken will be presumed to have assented to the action taken unless such member's dissent will be entered in the minutes of the meeting or unless such member will file a written dissent to such action with the secretary of the meeting before the adjournment thereof or will forward such dissent by registered mail to the Secretary of the board immediately after the adjournment of the meeting. Such right to dissent will not apply to a member who voted in favor of such action.

Section 3.19 Compensation. All Board members serve voluntarily and without compensation.

#### ARTICLE IV – OFFICERS

Section 4.01 Title. The officers of IMAG shall be a president, vice president, secretary, treasurer, and such board members, if any, as the Governing Board may require.

- (a) Any two or more offices may be held by the same person, provided that no individual may act in more than one capacity where action of two or more officers is required.

Section 4.02 Term. Each officer shall hold office for the term of two (2) years.

Section 4.03 Term Limit. A board member may serve more than one (1) term in the same office, but no more than three (3) consecutive terms in the same office.

Section 4.04 Qualifications. No employee of IMAG or relative of an employee of IMAG may serve as the president of the governing board; provided that an authorizer may grant an exemption from the provisions of this subsection based upon a determination by the authorizer that an exemption is in the best interest of the charter school.

Section 4.05 Selection. The Board Development Committee shall present a slate of officers to the governing board. All board officers shall be elected.

#### Section 4.06 Officer Duties

4.06 A. President. The president will preside at all meetings of the governing board at which the president is present. Other than the general operation of the school, which will continue to be run by the school director, and subject to the control of the governing board, the president will have general charge and care of the business and property of the GB. With the approval of the GB, will appoint and discharge employees and agents of the GB, if any, and determine their compensation, subject, however, to the terms of any relevant collective bargaining agreements of the employees, and will do and perform such additional duties as may be prescribed by the board. When authorized by the board to do so, the president may delegate to one of the vice presidents the whole or any part of the general management and care of the business and property of the GB, including the employment and discharge of agents and employees. All checks, drafts, dividend warrants, and other orders for the payment of money, notes, bonds, acceptances, contracts, deeds, leases, mortgages, agreements of sale, bills of lading, and all other instruments will be signed by the president or any officer delegated by the president.

4.06 B. Vice President. It will be the duty of the vice president to assume and perform the duties of the president in the absence or disability of the president or whenever the office of president is vacant. The vice president will do and perform such additional duties as may be prescribed by the board.

4.06 C. Treasurer. The treasurer shall oversee the financial and accounting matters of the GB, including custody of all money, valuable papers and documents of the GB, which shall be kept for safekeeping in such depositories as may be designated by the board, and the treasurer shall see that the funds of The Academy are expended as directed by the governing board. The treasurer will keep a

book or books setting forth a true record of the receipts and expenditures, assets and liabilities, losses and gains of the school and will, when and as required by the board, render a statement of the financial condition of the corporation. The treasurer will also do and perform such additional duties as may be prescribed by the governing board. In the absence or disability of the treasurer, the duties of the office will be performed by the secretary or by an assistant treasurer as prescribed by the board.

4.06 D. Secretary. The secretary will give or cause to be given all required notices of meetings of the board, will be responsible for recording the proceedings of meetings of the board as minutes, will be responsible for posting minutes on the school website, and will perform such other duties as may be assigned from time to time by the board and by the president. In the absence or disability of the secretary, the duties of the office will be performed by the treasurer or by an assistant secretary as prescribed by the board.

4.06 E. Other Member Officers. The powers and duties of any subordinate officers will be as prescribed by the governing board

Section 4.07 Resignation. Any officer may resign at any time by delivering a written resignation to the president of the board. The president may resign by delivering written resignation to the vice president. Such resignation shall be effective upon receipt unless specified to be effective at some later time. To facilitate the election of new officers, the school formally encourages officers intending to resign or decline nomination to provide notice of the officer's intent as much in advance as possible.

Section 4.08 Removal. Any officer may be removed from office with or without cause by an affirmative vote of two-thirds (2/3) of the remaining board members then in office. Any officer being considered for removal shall receive at least two (2) weeks' notice of such proposed action and shall have the opportunity to address the board regarding such action prior to any vote on such removal.

Section 4.09 Vacancies. Any newly created board officer positions and any officer vacancies, arising at any time and from any cause, may be filled at any meeting of the governing board in which quorum is present. However, if the number of board members then in office is less than a quorum, the vacancies shall be filled by the affirmative vote of (a) a majority of the board members then in office or (b) a sole remaining board member. An officer so elected shall serve until the next annual meeting and until a successor is elected and qualified.

Section 4.10 Powers. Each officer shall fulfill the requirements outlined in the board-approved officer job description.

- (a) The powers, duties, authority, and limitations of the position of the President shall devolve, temporarily, during any absence or disability of the President, to the Vice-President. The Executive Committee shall resolve any question about the existence or nonexistence of disability on the part of the President.

## ARTICLE V – COMMITTEES

Section 5.01 Establishment. The governing board may create and dissolve such standing committees and task forces as it deems necessary for the effective governing of the school.

Section 5.02 Term. Each committee member shall serve a one (1) year term.

Section 5.03 Term Limit. There shall be no limit on the number of terms a committee member may serve.

Section 5.04 Standing Committees. The standing committees of the board shall be the Board Development, Executive, Finance, Facilities, Governance, and Academic Performance.

- (a) Committees and committee members shall fulfill the requirements outlined in the board-approved committee description
- (b) Committees shall not have authority to take legislative or administrative action, nor to adopt policies for the school.
- (c) Committees shall consist of no fewer than (3) members.
- (d) Committees may include non-board members.
- (e) The board president shall be an ex officio member of each committee.

Section 5.05 Task Forces. Task Forces may be established by the board president with the affirmative majority vote of the board. Task Forces shall have a charge specific to its permitted activities. Such charge shall include the date of the committee's establishment and dissolution.

Section 5.06 Committee and Task Force Chair. The chairperson of each committee or task force, unless otherwise specified in these bylaws or board policies, shall be appointed by the GB President. It is preferred that each committee chairperson be a current board member. Each committee or task force chairperson shall be accountable to the GB as a whole.

#### ARTICLE VI – FISCAL POLICIES

Section 6.01 Fiscal Year. The fiscal year shall be from July 1 to June 30

#### ARTICLE VII – AMENDMENTS

The governing board may amend, add to, make or rescind the bylaws by a two-thirds affirmative vote of the governing board voting-members.

#### ARTICLE VIII – PARLIAMENTARY AUTHORITY

The rules contained in ROBERT'S RULES OF ORDER, NEWLY REVISED shall govern the governing board in all cases to which they are applicable and are not inconsistent with the Bylaws.

## BOARD GOVERNANCE POLICY

### RESPONSIBILITIES OF THE IMAG ACADEMY GOVERNING BOARD

#### **I. Responsibilities of the governing board are in accordance with Federal or State law.**

#### **II. Additional Responsibilities of the board and/or its committees:**

##### **a) Ensures Effective Governance and Accountability**

- a. Biennially reviews, facilitates, and approves modification of governing policies.
- b. Semi-annually evaluates student performance based on data assessment to identify areas in need of improvement.
- c. Supports the School Director – Provide on-going guidance and support. Review performance annually

##### **b) Ensures Effective Organizational Planning**

- a. Strategic Plans – Develops, annually reviews, modifies, and approves Strategic Plan to assure congruence with school purpose
- b. Calendar – Annually reviews and approves the school’s calendar
- c. School Reports – Reviews and, as appropriate, approves reports required by state and federal offices/agencies.

##### **c) Manages and Ensures Adequate Resources**

- a. Finances – Approves and supports implementation of annual operating budget.
- b. Policies and Committees – Ensures review, development, and implementation of school policies based upon recommendation of committees. The types and the responsibilities of Committees and Task Forces are outline in Board Governance Policy, Committees.
- c. Fundraising – Ensures support, coordination, and approval of school fundraising.

##### **d) Alignment with School Purpose –**

- a. School and Vision Accomplishment - Assures The IMAG Academy operates in accordance with stated school vision and mission statements.
- b. Enhances the School’s Public Image - Develops a public relations mantra for all board members to understand. If necessary, the board will designate a public relations point of contact to be responsible for coordinating and promoting ongoing communications to public media and the school community.

##### **e) Assesses the Governing Board Performance**

- a. Board Training - Approves funding for and participates in initial board orientation and annual leadership and board training
- b. Performance Review – Annual review of performance objectives and strategic planning goals for the year.

PROCEDURES FOR SELECTION OF MEMBERS

I. The governing board (GB) appoints board members.

II. Board Development Committee.

Membership: The President of the governing board annually appoints a standing Board Development committee (BDC). The committee chair is a member of the GB. The committee includes at least one parent, one teacher, one staff member, one at-large member and the School Director.

Responsibilities: The nominating committee is responsible for (a) recruiting and maintaining a pool of candidates for board membership in accordance with criteria and qualifications set forth by the GB in preparing a slate of recommended candidates for open or new positions for appointment by the GB.

The BDC may revise the schedule for the nomination and appointment process. Board members for the coming school year are appointed by June 30.

III. Procedures

- Nominations from BDC members: The BDC solicits and receives nominations for the board year-round. Each nominee is required to submit a curriculum vitae and a statement of why he/she is interested in serving. There are no restrictions on the population from which nominees may be selected.
  
- Nominations from the community: For purposes of board nominations, The Academy community is defined as each family having one or more children enrolled, teachers (HSTA bargaining unit 5), employed staff, and GB members. In addition to its own recruitment work, the NC encourages community members to recommend to the BDC nominees (themselves or others) who meet the qualifications for board membership. The BDC will consider community nominations for inclusion in its slate of candidates recommended for appointment by the GB. If a community member wishes to nominate someone for the board, he/she must obtain a statement signed by the nominee of willingness to serve if selected. A community nominee must submit the same information as an BDC nominee. The nomination is submitted electronically (preferably Microsoft Word) to the chair of the BDC at an email address to be determined. Hard copy may be submitted to the Chair of the Nominating Committee, The IMAG Academy, XXXX, HI 96797.
  
- By February 1, the BDC distributes to the community a Call for Nominations, which includes instructions and deadlines.
  
- Members of the BDC may be nominees for board membership.
  
- The BDC gives each nominee a statement of expectations for GB members. The NC may conduct interviews with nominees.



- By May 1, the BDC submits to the GB a slate of candidates for approval and appointment. There will be one candidate for each open or new position.
- By June 30, the GB announces membership for the coming year. The announcement is posted on the website and in the newsletter.
- Terms of office begin with the July GB meeting or July 31 if no meeting occurs. Current board members remain in office until that date.
- Unexpired Terms: Vacancies resulting from unexpired terms are filled by the GB in keeping with The IMAG Academy Bylaws.

QUALIFICATIONS FOR GOVERNING BOARD MEMBERSHIP

In selecting nominees for membership on The IMAG Academy governing board (GB), the Board Development committee (BDC) considers the following qualifications for individual members and for the board as a whole. In addition to meeting all of the individual qualifications, each member may meet one or more of the collective board qualifications. The BDC also strives for diversity in gender and ethnic backgrounds.

Qualifications for individual members:

1. Possesses a commitment to the stewardship of the entire school.
2. Understands that The IMAG Academy plays a significant role in improving public education through the charter school movement in its community, the State of Hawaii, and nationally.
3. Possesses a demonstrated ability to work collaboratively toward common goals.
4. Is willing and able to commit up to eight to ten hours per month, including GB meetings, to governing the school.
5. Possesses skills and/or experience in one or more of the areas designated as collective board qualifications.
6. Is willing to abide by the GB's Code of Ethics.
7. Possesses basic computer skills including email correspondence, word processing (Microsoft Word), and use of the Internet.

The following are the collective qualifications areas of expertise for the Board.

1. Governance, program or project management
2. Non-profit administration
3. Financial management
4. Educational leadership
5. Labor relations
6. Contract development, negotiations, and execution
7. Human resource management
8. Marketing, public relations, and/or communications
9. Funds development and/or fundraising
10. Law or legal affairs
11. Strategic planning
12. Policy making
13. Facilities management

COMMITTEES AND TASK FORCES

The purpose of committees is to make recommendations to the governing board. Committees may take such actions as their members deem necessary to develop recommendations.

**1. Standing Committees**

Standing committees are permanent committees that relate to the ongoing governance of the school. Standing committees include but are not limited to the following:

1. Academic Performance	2. Finance/Funds	3. Executive
4. Governance	5. Facilities	6. Board Development

**2. Task Forces**

Tasks Forces are established from time to time for specific purposes and are disbanded when they have fulfilled their purpose.

**3. Written Description**

A committee shall maintain a written description of its purpose, composition, and responsibilities. Description will be maintained by the board secretary.

**4. Membership**

Committee/Task Force members and chairs are annually appointed by the governing board on the basis of their expressed interest and/or expertise. Members may be from represent a number of stakeholders; teachers, staff, parents, and the community. If possible, one board member shall serve on each standing committee. Persons may withdraw from a committee by written notice to the governing board. Members who fail to participate in a productive manner may be removed by the governing board.

**5. Responsibilities of Committee/Task Force Chairpersons to the Governing Board**

A committee chairperson has certain responsibilities to the board:

- Communicates committee recommendations to the board
- Ensures written committee activity report is delivered to members as prescribed by the board so members may review it before the monthly board meeting
- Directs the committee to carry out board directives
- Schedules, conducts and ensures accurate notes (decisions & recommendations) are kept of meetings
- Prepares an annual committee report for the board

**6. Committee/Task Force Meetings**

Meetings are scheduled in advance throughout the school year or as needed.

Committee meetings are open to observers. Committee chairpersons may allow observers to contribute to the discussion. Only committee members may vote. Meetings will be documented by minutes.

A vice-chair or appropriate designee may carry out the functions if the chair is unable to do so.

PROCUREMENT

**I. General.**

Any procurement of goods and services shall be made by the Business Manager or designee with the approval of the School Director and shall be in the best interest of The IMAG Academy upon considering the totality of the circumstances surrounding the procurement, which may include but not be limited to: price, quality, availability, timelines, reputation and prior dealings.

**II. Related Parties and Conflict of Interest.**

The IMAG Academy shall not purchase any goods or services from any immediate family member<sup>1</sup> of any employee of The IMAG Academy or the Governing Board, or any other person with whom an employee or member of the Governing Board has a close and personal relationship when the employee is involved in or otherwise influences the purchase decision, nor from an entity in which any employee (past employees within one year) may benefit from such as a procurement.

When a conflict exists, an exception may be authorized by the School Director when the conflict involves a subordinate employee, or by the Governing Board, if the School Director has the conflict of interest, after a full disclosure of the potential benefits and after the consideration set forth in paragraph above. Benefits must be tangible and transparent (e.g., appreciably lower cost, the only available source, an urgent timeline without other options, etc.).

It is the responsibility of the employee who has the conflict to give notice of such conflict and the employee shall be disciplined, up to and including discharge, for failure to give such notice.

Full disclosure will be documented by the person approving the contract and filed with the purchase information prior to awarding of the contract.

Employees shall not accept any gratuity, entertainment, meal, gift or service which exceeds a nominal value from any vendor, supplier or vendor or supplier seeking to do business with the school.

**III. Federal Funds.**

The IMAG Academy understands that the policy cited above applies to purchases made using non- federal funds; in the case of federal funds, federal procurement requirements apply.

**IV. Competitive Proposals.**

All contracts for \$25,000 or more for goods, services or construction must be reviewed and approved by the Governing Board.

Unless otherwise provided by policy, contracts of \$25,000 or more for goods, services, or construction shall be made pursuant to the competitive proposal process. Competitive proposals include the solicitation of proposals, contain the scope of work, purchase description, specifications, and the contractual terms and conditions applicable to the procurement. Where possible, bids shall be solicited by placing an request for bid in a newspaper of general circulation within the State of Hawai'i.

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<sup>1</sup> "Immediate family member" includes an employee's spouse, siblings (whole, half-blooded or by adoption), children, grandchildren, great-grandchildren, and the spouses of siblings (whole, half-blooded or by adoption), children, grandchildren, and great grandchildren

A minimum of three written proposals are to be obtained and filed at the school. Awards will generally be made to the vendor with the lowest proposal. Awards that are not made to the vendor with the lowest proposal must be justified in writing and approved by the Governing Board.

In the case of construction contracts, additional information may be required.

#### **V. Sole Source Procurements.**

Sole source procurements are appropriate when only one responsible source can provide the goods/services needed to satisfy the user requirements or when emergency circumstances exist which necessitates an unusual and compelling urgency. Sole source procurements may be authorized by the Business Manager with the approval of the School Director.

To justify a sole source purchase it must be established that: (1) The good, service, or construction has a unique feature, characteristic, or capability; (2) The unique feature, characteristic, or capability is essential in order for the agency to accomplish its work; and (3) The particular good, service or construction is available from only one source. The basis for awarding a sole source contract will be documented and made part of the contract file prior to the award of the contract.

All sole source contracts for \$25,000 or more for goods, services or construction must be reviewed and approved by the Governing Board.

#### **VI. Breaches of Procurement Policy.**

Any breach of the procurement policy will be reported at the time of discovery (1) by the School Director in the absence of the School Director, to the Chair of the Governing Board for leadership review and direction, and (2) by the Business Manager for administrative documentation. Any violation of this policy may result in disciplinary action up and including discharge. Depending upon the severity of the offense, violators can expect to be prosecuted to the fullest extent of the law.

## Statement of Assurances

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

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

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

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

**Certification**

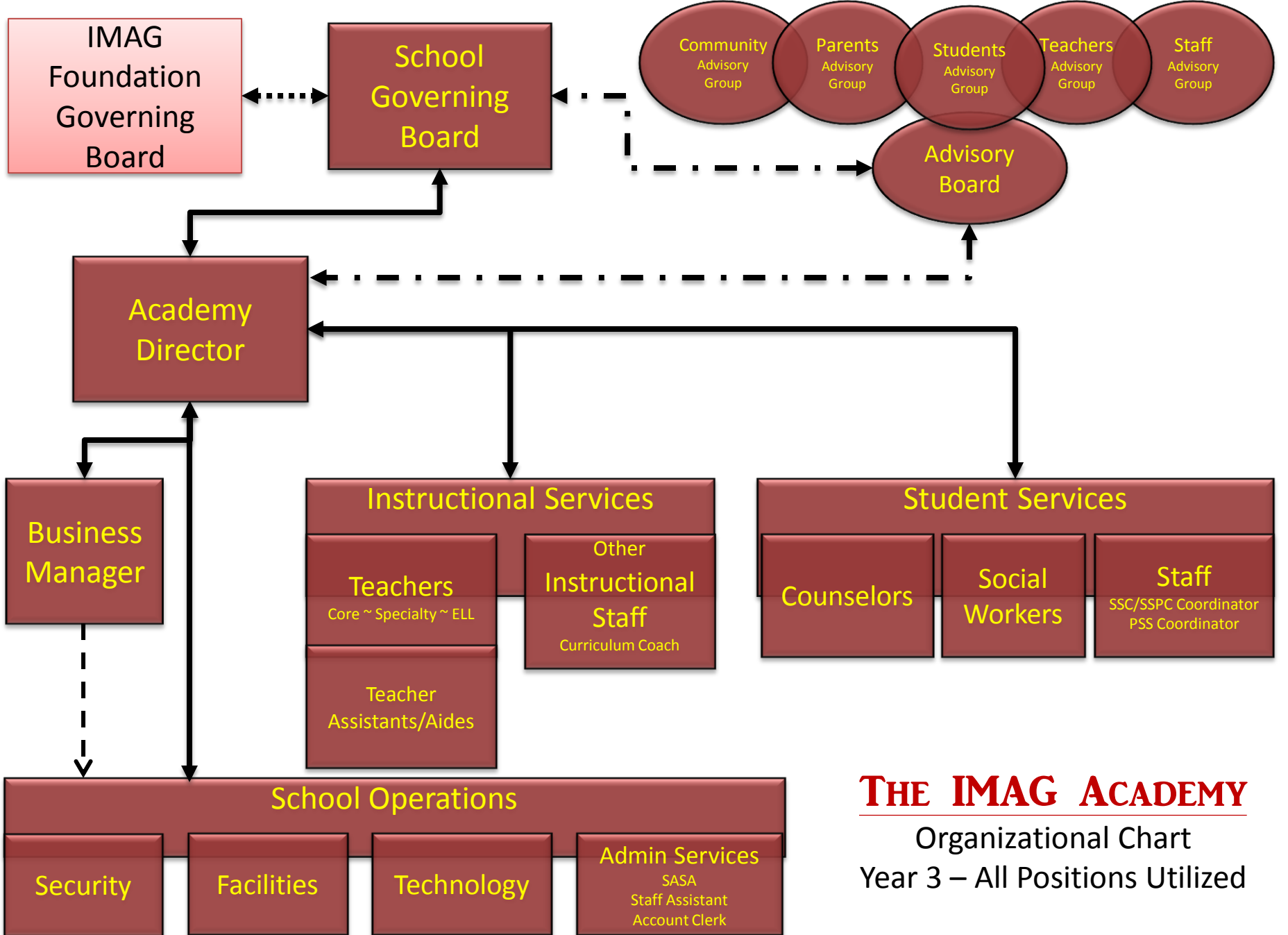
Name of Proposed School: The IMAG Academy

Name of Authorized Representative: Sheila Buyukacar

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

 1/25/2016

Signature of Authorized Representative Date



# **THE IMAG ACADEMY**

Organizational Chart  
Year 3 – All Positions Utilized



## Lines of Authority

### ***School Governing Board***

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

### ***School Director***

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

### ***Instructional Services Staff (Teachers, Assistants, Resource Teacher)***

The IS staff provides subject instruction to our students. Interacts with and supports other staffing groups.

### ***Student Services Staff (Counselor, Social Workers, School Services/Project Coordinator, Student/Parent Coordinator)***

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

### ***School Operations (Facility, Security, Technology, SASA, Staff Assistant, Account Clerk)***

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

### ***Advisory Board***

#### ***Students, Parents, Teachers, Staff, and Community Members***

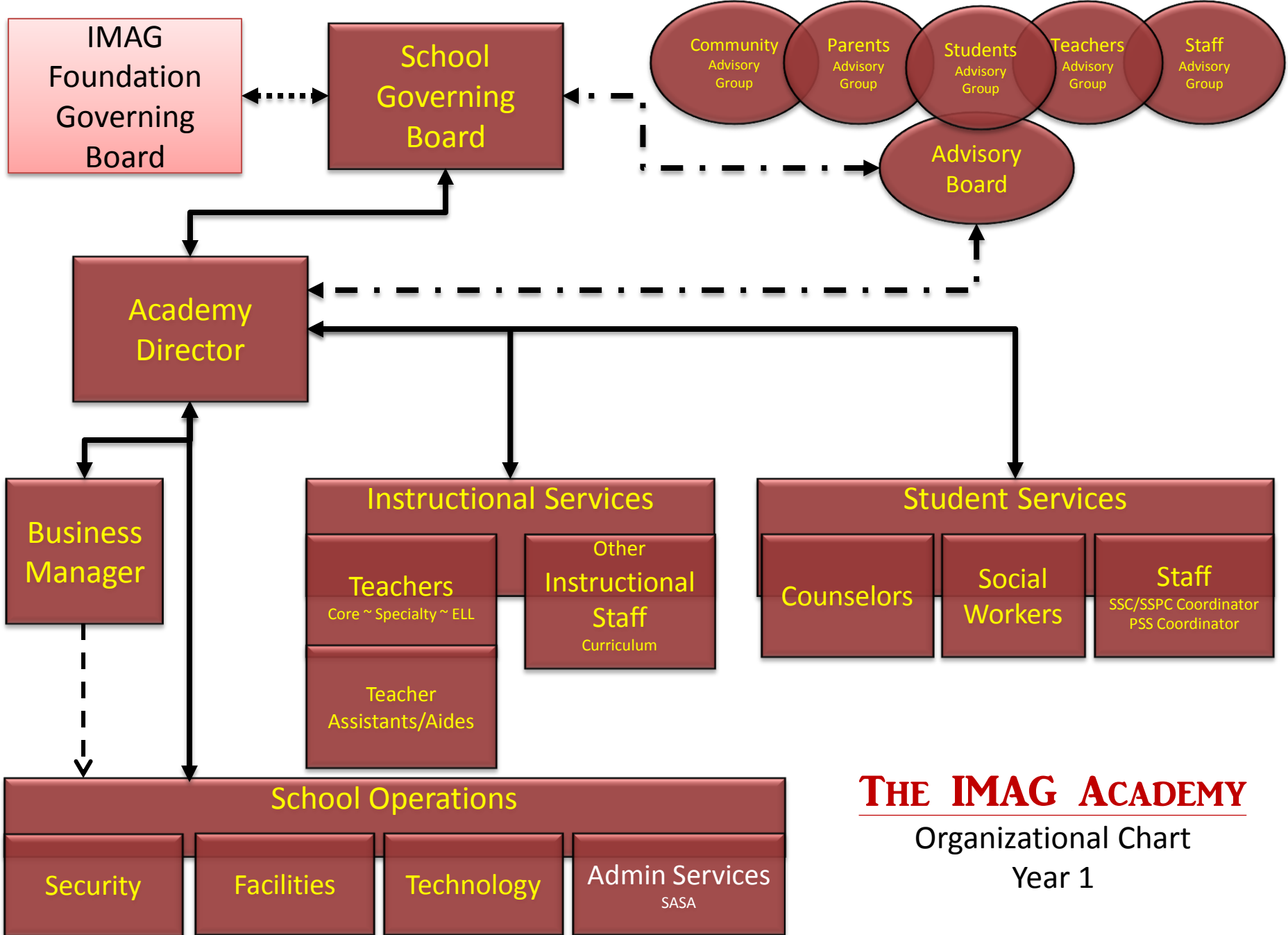
The board is made up of a representative from each stakeholder group. The Advisory Board members will provide valuable insight of their respective group to both the governing board and school director. Although they are a non-voting board within the Governing Board, they do represent a strong voice and lobbying presence.

### ***Business Manager***

The Business Manager performs and maintains the financial, accounting, contract and procurement activities of the school. He works directly with and for the School Director. He provides guidance and works with our school operations employees.

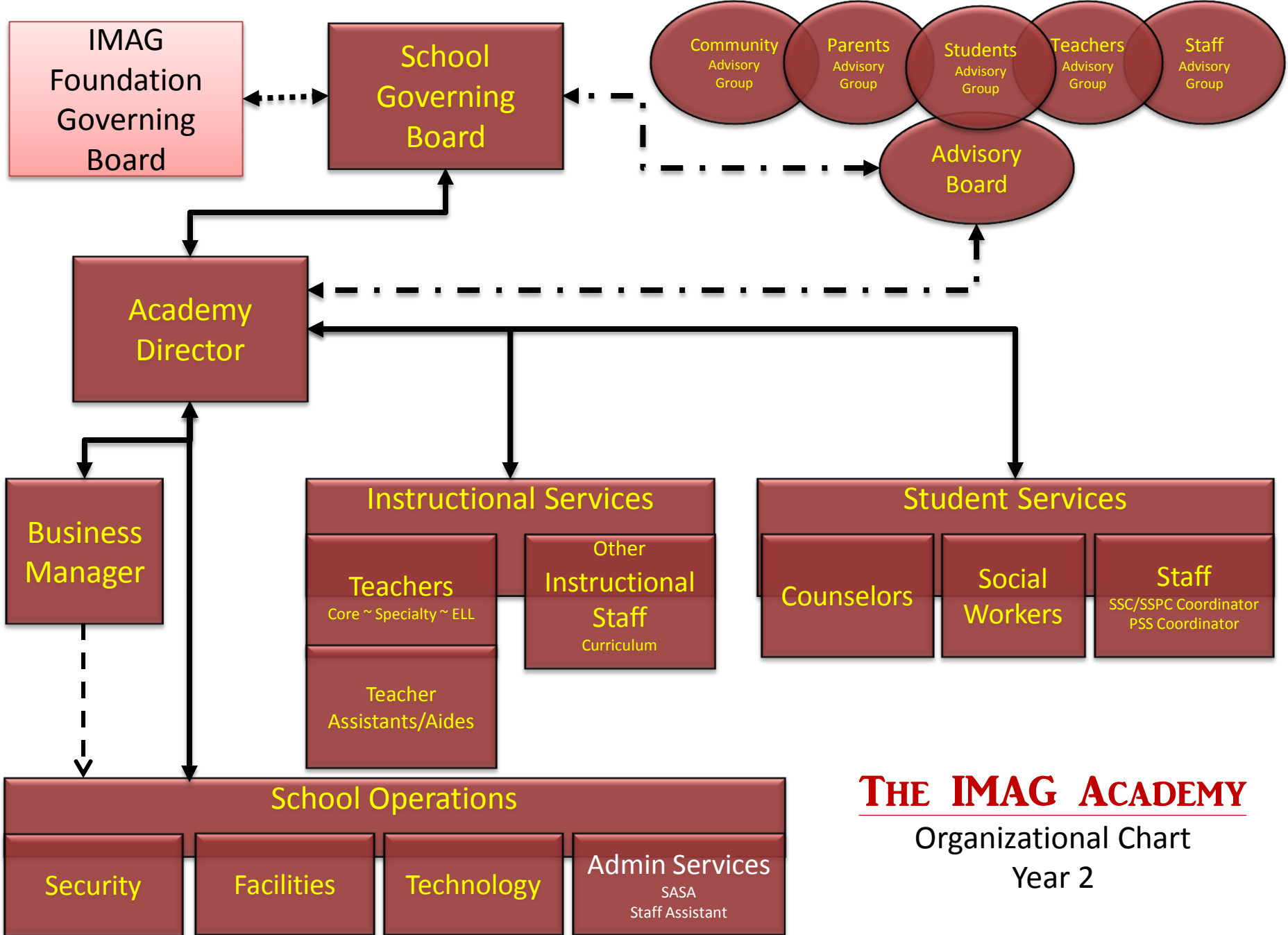
### ***Foundation Governing Board***

The IMAG Foundation is the non-profit entity operating solely for the benefit of The IMAG Academy. It collaborates with the School Governing Board.



# **THE IMAG ACADEMY**

## Organizational Chart Year 1



# **THE IMAG ACADEMY**

## Organizational Chart Year 2

# Thelma Alane

## Biography

Thelma is an Investment Consultant specializing in start-up and capital infusion financing. She works with companies looking to turn an idea into reality or to help them get their product or service to the next level in the marketplace. A serial entrepreneur who has sought money for her own start up, whose software sold to a larger company and who has a strong background in the financial industry and internet software development arena. Current projects entail working with like-minded entrepreneurs in expanding the innovation economy in the Hawaiian Islands. Consults with both start-up and established businesses on building business processes, mission statements and business plans that will lead their companies into a strong and successful future.

### Specialties:

- Professional, effective written and verbal communication skills with internal and external technical and management staff
- Strong Fact Finder, use extensive research, interviewing and group facilitation skills to uncover business and end-user needs
- Superior translator of end user requirements into technical documentation
- Innovative solutions finder, able to uncover new methods and approaches to operational challenges
- Key designer on product lines using field experience to create client friendly products
- Exceptional Web-based and In-person trainer and creator of user manuals and training classes
- Polished and experienced public speaker
- Expert of internet application development and project management

### **Goal**

Seeking a leadership role in a small to mid-sized company, guiding them to their next level of growth, utilizing skills and experience in finance, business development, marketing, design and product management.

### **Core Strengths**

- Professional and effective written and verbal communication skills with internal and external technical and management staff
- Superior translator of end user requirements into technical documentation
- Key designer on product lines using field experience to create customer friendly products
- Polished and experienced public speaker and trainer
- Expert on internet application development and project management
- Strong Fact Finder, use extensive research, interviewing and group facilitation skills to uncover business and end-user needs
- Innovative solutions finder, able to uncover new methods and approaches to operational challenges

**Environments:** e-commerce initiatives; database driven systems using MySQL, PostgreSQL, PHP, HTML and XML

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

**REGISTRATIONS:** Series 65 – Investment Advisor Representative Registration  
Series 24 – General Securities Principal  
Series 7 – General Securities Representative

### **PROFESSIONAL EXPERIENCE**

**Investment Consultant, CCO, HIFMP Advisors, LLC** ▫ **Lahaina, HI** **February 2013 to Present**

Series 65 registered Investment Advisor Representative specializing in start-up and capital infusion financing. Working with companies looking to turn an idea into reality or to help them get their product or service to the next level in the marketplace. Currently working with like-minded entrepreneurs on expanding the technical industry in the Hawaiian Islands and consulting with both start-up and established businesses on building business processes, mission statements and business plans that will lead their companies into a strong and successful future.

Series 7 General Securities Representative and Series 24 General Securities Principal at Ashton - Stewart & Co - our affiliate Broker Dealer.

**Senior Systems Analyst, Partnership Center Ltd.** ▫ **Lahaina, HI** **October 2013 to December 2014**

National Technical Advisor to the Department of Housing and Urban Development (HUD). With a primary focus on Data Standards and Software requirements for their Homeless Management Information Systems (HMIS) initiatives, evaluated all notices, standards and guidance documents to insure provided a consistent message. Additionally, developed a project plan to create a system assessment protocol to confirm all existing or future software providers are compliant with all regulations and notices.

**Division Director, Socialserve.com** ▫ **Concord, CA & Lahaina, HI** **February 2010 to October 2013**

Managed a customer-facing internet data collection and reporting application for Socialserve.com a leader in developing cost-effective, leading-edge technology solutions for government agencies and non-profit organizations. Coordinated all activities of programmers, project managers and customer support teams to insure technology remained easy to use and up-to-date, while complying with all regulatory and end-user requirements. Additionally worked with users to maximize buy-in and create smooth, budget responsible implementations.

**IT Analyst & Technical Writer, Alane-West Consulting = Concord, CA** **2009 to 2010**  
Assisted clients in selecting and implementing technological solutions for improved productivity and streamlined processes, while emphasizing best business practices for data collection, maintenance and security. Provided support with user training and data analysis to insure consistency of effort and correct results for reporting purposes.

**Product Manager & Business System Analyst, Domus Systems, Inc. = Concord, CA** **2003 to 2009**  
Created all design documents and programming specifications for a comprehensive affordable housing data collection and reporting system. The product was designed to collect and report data from low income housing properties and resident management programs to meet Federal, State and Local specifications. Compiled business analyst documents emphasizing development strategies to stream-line business operations and product servicing. Managed product development team, including gathering business user requirements and preparing business analysis documentation to insure the development of customer friendly products

**Web Designer & CTO, Barking Loons Group, Inc. = Concord, CA** **1998 to 2003**  
Retained by diverse industry clients to review and expand web initiatives. Oversaw web teams and created intuitive user experiences. Worked closely with senior executives to conceptualize, design and launch Internet/intranet sites furthering organizations goals.

**Direct Marketing Manager, Insight Capital = Walnut Creek, CA** **1996 to 1998**  
Developed and implemented direct mail campaigns, designed and monitored results tracking system through a customized computer system. Response rates exceeded 10%. Identified client demographics and used them to target new sources of clients, increased asset acquisition by 150%.

Used computer and communication skills to plan, design, implement and promote a web presence; created a well-organized site that allowed perspective clients to find products and service information and request materials - increased web requests by 100%.

**Branch Investment Specialist, Charles Schwab & Co. = Oakland, CA** **1993 to 1996**  
Cultivated and worked with high-net worth individuals and retirement groups to invest assets in appropriate retirement vehicles; used superior oral and written communication skills to educate prospects on products and services, closed \$35 million in leads to generate over \$325,000 in new revenues in one year.  
Assignments included providing presentations on investing and retirement planning to individuals and groups to help them identify their needs and create actionable solutions and resulted in the generation of thousands of dollars in sales.

**Municipal Bond Trader, Bear Stearns & Co. = Boston, MA** **1982 to 1988**  
Local Bond desk liaison with the register representatives to fill client requests for municipal bonds - identified client needs and filled resulting orders with appropriate bonds generating thousands of dollars in commissions.  
Assisted bond desk with analysis of financial and market trends, worked up competitive bids for clients looking to sell bonds prior to maturity and researched and managed competitive bidding tool to allow desk to participate in competitive bids for new local municipal bond issues.

#### **ARTICLES**

*Writing Technical Specifications for Non-Programmers, April 2015*

*How to Write an Executive Summary, January 2015*

*Data Collection Technology for the Healthcare Industry, March 2009*

*Affordable Housing and Special Service Needs – Beyond HMIS, February 2009*

*HOPWA White Paper – The Benefits of Electronic Data Collection, January, 2009*

# Board Member Information - Alane

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

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

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

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

## Background

1. Name of charter school on whose governing board you intend to serve:
2. Contact information:  
[REDACTED]  
[REDACTED]  
[REDACTED]
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.  
 Resume and professional bio are attached to this form.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.  
 Does not apply to me  Yes
5. Why do you wish to serve on the governing board of the proposed charter school?  
To put input that may help youth of the day improve their lives
6. What is your understanding of the appropriate role of a public charter school governing board member?  
Give input, monitor that the school is being run wisely, ethically and soundly
7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

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

8. Describe the specific knowledge and experience that you would bring to the governing board.  
Financial accounting, technological expertise, operational practices, data analysis

### **School Mission and Plan**

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

### **Governance**

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

### **Disclosures**

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I/we do not know these individuals  Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I/we do not know any such employees  Yes



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

### Certification

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

*Thelma Alane*  
 \_\_\_\_\_  
 Signature

2/6/2016  
 \_\_\_\_\_  
 Date



# Board Member Information - Ames

To be completed individually by each Applicant Governing Board member.

All forms must be signed by hand.

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

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

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

## Background

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

**The IMAG Academy**

2. Contact information:

██████████ ██████████  
██████████ ████████████████████  
██████████ ████████████████████████████████

3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.  
 Resume and professional bio are attached to this form.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.  
 Does not apply to me  Yes
5. Why do you wish to serve on the governing board of the proposed charter school?  
I support the vision and mission of IMAG Academy and would like to see it offered as a charter school for leeward area children.
6. What is your understanding of the appropriate role of a public charter school governing board member?  
To provide guidance and oversight to the school administration.
7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I do not have any prior service serving on any governing board. My father and my husband have served on various government boards, so I do have an understanding of what it takes.
8. Describe the specific knowledge and experience that you would bring to the governing board.  
I would bring to the board specific knowledge of the neighborhood and community. As important are my ties to other community members and professionals. My background in real estate would also facilitate helping to secure a site for the school's campus. My

background in business would be an asset to overseeing the financial aspects of the school.

### **School Mission and Plan**

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

### **Governance**

1. Describe the role that the governing board will play in the school's operation.  
To oversee but not be involved in the daily administration.
2. How will you know if the school is successful at the end of the first year of operation?  
I feel we would know we are successful if all entering students finish out the entire year and there are no incidences of chronic absenteeism.
3. How will you know at the end of five years if the school is successful?  
Using our metrics, we would be able to measure our progress, year after year and make the necessary changes. One metric would be meeting (or exceeding) our enrollment projections. Another metric would be our personnel turnover rate, it should be as near 100% as possible.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?  
The board should always be aware of the schools performance through monitoring our monthly, quarterly, yearly and contract metrics. Once a metric isn't met, it should be investigated and put on a "watch list" and to take necessary steps to correct the problem.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?  
I would notify the proper authorities and inform them of the situation.

### Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I/we do not know these individuals  Yes  
Melissa Hawkins was my daughter's 1<sup>st</sup> grade teacher at Hawaii Technology Academy. She served on the governing board there with my husband Timothy Ames.
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I/we do not know any such employees  Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I/we do not know any such persons  Yes  
I know Sheila Buyukacar. We met through Hawaii Swim Club when both of our children were swimming there.
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I/we do not anticipate conducting any such business  Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I/we do not know any such persons  Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.  
 N/A.  I/we have no such interest  Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
 N/A  I/we or my family do not anticipate conducting any such business  Yes
8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
 Does not apply to me, my spouse or family  Yes
9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.  
 None  Yes

### Certification

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

A. Ames  
Signature

2/12/2016  
Date

## DEBORAH BOND-UPSON

### Biography

Deborah Bond-Upson is an education innovator with deep experience in education, business and technology aspects of the ongoing global education transformation. Her chief interest is in using technology, media and assessment to individualize and enhance learning, simultaneously creating disruptive new education market opportunities.

As an executive at Kaplan, Deborah contributed to The Washington Post and Kaplan M & A efforts. Later joining Knowledge Universe, she served on multiple M & A teams in addition to launching Teacher Universe and Galaxy Classroom. After founding Teacher Universe, which was sold to Riverdeep (now HMH), she cofounded Best Practice Networks and now leads Learning Bond LLC, a consulting company. Learning Bond has served the National Board for Professional Teaching Standards, Dev Boot Camp, NBC Learn, Channel One, ACT and Awesome Stories.

- Education Sector Mergers and Acquisitions
- Strategic market and product analysis
- Consumer marketing, branding, sales and delivery
- Institutional marketing, branding, sales and delivery
- E-Learning—learning, content and member management, adaptive and blended learning
- Specialist and innovator in development for online instructional platforms integrating media and assessment
- Strategic location, construction, leasing and certification of school facilities
- Partnerships—state, district, company and foundation
- Business operations—general management of national and regional networks of schools

**Pre-K:** Conducted M & A review of Children’s Discovery Center sites and programs, served on the Board of Knowledge Beginnings, executed Riverdeep—Kindercare early learning partnership.

**K-12:** Lead Galaxy Classroom elementary science student and teacher professional development programs, Georgia legislature-funded delivery of science video programming via Georgia Public TV, Ohio Learning Alliance virtual high school programs and state of Nevada interactive reading pilot. Lead operational online advances at Expeditionary Learning Schools. Supported NBC Learn, Channel One, ACT and Awesome Stories strategy, program development and marketing.

**Teacher Professional Development (TPD):** Created Teacher Universe technology integration training programs, delivered statewide teacher technology “AssessOnline” to over 70,000 Georgia teachers, developed TPD approaches for Riverdeep, Galaxy Classroom, Expeditionary Learning Schools, NBC Learn, and Awesome Stories. Consulted to the National Board for Professional Teaching Standards in expansion of online services.

**English Language Learning:** Conducted M & A research in ESL school networks for Knowledge Universe. Lead redesign of Kaplan ESL programs at Kaplan, integrating interactive software and film and working with international resellers.

**Career Technical:** Served on team to evaluate and integrate purchase of Productivity Point International by Knowledge Universe. Developed and delivered high school courses for career technical students besting bricks and mortar course completion and graduation rates, developed adaptive technology skill and integration courses and assessment for teachers and consulted to DevBootCamp onsite intensive web developer training programs.

**College:** Supported investment by Knowledge Universe in UNEXT online university. Lead development and delivery of admissions test prep programs, undergraduate education for-credit programs and partnerships with accredited universities.

**Graduate:** Managed sales, development and delivery of graduate admissions test prep, developed graduate courses for masters credit, and university partnerships universities including medical, law, and business schools.

**Professional:** Served in Washington Post evaluation of professional learning provider companies. Managed development, marketing, sales, and delivery of nursing licensure prep, Bar review, and CPA review courses. Produced a 90-hour video-based CPA review program.

B.A. Swarthmore College, Swarthmore, PA, 1971.

Master of Divinity, Starr King School for the Ministry, Graduate Theological Union, Berkeley, CA, 1976.

Member of various education and technology boards and organizations.

Winner of media, education, marketing and art awards.

Married since 1976 with four adult children.

## DEBORAH BOND-UPSON



### 2009 - present

#### CEO, Learning Bond LLC

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

### 2003 - 2009

#### CEO, Best Practice Networks, Inc.

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

### 2001 - 2003

#### President and CEO, TU Holdings, Inc.

- Managed Knowledge Universe investment in Riverdeep following sale of Teacher Universe programs.
- Represented Teacher Universe and Riverdeep to corporate and governmental groups.
- Designed and managed custom production and implementation for major contracts, e.g.
  - Georgia statewide video and online GALAXY Classroom science program,
  - Georgia statewide online teacher assessment program "AssessOnline",
  - Nevada statewide blended literacy launch program,
  - LAUSD online teacher assessment and training program.

**1998 - 2001**

**President and CEO, Teacher Universe, Inc.**

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

**1997 - 2003**

**Executive Vice President, Knowledge Universe, Inc.**

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

**1973 - 1997**

**Vice President, Product Development, Kaplan Educational Centers**

**National Director of Development**

**Regional Director, Western U. S.**

**Regional Administrator, Northern California and Nevada**

- Managed development of test prep and licensure programs generating \$70 million in revenue.
- Designed and managed development of teaching strategies and psychometric development of software to prepare for the new computer-adaptive tests (GMAT, GRE, NCLEX, TOEFL, etc.).
- Coordinated content development for Kaplan retail software and book projects.
- Researched and planned new businesses and delivery modes, including distance and mediated learning.
- Instituted content database to manage content for customized instruction and cost-effective development.
- Developed College and Graduate Admissions and Private Tutoring product lines.
- Created CPA Review distance-learning curriculum of 90-hours video lectures, software, and textbooks.
- Created Nursing Licensure distance learning curriculum of software, flash cards, books and tapes.
- Provided operations leadership for the computerization of the national system of 150 educational centers including lead management, transaction processing and enrollment management system to nationwide.
- Reorganized western Kaplan Centers from independent contractors to central management.
- Created innovative marketing programs bringing hundreds of thousands of students to events across the U.S.
- Lead 28 west region schools and 30 campus programs improving service quality, locations, and revenues.
- Introduced Kaplan in Northern CA, building a staff of 500, 10 schools, and multiple college locations.



- Trained teachers and delivered test prep and licensure preparation to over 10,000 students per year.
- Created software systems to manage business, enrollments, sales and scheduling.
- Created procedures, manuals and training guiding all facets of operations.
- Instituted partnerships with universities providing services for minority students via HCOP, EOP and MESA programs.
- Produced educational programs including the CBEST teacher exam preparation program.

1970 - 1973

**Teacher and Student Teacher**

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

1969

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

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

#### **EDUCATION**

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

#### **AWARDS**

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

#### **PERSONAL**

Married since 1976 with four adult children.

Lifetime educator, ordained Unitarian Universalist minister and visual artist.

## Board Member Information

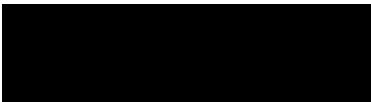
To be completed individually by each Applicant Governing Board member.  
All forms must be signed by hand.

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

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

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

### Background

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

3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.  
 Resume and professional bio are attached to this form.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.  
 Does not apply to me  Yes
5. Why do you wish to serve on the governing board of the proposed charter school?  
I believe that this charter school can provide a valuable education to the students of the area, providing learning experiences for the whole child, engaging families and the community in the education process.
6. What is your understanding of the appropriate role of a public charter school governing board member?  
Board members should review the performance and the needs of the school and should provide oversight, input to leadership, support to students, families, teachers and leaders.
7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have served on the foundation board of my 4 childrens' public school, as board member of the graduate theological school where I studied, Board Member for Knowledge Beginnings childcare/education centers, Board member and CEO of non-profit Expeditionary Learning Schools—curriculum and professional development provider to 160 schools (1/3 of which were charters.) I have served as head of curriculum/product development for Kaplan (national education company, as CEO of TeacherUniverse, Best Practice Networks and currently serve as Chief Education Officer of AwesomeStories—provider of online curriculum and professional development.)

8. Describe the specific knowledge and experience that you would bring to the governing board.  
I have lead administrative, curriculum, real estate, construction, financial and HR functions for non-profit and for-profit education organizations for over 30 years. I have built online education solutions, some in partnership with school districts. I have served on boards and am an ordained minister with a Master of Divinity degree, training which has helped me in leading education organizations.

### School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?  
The school's mission is to focus on the child and to engage families and the community in the education of the students. Students with engaged families are more comfortable and successful in school. Communities and business connections bring authentic experiences to the students in the schools and encourage persistence, goal setting and a feeling of belonging that supports success. Community and family involvement dovetail with the school design's focus on character and values. Additionally, the school is committed to 21<sup>st</sup> century preparation including STEM and career technical preparation.
2. What is your understanding of the school's proposed academic plan?  
The school will use research-based curricula and will provide time for collaboration amongst the teachers. This collaboration can enable fine-tuning of instructional approaches and resources while enabling the focus on the child/student.
3. What do you believe to be the characteristics of a successful school?  
A successful school creates an exciting atmosphere of learning with a warm atmosphere of team and community. This engaged learning and committed community provide the basis for student success in life—in which the student will need to continue learning and continue work as a productive collaborator at home, at work and in the community.
4. How will you know that the school is succeeding or is not succeeding in its mission?  
Student enrollment and attendance rates, teacher retention, family engagement and productive work by students and teachers are key signs of success.

### Governance

1. Describe the role that the governing board will play in the school's operation.  
The governing board will need to support the school leaders with observation, review, suggestions and questions. This will involve some attendance at the school during operating hours, though not in a management role—in an observer/reviewer role.
2. How will you know if the school is successful at the end of the first year of operation?  
I will evaluate student enrollment and attendance rates, teacher retention, family engagement and productive work by students and teachers.
3. How will you know at the end of five years if the school is successful?  
The metrics mentioned for the end of first year will continue to be applied and retention and graduation of students, progress in meeting standards benchmarks and professional development progress by teachers would be added to those measures.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful? The governing board must hold the success, progress and safety of the students, families and faculty as paramount and must provide input to the leaders to assure that they are taking the steps necessary to assure the same.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school? I would raise the issue at a board meeting, discuss it and ask for change or resignations should change not occur.

### Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.  
X  I/we do not know these individuals  Yes (Only Sheila Buyukacar)
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
X  I/we do not know any such employees  Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I/we do not know any such persons  Yes Sheila Buyukacar  
I met Sheila through my work with Parents for Public Schools-Hawaii. We have met and spoken by phone regarding public education issues. She has briefed me on her school design and I have attended and supported her presentation to the Charter School Commission.
  
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 X I/we do not anticipate conducting any such business  Yes
  
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 X Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I/we do not know any such persons  Yes
  
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.  
 X N/A.  I/we have no such interest  Yes
  
7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
 X N/A  I/we or my family do not anticipate conducting any such business  Yes
  
8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
 X Does not apply to me, my spouse or family  Yes
  
9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.  
 X None  Yes

#### Certification

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

  
Signature

February 8, 2016  
Date

# Board Member Information-Buyukacar

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

All forms must be signed by hand.

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

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

## Background

1. Name of charter school on whose Board of Directors you intend to serve:  
The IMAG Academy
2. Contact information:  
[REDACTED] [REDACTED]  
[REDACTED] [REDACTED]  
[REDACTED] [REDACTED]
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.  
 Resume and professional bio are attached to this form.  
 Resume and professional bio are attached elsewhere in the application: Attachment O – School

## Director

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes
5. Why do you wish to serve on the board of the proposed charter school?  
*I believe The IMAG Academy has an opportunity to make a difference in the lives of the children in the area. I would like to be a part of this opportunity.*
6. What is your understanding of the appropriate role of a public charter school board member?  
*I believe a governing board member has the role of ensuring the school has the appropriate resources to carry out its vision and mission. This includes providing the school a structure of governance and accountability.*
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

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

8. Describe the specific knowledge and experience that you would bring to the board.  
*I bring a wealth of knowledge about organizational processes and procedures. As a business owner, I also have experience with new program development.*

#### **School Mission and Plan**

1. What is your understanding of the school's mission and guiding beliefs?  
*The school's mission and guiding beliefs are all about seeing everyone's strengths and capabilities as a valuable individual to one's community.*
2. What is your understanding of the school's proposed academic plan?  
*The school's academic plan is ambitious as they set high expectations to teach content subject areas and extend a child's learning through school or community projects that apply the concepts and methods of business, the arts, science, and engineering.*
3. What do you believe to be the characteristics of a successful school?  
*At the classroom level, I believe a successful school would be evident through our student's engaged in discussions and inquisitive questions. The classroom would be full of laughter and kids would continue their discussions as they walk to their next class.*
4. How will you know that the school is succeeding or is not succeeding in its mission?  
*I feel I would know a school is succeeding, if our enrollment continued to go up, but more important, if prior students came back to volunteer and help the other kids in the school.*

#### **Governance**

1. Describe the role that the governing board will play in the school's operation.  
*The role of the board is to provide resources through the development of policy and procedures. Our role is to support the school director in carrying out the vision and mission of the school.*
2. How will you know if the school is successful at the end of the first year of operation?  
*I think the school would be successful at the end of the first year, if we have paid all of our bills on time, we've got a little of money in the bank, all of our policies and controls have helped the operations of the school and the kids don't want to leave for summer vacation.*
3. How will you know at the end of five years if the school is successful?  
*At the end of five years, I believe we will see a number of things that indicate the school's success. First, enrollment continues to meet and exceed its quota. Second, resources for the school to operate are readily available. Third, V-BASE projects have a waiting list of partners requiring our student's expertise and energy. Fourth, we have one V-BASE project that has turned into sustained revenue for the school with a percentage of the profits being fed right back into the community. Fifth, we have become a community resource as the first IMAG students are in their senior year; 50% already have college acceptance letters and full scholarships, another 20% is contemplating which college acceptance letter to choose, 30% percent has already sent their applications forward, and 30% are hoping to get business startup loans, job offers or internships with innovative companies because of their innovative and mindful inventions and solutions. Note of this last group, all of them are also in the first group with full scholarships or the second group, contemplating which college offer to choose.*

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

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

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

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

### Disclosures

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

I/we do not know these individuals  Yes All are colleagues of mine in various capacities throughout the years.

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

I/we do not know any such employees

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

I/we do not know any such persons  Yes

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

I/we do not anticipate conducting any such business  Yes

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

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

I/we do not know any such persons  Yes


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

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

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
 N/A    I/we or my family do not anticipate conducting any such business    Yes
  
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
 Does not apply to me, my spouse or family    Yes
  
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.  
 None    Yes

**Certification**

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


2/2/16

Signature Date



## Melissa Hawkins

### **CERTIFICATION**

Hawaii Teacher Standards Board- Standard Teaching License in Elementary Education K-6

### **EDUCATION**

University of Phoenix, Honolulu, Hawaii

*Master of Arts in Elementary Education, December 2010*

California State University at Sacramento, Sacramento, California

*Bachelor of Arts in Government, May 2008*

### **TEACHING EXPERIENCE**

CLASSROOM TEACHER - 1<sup>st</sup> Grade (August 2011- Present) Hawaii Technology Academy, Waipahu, Hawaii  
Responsibilities include teaching 1<sup>st</sup> graders on-campus as well as online via synchronous class; tutoring students; monitoring weekly progress in the online curriculum; working with Learning Coaches to create Individualized Learning Plans to help students achieve learning goals; conferencing weekly with families and Learning Coaches.

SUMMER SCHOOL TEACHER, Kindergarten Enrichment, (June 2011-July 2011) Hongwanji Mission School, Honolulu, Hawaii

Taught an integrated program for students who completed Kindergarten and were entering first grade. Subjects taught included art, science, math, language arts, and drama.

CLASSROOM TEACHER - KINDERGARTEN (January 2011-May 2011) Liholiho Elementary School, Honolulu, Hawaii

Created and implemented units and lessons using Every Day Mathematics, Houghton Mifflin math, Pacific Literacy Scholastic language arts curriculum, and the Scott Foresman science program. Incorporated 'Habits of Mind' ideas, with a focus on metacognition and inquisitiveness. Attended weekly articulation and planning meetings regarding the Common Core State Standards Initiative.

STUDENT TEACHER - KINDERGARTEN (August 2010-November 2010) Ala Wai Elementary School, Honolulu, Hawaii

Implemented lessons using Houghton Mifflin Language Arts, EnVision Mathematics, Science Weekly, and Positive Action curriculum. Developed and implemented a standards based science unit about living and non-living things, and how to use observation skills when doing science.

ESSAY SCORER, Contract Based (April 2010-May 2013) Educational Testing Service, Trenton, New Jersey

Scored essays for potential high school graduates using a four point rubric.

ONLINE TEACHER OF ENGLISH AS A FOREIGN LANGUAGE (June 2006- December 2009) Seoul, South Korea and Taipei, Taiwan

Taught conversational English, grammar, vocabulary, phonemic awareness, phonics, fluency, pronunciation, and reading comprehension to students in South Korea and Taiwan, via web-cam. Responsibilities included curriculum development, editing teaching materials, and daily student progress reports. Students aged in range from three years old to adult, and language level varied from beginning to advanced.

### **SPECIAL TRAINING AND PROFESSIONAL DEVELOPMENT**

Experience with school lock-down and tsunami evacuation drills  
CPR and First Aid Certification

*Professional Development and Conference Attendance 2012-2013:*

Phonics Applications Course, Learning Bridges

How the Brain Learns ~ Brain Based Teaching Course, Learning Bridges

Integrating Art and Math Workshop, Hanahou'oli School Professional Development Center

Differentiation for Gifted and Talented Students

Google Apps for Education (GAPE) Summit, Honolulu, Hawaii, January 2013

Schools of the Future (SOTF) Conference, Honolulu, Hawaii, January 2013

### **ACTIVITIES AND INTERESTS**

Honu Guardian for Malama na Honu (2009-2010) Haleiwa, Hawaii

Volunteered for Malama na Honu as a beach 'guardian' of green sea turtles on the North Shore of Oahu. Educated the public about green sea turtle behavior and protection at the beach, as well as at local events around the island. Recorded data about turtle behavior on the beach.

Whale Count Leader for NOAA Humpback Whale Sanctuary (2009-Present) Hawaii Kai, Hawaii

Site leader volunteer for the yearly Sanctuary Ocean Count. Educate other volunteers on how to observe and collect data about humpback whales. Responsible for preparing the group and collecting feedback about the volunteer experience, as well as reporting whale behavior data to the NOAA Humpback Whale Sanctuary office in Hawaii Kai.

Hawaii Technology Academy Governing Board, Board Member and Secretary (August 2013-Present)

Waipahu, Hawaii

## Board Member Information


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All forms must be signed by hand.

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### Background

1. Name of charter school on whose governing board you intend to serve:  
**The IMAG Academy**
2. Contact information:  

3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.  
 Resume and professional bio are attached to this form.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.  Does not apply to me  Yes
5. Why do you wish to serve on the governing board of the proposed charter school? *I believe in The IMAG Academy's mission of providing students with a small, family like environment that focuses on projects useful to our community.*
6. What is your understanding of the appropriate role of a public charter school governing board member? *The appropriate role of a board member is to be ethically responsible for the funding and governance practices of the school.*
7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. *I am currently a board member at Hawaii Technology Academy and have served in a variety of capacities over the past five years.*
8. Describe the specific knowledge and experience that you would bring to the governing board.

*As an educator, I would bring my knowledge of what teachers would like from their school. In addition, as a parent I feel I would be able to bring a parent's perspective regarding what families may want and need from their school.*

#### **School Mission and Plan**

1. What is your understanding of the school's mission and guiding beliefs?  
*The school's mission is focused on a student's strengths and potential as well as providing a small, family-like and engaging learning environment through the use of project based learning. The IMAG Academy's guiding beliefs results in wanting students to be innovative, mindful, accepting, and giving in all their decisions and behaviors.*
2. What is your understanding of the school's proposed academic plan?  
*The academic plan incorporates community based project learning as a way to engage students in acquiring knowledge and skills in their subjects.*
3. What do you believe to be the characteristics of a successful school?  
*I believe one of the best characteristics a school can have is to become a valuable resource to their students, parents, and community. This will require the school and staff to know their school member's needs and desires.*
4. How will you know that the school is succeeding or is not succeeding in its mission?  
*I would know if The IMAG Academy was succeeding if there was a line of teachers wanting to work there and a waitlist of students wanting to attend.*

#### **Governance**

1. Describe the role that the governing board will play in the school's operation.  
*The board is responsible to be an ethical steward of The IMAG Academy. It must development its capability to govern itself and the school in a legal and financially viable way.*
2. How will you know if the school is successful at the end of the first year of operation?  
*I would know the school would be successful if all or most of the teachers returned to teach and all of our students continued their second year at the school. Another way I would know if we were successful would be if all of our intersession programs are full and we would have to lease more classroom space to accommodate students.*
3. How will you know at the end of five years if the school is successful?  
*At the end of five years, there would be near 100% teacher retention and all grade levels would have maximum enrollment.*
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?  
*To be successful, I believe members have to be collaborative and respectful while ensuring we continue to be good stewards of The IMAG Academy's resources.*
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?  
*I would approach the member or members and request they review our governing documents. I would also inform our board president of the incident(s) and insist the board address the concerns in a diplomatic way. I would also insist on board training to take place to correct any misunderstandings to our roles and responsibilities.*

#### **Disclosures**



Michael Nakata  
Professional Bio

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

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

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

# Michael Nakata



## Executive Profile

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

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

## Notable Campaigns and Events

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

## Professional Experience

### **Ad Solutions Hawaii**

**November 2013 to Present**

### **Managing Member**

Honolulu, HI

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

### **Shozen Enterprises**

**January 2010 to 2013**

### **Owner**

Honolulu, HI

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

### **Coldwell Banker Pacific Properties**

**March 2005 to August 2010**

### **Realtor Associate**

Honolulu, HI

Real Estate Sales and Marketing

## Education

### **Seattle University - Alber's School of Business**

Seattle , WA

Bachelor of Arts: International Business/Business Management

## Board Member Information


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### Background

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IMAG Academy
2. Contact information:  

3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.  
 Resume and professional bio are attached to this form.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.  
 Does not apply to me  Yes  
I have experience in advertising & marketing, plus non profit fundraising.
5. Why do you wish to serve on the governing board of the proposed charter school?  
I want to help enrich the lives of children & help keep the school financially stable.
6. What is your understanding of the appropriate role of a public charter school governing board member?  
Assist other board members with the administrative duties
7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have experience in non profit marketing & fundraising.
8. Describe the specific knowledge and experience that you would bring to the governing board.  
I would be able to help plan & execute fundraising campaigns & events.

### School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?  
To educate by way of experiences.
2. What is your understanding of the school's proposed academic plan?  
PBL is at the core of the curriculum design.



3. What do you believe to be the characteristics of a successful school?  
*A balancing act between student success & financial stability.*
4. How will you know that the school is succeeding or is not succeeding in its mission?  
*Through interactions w/ students*

#### Governance

1. Describe the role that the governing board will play in the school's operation.  
*It will create a curriculum that incorporates: vision, mission, & values.*
2. How will you know if the school is successful at the end of the first year of operation?  
*Compare student assessments against other schools.*
3. How will you know at the end of five years if the school is successful?  
*Student scores & financial standings.*
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?  
*Each board member should work to help other members understand what they believe needs improvement*
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?  
*Open it to board discussion & give person a chance to explain.*

#### Disclosures

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

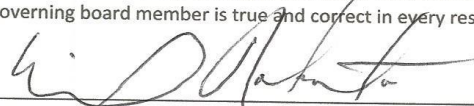
indicate the precise nature of the business that is being or will be conducted.

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

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

**Certification**

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

 2/2/16  
Signature Date

# Randall T. Shiraishi

## Biography

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

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

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

**RANDALL T. SHIRAISHI**



**WORK EXPERIENCE:**

**HĀLAU LŌKAHI  
PUBLIC CHARTER SCHOOL**

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

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

**Executive Director**  
April 2015 – May 2015

**HĀLAU LŌKAHI PUBLIC  
CHARTER SCHOOL GOVERNING BOARD**

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

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

**Vice-Chair**  
January 2015 – May 2015

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

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

**Amy Koskovich, Director**

Responsible for supervision of school-aged children (kindergarten through 6<sup>th</sup> grade) in a before and after school care program. Assist in curriculum planning.

***Child & Youth Program Assistant***

August 2012 – present

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

**Arlynn Howell Livingston, Executive Director**

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

***Program Manager***  
October 2005 – August 2009

**STATE OF HAWAI'I JUDICIARY**

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

**Jacqueline Phillips, VGAL social worker**

***Volunteer Guardian ad Litem***

November 2006 – March 2009

**CHILD & FAMILY SERVICE**

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

**Marci Lopes, Program Director**

***Residential Counselor***

April 2005 – May 2006

**100<sup>TH</sup> INFANTRY BATTALION**

**LEGACY ORGANIZATION**

516 Kamoku Street, Apartment 205  
Honolulu, HI 96826

***Treasurer, Executive Board of Directors***

November 2002 - October 2005

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

2008 – present

**HAWAI'I BUSINESS COLLEGE**

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

**Anne Omori, President**

***Director of Admissions***

June 2002 – December 2002

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

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

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

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

As secretary, keep minutes of board meetings.

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

student registration.

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

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

**Tommy Troxell, Center Director**

***Manager***

March 2000 - April 2002

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

**HAWAI'I JOB CORPS**

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

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

***Counseling Services Supervisor***

September 1997 - March 2000

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

**HAWAI'I JOB CORPS**

Managed a caseload of 64 students, prepared

41-467 Hihimanu Street  
Waimānalo, HI 96795  
(808) 259-6092  
**Kekea Jones, Counseling Supervisor**

***Counselor***

December 1993 - Sept 1997

behavior management contacts, assessed students' progress, maintained contact with other staff to maintain comprehensive services, provides individual and group counseling. Developed and coordinated college program for students. Provided college counseling and assistance with application and financial aid processes.

**WINNERS' CAMP FOUNDATION**

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

**Delorese Gregoire, Owner**

***Team Leader Coordinator***

August 1993 and August 1994

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

**HAWAI'I DEPT. of HUMAN SERVICES**

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

**Lynn Mirikidani, Supervisor**

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

***Social Worker I***

January 1993 - November 1993

July 1992 - November 1992

**WINNERS' CAMP FOUNDATION**

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

**Delorese Gregoire, Owner**

***Team Leader***

June, August and October 1992

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

**HAWAI'I DEPT. of HUMAN SERVICES**

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

**Lynn Mirikidani, Supervisor**

Performed administrative tasks, in addition to field work and outreach functions. Provided support services to social workers and acted as a liaison between the foster parents, foster children and the social worker when the social worker was not available. Determined

**Social Services Assistant IV**  
November 1992 - January 1993  
July 1991 - June 1992

eligibility for various Departmental programs and referred clients to other resources. Client base was foster parents and adolescent foster children.

**EDUCATION:**

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

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

**SPEAKING ENGAGEMENTS/TRAININGS PRESENTED:**

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

**MEMBERSHIPS:**

100<sup>th</sup> Infantry Battalion Legacy Organization, 2002 – present

American Mensa, 2012 - present

**REFERENCES:**

Roger Messner, Vocational Programs Manager, Hawai'i Job Corps  
[REDACTED]

Kim Hasegawa Chang, Attorney at Law/Guardian ad Litem  
[REDACTED]

Krystal Ikeda, Program Coordinator, Honolulu Community Action Program, Youth Services Program  
[REDACTED]

Anthony Vela, Program Manager, United States Department of Labor  
[REDACTED]



# Board Member Information - Shiraishi

To be completed individually by each Applicant Governing Board member.

All forms must be signed by hand.

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

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

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

## Background

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

4. Contact information:

Name: Randall T. Shiraishi

[REDACTED]  
[REDACTED]

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

Resume and professional bio are attached to this form.

I have 25 years of experience in social services as a social worker and counselor working with diverse ethnic populations with varying socio-economic, substance abuse and mental health challenges. In my past employment, I have provided vocational, educational, social, substance abuse and employment counseling. I have worked in a residential setting to provide structure and behavioral adjustment. In addition, I spent four years as the program manager for the E Makua Ana Youth Circle program which facilitates transitional planning for foster youth. I was formerly the director of admissions at Hawai'i Business College and provided career and academic counseling for students at Hawai'i Job Corps. I was involved with Hālau Lōkahi Public Charter School for five months as the governing board vice chair and executive director. I have spent the past 3 ½ years working for the Department of Defense with school aged children (5-12).

I also have nine years of supervisory/management experience in five different organizations. I have received management training from Management & Training Corporation and the United States Department of Labor. I have also facilitated training at local, state, and national level conferences. I have experience in writing and administering grants, writing policies and procedures, conducting program assessments and evaluation, and contract negotiation (as one who helped for form the counselors union at Hawai'i Job Corps with the ILWU

and negotiated the contract). I have interfaced with government offices of American Samoa, the Federated States of Micronesia, the Commonwealth of the Northern Marianas, the Republic of the Marshall Islands, the Republic of Palau as the admissions manager of Hawai'i Job Corps. I also have experience in marketing, outreach, and admissions as a manager at Hawai'i Job Corps and the director of admissions at Hawai'i Business College. I have developed programs (independent living program, community service organization, transitional planning program) at various organizations. I believe I have strong set of skills and experiences that will be an asset to building and running a school.

11. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.  
 Does not apply to me  Yes
12. Why do you wish to serve on the governing board of the proposed charter school? I believe the central area needs more educational choices for students, especially in the overcrowded Waipahu/Ewa area. I have skills and experience that can benefit the Board.
13. What is your understanding of the appropriate role of a public charter school governing board member? The governing board is responsible for ensuring adherence to the charter contract with positive academic outcomes and fiscal responsibility.
14. Describe any previous experience you have that is relevant to serving on the charter school's governing board (*e.g.*, other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have served on the executive board of directors of the 100<sup>th</sup> Infantry Battalion Legacy Organization as the secretary and treasurer since 2001. In addition, I was the vice-chair for the Hālau Lōkahi Public Charter School Governing Board from January to May of 2015.
15. Describe the specific knowledge and experience that you would bring to the governing board. I have 15 years of experience serving on non-profit boards, as well as experience serving on a charter school governing board and administration. I have worked with children and youth for 25 years. I have been a manager in service organizations responsible for federal and state funds and was responsible for ensuring contract compliance and fiscal responsibility.

### **School Mission and Plan**

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

## Governance

6. Describe the role that the governing board will play in the school's operation. The governing board is responsible for contractual compliance and broad oversight of the school. The board will meet monthly to monitor financial health, help develop strategies and processes for success
7. How will you know if the school is successful at the end of the first year of operation? Strong fiscal health, meeting enrollment goals, school on track according to stated plan
8. How will you know at the end of five years if the school is successful? Strong fiscal health, high student retention, strong academic performance (based on statistical measures), high staff retention, strong community involvement
9. What specific steps do you think the governing board will need to take to ensure that the school is successful? Close monitoring of financial performance, enrollment goals, academic performance. This will occur at the monthly board meetings.
10. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school? I would discuss the situation with the individual and the president of the board. If needed, I would put forth a motion to have the person removed from the board.

## Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I/we do not know these individuals  Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I/we do not know any such employees  Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I/we do not know any such persons  Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I/we do not anticipate conducting any such business  Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I/we do not know any such persons  Yes

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

### Certification

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

*Randy Shiraishi*  
 Signature

    8 February 2016      
 Date

## Attachment V

### **Code of Ethics for Governing Board Members**

All members selected to serve on the governing board (GB) of The IMAG Academy shall in good faith sign a copy of the Code of Ethics and submit the same to the secretary of the board for safekeeping with appropriate board documents. Failure to honor the conduct implied in the responsibilities enumerated in the code may result in removal from the board.

As a member of The IMAG Academy's GB, I shall promote the best interests of the school as a whole and, to that end, shall adhere to the following ethical standards:

#### Confidentiality

Maintain confidentiality of all information and materials related to confidential matters brought before the board. Confidential information includes, but is not limited to, information related to personnel matters, formal grievances, contract negotiations, individualized special education services, and matters discussed in executive (closed) sessions of the board.

#### Equity in Attitude

1. Be fair, just, and impartial in all my decisions and actions.
2. Accord others the respect I wish for myself.
3. Encourage and listen to those with different opinions and ideas with an open mind.

#### Trustworthiness in Stewardship

1. Be accountable to the public by representing The IMAG Academy policies, programs, priorities, and progress accurately.
2. Be responsive to the community by seeking its involvement in The IMAG Academy affairs and by communicating its priorities and concerns.
3. Work to ensure prudent and accountable use of The IMAG Academy resources.
4. Make no personal promise or take private action that may compromise my performance or my responsibilities.

#### Honor in Conduct

1. Tell the truth.
2. Share my views while working for consensus.
3. Respect the majority decision as the decision of the board.
4. Base my decisions on fact rather than supposition, opinion, or public favor.

#### Integrity of Character

1. Make all decisions on the basis of the welfare of the school as a whole.
2. Consistently uphold all applicable laws, rules, policies, and governance procedures.

#### Commitment to Service

1. Focus my attention on fulfilling the board's responsibilities.
2. Diligently prepare for and attend board meetings.
3. Avoid personal involvement in activities delegated to the School Director.
4. Seek continuing education that will enhance my ability to fulfill my duties effectively.

#### Family Driven, Student Focus, Community Driven

Be guided by what is best for all students of The IIMAG Academy and community.

## Conflict of Interest Policy

### Article I: Purpose

The purpose of this policy is to protect The IMAG Academy's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or board member of the school or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to public charter schools.

### Article II: Definitions

1. **Interested Person--** Any board member, principal officer, or member of a committee with Governing Board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. **Financial Interest--** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
  - a. An ownership or investment interest in any entity with which the school has a transaction or arrangement,
  - b. A compensation arrangement with the school or with any entity or individual with which the school has a transaction or arrangement, or
  - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the school is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate Governing Board or committee decides that a conflict of interest exists.

### Article III: Procedures

1. **Duty to Disclose.** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with Governing Board delegated powers considering the proposed transaction or arrangement.
2. **Determining Whether a Conflict of Interest Exists.** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Governing Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
3. **Procedures for Addressing the Conflict of Interest**
  - a. An interested person may make a presentation at the Governing Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
  - b. The chairperson of the Governing Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
  - c. After exercising due diligence, the Governing Board or committee shall determine whether the school can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Governing Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the school's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

#### **4. Violations of the Conflicts of Interest Policy**

- a. If the Governing Board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Governing Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

#### **Article IV: Records of Proceedings**

The minutes of the Governing Board and all committees with board delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Governing Board's or committee's decision as to whether a conflict of interest in fact existed.
2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

#### **Article V: Compensation**

1. A voting member of the Governing Board who receives compensation, directly or indirectly, from the school for services is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.
3. No voting member of the Governing Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the school, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

#### **Article VI: Annual Statements**

Each director, principal officer and member of a committee with Governing Board delegated powers shall annually sign a statement which affirms such person:

1. Has received a copy of the conflicts of interest policy,
2. Has read and understands the policy, and
3. Has agreed to comply with the policy.

#### **Article VII: Periodic Reviews**

To ensure The IMAG Academy operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its charter status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
2. Whether partnerships, joint ventures, and arrangements conform to the school's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further school purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.
3. The Board shall be responsible to annually review and adopt the Conflict of Interest Policy.

**Article VIII: Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, The IMAG Academy may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Governing Board of its responsibility for ensuring periodic reviews are conducted.



## CONFLICT OF INTEREST ANNUAL DISCLOSURE STATEMENT

Preliminary note: In order to be more comprehensive, this statement of disclosure/questionnaire also requires you to provide information with respect to certain parties that are related to you.

These persons are termed “affiliated persons” and include the following:

- a. Your spouse, domestic partner, child, mother, father, brother or sister;
- b. Any corporation or organization of which you are a board member, an officer, a partner, participate in management or are employed by, or are, directly or indirectly, a debt holder or the beneficial owner of any class of equity securities; and
- c. Any trust or other estate in which you have a substantial beneficial interest
- d. Which you serve as a trustee or in a similar capacity.

Name: \_\_\_\_\_  
Please Print

Capacity: \_\_\_Board member \_\_\_School employee

1. Have you or any of your affiliated persons provided services or property to The IMAG Academy in the past year? \_\_\_YES \_\_\_NO

If yes, please describe the nature of the services or property and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

\_\_\_\_\_  
\_\_\_\_\_

4. Have you or any of your affiliated persons purchased services or property from The IMAG Academy in the past year? \_\_\_YES \_\_\_NO

If yes, please describe the purchased services or property and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

\_\_\_\_\_  
\_\_\_\_\_

5. Please indicate whether you or any of your affiliated persons had any direct or indirect interest in any business transaction(s) in the past year to which The IMAG Academy was or is a party? \_\_\_YES \_\_\_NO

If yes, describe the transaction(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

\_\_\_\_\_  
\_\_\_\_\_

6. Were you or any of your affiliated persons indebted to pay money to The IMAG Academy at any time in the past year (other than travel advances or the like)? \_\_\_YES \_\_\_NO If yes, please describe the indebtedness and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

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7. In the past year, did you or any of your affiliated persons receive, or become entitled to receive, directly or indirectly, any personal benefits from The IMAG Academy or as a result of your relationship with the school, that in the aggregate could be valued in excess of \$1,000, that were not or will not be compensation directly related to your duties to the school? \_\_\_\_\_ YES \_\_\_\_\_ NO

If yes, please describe the benefit(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

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8. Are you or any of your affiliated persons a party to or have an interest in any pending legal proceedings involving The IMAG Academy? \_\_\_ YES \_\_\_ NO

If yes, please describe the proceeding(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

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9. Are you aware of any other events, transactions, arrangements or other situations that have occurred or may occur that you believe should be examined by school's governing board in accordance with the terms and intent of school's conflict of interest policy? \_\_\_\_\_ YES \_\_\_\_\_ NO

If yes, please describe the situation(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

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I CONFIRM that I have read and understand school's conflict of interest policy and that my responses to the above questions are complete and correct to the best of my information and belief. I agree that if I become aware of any information that might indicate that this disclosure is inaccurate or that I have not complied with this policy, I will notify the governing board President immediately.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Source: Adapted from Mālama Honua Learning Center Public Charter School

## Board Confidentiality Policy

**Directions: Read this policy, and then sign at the bottom acknowledging you read, understand and agree to follow it.**

No board director at this charter school shall knowingly disclose confidential information gained by reason of information shared at a board meeting. This includes details about:

- Children enrolled and their families
- Property
- Operations
- Personnel
- Policies
- Affairs of the charter school

Board directors shall not use information to advance any personal interest, financial or otherwise.

The charter school shall maintain confidentiality of employee and student records, and no board director shall accept employment or engage in any business or professional activity that might be expected to induce him or her to disclose confidential information acquired by reason of serving this board.

A breach of this policy will be reviewed by the Executive Committee and, in accordance with the provisions of the By-laws, may result in dismissal from the Board.

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Name Print

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Signature

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Date

(Source: Adapted from Board Orientation Manual published by Aspen Publishers)

## Advisors Resumes

### ***Pono D. Shim***

Birthdate: June 7, 1963  
Address: 735 Bishop Street, Suite 412  
Honolulu, Hawaii 96813

[REDACTED]  
[REDACTED]  
[REDACTED]

### **Resume**

#### **Employment:**

Enterprise Honolulu President & Chief Executive Officer	July, 2009 - Present
Enterprise Honolulu Vice President & Kahu	January, 2009 - June, 2009
Concierge Services at Ward Owner	September, 2001 - June, 2010
A Pacific Cafe Corporate Trainer & Marketing Manager	April, 1997 - October, 2000
Orson's Restaurant/Pacific Food Services, Inc. Waiter & Bartender	August, 1984 - February, 1997

#### **Education:**

Political Science Major University of Hawaii at Manoa	September, 1981 - December, 1984
Kamehameha Schools	Class of 1981

#### **Current Projects:**

I would be glad to speak about our current projects in person. There are sensitivities to our work that I must maintain.

***Pono D. Shim***

***Current Community Service:***

Economic Development Alliance of Hawaii - Vice Chair  
Friends of Iolani Palace - Vice President  
Hawaii Public Charter School Network- Board Member  
Malama Hawaii - Advisory Board  
University of Hawaii at West Oahu - Advisory Council  
Chamber of Commerce Public Health Fund - Advisory Board  
Hawaii Clean Energy Initiative - Steering Committee Member  
Envision Hawaii - Advisor  
Punawai O Puuhonua - Manager  
Small Business Development Center - Advisory Board  
Pa'i Foundation - Advisory Board

***Previous Pertinent Community Service:***

Kamehameha Schools Association of Teachers & Students, Kapalama Campus – President 2005-2007  
Hawaii Economic Development Task Force  
HECO IRP Task Force  
Hawaii Nature Center Board Member  
Ohia Productions Board Member

***Hawaiian Culture & Arts:***

Pa Kui A Holo, Member  
Traditional Art of Lua  
2008-Present

Gentlemen of Maluikēao, Dancer  
1982-1985

Pohaikēaloha Canoe Club, Paddler  
1981-1983

***Pono D. Shim***

**References:**

Gail Fujita  
Economic Development Representative  
U.S. Department of Commerce  
Economic Development Administration

[REDACTED]  
[REDACTED]

Kathy Lim Ko  
President and Chief Executive Officer  
Asian & Pacific Islander American Health Forum

[REDACTED]  
[REDACTED]

Eric Martinson  
Senior Vice President, Endowment and Chief Investment Officer  
The Queen's Health Systems  
President  
Queen Emma Land Company

[REDACTED]  
[REDACTED]

Hermina Morita  
Former Chair  
Public Utilities Commission

[REDACTED]  
[REDACTED]

Myron Thompson, Jr.  
President  
Smart Energy Hawaii

[REDACTED]  
[REDACTED]

## **Thomas Mitrano Principal Consultant**

Tom Mitrano is a business professional, trainer, facilitator, mediator, and attorney. Currently Tom has been a consultant since June 2002 after almost 20 years of professional service in Hawaii,

He has held managerial, operational, and planning positions in the high-tech, architecture, and visitor industries, as well as in banking and in the non-profit sector. He is a talented writer, speaker, and legislative lobbyist.

He specializes in facilitated mediation, cases where expert attention to the interpersonal process needed to reach agreement is more significant to a suitable result than the technical subject matter of the dispute.

An experienced facilitator in the community, government, private, and non-profit sectors, Mr. Mitrano has facilitated hundreds of training sessions, partnering workshops, strategic planning meetings, single- and multi-party conflict-resolution sessions, visioning meetings, and brainstorming sessions. He has provided facilitation services to three gubernatorial administrations, several legislators, government agencies, many local communities, public and private sector unions, dozens of for-profit and not-for-profit companies, educational institutions, and churches, often in settings of controversy.

Mr. Mitrano has served as facilitator for the Early Learning Council established by Act 14 of the 2008 Hawai'i State Legislature to design and foster development of pre-school learning initiatives.

He has also helped to facilitate meetings at number of organizations across Hawai'i

- Statewide community EIS meetings regarding the Hawai'i Superferry (HDOT)
- Statewide community meetings regarding the state water management plan (HWRM Commission)
- A citizens and users Ad Hoc Group to advise the Board of Land and Natural Resources on long-term parking alternatives for the Ala Wai Small Boat Harbor in Waikiki
- A complex multi-agency bottom-fish regulatory planning workshop for the Pacific Islands Fisheries Council
- Formation of a water management working group for the Kaloko-Honokohau National Historical Park, Big Island (National Park Service)
- Strategic planning for the YWCA--Hawai'i Island (Hilo), the Hawai'i Coalition for Dads, the Waiialae Public Charter School, and Ho'ala School
- Public meetings related to gill-lay-net regulations
- EIS and DEIS hearings for the U.S. Navy related to a munitions wharf in Apra Harbor, Guam
- Remediation efforts at the I'a'o Stream, Maui, for the U.S. Army Corps of Engineers and facilitated public meetings dealing with landscaping of public areas for the Kailua Bay Advisory Council
- The Act 259 Task Force (state mandated planning for 4-year-old early education)
- Co-facilitator of a series of public meetings to help develop the State of Hawai'i, Department of Transportation, Kahului Harbor 2030 Plan
- Co-facilitator of a five-year series of community visioning workshops for a large regional mixed-use development near Mililani, O'ahu, Hawai'i.
- Honolulu City Council panel representing divergent opinions to provide recommendations for improving a controversial county ordinance

Since arriving to Hawaii 1984, Tom has held managerial positions at:

## **Thomas Mitrano**

- Outrigger Hotels (VP, Systems/Procedures)
- Bank of Hawaii (VP, Community Reinvestment Act Compliance)
- WATG (formerly, Wimberly Allison Tong & Goo, Hawaii In- House General Counsel/Operations Officer)
- The Ohana Foundation (Legal Services Coordinator and Business Development Director)
- The Nature Conservancy
- AM Partners, Inc. (Principal and General Counsel)

### Education

- University of Toronto (BA Honours in Chinese language and cultural studies)
- Harvard Law School



## **Dr. Jonathan Gillentine**

### EDUCATION

Doctor of Philosophy (Ph.D) Curriculum and Instruction  
1999-2005  
University of Hawaii, Manoa

Master's Degree, Special Education  
1979-1981  
University of Hawaii, Manoa

Early Learning Specialist – Hawaii Department of Education, Windward District  
A National Board Certified Teacher and a twenty year veteran as a preschool inclusion teacher at Rev. Benjamin Parker School

Early Learning Advocate – He assists the Executive Office on Early Learning to promote preschool classrooms for public schools and is highly sought after for his wisdom regarding early grades in elementary school. He has worked on several impact projects to elevate teaching practice, education policy, and public commentary on education.

### AWARDS and PRESENTATIONS

2014 Hawaii's first Teacher Leader licensee

2014 Teaching & Learning 2014 Conference  
National Board for Professional Teaching Standards

2012 NEA Foundation Pearson Foundation Global Learning Fellow, one of a unique class of 32 award-winning public school educators charged with building their global competency skills.

2012 Horace Mann Award from the National Education Association Foundation

2010 Zula International Early Science Educator – NSTA

2007 Cengage Delmar Outstanding Early Childhood Practitioner NAECTE

Recognized as an America Achieves Teacher Fellow. America Achieves' Fellows are selected on their impact on student achievement, the quality of their classrooms and school leadership, and their commitment to learning and sharing their expertise.

## Attachment Y

### STUDENT ENROLLMENT

The 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

The Academy 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 The IMAG Academy. These are held several times a month during the open enrollment period in order to provide information about The IMAG Academy that will help you to determine if The IMAG Academy is a 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 The 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, The 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 The 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 an open enrollment period from mid January 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 initial admissions have been made and accepted, remaining openings in the school will be filled from the waiting list. Any applications received after March 15th 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 April 20th to notify The IMAG Academy that they are accepting the space and complete the enrollment documents. Failure to respond by April 20th 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 15th, 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 a class 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 The 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 The 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 The IMAG Academy or another school, the student will be offered admission only after it is determined that The 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.

Attachment 1 – 2017-18 School Year Enrollment Process and Timeline

<b>2017-2018 Application and Enrollment Process and Timeline</b>	
<b>January 15, 2017 – March 15, 2017 :</b>	Open enrollment period New Family Orientation Sessions –Mandatory for new families
<b>March 16 , 2017 – March 23, 2017:</b>	Acceptance of students Enrollment lottery (if necessary)
<b>April 14, 2017:</b>	Decision deadline for families of accepted students. Families must respond with an acceptance or risk losing their acceptance opportunity.
<b>April 14, 2017 –October 15, 2017</b>	On-going (Rolling) enrollment will be based on first come, space availability



February 8, 2016

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

Subject: Future partnership

The IMAG Academy's vision and mission gives focus and attention to what is right for our community.

Their community-centered, project base learning brings real world neighborhood concerns into the classroom and sends our children out into the community to adapt their academic learning as they create usable solutions and products. As a family driven, student focused, and community centered school, The IMAG Academy will provide an exciting educational choice that will complement the accomplishments of the existing public and private schools in the area.

We know how a focused education can be a life-changing experience. We live it every day and have built our passion on it. At DevLeague we understand the importance of learning relevant skills at one's own pace and we've developed an environment to accelerate success through high expectations, experienced and passionate instructors and scheduled one-on-one work reviews.

We are excited about The IMAG Academy's educational programs and ready to provide them with teacher training and guidance in bring coding knowledge and skills to their students. We have set the foundation to our continued partnership.

I personally look forward to providing my professional expertise and being a part of this innovative, mindful and enduring community success.

Russel Cheng

A handwritten signature in black ink, appearing to read 'Russel Cheng'.

Co-Founder, Director



February 10, 2016

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

Subject: Charter School Partnership

It is with great enthusiasm that we support the design, planning, and implementation efforts in bringing The IMAG Academy into reality. The IMAG Academy's focus on becoming a community resource in preparing our youth to being innovative and mindful in creating and sustaining peace-filled, successful and ethnically diverse communities attest to their long-term view of education. As important, Sheila Buyukacar's deep understanding of the need for data-driven decision making along with fostering relationships at all levels makes our partnership especially exciting. In fact, this partnership could be a game changer across our educational system.

At Comprendio, we are also focused on the sustainable and long term improvement of our educational system across the United States. Our mission is to build lifelong learners by making learning efficient through automated learner feedback. We achieve this by utilizing cognitive mapping as structure to seamlessly engage and capture learner thinking, all while utilizing text analysis to communicate learner gaps in conceptual understanding and competency. Our patented data system not only empowers learners with feedback whenever they want, but will isolate and identify the most effective strategies being deployed in the classroom by the teacher. In short, Comprendio can continuously pinpoint where strengths and weaknesses are at all levels of a school, enhancing student, teacher, and leadership ability to create the transformational learning environments that students require to truly learn how to learn.

We look forward to partnering with The IMAG Academy in bringing a positive and lasting impact for not only the educational system as a whole, but more urgently, within a much needed and high-risk location which continues to harbor some of the largest schools in the State of Hawaii. This is an incredibly exhilarating time and a great opportunity for the commission to shape the next generation of charter schools in Hawaii.

Respectfully,

Sean Ho'okano-Briel  
Chief Executive Officer



Attachment AA  
Facility Supporting Documentation

Proof of Intent

International City of Refuge  
(94-889 and 94-929 Waipahu Street)

And

Filipino Community Center (FILCOM)  
(94-428 Mokuola Street)





January 30, 2015

Aloha Dr Wayne Anderson-

I know you can relate to the difficulties of starting a new organization from the ground up. As the land owner of a large portion of your neighborhood, I was hoping you would be willing to help. As we are currently in the approval process, we hope to start a discussion to see how we can create a win-win partnership.

We are a new proposed public charter school looking to open for the school year 2016-17. During this first year, we will need 9 classrooms and a small administrative office. Although Waipahu spans across six square miles from Leeward Community College to the entrance of Ewa, we are striving to locate our facilities in your area. This option affords us the opportunity to partner with you, the YMCA, the FILCOM Center and other organizations in the area for additional classroom space, possible auditorium and athletic and fitness activities. This area also provides a number of other leasing opportunities to be creative and flexible with our initial space and facility requirements, as well as our growth over time. I believe this will truly be an exciting community-wide effort.

As you review the table below of my initial thoughts, I hope you'll realize the number of possibilities to our facility requirements is limitless...only limited by our imagination. Another important point to remember, The IMAG Academy will grow into a K-12 school divided into three school levels; elementary (K-5), middle (6-8), and high school (9-12). If necessary, these levels could allow us to entertain one, two or three locations or campuses for our school. As we look to be a long-term occupant in the area, we are aware of your current leasing obligations and church usage decisions, I look forward to working with you to address your concerns.

The following two pages include basic information about the school that I hope will be helpful. I look forward to our work together.

Use of Space Possibilities-Initial Thoughts		
Church Space	Possible School Use	Notes
Ground Floor	Administrative Offices	
2 <sup>nd</sup> Floor	Classrooms	1. We would return to your required configuration each week/day 2. We would maintain the necessary agreements to ensure your space is maintained for your church use.
Office Space		
Large Meeting & Conference Rooms	Meetings/Classroom	
Post Office	Classrooms and Meeting	



**International City of Refuge Partnership**

**General Information**

**February 9, 2015**

**School Year: July - May**

**School Hours: Monday – Friday  
7:00am – 4:30pm**

**Facility Rent: Administrative Offices – Normal Lease Terms  
2<sup>nd</sup> Floor and Post Office – Dual Use Fees**

**Equipment Rent: 2<sup>nd</sup> Floor – Flexible arrangement (Part of Facility Dual Use Fees?)**

<b>Use of Space Possibilities-Initial Thoughts</b>		
<b>Church Space</b>	<b>Possible School Use</b>	<b>Uses</b>
Ground Floor	Administrative Offices	Reception Area – School Office
2 <sup>nd</sup> Floor Office Space	Classrooms	Grades 7 – 8 (150 students)
Large Meeting & Conference Rooms	Meetings/Classroom	Grades 7 -8 and Staff (Flexible times)
Post Office	Classrooms and Meeting	Grade – Kindergarten (60 students)

**Notes:**

1. The 2<sup>nd</sup> floor spaces would house Grades 7-8 and school related meetings
2. The FILCOM Center is being looked at to house our cafeteria for our lunch service.
3. Other buildings in the area are being looked at to accommodate our continued growth; Milltown, Waipahu Store, FILCOM Center, Highway Supermarket, Salvation Army.
4. Partnerships are being planned for other services and class areas; YMCA, Ballet Hawaii, Hans L'Orange Park



January 9, 2015

Aloha Donnie-

It was great to meet with you and discuss a future partnership with the FILCOM Center. I look forward to working with your Program Committee in creating a win-win relationship where both of our organizations can excel in fulfilling our visions and missions in a way that can help sustain us into the future.

Although Waipahu spans across six square miles from Leeward Community College to the entrance of Ewa, we are striving to locate our facilities in your area. This option affords us the opportunity to partner with you, the YMCA and other organizations in the area for possible auditorium and classroom space and athletic and fitness activities. This area also provides a number of other leasing opportunities to be creative and flexible with our initial space and facility requirements, as well as our growth over time. I believe this will truly be an exciting community-wide effort.

As you review the table below of my initial thoughts, I hope you'll realize the number of possibilities to our partnership is limitless...only limited by our imagination. Another important point to remember, The IMAG Academy will grow into a K-12 school divided into three school levels; elementary (K-5), middle (6-8), and high school (9-12). If necessary, these levels could allow us to entertain one, two or three locations or campuses for our school. As we look to be a long-term user and occupant of the FILCOM Center, we are aware of current leasing obligations and look forward to working with you to develop an initial plan of action.

The following two pages include basic information about the school that I hope will be helpful. I look forward to our work together.

Use of Space Possibilities-Initial Thoughts		
FILCOM Space	Possible School Use	Notes
Office Space	Administrative Offices	Small & Large Spaces
Office Space	Classrooms	Small & Large Spaces
Auditorium	Multi-Class gatherings	Partial & Entire area
Courtyard	Multi-Class gatherings	Partial & Entire area
Auditorium	School/Student Gatherings	Partial & Entire area Possible Catering
Courtyard	School/Student Gatherings	Partial & Entire area Possible Catering
Auditorium	Cafeteria-Lunch	Partial & Entire area Possible Catering
Courtyard	Cafeteria-Lunch	Partial & Entire area Possible Catering
Computer Room	Classroom	IT related subjects
Kitchen	Class Instruction	Culinary instruction
Conference Rooms	Meetings	Faculty & Student



The IMAG Academy will be an engaging, project-based learning environment for 915 students K-12 with its first year open to 210 students in K, 7 and 8. At the core of The Academy are its IMAG and family culture.

An IMAG student will learn to connect their heart and mind as they thrive in uncovering the IMAG characteristics. They will build upon content subject area knowledge and skills through community based value-added projects where students will be able to apply the methods of business, arts, science and engineering (V-BASE). Learning will be relevant and students will be mindful of their community as they learn how to align their actions to the opportunities existing in the real world.

Our vision is to become a community resource raising generations of innovative, mindful, accepting, and giving citizens grounded in their knowledge and capabilities to create and sustain successful and peace-filled communities.

Our mission as a K-12 public charter school is to provide a small, family-like environment to prepare mindful citizens capable in excelling in college, career and life through creating a continuum of experiences where the strengths and potential of the individual and community can flourish.

Our values guide what we believe...

- ~Innovation and mindfulness are pillars to sustainable communities.
- ~Acceptance and giving creates unlimited learning experiences built on positive interactions.
- ~All citizens are capable, curious, and creative.
- ~Everyone and everything is connected.
- ~Learning is a continuum of social experiences.
- ~Knowledge, skills, and persistent action ensure success.
- ~Mastery uncovers confidence and value within oneself and others.
- ~Challenging real world experiences enhances relevance and a sense of belonging.
- ~Relationships foster collaboration as we strive to enable a peace-filled world.

Our vision, mission and values will guide all aspects of our decisions. Our values highlight what is important to us as we create a strong and supportive teaching community in order to develop an engaging and positive learning environment.

Academic Year	Planned # of Students	Grade Levels Served
Year 1 (2016/17)*	210	K, 7-8
Year 2 (2017/18)	345	K-1, 7-9
Year 3 (2018/19)	480	K-2, 7-10
Year 4 (2019/20)	615	K-3, 7-11
Year 5 (2020/21)	765	K-4, 7-12
Year 6 (2021/22)	840	K-5, 7-12
<b>Year 7 (2022/23)-Capacity</b>	<b>915</b>	<b>K-12</b> <b>K-5 – 390 students</b> <b>6-8 – 225 students</b> <b>9-12 – 300 students</b>

\*Dependent upon receiving a Hawaii State Commission Approval in August 2015

Attachment BB – Startup Project Management Plan

Our Startup Plan consists of tasks to ensure the opening of The IMAG Academy as a fiscally aware and organizationally sound school focused on providing an engaging learning environment, collaborative teaching community, and supportive school organization.

Sheila Buyukacar, our School Director has agreed to work full-time or nearly full-time to lead the development and implementation of the plan to open The IMAG Academy. She will continue to volunteer her time through the end of December 2016. She has also agreed to a work contract from January to July 2017 and is able to do so due to her USAF pension. This is reflected in the Year 0 Budget and is part of the grant request submitted to US DOE Charter School Program. She will be assisted on a part time basis by our board president, Randy Shiraishi and vice president Melissa Hawkins.

**1.a Startup Period –Facility leasing and renovation**

As we’ve already identified the location of our facility in Waipahu, our plan is to start lease negotiations as soon as charter approval is received in Aug 2016. Our point of contact is founding member Shirley Ames. Funds for facility leasing and renovations are included in our budget. Our US DOE Charter School Program request includes allocations for facility leasing and would be available in time for our planned intersession program in March 2017. Although, we don’t foresee needing renovations because the spaces we plan to use are already in use as classrooms and meeting spaces, we have allotted some funds towards renovations. Dependent upon lease terms, full time occupancy is planned for Apr 2017.

**1.b. Startup Period – Funding and Sources**

We have identified several funding sources for our startup period; August 2016 – June 2017. These sources are a US DOE Charter School Program Grant, fundraisers, donations, and other grants. Our point of contact would be our board treasurer Thelma Alane. Assisting her will be our board president Randy Shiraishi and school director Sheila Buyukacar.

<b>Funding Sources</b>			
<b>Source</b>	<b>Funding Duration</b>	<b>Amount</b>	<b>Status</b>
US DOE CSP (Grant)	3 years - Feb/Mar 2016-Dec 2018	\$729K	Awaiting Notification
IMAG Art & Product Show (Fees)	1 event – Dec 2016	\$2.5K	Event Planning
IMAG Lab (Fees)	1 event – Mar 2017	\$2.5K	Event Planning
Donations (Equip/furniture)	March-July 2017	\$5K	Awaiting charter approval
Other sources/grants	Variable	\$10K - \$100K	Confirming eligibility

If funding is not received as expected, we have created a startup contingency budget to be used as a guide to realign line items and identify alternative actions to be taken.

<b>Start-up Budget Estimates – Contingency Sept 2016 – June 2017</b>			
<b>Functional Category</b>	<b>Current Budget</b>	<b>Alternative Actions</b>	<b>Contingency Budget</b>
Personnel Salary	115,700	Use contracts vs hiring employees	69,150
Facilities & Utilities	49,500	Delay lease for 1 month	33,000
Curriculum	30,000	Purchase Instructor Books only Borrow excess books from HI DOE Schools Delay purchase to July-Year 1	2,000
School Family Training	9,000	Use long-distance-video conferencing Save on airplane and hotel costs of trainer	5,000
Staff Laptops	14,000	Have staff use own computers Provide SASA and School Director Computers	1,400
Middle School Chromebooks	31,000	Delay purchase to Year 1 Acquire Grant - Purchase 50 for middle school classrooms	10,000
Board Development	2000	No Change – Training of Founding and Governing Board	2,000
Lease Review-Grant Writer	6000	Reduce Grant Writer Requirements Lease Review – Board Member Review	2000
Recruitment/Fundraising	1500	No change	1500
Supplies, Tags	1200	Delay supplies. Reduce tags to 50	600
Printers/Cameras/Copier	2500	Delay Cameras/Boards– Buy Printer/Copier	500
Renovations-Permits	16950	Include renovations within lease contract In-Kind Donations/Permits – no change	6950
Network Services	334	No change	334
<b>Total</b>	<b>\$279,684</b>		<b>\$134,434</b>

The table below, Major Funding Milestones and Contingencies outlines a timeline, possible actions to be taken. This timeline would be used with the contingency budget above.

<b>Major Funding Milestones and Contingencies</b>			
<b>Source</b>	<b>Goal</b>	<b>Milestone Trigger</b>	<b>Response</b>
US DOE CSP (Grant)	\$150K - \$729K	Mar 2016 – If not received	*Create grant deadline schedule *Apply for multiple grants *Start crowd funding
IMAG Art & Product Show (Fees)	\$2.5K	Nov 2016 – Low participation	*Increase advertising to increase participation
IMAG Lab (Fees)	\$2.5K	Feb 2017 – Low	*Increase Advertising to

		enrollment	increase enrollment
Other sources/grants	\$150K	May & Sept 2016 -	*Find other funding sources *Apply for multiple grants *Use contingency budget
Donations (Equip/furniture)	\$5K	Mar, May 2017 Furniture needs identified	*Increase awareness

**US DOE Charter School Program (Non-SEA) Grant – 84.282B.** A grant application was submitted on Oct 6, 2015 to the US DOE for planning, program design, and initial implementation funding consideration. Funds were requested for planning and program design activities in year 2016 with initial implementation activities to commence upon charter approval in August 2016. Our application requested funding through December 2018.

**Fundraising** – We are slated to have two fundraisers during our startup year. These two fundraisers along with The IMAG Academy Lab’s Summer Program will be conducted annually. During our startup year, we expect to raise a total of \$5000.

These supplemental intersession and summer programs act as a funding source for our facilities (rent, utilities, maintenance, insurance, etc) and may become a sustainable fundraiser for the school to not only cover facility costs, but to also provide a consistent revenue stream for the school. A business model used by Kamaaina Kids would be to have a totally different management staff to plan and lead these programs. Current teachers and staff could be used as supplemental personnel based on their desire and availability.

**Donations in-kind**-We expect to acquire donations to partially furnish and equip classrooms from school and community members.

**Other Sources/Grants** – If our US DOE CSP grant is not awarded; we will use our adjusted contingency budget as outlined within Section IV Financial Plan Narrative to guide our application to multiple grant requests. Here’s a list of grant opportunities that are candidates based on our vision, mission, and timelines.

- KIND Foundation (\$10K – Deadline: Monthly)
- Crowdfunding (Variable – Deadline: Monthly)
- Pillars of Peace (\$50K – Deadline: April)
- State Farm Youth Advisory (\$100K – Deadline: May)
- ING Foundation (\$100K – Deadline: Sept)
- Pepsi Co Foundation (\$100K – Deadline: Sept)

The following are descriptions of our fundraisers and an associated timeline during startup.

The IMAG Art & Product Show and Mini Shows – December 2016

General Concept: Provide public and private school students across the central leeward area a venue to display and auction their work created as a result of project based learning. Funds

received will be split (TBD) between the participating teacher, student, and The IMAG Foundation. Items created by students will be 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 & Gallery  
YMCA (TBD)

Place: FILCOM or

Participants: Leeward area students, all grades

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

The IMAG Academy Lab Intersession – March 2017

General Concept: Provide a community-centered project based learning environment for students during intersessions. 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 the intersession being a possible fundraiser, The Lab would be a form of student and staff recruitment of what The IMAG Academy students will learn to do well; create solutions and/or products based on community-centered concerns.

Venue: March 2017 Spring Break  
(TBD)

Place: FILCOM, City of Refuge Facility

Participants: Leeward area students, grades 6 and 7 (possible incoming students to The IMAG Academy)

<b>IMAG Art &amp; Product Show and The IMAG Academy Lab Intersession Fundraiser Timeline</b>		
<b>POCs: Melissa Hawkins and Sheila Buyukacar</b>		
<b>Time</b>	<b>Outcomes</b>	<b>Tasks/Activities</b>
Apr 2016	*Event details *Initial logistics	1. Finalize announcement information of IMAG Art & Product Show and feasibility (fundraising target)
Apr-May 2016	*Intro emails sent to all schools and programs	2. Make initial contact with an event announcement to Leeward Area School Principals, Business, Technology, ELA and Arts Teachers.
Jun-Jul 2016	*Partnerships identified	3. Finalize Show details and logistics
Aug 2016	*Event info sent to all schools and programs *Post video/info on website	4. Make video of event info and post 5. Send out event information 6. Approach Leeward Area School Principals, Business, Technology, ELA and Arts Teachers regarding their interest in participating in IMAG Art and Product Show
Sep-Nov 2016	*All schools visited	7. Visit Schools participating in the Show 8. Work details for successful show
Dec 2017	*Event Completed *Lab details	9. IMAG Art and Product Show 10. Finalize announcement details of The IMAG Academy Lab Intersession
Jan-Apr	*8 open houses	11. Conduct Open Houses with Art & Product Mini Shows



2017	completed *Lab details sent out	12. Post/Send out event announcements to the community, schools, program partners
Mar 2017	*Intersession Lab completed	13. The IMAG Academy Lab – Intersession

**1.c Startup Period – Marketing to Families and Developing Partnerships**

The goal of our 1<sup>st</sup> year recruitment/enrollment plan is to have 210 committed students enrolled into The IMAG Academy and 50 students on the waiting list by April 14, 2017. Our point of contact would be our school director; Sheila Buyukacar. Assisting Sheila with marketing will be Deborah Bond-Upson and Melissa Hawkins.

Our 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 startup marketing 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 FilAm Courier (local newspaper) in hope to draw their interest to writing a featured article on our school opening/enrollment and Art & Products Show and Lab Intersession 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.

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. Not reaching our desired outcomes will require our task force to re-energize and identify possible solutions we can employ to reach these milestones.

<b>Year 0 – Marketing &amp; Student Recruitment Timeline</b>		
<b>Time</b>	<b>Outcomes</b>	<b>Tasks/Activities</b>
Aug 2016	*PR completed	1. Announce via Press Release (PR)- Commission approval, school mission, framework and enrollment procedures
Sep 2016 – Feb 2017	*Admissions info & Enrollment process announced *More than 500	2. Distribute school mission, framework, and enrollment procedures across all the various venues 3. Conduct informational meetings across community 4. Post strategically placed banners

	families attend info meetings	5. Distribute The IMAG Academy – Intersession Information 6. Conduct Open Houses with Art & Product Mini Shows
Mar – Apr 2017	*Enrollment projects met & 50 on waitlist	7. Announce results of “lottery” 8. Distribute student successes from Intersession and Mini Shows
May – Jul 2017	*# on waitlist increases	9. Distribute information/invitation – Transition Programs 10. Conduct Open Houses with Art & Product Mini Shows 11. Conduct transition programs

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

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 school director; Sheila Buyukacar. Assisting Sheila will be our board president Randy Shiarishi and Shirley Ames.

The following table, Year 0 – Community Partnerships, list a timeline with desired outcomes and the specific tasks relating to building community partnerships during our startup.

<b>Year 0 – Community Partnerships Development</b>		
<b>Time</b>	<b>Outcomes</b>	<b>Tasks/Activities</b>
May-July 2016	*Show sponsors *Project partners	1. Meet with local businesses in Waipahu a. Survey interest to sponsor Art & Product Show b. Survey interest to be the subject of our semester project c. Identify possible “concerns” and/or ideas 2. Select “Show” partners/partners
Aug 2016	*Show announcement	3. Approach Leeward Area School Principals, Business, Technology, ELA and Arts Teachers – IMAG Art & Product Show (Fundraiser)
Sep-Nov 2016	*Increased Show participation	4. Visit Schools participating in the Show 5. Work details for successful show
Dec 2016	*Show completed	6. IMAG Art and Product Show 7. Distribute information about “success”
Jan-Mar 2017	*Intersession Sponsors	8. Canvas partners and other local businesses a. Survey interest in Intersession i. Identify possible “concerns” and/or ideas
Mar-2017	*Intersession completed	1. The IMAG Academy – Intersession (Fundraiser) a. Partners, Project Coordntr, Intersession Teachers
Apr-Jul 2017	*Roundtable sponsors	9. Canvas partners and other local businesses a. Survey interest in Fall Roundtable i. Identify possible “concerns” and/or ideas 10. Identify Partner(s) for Semester Project/Roundtable

#### **1.d Startup Period – Staff Recruitment, Hiring and Professional Development**

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 our school director, Sheila Buyukacar. Assisting Sheila will be Melissa Hawkins, Deborah Bond-Upson, and eventually our SASA.

**Staff Recruitment** – Our recruitment process will be a continuous and on-going effort. Within our startup period, focused advertising will start in Sep 2016. Efforts will be reviewed regularly to ensure we are communicating with prospective personnel.

### **Hiring Criteria**

The hiring criteria to be used will be based on the following priorities.

1. Commitment to our mission and vision
2. Commitment to our instructional framework
  - a. Standards based
  - b. Community centered projects and IMAG Practices
  - c. School Family
3. Mindset and acceptance toward our high level of disadvantaged and ELL students
4. Mindset and acceptance of our low ethnically diverse populations; Filipino, Native Hawaiian, Samoan, and Micronesian
5. Understanding and experience in “start-up” organizations
6. Level of knowledge within their specific positions
7. Required and preferred credentials
8. Background check

### **Selection Process**

The selection process for staff and non-teaching positions will be as follows.

1. Application Accepted/Reviewed
2. Telephone interview
3. Board/Panel Group interview
4. One-on-one interview
5. Offer and Acceptance
6. Familiarization Training

**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 may 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, Business Manager, 2 teachers, 1 assistant, resource
2 <sup>nd</sup> Hiring Cycle	Apr – May	teacher, project coordinator, facilities, IT person
3 <sup>rd</sup> Hiring Cycle	Jun – Jul	Rest of educators, parent coordinator, counselor 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 April 2017. This will aid in finalizing our curriculum order scheduled for May 2017.

**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 would provide personnel with school orientation and professional development through 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 – 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** –In addition to our familiarization training, several other professional development opportunities are planned during the startup period. The IMAG and School Family Structures and Practices sessions will be provided 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 training will also provide us with recruitment opportunities.

Our School Orientation and Professional Development are scheduled July 18-29, 2017 for all employees.

The following table, Year 0 – Hiring and Professional Development, list a timeline and specific tasks relating to hiring and training our personnel during our startup.

<b>Year 0 – Personnel Recruitment, Hiring and Professional Development</b>		
<b>Time</b>	<b>Outcomes</b>	<b>Tasks/Activities</b>
June-July 2016	*Updated documents	1. Review all personnel and hiring policies/criteria/processes – Modify/development as necessary
Aug 2016	*Amendment requirements *Complex area awareness	2. Upon approval – set meetings with charter commission performance representatives 3. Meet with leeward/Waipahu union representatives to discuss possible amendments 4. Submit amendment requests 5. Meet with Leeward Area Complex Superintendent
Sep-Dec 2016	*Updated policies and documents	6. Re-adjust policies to accommodate non-approval of union amendment requests
Sep 2016 - June 2017	*Recruitment begins	7. Advertise upcoming vacancies - continuous 8. Conduct interviews
Jan-Feb 2017	*Positions filled	9. Hire SASA and Business Manager
Feb-Mar 2017	*Positions filled *Personnel trained	10. Hire - 2 teachers, assistant, resource teacher, project coordinator, facilities, IT person 11. Train Intersession personnel
Mar-2017	*Intersession completed	12. Intersession Fundraiser
Apr-May 2017	*Positions filled	13. Hire - Rest of educators, parent coordinator, counselor
Apr-Jun 2017	*Training completed	14. Professional Development Opportunities a. IMAG and School Family Structures and Practices – The Whys and Hows
Apr - May 2017	*Curriculum modifications and connections	15. Curriculum alignment – modifications – project extensions a. 2-3 teachers, assistant, resource teacher, project coordinator, Director
May 2017	*Curriculum ordered	16. Adjust and Order Curriculum
Jun-Jul 2017	*Final positions filled	17. Hire - Unfilled positions
18-29 Jul 2017	*Trained personnel	18. School Orientation & Professional Development – All Staff a. School Overview – IMAG Practices b. School Family c. IMAG Academy Structures i. PARs, FORE teams, Advisory Groups, etc

		d. Project Based Learning – Roundtable, etc e. Evaluation Systems/Tools f. Teacher and Staff Determined Training (TBD)
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**1.e Startup Period – Board Recruitment - Transition – Development**

The IMAG Academy’s Founding and Governing Boards will play pivotal, but different roles in the successful implementation and development of our school’s capacity to provide the academic rigor and relevance for its students while being effective and efficient in governing itself operationally and fiscally. Our point of contact would be our board president; Randy Shiraishi. Assisting Randy will be Deborah Bond-Upson and our school director Sheila Buyukacar.

Each board will be made up of members with a diverse set of experiences and expertise required for their roles and responsibilities during a specific time in the lifecycle of The IMAG Academy.

Prior to and during this application period we have and will continued to recruit board members to ensure our founding board has a diverse perspective with the proper professional expertise to develop and implement a fiscally responsible and organizationally sound school. Our founding members will be hands-on working members to both developing the governance practices (systems, structures, and policies) and the physical implementation of the school. Therefore, the collective skills we have attempted to gather for an ideal founding board are the following.

1. Financial management, budget preparation/execution and accounting
2. Curriculum and instructional development-project based learning
3. Governance, program or project management
4. Non-profit governance
5. Academic management and oversight
6. Labor relations, collective bargaining
7. Contract development, negotiations, and execution
8. Human resource management
9. Marketing, public relations, and/or communications
10. Funds development and/or fundraising
11. Law or legal affairs
12. Facilities renovation and management

At this point in time, our seven current board members provide us with a collective skills set of financial management, budget preparation, general accounting control practices, governance system development, project management, contract development, curriculum and instructional development, project based learning implementation, facility management, and marketing and communications. In addition to these skills, we have had a village of experts helping us better understand the details of educational, government and organizational policies, practices and realities. Their help enhances our ability to implement our charter school plan. It also gives us the motivation to continue our recruitment efforts through the application review phase to find the additional 3 to 4 professionals with a good understanding and belief in our school’s vision, mission, instructional strategies and with the willingness

to agree to the time commitment required of a hands-on founding member or to being a governing board member.

With bylaws and some of the governance policies drafted, the transition to a governing board upon our school opening will be smoother. As the Governing Board strives to focus on collective decision making and building continuous improvement processes into our governance practices, we know member recruitment is and will continue to be critical. In addition, we realize our ability to orient, train, and develop the objectivity and capacity of our new founding members will be essential. It will also be important when transitioning to a governing board with a focus on effective and efficient analysis of academic outcomes, our financial capacity and health and operational performance.

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 The 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.

### **Specific Board Training and timing**

Upon appointment, the member will be given

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

If our charter is approved – the following training will take place

September 2016 – Founding Board Members Training –Required Attendance

1. Governing Board Member Roles & Responsibilities
2. Timetable – Startup Period Milestones
3. Committees and Task Forces
4. Assignments and project timelines
5. Meeting schedule and member requirements
6. Communication etiquette

Monthly Meetings-status reports required

1. Committee and Task Force updates/issues/concerns

June 2017 – Transition & Training Meeting – Required Attendance

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 2017 – 1<sup>st</sup> Annual Meeting – Required Attendance

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

Sept 2017 – Governing Board Retreat – Required Attendance

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

The following table, Year 0 – Board Recruitment-Transition-Development, list a timeline, outcomes and tasks relating to board development during our startup.

<b>Year 0 – Board Recruitment – Transition - Development</b>		
<b>Time</b>	<b>Outcomes</b>	<b>Tasks/Activities</b>
Mar-Apr 2016	*Founding & Board Member candidates *Board Member training developed *Funding position reviewed & plan of action modified	<ol style="list-style-type: none"> <li>1. Meet with advisors – Review past &amp; current efforts</li> <li>2. Re-evaluate past recruiting efforts</li> <li>3. 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> </li> <li>4. Request meetings with candidates</li> <li>5. Develop board member orientation</li> <li>6. Confirm online charter board training</li> <li>7. Review funding source awards                             <ul style="list-style-type: none"> <li>• Re-assess and modify plan of action</li> </ul> </li> </ol>



Apr 2016– til board is recruited & trained	*Board Member training begins *Interview participants identified	8. Conduct new board member orientation and training <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> 9. 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> 10. Meet to discuss/approve 11. Identify interview attendees
May-Jul 2016	*Monthly updates provided to members *Member training continued	12. Provide updates to board members <ul style="list-style-type: none"> <li>Review and report on startup activity/status/concerns/heads up</li> </ul> 13. Conduct orientations and/or training as applicable
Aug 2016	*Plan of Action confirmed	14. Hold Board member meeting upon charter approval 15. Determine next steps <ul style="list-style-type: none"> <li>If approved – Review startup plan-divide up tasks <ol style="list-style-type: none"> <li>Form committees/task forces</li> <li>Funds development assessment</li> </ol> </li> </ul>
Sep-Nov 2016	*Project implementation checks	16. 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 <ol style="list-style-type: none"> <li>Members canvas for donations and sponsorships</li> </ol> </li> </ul> 17. Conduct orientations and/or training as applicable
Dec 2016	*Show completed	18. The IMAG Art & Product Show <ul style="list-style-type: none"> <li>All members should attend</li> </ul>
Jan-Mar 2017	*Funding position reviewed & plan of action modified	19. Review funding situation <ul style="list-style-type: none"> <li>Re-assess and modify plan of action</li> </ul>
Jan-Opening 2017	*Monthly updates to members *Member training continued	20. 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 2017	*Governing Board training	21. Finalize new Governing Board members 22. Conduct orientations and/or training as applicable <ul style="list-style-type: none"> <li>Review Governance best practices <ol style="list-style-type: none"> <li>Review bylaws, code of conduct, etc</li> <li>Committee structure</li> </ol> </li> </ul> 23. Start to add/transition members of Standing Committees
Jun 2017		24. 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 2017	*School event participation	25. 3 <sup>rd</sup> Week in July – Introduce and Honor all board members to staff 26. 4 <sup>th</sup> Week in July – Introduce and Honor all board members to parents/families
Aug	*Roundtable	27. Roundtable – Introduce all board members to students

2017	Participation	
Sep 2017	*Board development continues	28. 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>

**1.f Startup Period-Other**

Our plan is to conduct a curriculum review with our 1<sup>st</sup> cycle hires in Jan-Apr. This would allow us time to align our curriculum to prospective projects. It would also allow us to make our curriculum order in a timely manner.

**Curriculum to Project Alignment and Course Sequencing Format Review/Development**

Our ultimate goal is for our students to be able to easily transfer and adapt what they’ve learned. Our instructional connections to our community via community centered projects are our way of providing the continuum of experiences within their learning environment. Although we have selected the material items, we feel there are several more steps we must take as a teaching community and school organization. As our first staff positions are hired in Feb/Mar 2017, our resource teacher and project coordinator in collaboration with our grade level teachers and assistants will be in charge of making the necessary project connections across the grades.

Although the HCCS will provide a foundation to all our programs, further integration will have to be completed between the selected curriculum materials as we apply a rigor and relevance review. A curriculum to project alignment will have to be completed and the currently available assessments will have to be reviewed and more than likely modified, along with identifying any additional assessment strategies that may be needed.

The following timeline will assist us in our curriculum review and project alignment.

Curriculum to Project Alignment Timeline		
Timeline	Activity	POC
September 2016 – Review Materials	<ul style="list-style-type: none"> <li>• Review the activities within each program according to its recommended sequencing</li> <li>• Understand the underlying objectives</li> </ul>	Melissa Deborah
November 2016 – Align/Map	<ul style="list-style-type: none"> <li>• Identify possible alignments/overlaps between content subject areas in Learning Objectives and Activities.</li> </ul>	Melissa Deborah

	<ul style="list-style-type: none"> <li>Review assessments and realign/modify if necessary.</li> </ul>	
Jan/Feb 2017 – 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 Resource Teacher Project Coord
February 2017 – 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 2017 – 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 2017 – 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>	Resource Teacher Educators
July 2017 – Conduct PD On-going - PD	<ul style="list-style-type: none"> <li>Include on PD Schedule</li> </ul>	Resource Teacher Educators

### Standardized Course Sequencing Format

In addition, course consistency across the school and grade level will also be required. Our staff will have to bring a common view to all programs through our selection of a format for course scope, sequencing and unit pacing guides. As a community, we will select a format most helpful to our teaching. Any gaps will be identified and filled. This common format will aid in communication and ensure ease of use between classroom, grade level and programs. This is due to be done with our 1<sup>st</sup> cycle hires. The following timeline will guide us.

Course Sequencing Format Review and Development Timeline		
Timeline	Activity	POC
Feb 2017 – 1 <sup>st</sup> Cycle Hires Review Materials and Current High Level Course Scope & Sequencing Formats	<ul style="list-style-type: none"> <li>Determine required elements for different levels; school, 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>	Melissa School Director Educators
April 2017 – Rewrite formats	Rewrite course scope and sequencing	School Director

	documents into selected format	Resource Teacher Educators
May 2017 – Create guides	Create unit/class pacing guides into selected format	Resource Teacher Educators
July 2017 – Conduct PD Ongoing – PD	<ul style="list-style-type: none"> <li>• Present format</li> <li>• Provide coaching and support to educators</li> </ul>	School Director Resource Teacher Educators

## Attachment GG

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

The following is evidence of our grant application to the US DOE Charter School Program; Planning, Design Development, and Initial Implementation #84.282B. Award notification was expected in January 2016 with award shortly thereafter. The request covers three years (Jan 2016 – Dec 2018) with the fiscal year January through December. The first year (2016) will be used for planning and design development while the following two years (2017-2018) will be considered initial implementation. As part of design development, some of the funds will be used to finance The IMAG Academy Lab as it will provide training, professional development and intersession support coaching on project based learning and the School Family framework.

Limitations: Funds cannot be used for construction.

The following is the expected funds as aligned with our fiscal year July-June.

Year 0 – July 2016 – June 2017: \$294,315

Year 1 – July 2017 – June 2018: \$84,075

Year 2 – July 2018 – June 2019: \$15,025

The evidence presented is just a portion of our US DOE CSP grant application. It consisted of a 50 page Project Narrative, 8 page Budget Narrative, and over 16 attachments. The entire package can be forwarded upon request.

Items presented within this attachment are as follows.

1. Package Cover Sheet
2. Package Table of Contents
3. Abstract
4. Budget Summary Sheet

Opportunity Title:	CSP Grants to Non-SEA Eligible Applicants for Planning,
Offering Agency:	U.S. Department of Education
CFDA Number:	84.282
CFDA Description:	Charter Schools
Opportunity Number:	ED-GRANTS-082116-001
Competition ID:	84-282B2016-1
Opportunity Open Date:	08/21/2015
Opportunity Close Date:	10/06/2015
Agency Contact:	Lourdes Rivery Management and Program Analyst E-mail: lourdes.rivery@ed.gov Phone: 2024537060

I will be submitting applications on my behalf, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Application Filing Name: Sheila Buyukacar

### Select Forms to Complete

Mandatory

Save

Save &amp; Submit

Check Package for Errors

[Application for Federal Assistance \(SF-424\)](#)

[U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS](#)

[Assurances for Non-Construction Programs \(SF-424B\)](#)

[Grants.gov Lobbying Form](#)

[Disclosure of Lobbying Activities \(SF-LLL\)](#)

[ED GEPA427 Form](#)

[ED SF424 Supplement](#)

[ED Abstract Form](#)

[Project Narrative Attachment Form](#)

[Budget Narrative Attachment Form](#)

[Other Attachments Form](#)

Optional

### Instructions

[Show Instructions >>](#)

This electronic grants application is intended to be used to apply for the specific Federal funding opportunity referenced here.

If the Federal funding opportunity listed is not the opportunity for which you want to apply, close this application package by clicking on the "Cancel" button at the top of this screen. You will then need to locate the correct Federal funding opportunity, download its application and then apply.



# **THE IMAG ACADEMY**

## Table of Contents

### Selection Criteria

#### Planning, Program Design and Implementation CSP 84.282B

1) Quality of the proposed curriculum and instructional practices.....	2
2) The extent to which the proposed project will assist educationally..... disadvantaged students and other students in meeting State academic content standards and State student academic achievement standards	20
3) The quality of the strategy for assessing achievement of the..... charter school’s objectives	21
4) The extent of community support and parental and community..... involvement	24
5) Quality of project personnel.....	27
6) Quality of the management plan.....	31
7) Existence and quality of a charter or performance contract between..... the charter school and its authorized public chartering agency	33
8) The degree of flexibility afforded by the SEA and, if applicable..... the LEA to the charter school	34
Application Requirements.....	36
Priorities.....	47

## The IMAG Academy Abstract

Project Director: Sheila Buyukacar, [REDACTED]  
[REDACTED]

The IMAG Academy will make significant contributions to both the community and to the public education system as we focus on increasing positive student outcomes, supported teacher communities, family engagement and community partnerships.

Our community centered project learning will provide an educational choice focused not only on national and state standards-driven rigor but on the essential ingredient to student motivation, engagement, and learning; relevance. **Research has shown when students can connect more relevance to academic work, their test scores tend to increase. As student's tackle real world problems and opportunities, our student's motivation and engagement will increase leading to increases in their standardized achievement test scores. More important, the true test of our student's readiness to complete college and start careers will be how they transfer and adapt their learned knowledge and skills to solving real concerns of real organizations.**

The central leeward area harbors some of the largest campuses in the state across all school levels. At capacity in 2023, we will be able to implement the middle school concept with our elementary levels (K-5) totaling 390 students, our middle school at 225, and our high school at 300. These enrollment figures will provide a much more personable and family like atmosphere.

Our grant funds will be used to help refine, test, build and improve the integration of content and pacing into community center projects. Our focus will be on building the necessary supporting products and structures to ensure our educational programs are sustainable throughout an organization. As important, we will be able to identify, train and provide additional professional development support to community educators in using impactful instructional strategies.

### Student Outcomes

- Master subject content knowledge and performance standards
- Exceed grade level achievement standards
- Create and identify innovative solutions
- Make mindful decisions
- Be a community contributor and team producer
- Adapt prior knowledge and skills to solve un-related problems
- Communicate effectively
- Build authentic relationships
- Resolve conflict respectfully

### Proposed IMAG Student Profile

- 30-40% of our students would not have attended preschool
- 40-60% will initially score below the state's established achievement test targets
- 70% elementary, 65% intermediate & 57% high school students qualify for Free/Reduced Lunch
- 8% elementary, 9% intermediate & 10% high school students qualify for Special Ed Services
- 28% elementary, 23% intermediate & 11% high school students are considered English Language Learners



[View Burden Statement](#)

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization  
Sheila Buyukacar

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	107,755.00	126,015.00	102,173.00			335,943.00
2. Fringe Benefits						
3. Travel	11,650.00	6,200.00	6,200.00			24,250.00
4. Equipment	20,000.00	59,900.00	45,300.00			125,200.00
5. Supplies	4,700.00	58,650.00	38,775.00			102,125.00
6. Contractual	47,590.00	33,540.00	41,250.00			122,380.00
7. Construction						
8. Other	1,700.00					1,700.00
9. Total Direct Costs (lines 1-8)	193,595.00	284,305.00	233,698.00			711,598.00
10. Indirect Costs*						
11. Training Stipends	6,800.00	12,700.00	18,475.00			37,975.00
12. Total Costs (lines 9-11)	200,395.00	297,005.00	252,173.00			749,573.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**  
If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:  
 Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (please specify):   
 The Indirect Cost Rate is  %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  
 Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

**Sheila Buyukacar**



**SUMMARY OF SKILLS and EXPERIENCE**

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

**EDUCATION and CERTIFICATIONS**

University of Hawaii, College of Education – Masters – Curriculum Studies – December 2013

Course work completed-Master of Science in Educational Administration – 29 credit hours

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. It required expertise and skills in policy and operations process development, project planning, implementation and integration, and communications.

## **BUSINESS MANAGER**

Our students are at the center of our mission, surrounding them are their learning environment, our teaching community, and school organization. Although the Business Manager will be expected to understand how the entire school is integrated, the Business Manager is a critical position within the school organization.

**FOCUS:** School Organizational Governance

Manages the business and governance affairs of The IMAG Academy; directs the budgeting activities; provides assistance to the School Director on school organizational and administrative matters and performs other related duties as required.

### **Our ideal Business Manager 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 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. Responsible for managing the school's organizational affairs and activities such as maintenance of fiscal records, handling business and personnel matters, and controlling of the allocation of funds.
2. Ensures the school is in line with department and agency guidelines, policies and directives; State laws, rules and regulations relative to reporting, fiscal, and personnel activities of a school

3. Plans, directs and coordinates the accounting, personnel, business, and other work activities of a school business office
4. Formulates and prepares the operating budgets
5. Directs the preparation of fiscal statements and analyzes and interprets such statements
6. Consults with and advises the School Director on personnel, fiscal and general business procedures and policies
7. Assists in long-range and special problem planning; analyzes work methods and procedures for work simplification and standardization
8. Prepares letters and answers correspondence on behalf of the school
9. May represent the School Director in conferences with officials of the State and other government jurisdictions on management, personnel and financial matters

### **Employment Standards**

Education: Bachelor or Master's degree in a variety of areas are acceptable; ie public, organizational or educational administration.

Experience: Five years of successful organizational governance experience – public or private school experience preferred

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.

**Demonstrates ability to:** Understand and interpret laws, rules and regulations; secure and analyze facts and make administrative decisions; develop new work procedures; analyze financial statements and reports; prepare clear and concise reports; plan, lay out, assign and review the work of others; maintain cooperative working relationships with others; supervise a varied program of business activities; communicate effectively.

## 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.

## **CURRICULUM RESOURCE TEACHER**

Our students are at the center of our mission, surrounding them are their learning environment, our teaching community, and school organization. Our Curriculum Resource Teachers 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:** Responsible for providing curriculum support systems in direct support of teachers. Lead school level program and curriculum development, implementation, and sustainment. Effectively communicates professional and critical feedback on teacher instructional strategies and classroom practices. Assists and mentors new teachers in establishing effective classrooms.

### **Our ideal Curriculum Resource Teacher 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:**

1. Collects, analyzes, and summarizes district data on student performance, and student, staff and community needs.
2. Prepares summaries and interpretations of data analysis.
3. Develops teaching strategies and instructional materials to improve instruction.
4. Performs classroom visitations and demonstrations to provide curriculum and instructional strategies.
5. Serves as a representative for curricular projects in identified content areas.



6. Works with individuals and leadership teams on identified areas of focus.
7. Informs members of the school of major trends and developments in instructional strategies.
8. Develops performance criteria for approval.
9. Promotes the content relevance and effectiveness in terms of established objectives.
10. Confers with administrators and others on content issues and solutions.
11. Takes a leadership role in the development or revision of school curriculum.
12. Orients new teachers to school philosophy and requirements.
13. Recommends the use of district-adopted instructional materials, including textbooks, reference books, kits, audio-visual aids and equipment.
14. Assists with staff development programs.
15. Devises and maintains records and reports as necessary.
16. Assists administrators and/or school teams in the development, implementation and evaluation of school improvement plans.
17. Assumes other duties and responsibilities as assigned by the school administrator(s).

## **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

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; ability to perform job 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.

### **EMPLOYMENT STANDARDS**

Education: Bachelors required - Master's degree preferred.

Experience: Five years of successful teaching experience – elementary and/or middle school grades preferred

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; ability to perform job duties with minimal supervision.