

Attachment A Enrollment Plan

Grade Level	Number of Students											
	Year 1		Year 2		Year 3		Year 4		Year 5		Capacity	
	2018		2019		2020		2021		2022		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	25	--	50	--	50	--	50	--	50	--	50	--
1	25		25		50		50		50		50	
2			25		25		50		50		50	
3					25		25		50		50	
4							25		25		50	
5									25		50	
6	25		25		25		25		25		50	
7	50		50		50		50		50		50	
8	50		50		50		50		50		50	
9	50		75		50		50		75		75	
10			50		75		75		75		75	
11					50		75		75		75	
12							50		75		75	
Subtotals	225	0	350	0	450	0	575	0	675	0	750	0
Totals	225		350		450		575		675		750	

All students will be enrolled in a face-to-face, “brick and mortar” school model. The enrollment figures within this exhibit comprise of 2 classes per K-8 grades and 3 classes per grade 9-12 until reaching capacity in 2023.

Attachment AA – Essential Partners



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

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

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

The IMAG Academy is applying to the Hawai'i State Public Charter School Commission for approval to establish IMAG Academy as a start-up public charter school: an engaging place- and project-based learning environment for 225 students in K-1, 6 and 7 – 9 in the school's first year, and 750 students in grades K-12 by its 6th year. At the core of the IMAG Academy are its IMAG and family culture.

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

Agreement

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

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

Funding

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

Duration

This MOU is at-will and may be modified with the mutual consent of the authorized official of Ho'okāko'o and IMAG Academy. This MOU shall become effective upon signature by the authorized officials, and will remain in effect until modified or terminated by mutual agreement by the authorized officials, or in writing by either party. In the absence of mutual agreement to terminate or termination by either party, this MOU shall end on December 31, 2017.

Indemnity

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

Authorized Officials

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

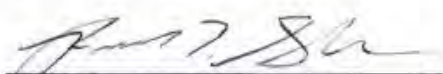
IMAG Academy
Randall T. Shiraishi, President
[Redacted]
randy.shiraishi@gmail.com

Signatures



David Y. Gibson, Executive Director
Ho'okako'o Corporation

Date: 1/17/17



Randall T. Shiraishi, President
IMAG Academy

Date: 18 JANUARY 2017



address: PO Box 1598 | Boise, ID | 83701
phone: (208) 519-4000
email: info@AthlosAcademies.org
web: www.AthlosAcademies.org

January 19, 2017

To Whom It May Concern,

Athlos Academies is an Education Service Provider (ESP) that works closely with charter schools throughout the United States, striving for educational excellence. Athlos Academies currently works with 17 schools in four states, serving 14,500 students. Athlos provides comprehensive services that include but are not limited to:

- Leadership Development
- Teacher Professional Development
- Curriculum Fidelity
- School Culture
- Data Analysis
- Assessment Systems
- Financial Integrity
- Board Development

Athlos Academies looks forward to a partnership with IMAG Academy as the foundational aspects of IMAG are a match with core Athlos beliefs such as:

- Project and inquiry based learning
- Focus on building community
- Strengthening family connections
- Strong, empowering leadership
- The malleability of character and academic abilities

When IMAG Academy becomes a chartered school in the state of Hawaii, Athlos Academies is prepared to offer needed services that meet state and federal guidelines and IMAG Academy is committed to partnering with Athlos Academies to provide agreed upon services.

Each organization recognizes the value of the partnership in meeting the needs of both students and staff.

Sincerely,

A handwritten signature in black ink that reads 'David DenHartog'.

David DenHartog
Chief Learning Officer
Athlos Academies
ddenhartog@athlosacademies.org

Richard Shiraishi
Board President
IMAG Academy

PREPARED MIND | HEALTHY BODY | PERFORMANCE CHARACTER

Dennis Bunda , CMC
Managing Director
Elsie R. Rose, CCIM
Associate Director
Strategic Advisory Group
P.O. Box 1920
Honolulu, HI 96805
Phone: 808.523.9118
www.strategicadvisorygroup.biz

January 17, 2017

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

Ref: Memorandum of Support

This letter is to confirm our commitment to support IMAG Academy's Governing School Board. Our extensive experience within the real estate for charities donation environment brings with it a vast and varied foundation of knowledge in the commercial real estate and real estate charitable donations. Working with nonprofit organizations and businesses across the State of Hawaii, provides us a unique experience to aid others in the many pitfalls and requirements of acquiring facilities and land. Our team at Strategic Advisory Group look forward to the challenge.

Our overall objective for this agreement is to provide strategic and governance advisement to IMAG Academy's Board of Directors. Our ability to work together would provide them with insight, knowledge, and skills very few school boards are able to develop, enhancing their capacity in establishing unique partnerships with community and corporate leaders.

We are ready and committed to be part of the IMAG Academy's leadership team. If there are any questions, please feel free to contact us at (808) 523.9118.

Respectfully,



Dennis Bunda, CMC
Managing Director

UNIVERSITY OF HAWAII AT MĀNOA

Office of Student Equity, Excellence & Diversity (SEED)

January 10, 2017

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

Subject: Letter of Intent

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

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

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

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

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

Sincerely,



Kay Fukuda, PhD
Principal Investigator

2600 Campus Road, Student Services Center, Room 413, Honolulu, Hawai'i 96822
Telephone: (808) 956-4642, Facsimile: (808) 956-0240, E-mail: seed@hawaii.edu
An Equal Opportunity/Affirmative Action Institution

Donna Porter
601 347-4662

January 13, 2017

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

Letter of Intent

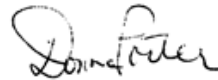
It was excited to hear that IMAG Academy will be applying for a charter approval again. The use of the Conscious Discipline's School Family framework as their foundation to social, emotional and communication development will set the stage for academic achievement.

As one of the few consultants with experience implementing the Conscious Discipline framework at the high school level, I am thrilled to be partnering with IMAG Academy in providing their annual professional development for the entire school personnel. Its structures, language, rituals, and routines provide us the necessary tools and reminders to effectively learn how to communicate with, notice and care for others.

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

As important, I am committed to being a part the implementation and training team and look forward to helping you to developing the professional development sessions for your educators. Congratulations on your achievements thus far.

I wish you well!



DONNA PORTER, M.S., CCC-SP
Consultant

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) and StriveHI Reports for SY 2015-16.
- 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
Total		8658		8413		8377

				Free and Reduced Lunch		Special Education		English Language Learners	
	UPDATED School-2015-16-SSIRs	Grades	# of Student	Students	%	Students	%	Students	%
Waipahu									
1	August Ahrens	K-6	1291	812	62.8	85	6.5	190	14.7
2	Honowai	K-6	723	465	64.3	38	5.2	119	16.4
3	Kaleiopuu	K-6	867	422	48.6	55	6.3	41	4.7
4	Waikele	K-6	604	231	38.2	62	10.2	86	14.2
5	Waipahu	K-6	1078	884	82.0	84	7.7	341	31.6
6	Waipahu Inter	7-8	1339	795	59.3	134	10.0	203	15.1
7	Waipahu High	9-12	2475	1308	52.8	235	9.4	189	7.6
	Totals		8377	4917		693		1169	

Sources: SSIRs for SY 2015-16

Achievement Performance – Test Scores – Waipahu												
	School	Grades	# Students Enrolled	English			Math			Science		
				# of Students NOT Met	Met %	Complex	# of Students NOT Met	Met %	Complex	# of Students NOT Met	Met %	Complex
1	August Ahrens	K-6	1291	671	48%		658	49%		723	44%	
2	Honowai	K-6	723	477	34%		448	38%		484	33%	
3	Kaleiopuu	K-6	867	486	44%		477	45%		460	47%	
4	Waikele	K-6	604	278	54%		332	45%		344	43%	
5	Waipahu	K-6	1078	722	33%	54%	733	32%	54%	582	46%	60%
6	Waipahu Inter	7-8	1339	870	35%	46%	924	31%	41%	844	37%	40%
7	Waipahu High	9-12	2475	1262	49%	58%	1708	31%	36%	1733	30%	33%
	Totals		8377	4,767			5,280			5,169		

Source: StriveHI School Accountability Reports – SY 2015-16

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 Status and Improvement Report

School Year 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 2015-2016



A *Guide to Understanding Trend Reports* explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2015-16. The *Guide* is available on-line at <http://arch.k12.hi.us>.

Background Total number of schools in Complex: 7

School Year	Total #	SPED		ELL		Free & Reduced-Cost Lunch Program		Kindergartners Who Attended Preschool %
		#	%	#	%	#	%	
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%	--
2015-2016	8,377	693	8.2%	1,169	13.9%	4,918	58.7%	--

School Year	Total #	Licensed %	Years Experience Average	5+ Years at This School %	Classes Taught by Teachers Meeting NCLB Requirements %	Advanced Degree %	Early Childhood Endorsement (Gr. K teachers) %
2014-2015	526	97.1%	14.1	67%	95%	34.4%	--
2015-2016	534	95.8%	13.1	67%	94%	32.5%	--

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				
2013-2014	51.7	60.3	59.1	63.3	54.2	60.9	58.7	--	49.8	53.0	59.3	51.6	45.1	57.1	37.3	--				
2014-2015	34.7	31.0	34.2	44.9	31.1	34.8	--	46.7	38.0	33.6	32.1	41.3	28.7	35.5	--	27.3				
2015-2016	38.0	36.7	45.8	43.0	32.5	35.1	--	48.9	47.6	40.5	35.8	42.1	32.3	28.8	--	30.6				

HI Statewide Assessment Program	Science % Proficient by Grade Level								
School Year	4			8			HS		
2013-2014	32.9			32.0			22.1		
2014-2015	36.1			42.7			27.0		
2015-2016	40.9			34.9			29.8		

School Year	Proportion Ready for Kindergarten	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
		Elementary	Middle	Grade 9			
2013-2014	About 1/4	0%	1%	11.8%	18.4%	79.4%	2.1%
2014-2015	--	0%	2%	12.1%	16.6%	80.6%	2.7%
2015-2016	--	0%	3%	12.9%	17.1%	79.8%	2.9%

*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 2015-16. Compiled from each individual school reports

Top Five Largest Campuses in Hawaii (SY 2015-16)					
High Schools Grades 9-12	Students Enrolled	Intermediate Middle	Students Enrolled	Elementary Grades K-6	Students Enrolled
Campbell*	3049	Mililani Middle (6-8)*	1836	August Ahrens*	1291
Mililani*	2514	Kapolei Middle (6-8)*	1438	Holomua*	1231
Waipahu*	2475	Waipahu Inter (7-8)*	1339	Ewa*	1086
Farrington	2316	Maui Waena (6-8)	1143	Waipahu Elem*	1078
Kapolei*	2038	Kaimuki Middle (6-8)	1008	Maili	1015

*- Central Leeward Area School

Annual High School Statistics – Central Leeward Area					
High Schools	Students Enrolled	% of Drop Outs	# of Drop Outs	4 yr % of Graduate	# of Students NOT Graduating
Waipahu	2475	17.1%	423	79.8%	500
Campbell	3049	11.0%	335	86.7%	406
Kapolei	2038	13.4%	273	84.6%	314
Leilehua	1699	17.7%	301	82.2%	302
Mililani	2514	5.2%	131	92.9%	178
Total # of Students	11775		1463		1700

Source: School Status & Improvement Reports – SY 2015-16

Central Leeward Complex Total Students Enrolled 2015-16 School Year		32,893
Complex	Schools	Totals
Kapolei – 6 Schools		6431
K-5	Mauka Lani, Makakilo, Barbers Point, Kapolei	2955
6-8	Kapolei Middle	1438
9-12	Kapolei High	2038
Campbell – 10 Schools		10826
K-6	Kaimiloa, Keoneula, Pohakea, Ewa Beach, Ewa, Holomua, Iroquois Point	5976
7-8	Ewa Makai & Ilima Intermediate	1801
9-12	Campbell High	3049

Leilehua – 7 Schools		7674
K-6	Hale Kula, Helemano, Iliahi, Kaala, Wheeler, Solomon, Wahiawa	4356
6-8	Wheeler & Wahiawa Middle	1619
9-12	Leilehua High	1699
Mililani – 7 Schools		7962
K-5	Kipapa, Mililani Waena, Mililani 'Ike, Mililani Mauka, Mililani Uka	3612
6-8	Mililani Middle	1836
9-12	Mililani High	2514

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

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

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

School Setting

Community Profile

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

Based on the 2010 U.S. Census

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

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

School Setting

Community Profile

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

Based on the 2010 U.S. Census

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

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

School Setting

Community Profile

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

Based on the 2010 U.S. Census

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

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

School Setting

Community Profile

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

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

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

822 *Milliani Complex*
Trend Report:
Educational and Fiscal Accountability
Complex Report for School Year 2015-2016



A *Guide to Understanding Trend Reports* explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2015-16. 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	#	#	%	#	%	#	%	%
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%	--
2015-2016	7,962	701	8.8%	99	1.2%	1,694	21.2%	--

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	%	%	%	%
2013-2014	472	98.3%	13.8	68%	95%	39.4%	0%
2014-2015	466	97.4%	14.3	70%	96%	37.7%	--
2015-2016	459	96.9%	13.6	69%	95%	39.4%	--

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																
2013-2014	82.6	85.7	85.7	84.7	85.3	83.9	78.2	--	81.7	83.0	83.6	66.0	71.2	72.9	60.9	--
2014-2015	69.8	72.2	74.4	61.8	59.3	69.3	--	66.4	73.8	71.8	61.9	50.2	51.5	52.0	--	54.8
2015-2016	71.5	72.1	78.7	70.4	67.5	70.6	--	61.2	73.0	67.8	65.8	52.4	54.7	47.7	--	44.2

HI Statewide Assessment Program	Science % Proficient by Grade Level		
School Year	4	8	HS
2013-2014	80.2	55.4	52.8
2014-2015	78.1	40.2	52.7
2015-2016	79.5	55.1	50.9

School Year	Proportion Ready for Kindergarten	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
		Elementary	Middle	Grade 9			
2013-2014	About 3/4	0%	0%	8.3%	5.8%	92.4%	1.6%
2014-2015	--	0%	0%	2.5%	6.3%	92.2%	1.3%
2015-2016	--	0%	0%	3.8%	5.2%	92.9%	1.7%

*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 2015-2016



A *Guide to Understanding Trend Reports* explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2015-16. The *Guide* is available on-line at <http://arch.k12.hi.us>.

Background Total number of schools in Complex: 10

Student Enrollment	Total	SPED		ELL		Free & Reduced-Cost Lunch Program		Kindergartners Who Attended Preschool
		#	%	#	%	#	%	
School Year	#	#	%	#	%	#	%	%
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%	--
2015-2016	7,674	818	10.6%	355	4.6%	4,188	54.5%	--

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	%	%	%	%
2013-2014	545	95.0%	12.8	57%	93%	39.6%	21%
2014-2015	528	96.4%	13.3	59%	92%	41.0%	--
2015-2016	520	95.9%	12.9	63%	91%	41.5%	--

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																
2013-2014	65.5	70.1	67.6	65.8	73.1	71.3	70.6	--	58.2	60.6	65.6	47.4	63.8	67.4	47.8	--
2014-2015	50.5	49.5	58.2	41.8	47.7	46.4	--	54.4	52.0	46.1	43.1	35.3	39.8	40.5	--	37.1
2015-2016	52.5	53.0	64.4	53.0	50.7	54.9	--	60.5	57.5	45.5	43.9	36.2	43.3	49.1	--	30.3

HI Statewide Assessment Program	Science % Proficient by Grade Level						
School Year	4			8			HS
2013-2014	55.7			36.3			21.5
2014-2015	57.5			47.3			30.2
2015-2016	57.3			53.2			23.2

School Year	Proportion Ready for Kindergarten	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
		Elementary	Middle	Grade 9			
2013-2014	About 1/2	0%	0%	5.5%	14.9%	82.0%	2.9%
2014-2015	--	0%	1%	7.5%	16.6%	81.1%	2.2%
2015-2016	--	0%	0%	6.7%	17.7%	80.2%	2.0%

*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 2015-2016



A *Guide to Understanding Trend Reports* explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2015-16. 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	#	#	%	#	%	#	%	%
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%	--
2015-2016	6,431	636	9.8%	147	2.2%	2,553	39.6%	--

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	%	%	%	%
2013-2014	393	97.7%	11.8	56%	93%	36.6%	26%
2014-2015	383	98.4%	12.3	56%	95%	37.5%	--
2015-2016	392	96.6%	11.8	55%	91%	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																
2013-2014	60.5	69.4	67.5	64.6	67.2	67.0	63.6	--	57.5	49.7	63.6	47.2	46.8	46.0	28.9	--
2014-2015	34.0	38.2	50.0	48.9	44.8	43.2	--	49.6	36.7	35.5	41.8	44.4	43.8	40.2	--	23.5
2015-2016	44.7	43.5	51.1	51.7	51.8	48.1	--	51.7	54.4	42.0	39.7	41.9	50.8	40.8	--	21.2

HI Statewide Assessment Program	Science % Proficient by Grade Level		
School Year	4	8	HS
2013-2014	34.6	17.0	33.8
2014-2015	44.0	30.2	25.9
2015-2016	48.4	28.5	26.8

School Year	Proportion Ready for Kindergarten	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
		Elementary	Middle	Grade 9			
2013-2014	About 3/4	0%	1%	15.0%	16.7%	81.3%	1.8%
2014-2015	--	0%	0%	12.3%	13.8%	84.5%	1.5%
2015-2016	--	0%	0%	10.9%	13.4%	84.6%	1.9%

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

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Campbell Complex
Trend Report:
Educational and Fiscal Accountability



Complex Report for School Year 2015-2016

A *Guide to Understanding Trend Reports* explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2015-16. The *Guide* is available on-line at <http://arch.k12.hi.us>.

Background Total number of schools in Complex: 10

Student Enrollment	Total	SPED		ELL		Free & Reduced-Cost Lunch Program		Kindergartners Who Attended Preschool
		#	%	#	%	#	%	
School Year	#	#	%	#	%	#	%	%
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%	--
2015-2016	10,826	831	7.6%	376	3.4%	4,715	43.5%	--

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	%	%	%	%
2013-2014	649	95.5%	11.5	48%	94%	34.9%	13%
2014-2015	643	95.1%	11.6	53%	93%	34.9%	--
2015-2016	668	94.9%	10.5	51%	91%	33.9%	--

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																
2013-2014	61.0	68.6	66.3	69.1	76.7	74.7	72.8	--	52.9	56.3	57.2	47.2	58.5	56.9	53.6	--
2014-2015	40.9	44.1	51.6	45.4	50.3	47.8	--	50.8	40.6	38.5	34.5	36.6	35.0	35.4	--	26.6
2015-2016	46.1	48.0	52.8	52.5	48.5	54.6	--	55.4	49.7	40.6	39.8	40.2	31.2	31.5	--	28.7

HI Statewide Assessment Program	Science % Proficient by Grade Level					
School Year	4		8		HS	
2013-2014	46.7		34.5		35.2	
2014-2015	48.8		36.3		45.9	
2015-2016	51.2		33.3		45.0	

School Year	Proportion Ready for Kindergarten	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
		Elementary	Middle	Grade 9			
2013-2014	About 1/2	0%	0%	5.4%	14.6%	83.2%	2.1%
2014-2015	--	0%	0%	4.4%	8.9%	88.6%	2.4%
2015-2016	--	0%	1%	7.2%	11.0%	86.7%	2.2%

*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

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
Total Students				3,405	

*Deceased enrollment from previous year

**Independent Schools

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

Honolulu Magazine - Private School Guide 2016

Sheila Buyukacar

sheila@focusedreality.com

SUMMARY OF SKILLS and EXPERIENCE

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

EDUCATION and CERTIFICATIONS

University of Hawaii, College of Education – Masters – Curriculum Studies – December 2013

Additional course work completed-Master of Science - Educational Administration – 29 credits

Certified Conscious Discipline Instructor (2008 – 2011)

Conscious Discipline is a classroom management program designed to provide educators with the awareness and skills to create safe, connected and problem solving learning environments.

Air Force Institute of Technology (Graduated – March 2001)

Master of Science in Information Resource Management

Central Michigan University (Graduated – August 1994)

Master of Science in General Administration

University of Hawaii (Graduated – May 1981)

Bachelors in Business Administration – Marketing

EMPLOYMENT HISTORY

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

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

Created and delivered Connections Program (Sep – Dec 2010)

Wilson School

Created and delivered Friday Connections Program (Oct – Dec 2009)

Furlough Friday Program – leased space at Kahala Elementary

Conscious Discipline Training & On-Site Implementation (Aug – Sep 2008)
American Renaissance Academy, Hawaii - Kindergarten to 9th grade
Created and delivered Dream Smart program (Jan – Dec 2007)
Colorado Springs School District 11
Child Nursery Centers of Colorado Springs (currently Early Connections Learning Centers)
Educational Speaker/Presenter (2007 – 2013)
Kamehameha Schools Cultural Based Education Conference (2013)
Hawaii Association for the Education of Young Children (2007 – 2011)
Parenting Workshops - Rainbow Schools – Mililani (2008 and 2009)
Hawaii DOE Career Technical and Education Pathways Conference (2008)
Colorado Association for the Education of Young Children (2007)
Parenting Workshops – Conscious Discipline and How to talk so kids will listen (2006 – 2007)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

policies to ensure the safety of the students enhancing her ability to reach stated lesson and program goals.

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

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

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

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

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

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

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

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
Total		8658		8413		8377

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

	UPDATED			Free and Reduced Lunch		Special Education		English Language Learners	
	School-2015-16-SSIRs	Grades	# of Student	Students	%	Students	%	Students	%
Waipahu									
1	August Ahrens	K-6	1291	812	62.8	85	6.5	190	14.7
2	Honowai	K-6	723	465	64.3	38	5.2	119	16.4
3	Kaleiopuu	K-6	867	422	48.6	55	6.3	41	4.7
4	Waikele	K-6	604	231	38.2	62	10.2	86	14.2
5	Waipahu	K-6	1078	884	82.0	84	7.7	341	31.6
6	Waipahu Inter	7-8	1339	795	59.3	134	10.0	203	15.1
7	Waipahu High	9-12	2475	1308	52.8	235	9.4	189	7.6
	Totals		8,377	4,917		693		1,169	

Sources: SSIRs for SY 2015-16

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
LEILEHUA HIGH	1803	1803	1745	1745	1699	1699
Leilehua Total		8101		7813		7674
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
MILILANI HIGH	2476	2476	2415	2415	2514	2514
Mililani Total		8069		7848		7962
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
CAMPBELL HIGH	2821	2821	3024	3024	3049	3049
Campbell Total		10527		10730		10826
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
KAPOLEI HIGH	2045	2045	2024	2024	2038	2038
Kapolei Total		6458		6265		6431

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

2. SSIRs for SY 2015-16. 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
Total Students				3,405	

<https://drive.google.com/file/d/0B3Zd-udWf208X1JsdU0xQkZUY2c/view>
Honolulu Magazine - Private School Guide 2016

School Director

Our students are at the center of our mission, surrounding them are their learning environment, our teaching community, and school organization.

Our School Director provides the leadership and management necessary to administer and implement all programs, activities, and policies essential to ensure high quality educational experiences and services for all students in a safe, nurturing, and enriching environment. It is a critical position within the school organization and understanding how our students' academic and social, emotional and communications development are integrated across the school campus is essential.

Our ideal School Director must have

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

EXAMPLES OF DUTIES AND RESPONSIBILITIES

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

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

Employment Standards

Education:

Bachelors in Education or Business - required

Master's Degree in Education or Business Administration - preferred

Experience:

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

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

Preferred at least two years of

Developing and delivering new educational programs

School administrative experience and/or teaching experience

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

Credential(s): Negotiable

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

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

School Director Selection Process

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

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

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

Attachment D - A Typical School Day for a Student

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

Attachment DD - Leadership Resumes

Leadership positions have not been filled at this time.

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

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

BUSINESS MANAGER

Our students are at the center of our mission, surrounding them are their learning environment, our teaching community, and school organization. The Business Manager position is a critical position within the school organization, and the Business Manager will be expected to understand how the entire school is integrated.

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 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.

REGISTRAR

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

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

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

Our ideal Registrar must have

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

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

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

5. Coordinate and oversee the course registration process by compiling, designing, verifying data and arranging for the printing and distribution of all registration materials.
6. Perform other duties as assigned.

EMPLOYMENT STANDARDS

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

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

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

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

ACADEMIC RESOURCE COACH & COORDINATOR

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

FOCUS: Teaching Community - Teacher Professional Development

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

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

Our ideal Academic Resource Coach & Coordinator must have

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

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

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

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

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

EMPLOYMENT STANDARDS

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

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

Credential(s): Appropriate teaching credential

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

COUNSELOR

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

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

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

Our ideal Counselor must have

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

EXAMPLES OF DUTIES AND RESPONSIBILITIES

Student focused duties:

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

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

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

Teacher focused duties

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

Administrator focused duties

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

Employment Standards

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

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

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

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

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

STUDENT SERVICES AND PROJECTS COORDINATOR

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

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

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

Our ideal Student Services and Projects Coordinator must have

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

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

Student Services Coordinator (SSC) duties

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

School Project Coordinator duties

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

Staffing Chart

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

IMAG Academy School Staffing Model and Rollout – K-12

Title	Salary and FTE Per Position Per Year						Capacity 20__	
	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022			
Director	1	1	1	1	1	1	1	86,482
Academic-12 months	1	1	2	2	2	2	2	60,640
Counsel/Registrar	0.5	1	1.5	2	2	2	2	56,877
Registrar	0.5	0.5	1	1	1	1	1	56,877
Business Mgr	0.5	0.5	0.5	0.5	1	1	1	57168
Core	9	14	18	23	27	30	30	52049
Specialty	2.5	4	5	7	8	8	8	52049
ELL	0.5	1	1.5	3	3	3	3	52,049
Aides	3	5	6	8	9	10	10	37051
SASA	1	1	1	1	1	1	1	57168
PROJECTS	0.5	1	1	1	1	1	1	35674
STUDENT-PARENT	0.5	1	1.5	1.5	1.5	1.5	1.5	37051
Acct Clerk	0	0.5	1	1	1	1	1	35674
IT (Contracted)	0	0	0	0	0	0	0	43,428
School Ops	0.5	1	1	2	3	3	3	38928
Total FTEs	21	32.5	42	54	61.5	65.5		
Total Salaries	\$1,069,837	\$1,621,866	\$2,099,066	\$2,682,951	\$3,047,759	\$3,240,957		

Although we will only have 225 students, a full cadre of services will be needed to accommodate our decision to provide a multi-age primary and secondary school for our transition grades for our area. The following positions are in direct support in providing both academic and social emotional support to our students and classroom teaching staff. We will start the year with 21 full time equivalent positions (FTEs) to provide educational services to 75 primary (K-1, 6) and 150 secondary (7-12).

All but one of our position types will be used. The Account Clerk position will start as a 0.5 FTE in year 2. Our counselor and registrar functions may be shared by one person, but the functions will be required and will continue to grow with the growth of both school levels. Again, our business manager function is required to ensure we setup our process correctly, but with only 225 students a full time schedule is not required. Our leadership team, core, specialty, ELL educators, educational assistants, Projects Coordinator will be in direct support to ensure a 360 degree wrap around support system of mentorship, leadership and collaboration for all school stakeholders.

Our educators will work together to provide an engaging learning environment. We’ve budgeted 1 EA for every 3 core educators. Specialty teachers provide a variety of interesting choices for students, but also provides preparatory and collaboration time for our core educators. See our teacher’s schedule in

Attachment K to see the breakdown of the day. With 34 ELL students our first year, our 0.5 FTE certificated ELL educator will be able to act as a facilitator for most of our students and ensuring those most in need acquire her attention. We will increase to 3 ELL educators to care for 126 students at capacity.

Specialty subjects will be taught by additional teachers focused in their respective subject areas. As important, we have budgeted for ELL focused teachers to augment the normal teaching staff and will increase over time accordingly.

In addition to those educators directly supporting the learning environment at each school level, there are several positions that will create the necessary teaching community to ensure a 360 degree wrap-around support. The wrap-around concept of professional development ensures training, coaching and assistance occurs when and where needed, therefore delivered throughout the year.

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

As the business operations become more complex, clerical assistance from an accounting clerk and administrative services position will aid the School Administrative Services Assistant (SASA)

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

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

Primary School Staffing Model and Rollout – K-6

Salary and FTE Per Position Per Year							
Title	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022	Capacity 2023	
Director	0.5	0.5	0.5	0.5	0.5	0.5	86,482
Academic-12 months	0.5	0.50	1	1	1	1	60,640
Counsel/Registrar	0.25	0.5	0.5	1	1	1	56,877
Registrar	0.25	0.25	0.5	0.5	0.5	0.5	56,877
Business Mgr	0.25	0.25	0.25	0.25	0.5	0.5	57168
Core	3	5	7	9	11	14	52049
Specialty	0.5	1	1	2	3	3	52049
ELL	0.25	0.5	0.75	2	2	2	52,049
Aides	1	2	2	3	4	5	37051
SASA	0.5	0.5	0.5	0.5	0.5	0.5	57168
PROJECTS	0.25	0.5	0.5	0.5	0.5	0.5	35674
STUDENT-PARENT	0.25	0.5	0.75	0.75	0.75	0.75	37051
Acct Clerk	0	0.25	0.5	0.5	0.5	0.5	35674
IT (Contracted)	0	0	0	0	0	0	43,428
School Ops	0.25	0.5	0.5	1	1.5	1.5	38928
Total FTEs	7.75	12.75	16.25	22.50	27.25	31.25	
Total Salaries	\$399,283	\$636,260	\$816,091	\$1,122,253	\$1,349,207	\$1,542,405	

Secondary School Staffing Model and Rollout – 7-12

Salary and FTE Per Position Per Year							
Title	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022	Capacity 2223	
Director	0.5	0.5	0.5	0.5	0.5	0.5	86,482
Academic-12 months	0.5	0.50	1	1	1	1	60,640
Counsel/Registrar	0.25	0.5	1	1	1	1	56,877
Registrar	0.25	0.25	0.5	0.5	0.5	0.5	56,877
Business Mgr	0.25	0.25	0.25	0.25	0.5	0.5	57168
Core	6	9	11	14	16	16	52049
Specialty	2	3	4	5	5	5	52049
ELL	0.25	0.5	0.75	1	1	1	52,049
Aides	2	3	4	5	5	5	37051
SASA	0.5	0.5	0.5	0.5	0.5	0.5	57168
PROJECTS	0.25	0.5	0.5	0.5	0.5	0.5	35674
STUDENT-PARENT	0.25	0.5	0.75	0.75	0.75	0.75	37051
Acct Clerk	0	0.25	0.5	0.5	0.5	0.5	35674
IT (Contracted)	0	0	0	0	0	0	43,428
School Ops	0.25	0.5	0.5	1	1.5	1.5	38928
Total FTEs	13.25	19.75	25.75	31.5	34.25	34.25	
Total Salaries	\$670,554	\$985,605	\$1,282,975	\$1,560,698	\$1,698,552	\$1,698,552	

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 Academic Coordinator (12 month)	Class III Step 5	60,640
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

Attachment FF –Final Review Checklist

Initial each item to indicate that it has been completed.

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

School Director – Evaluation Program and System

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

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

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

By the end of September

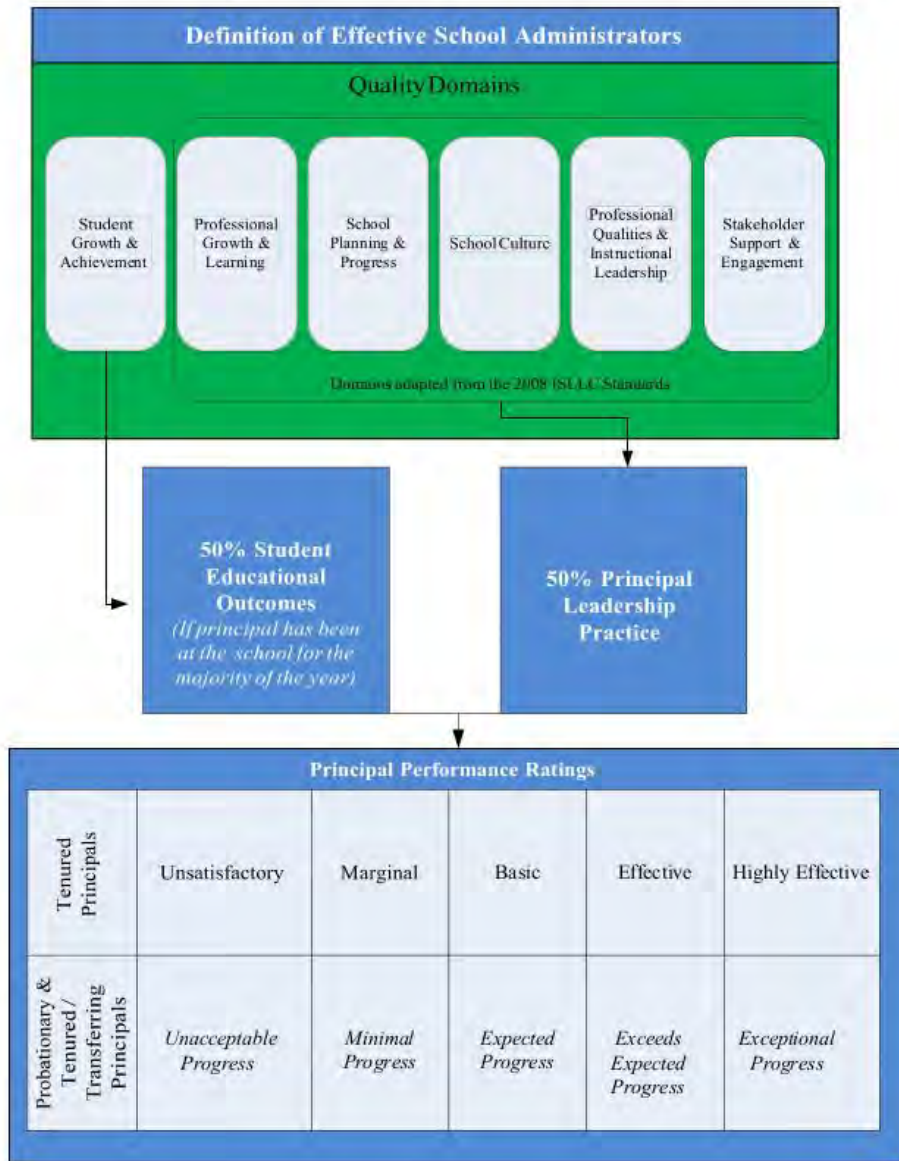
A pre-evaluation meeting/conference will be completed between our director and board president. They will set goals and determine priorities. Informed by this meeting, the director will submit a professional development schedule/plan.

Through October to May

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

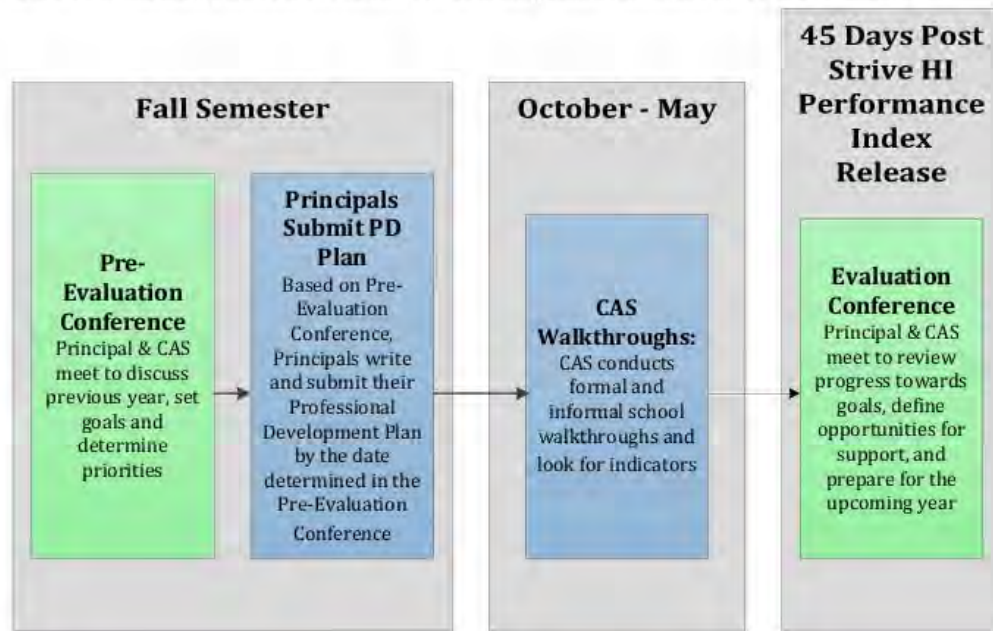
CESSA Framework Design

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



CESSA Timeline

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



Student Educational Outcomes

Overview

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



Measures

School Year 2014-2015

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

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

12 Clifford, M., Behrstock-Sherratt, E., and 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 (8th through 11th grade)
- AP Scores
- Chronic Absenteeism
- College-Going Rates
- Discipline
- Gap Rate
- Graduation
- HSA Science Proficiency
- Other

Principal Leadership and Practice

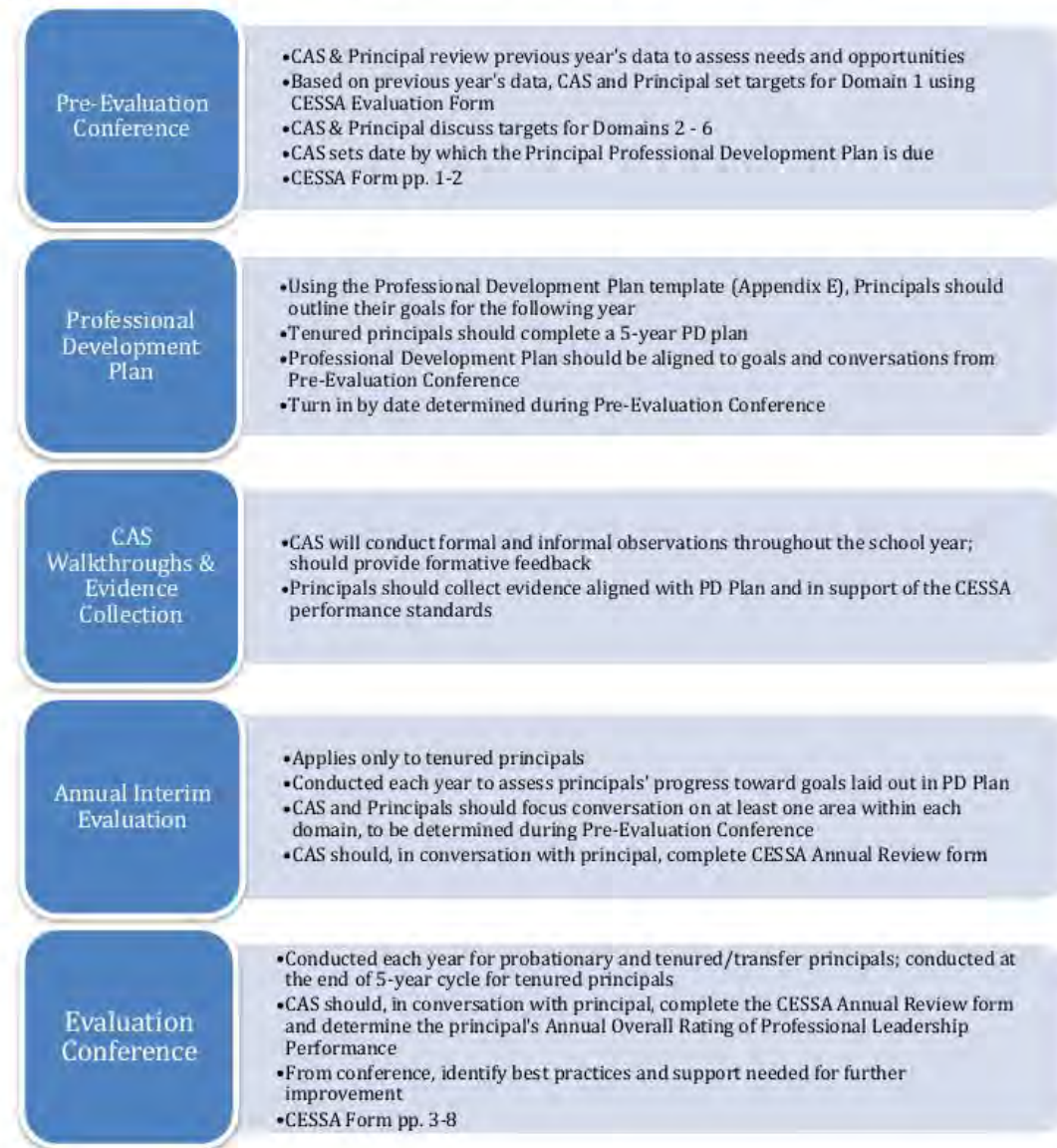
The five remaining domains were aligned with the "Profile of an Effective School Leader" published by the Interstate School Leaders Licensure Consortium (ISLLC) under the Council of Chief of State School Officers and the NAESP/NAESP's *Rethinking Principal Evaluation*. Principal Leadership and Practice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

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

Cycle & Conferences

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

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



Evaluating and Assigning Ratings

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

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

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

Domain 1: Student Educational Outcomes

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

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

Domains 2-6: Principal Leadership and Practice

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

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

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

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

Overall Performance Matrix

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

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

Educator Evaluation Process and System

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

By the end of September

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

Through October to May

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

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

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

The following pages are highlights of the system.

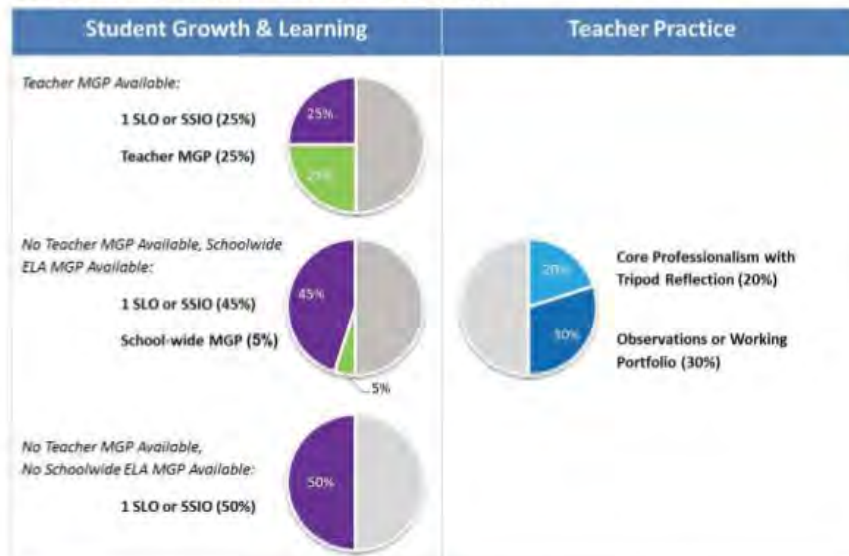
Summative EES Ratings

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

EES Framework Measures



EES Measures Applied to Teacher Role(s)



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

Unsat/Factory 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
Unsat/Factory 0-1	Marginal	Marginal	Marginal	Unsat/Factory 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 PDE³ allows teachers to set goals for their own learning, collect evidence of completed professional development activities, track impact on students, and reflect on their progress. Probationary teachers are expected to set four goals using this tool. It is best practice for tenured teachers to set two goals a year when leveraging the tool to help compile and store documents to meet re-licensure requirements.

Principal Directed Professional Development Plan

The EES provides a wealth of information for teachers and administrators detailing strengths and areas for growth in performance. Principals use this plan to provide targeted support to teachers who received a less than effective rating on their previous evaluation. The Principal Directed Professional Development (PDPD) plan focuses on two areas specifically related to EES, student outcomes and teacher practice. The principal or designee may place a teacher on a PDPD plan to address performance concerns at any time throughout the school year. Triggers for placing a teacher on a PDPD include but are not limited to; observations, poor quality SLOs, low Tripod scores, and poor student outcomes. The principal may choose to develop the plan with teacher input. It must be designed within 30 instructional days from the first day of instruction or notification of documented performance concerns. Progress on the plan 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.⁷

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

Core Professionalism

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

Indicators: Framework for Teaching Domain 4 and Tripod Student Survey

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

Framework for Teaching Domain 4 (Professional Responsibilities)

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

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

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

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

Tripod Student Survey

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

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

Tripod Results

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

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

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

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

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

Process and Requirements: Domain 4

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

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

Rating Calculation

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

Core Professionalism in Context

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

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

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

Classroom Observations

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

Indicators

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

Framework for Teaching Observation Components

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

Process and Requirements

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



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

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

Setting Up an Observation Cycle

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

Working Portfolio in Context

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

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

Student Growth and Learning Measures

Hawaii Growth Model

Overview

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

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

Indicators

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

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

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

Requirements

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

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

Process

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

Rating Calculation

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

Teacher Level MGPs

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

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

Final EES Growth Score Determination

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

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

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

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

Hawaii Growth Model in Context

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

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

Student Learning Objectives & School or System Improvement Objectives

Overview

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

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

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

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

Indicators

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

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

Goals

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

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

The IMAG Academy

Proposed Calendar – Based on HI DOE SY 2018-19

1st Semester: Aug 6-Dec 21, 2018 (89 days) – 2nd Semester: Jan 8-May 31, 2019 (92 days)

Total Days – 181 Instructional 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	23	24	25	26	27	28	23 July-3 Aug - Teacher Professional Development
August	29	30	31	1	2	3	4	Teacher only Work Days (No Students)
	5	6	7	8	9	10	11	6 Aug – Student Start Day – First day of school
	12	13	14	15	16	17	18	
	19	20	21	22	23	24	25	17 Aug-Statehood
September	26	27	28	29	30	31	1	
	2	3	4	5	6	7	8	
	9	10	11	12	13	14	15	3 Sept-Labor Day
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	
October	30	1	2	3	4	5	6	
	7	8	9	10	11	12	13	1st Quarter – 43 days (6 August – 5 Oct)
	14	15	16	17	18	19	20	8-12 Oct-Fall Break
	21	22	23	24	25	26	27	
November	28	29	30	31	1	2	3	
	4	5	6	7	8	9	10	6 Nov- Election Day
	11	12	13	14	15	16	17	12 Nov- Veterans Day
	18	19	20	21	22	23	24	22-23 Thanksgiving
December	25	26	27	28	29	30	1	
	2	3	4	5	6	7	8	
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	2nd Quarter – 46 (Oct 15 - Dec 21)
	23	24	25	26	27	28	29	1st Semester – 89 days (Aug 6 - Dec 21)
2019 January	30	31	1	2	3	4	5	24 Dec - 4 Jan Winter Break
	6	7	8	9	10	11	12	7 Jan - Teacher Work Days
	13	14	15	16	17	18	19	
	20	21	22	23	24	25	26	21 Jan – Martin Luther King
February	27	28	29	30	31	1	2	
	3	4	5	6	7	8	9	
	10	11	12	13	14	15	16	15 Feb – Teacher Institute Day (IMAG Academy)
	17	18	19	20	21	22	23	18 Feb - Presidents Day
	24	25	26	27	28	1	2	
March	3	4	5	6	7	8	9	
	10	11	12	13	14	15	16	
	17	18	19	20	21	22	23	3rd Quarter – 46 days (Jan 8-Mar 15)
	24	25	26	27	28	29	30	18-22 Mar Spring Break (23 Mar - Good Friday)
April	31	1	2	3	4	5	6	25 Mar – Teachers PD – IMAG Academy
	7	8	9	10	11	12	13	26 Mar - Prince Kuhio
	14	15	16	17	18	19	20	19 Apr – Good Friday
	21	22	23	24	25	26	27	
May	28	29	30	1	2	3	4	
	5	6	7	8	9	10	11	
	12	13	14	15	16	17	18	4th Quarter - 46 days (March 27- May 24)
	19	20	21	22	23	24	25	2nd Semester - 92 days (Jan 8- May 24)
	26	27	28	29	30	31	1	25 May - Teacher Work Day
June	2	3	4	5	6	7	8	27 May - Memorial Day
	9	10	11	12	13	14	15	29 May - 1 Jun Teacher Work Days (No Students)
								3-4 Jun – Teacher Work Day (IMAG Academy)

Proposed School Year and Assessment & Collaboration Calendar – To be updated
Aug 6, 2018 – May 31, 2019
181 Days – 39 Weeks

Student School Information:

- Total student minutes for each full week:
 - Primary: 1630 minutes/week
 - Secondary: 1690 minutes/week
- Total student days: 181 days
- Total student hours in year: 1228 hours
 - Proposed School year: Aug 6, 2018 to May 31, 2019
 - No School State Observed Holidays: 11 days
 - No School -Teacher Institute: 1 day
 - Proposed Vacation/Break Dates
 - Fall Break: October 8-12, 2018, Winter Break: December 21, 2017 – January 8, 2019
 - Spring Break: March 18-22, 2018

Teacher Work Information

- Total instructional days: 181 days
- Proposed Total work days: 196 days
 - Professional Development July 23, 2018 – August 3, 2018
 - No School /No Students – State Observed Holidays: 11 days
 - Includes Election Day – November 6, 2018
 - Teacher work days – no students: 15 days
 - Proposed Work Dates
 - School Orientation/Professional Development: July 23 – August 3, 2018
 - Teacher Institute (Feb 15, 2019-TBD), Professional Development: January 7, 2010
 - Professional Development: June 3-4, 2019

1st Semester: August 6 -December 21, 2018 (89 instructional days)

Quarter 1: August 6 – October 5, 2018 (43 Instructional Days)

No School (2):

- 17 Aug-Statehood, 3 Sept-Labor Day

Quarter 2: October 15 -December 21, 2018 (46 Instructional Days)

No School (4):

- 6 Nov - Election Day
- 12 Nov-Veterans Day
- 22-23 Nov-Thanksgiving

2nd Semester: January 8-May 31, 2019 (92 instructional days)

Quarter 3: January 8-Mar 15, 2019 (46 Instructional Days)

No School (2):

- 21 Jan-Martin Luther King, 15 Feb-Teacher Institute Day (TBD)
- 18 Feb-Presidents Day

Quarter 4: March 27-May 31, 2019 (43 Instructional Days)

No School (3):

- 25 Mar-Teacher PD Day, 26 Mar-Prince Kuhio Day
- 10 Apr-Good Friday

Assessment and Collaboration Calendar

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

When	What	Purpose, Who and How will it be used (Goal)
July 2018	Gather, review, evaluate previous years information SBA Results EOC Grades/Scores & Grades Grades Assess/Decide on Possible Preliminary Intervention(s)	Gather and review previous student data to determine possible MLSS service levels that may apply. Who: SASA/Clerk to gather info, Academic Coach/PT Teacher to review and determine initial course of action, if any Annotate initial thoughts and decisions—reference sources Tools: SBAC, HSAs, EOC, Grades, Performance Reports (PARs)
Late July 2018	Grade level or Group Conference	Provide initial feedback of previous year’s performance – Collaborate as a group Who: Academic Coach/Teacher Groups (Director) Tools: SBA, HSAs, EOC, Grades, PARs
Late July 2018	Professional Development Multi-Level System of Supports Assessments – Types/Use of FORE goals and objectives Iterative Process	Relationship Building Vertical Integration Professional Culture Who: Director, Academic Coach, Teachers, EAs, School Staff Tools: Review Assessment & Collaboration Schedule, Assessment Inventory List, PBL Rubrics, Reading & Math Assessments, PARs, etc.
Week 1	Roundtable-5 days Project Launch – Inquiry & Research	Students will be provided a community concern/problem or opportunity. Teachers will observe 4C & SEL skills Who: Teachers facilitate, Students Explore, Experts and Partners share Tools: Rubrics, PARs,
Week 2	Assessments –Baseline Review of Results	Reading and math assessments scores are used to determine Direct Route or Progress Monitoring Who: Teachers/EAs Tools: MAP, Prior Assessments, PARs
Week 3	Student/Teacher Collaboration	Individual Achievement & Goals Plan Evidence of Achievement & Learning Targets Who: Students & Teachers Tools: Assessment Results, PARs, I-GALs, EGLs
Weeks 1-9	Subject/Project Learning Weekly Connections Direct Route Monitoring Progress Monitoring Formative Assessments	Classroom Instruction in Core Subject Areas Project & Community Work Who: Students, Teachers, Academic Coach, EAs, FORE Tools: Assessment Results, PARs, I-GALs, EGLs
Week 6	Check – In (Mid Quarter)	Fall Break Plans

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

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

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

Attachment J

Student Weekly Schedule – Secondary School (Grades 7-12)

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

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

Total Minutes: 1690 minutes per week
 Core Minutes: 995 minutes per week
 Multi-discipline Minutes: 565 minutes per week
 Electives*: 195 minutes per week

PE – Physical Education (Multi-discipline)
 Core- Math, Science, English/Humanities
 Sci-Science (Alternate with elective)
 Elect* – Elective will be determine by student interest

Student Weekly Schedule – Primary School K-6 Grades

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

Primary Minutes per Week Grades 7-12							
	Mon	Tues	Wed	Thurs	Fri	Totals	
PE	45*	45*	Teach PD	45*	45*		
Core	65	65	65	65	65		
Core	65	65	65	65	65		
Sci-Elect	65	65*	65	65	65*		
Project –Multi-discipline	70	70	70	70	70		
Project – Core	25	25	25	25	25		
Core	220	155	220	220	155	970	Core
Multi	115	115	70	115	115	530	Mult
Elect	0	65			65	130	Elect
PRIMARY	335	335	290	335	335	1630	Total

Total Minutes: 1630 minutes per week
 Core Minutes: 970 minutes per week
 Multi-discipline Minutes: 530 minutes per week
 Electives: 130 minutes per week

PE – Physical Education (Multi-discipline)
 Core- Math, Science, English/Humanities
 Sci-Science (Alternate with elective)
 Elect* – Elective will be determine by student interest

Rationale for our schedule – II.G.2f

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

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

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

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

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

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

Attachment K Teacher Weekly Schedule

Teacher Secondary School						
	Monday	Tuesday	Wednesday		Thursday	Friday
8:30-9:15 (45 mins)	Community-PE	Community-PE	Teacher Professional Development	8:30-9:25 (55 mins)	Community-PE	Community-PE
			LATE Start-Teacher PD			
9:25-10:30 (65 mins)	Period 1	Period 4	Period 1&4 - Co Teach	9:30-10:35 (65 mins)	Period 1	Period 4
10:35-11:40 (65 mins)	Period 2	Period 5	Period 2&5 – Co Teach	10:40-11:45 (65 mins)	Period 2	Period 5
11:45-12:25 (40 mins)	Lunch	Lunch	Lunch w/ Mentors Parents	11:50-12:25 (35 mins)	Lunch	Lunch
12:30-1:35 (65 mins)	Electives****	Electives****	Community Projects	12:30-1:10 (40 mins)	Electives****	Electives****
			Electives – Co Teach	1:15-2:20 (65 mins)		
1:40-3:30 (110 mins)	Community Projects	ELA (30 mins) Community Projects (85 mins)	**Teacher Prep/ Collaboration	2:25-3:30 (65 mins)	ELA (30 mins) Community Projects (85 mins)	Community Projects

The tables below provide an example of the staffing and schedule of teachers for the Secondary Level for School Year 2018-19 (Year 1). Actual classes will be dependent on student needs and students will be available to take the appropriate level according to their abilities, this example illustrates the number of teachers and the number of “periods” covered. This also ensures the appropriate number of classes is available for the number of students. Their daily prep time is also indicated.

Teachers will be grouped into multi-disciplinary teams to cover our community project time in the afternoon. Teachers will maintain their schedules for one semester allowing for collaboration and project/lesson development opportunities with the same core and specialty teachers. The other three teachers will be able to collaborate during their “off” semester. High school level courses will be offered according to the necessary accreditations required.

Year 1 -

Number of teachers: 6 Full-Time, 2 Part-Time - Specialty

Monday, Tuesday, Thursday, Friday Core Subject Teacher/Student Ratio: 1 to 25

Monday, Tuesday, Thursday, Friday Community Session Teacher/Student Ratio: 1 to 30

Electives Teacher/Student Ratio: 1 to 30

Wednesday Co-Teaching Teachers to Student Ratio: 2 to 50 (1 to 25)

of sessions needed per grade: 2 periods

Primary School (Grades 7-12) Teacher Schedule Breakdown

Semester 1

	Mon/Thurs				Tues/Fri				Wed			
Teachers	P1	P2	Elect3	Comm	P4	P5	Elect6	Comm	Co-Teach1	Co-Teach2	Co-Teach3	Co-Teach4
Math1	M7a	M8a	Prep	T-1	M7b	M8b	Prep	T-1	Prep	T-1-A	T-1-A	T-1-A
Math2	M9a	Prep	T-1	Prep	M9b	M7-9	T-1	Prep	T-1-A	Prep	T-2-B	T-2-B
Humanities1	H7a	H8a	Prep	T-2	H7b	H8b	Prep	T-2	T-2-B	T-2-B	Prep	T-3-A
Humanities2	H9a	Prep	T-2	Prep	H9b	H7-9	T-2	Prep	T-3-A	T-3-A	T-3-A	Prep
Science1	S7a	S8a	Prep	T-3	S7b	S8b	Prep	T-3	T-4-B	T-4-B	Prep	T-4-B
Science2	S9a	Prep	T-3	Prep	S9b	S7-9	T-3	Prep	T-5-C	T-5-C	T-4-B	Prep
Spec1	Extra Elem		T-4	T-4		Extra Elem	T-4	T-4	T-6-C	Prep	T-5-C	T-5-C
Spec2		Extra Elem	T-5	T-5	Extra Elem		T-5	T-5	Prep	T-6-C	T-6-C	T-6-C

M7a-Math – 7th grade, Group A
M7b-Math – 7th grade, Group B

H8a-Humanities – 8th grade, Group A
H8b-Humanities – 8th grade, Group B

S9a-Science – 9th grade, Group A
S9b-Science – 9th grade, Group B

T-1 – Teacher #1, etc

T-1-A and T-3-A – Teacher 1 and Teacher 3 will Co-Teach as Team A (We need

Semester 2 (Alternate Community Time Prep to Plan Next Project)

	Mon/Thurs				Tues/Fri				Wed			
Teachers	P1	P2	Elect3	Comm	P4	P5	Elect6	Comm	Co-Teach1	Co-Teach2	Co-Teach3	Co-Teach4
Math1	M7a	M8a	T-1	Prep	M7b	M8b	T-1	Prep	Prep	T-1-A	T-1-A	T-1-A
Math2	M9a	M7-9	Prep	T-1	M9b	M7-9	Prep	T-1	T-1-A	Prep	T-2-B	T-2-B
Humanities1	H7a	H8a	T-2	Prep	H7b	H8b	T-2	Prep	T-2-B	T-2-B	Prep	T-3-A
Humanities2	H9a	H7-9	Prep	T-2	H9b	H7-9	Prep	T-2	T-3-A	T-3-A	T-3-A	Prep
Science1	S7a	S8a	T-3	Prep	S7b	S8b	T-3	Prep	T-4-B	T-4-B	Prep	T-4-B
Science2	S9a	S7-9	Prep	T-3	S9b	S7-9	Prep	T-3	T-5-C	T-5-C	T-4-B	Prep
Spec1		Extra Elem	T-4	T-4	Extra Elem		T-4	T-4	T-6-C	Prep	T-5-C	T-5-C
Spec2	Extra Elem		T-5	T-5		Extra Elem	T-5	T-5	Prep	T-6-C	T-6-C	T-6-C

Teacher Primary School						
	Monday	Tuesday	Wednesday		Thursday	Friday
8:15-9:00 (45 mins)	Community-PE	Community-PE	Teacher Professional Development	8:15-9:10 (55 mins)	Community-PE	Community-PE
			LATE Start-Teacher PD			
9:10-10:15 (65 mins)	Block 1	Block 1	Block 1	9:15-10:20 (65 mins)	Block 1	Block 1
10:20-11:25 (65 mins)	Block 2	Block 2	Block 2	10:25-11:30 (65 mins)	Block 2	Block 2
11:30-12:10 (40 mins)	Lunch	Lunch	Lunch w/ Mentors Parents	11:35-12:10 (35 mins)	Lunch	Lunch
12:10-12:30 (20 mins)	Recess	Recess	Recess	12:10-12:30 (20 mins)	Recess	Recess
12:35-1:40 (65 mins)	Block 3	Block 3	Block 3	12:35-1:40 (65 mins)	Block 3	Block 3
1:45-3:15 (95 mins)	Community Projects	ELA/Math (30 mins) Community Projects (60mins)	Community Projects	1:40-3:15 (95 mins)	ELA/Math (30 mins) Community Projects (80 mins)	Community Projects

	Mon/Thurs and Tues/Fri				Wed				
Teachers	Block 1	Block 2	Block 3	Comm		CTeach	Co-Teach2	Co-Teach3	Co-Teach4
Teacher 1	MATH	Hum	Prep	Teach1		Co Teach1	Co Teach1	Prep	Teach1
Teacher 2	Prep	Math	Hum	Teach2		Co Teach2	Prep	Co Teach2	Teach2
Teacher 3	Math	Prep	Math	Teach3		Prep	Co Teach3	Co Teach3	Teach3
Specialty 1	Elect	Elect	Elect			Elect Teach3	Elect Teach2	Elect Teach1	
Specialty ½ (From grades 7-12)				Teach4					Teach4

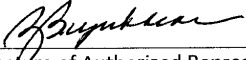
Statement of Assurances

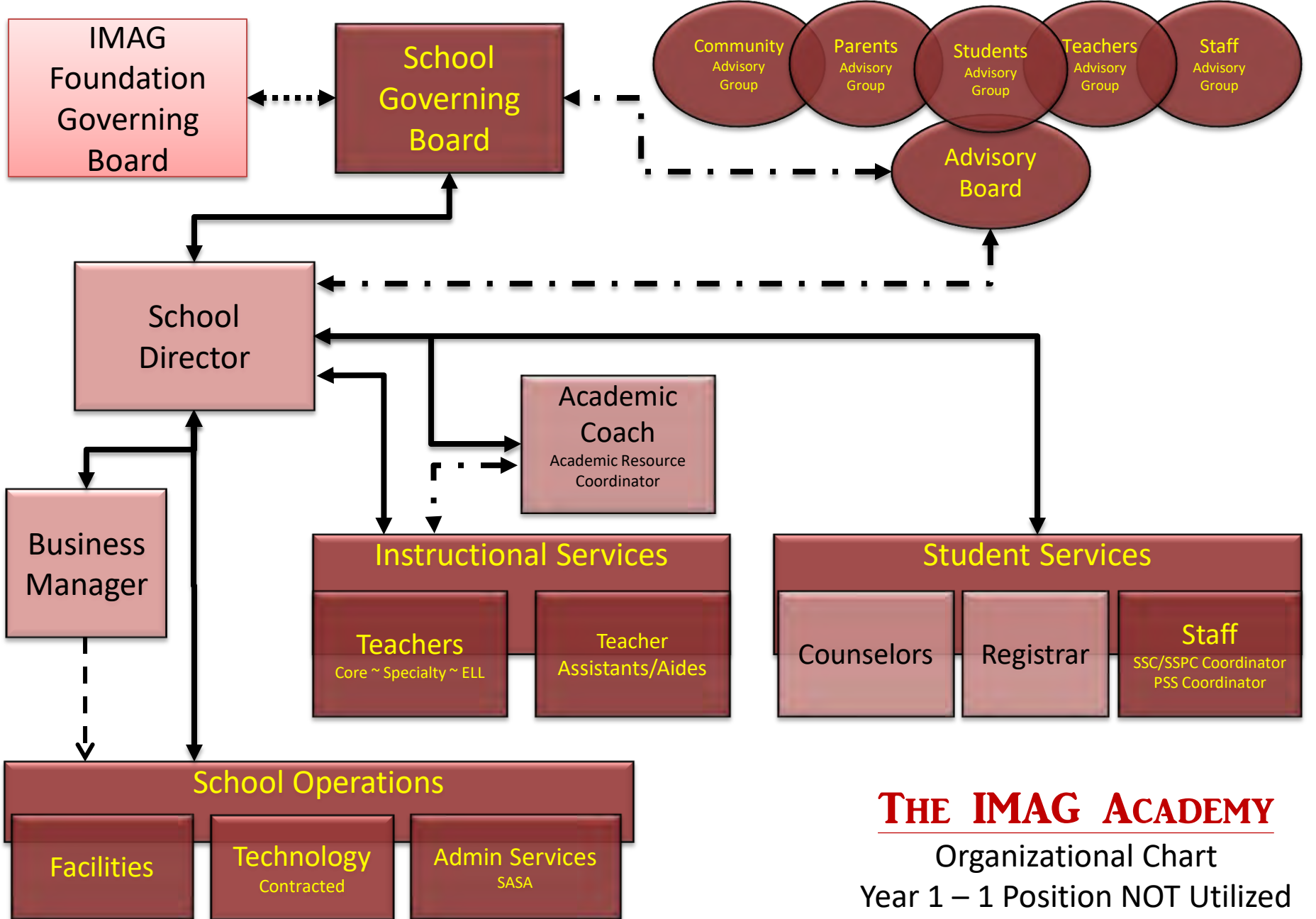
Please print this form, and initial each item in the box provided. The form must be SIGNED by an authorized representative of the Applicant Governing Board.

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

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

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

Certification	
Name of Proposed School:	IMAG Academy
Name of Authorized Representative:	Sheila Buyukacar
I, the undersigned, do hereby agree to the assurances contained above.	
	Dec 20, 2016
Signature of Authorized Representative	Date



THE IMAG ACADEMY
 Organizational Chart
 Year 1 – 1 Position NOT Utilized

School Governing Board

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

School Director-School Leadership Team Member

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

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

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

Registrar & Counselors – School Leadership Team Members

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

Business Manager – School Leadership Team Member

Performs and maintains the financial, accounting, contract and procurement activities of the school. Works directly with and for the School Director. He provides guidance and works with our school operations.

Instructional Services Staff (Teachers, Assistants)

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

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

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

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

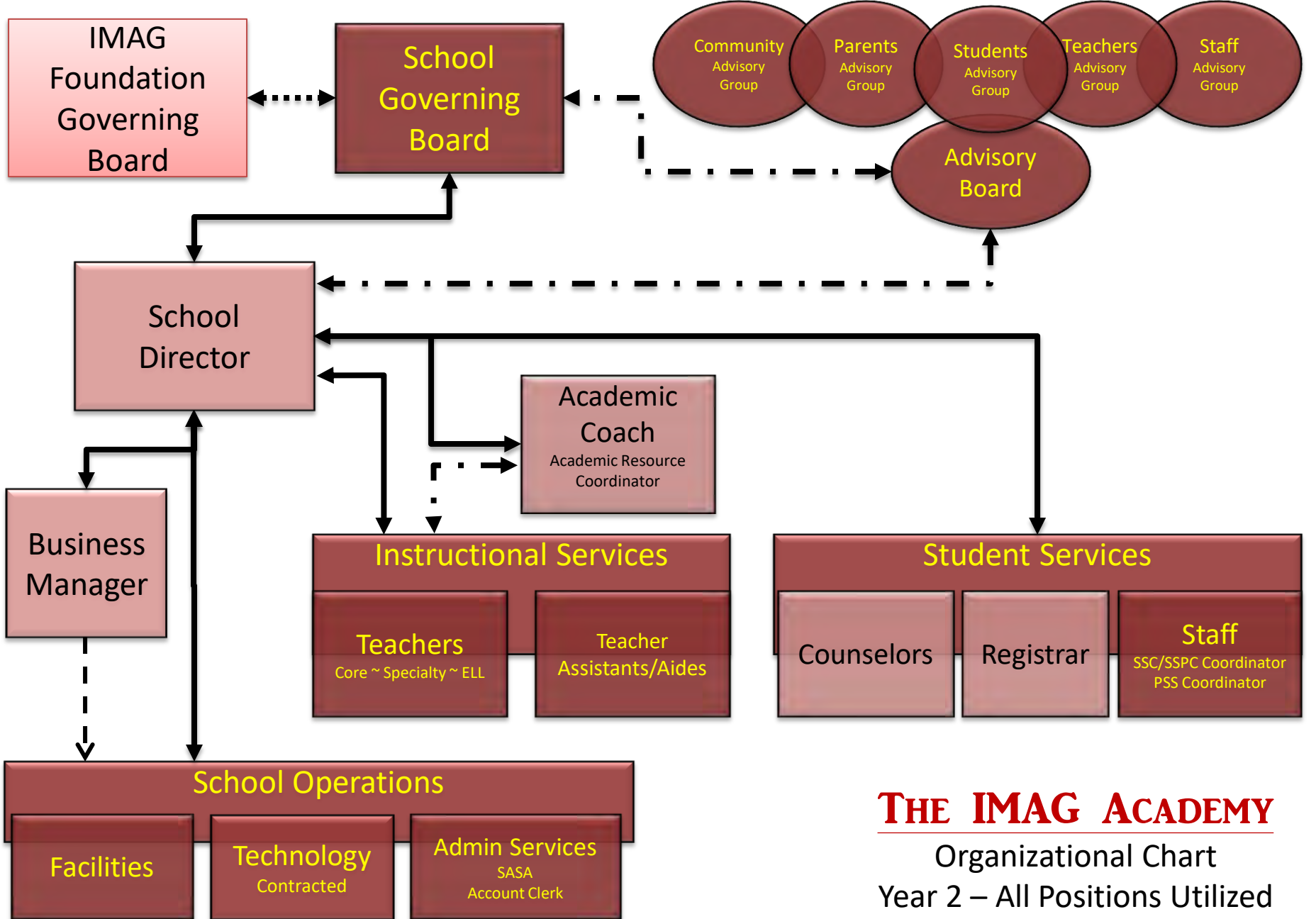
The SO staff provide “care-taking” of a variety of our school operations. Interacts with and supports other staffing groups.

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

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

Foundation Governing Board

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



THE IMAG ACADEMY

Organizational Chart
Year 2 – All Positions Utilized

CORE STRENGTHS

- Accomplished facilitator and connector, guiding individuals and businesses to develop strategic relationships that bring superior solutions to the market
- Innovative solutions finder, able to uncover new methods and approaches to operational challenges
- Strong fact finder, lead initiatives to research and uncover business and end-user needs; translating requirements into projects with universal user acceptance levels
- Professional and effective written and verbal communication skills empowering communications with technical and management teams and executive level clients
- Polished and experienced public speaker and trainer

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

Innovation Manager, High Technology Development Corporation July 2015 to Present

Manage two incubation facilities which provide tenant-, virtual- and co-working-based resources for over 75 technology businesses. Oversee programs that mentor, guide and support innovative entrepreneurs to facilitate the creation of capital efficient, sustainable, high-growth businesses. Instrumental in building go-to-market strategies and facilitating the development of strategic relationships.

Chief Compliance Officer, Ashton Stewart Advisor Services 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. Work 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.

PREVIOUS POSITIONS & EXPERIENCE

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

National Technical Advisor with a primary focus on Data Standards and Software requirements for HUD's Homeless Management Information Systems (HMIS) initiatives, evaluated all notices, standards and guidance documents to insure provided a consistent message. Oversaw initiative to create a system

assessment protocol to confirm all existing or future software providers are compliant with all regulations and notices.

Division Director, Socialserve.com

2010 to 2013

Managed a customer-facing internet data collection and reporting application. 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. Worked with users to maximize buy-in and create smooth, budget responsible implementations.

Senior IT Business Analyst, Alane-West Consulting

2009 to 2010

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

VP of Product & Business Systems, Domus Systems, Inc.

2003 to 2009

Led the creation all design documents and programming specifications for a comprehensive SaaS data collection and reporting system. Managed product development team, including gathering business user requirements and preparing business analysis documentation to insure the development of customer friendly products. The team compiled business analyst documents emphasizing development strategies to streamline business operations and product servicing. Led over 30 implementations of system including user training approaches and data conversions

Chief Technology Officer, Barking Loons Group, Inc.

1998 to 2003

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

Direct Marketing Manager , Insight Capital

1996 to 1998

Developed and implemented marketing campaigns, response rates exceeded 10%. Managed the collection of client demographics to identify new sources of clients, increased asset acquisition by 150%. Coordinated the creation and promotion of a web presence; site allowed perspective clients to find products and service information and request materials - increased web requests by 100%.

Branch Investment Specialist, Charles Schwab & Co.

1993 to 1996

Cultivated and worked with high-net worth individuals and retirement groups to invest assets in appropriate retirement vehicles; closed \$35 million in leads to generate over \$325,000 in new revenues in one year.

Board Member Information

To be completed individually by each Applicant Governing Board member.

All forms must be signed by hand.

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

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

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

Background- describe your role and time commitment

1. Name of charter school on whose governing board you intend to serve:
IMAG Academy
2. Contact information:
Name: Thelma Alane
Phone: [REDACTED]
E-mail: thelmaam@gmail.com

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

Resume and professional bio are attached to this form.

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

Does not apply to me Yes

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

Helping children grow and achieve their potential as individuals and citizens is an important goal for our community, schools that look at new ways to educate and empower students is vital to our future. I believe this school's focus meshes with my view and I want to help it achieve these important results.

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

To guide the school in the best interest of the children and the community in which it functions, to act in the highest ethical manner at all times and to be a remodel to those we serve

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.

While I have had minor experience in running a school, a private sporting school that taught and trained students to be athletes. My real contribution for the board is my background in finance and business operations. I ran several successful businesses and believe that my extensive experience will translate well to helping the school be successful and financial strong.

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

My specific knowledge is in creating financial plans, records and operational management procedures. Additionally, I have extensive technology experience and using technology to improve business planning and process flows. My expertise can create processes that will allow the school to run smoothly and allow the administration of this school to put the emphasis on the students where it belongs

School Mission and Plan

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

Governance

Attachment A. Describe the role that the governing board will play in the school's operation.
To oversee the operational component, but not be involved in day-to-day administration

Attachment B. How will you know if the school is successful at the end of the first year of operation?
Happy students, excited to come to school and a team of educators in place feeling they are truly making a difference

Attachment C. How will you know at the end of five years if the school is successful?
Using metrics, we will be able to measure our progress, in terms of educational standards, to monitor the impact the school is having in students' lives and the broader community. Another metric would be meeting (or exceeding) our enrollment projections. Another metric would be our personnel turnover rate, it should be as near 0% as possible.

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

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

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

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

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

Sheila Buyukacar – friend, who asked me to be on the board

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

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

1/14/17
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:

Name: Shirley Ames

Phone: [REDACTED]

E-mail: shirl.ames@gmail.com

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 1st 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

1/19/2017
Date

Deborah Bond-Upson Short Bio

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

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

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

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

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

DEBORAH BOND-UPSON

Deborah@LearningBond.com

2009 - present

CEO, Learning Bond LLC

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

2003 - 2009

CEO, Best Practice Networks, Inc.

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

2001 - 2003

President and CEO, TU Holdings, Inc.

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

- LAUSD online teacher assessment and training program.

1998 - 2001

President and CEO, Teacher Universe, Inc.

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

1997 - 2003

Executive Vice President, Knowledge Universe, Inc.

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

1973 - 1997

Vice President, Product Development, Kaplan Educational Centers

National Director of Development

Regional Director, Western U. S.

Regional Administrator, Northern California and Nevada

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

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

1970 - 1973

Teacher and Student Teacher

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

1969

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

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

EDUCATION

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

AWARDS

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

PERSONAL

Married since 1976 with four adult children.

Lifetime educator, ordained Unitarian Universalist minister and visual artist.

Board Member Information

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Background- describe your role and time commitment

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

The IMAG Academy

4. Contact information:

Name: Deborah Bond-Upson

Phone: [REDACTED]

E-mail: Deborah@learningbond.com

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

Resume and professional bio are attached to this form.

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

Does not apply to me Yes

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

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

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

Board members should support and guide the school leaders and staff. This support and

guidance should include board meetings and review of school performance and progress, visits to the school during operational hours, feedback on observations, and direction when needed.

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

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

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

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

School Mission and Plan

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

7. What do you believe to be the characteristics of a successful school?
A successful school creates an exciting and supportive atmosphere for learning. Models of rigor are celebrated and inspire student energy and commitment. This engaged learning and committed community provide the basis for student success in life—in which students will engage in continuous learning launching productive careers and lives.
8. How will you know that the school is succeeding or is not succeeding in its mission?
Student enrollment and attendance rates, teacher retention, family engagement and quality work by students are the metrics for reviewing and ensuring success.

Governance

Attachment F. Describe the role that the governing board will play in the school’s operation.
The governing board will support school leaders with observation, review, suggestions, questions, and direction, as needed. In addition to ongoing board meetings and board work, this will involve school site visits and observation.

Attachment G. How will you know if the school is successful at the end of the first year of operation?
The board will evaluate student enrollment, attendance rates, teacher retention, family engagement and quality work by students. IMAG will survey students, teachers and families and elicit feedback in multiple ways to support continuous improvement.

Attachment H. How will you know at the end of five years if the school is successful?
The metrics mentioned for the first year will remain important metrics throughout the life of the school. Additional metrics will include course completions, graduation rates, college acceptances, and career placements, meeting of academic benchmarks, and teacher professional development progress.

Attachment I. What specific steps do you think the governing board will need to take to ensure that the school is successful?
The governing board must hold the success, progress and safety of the students, families, and teachers as paramount and must provide guidance to assure those results. Regular surveying of each of those groups and board review of subjective responses and objective criteria will be required to ensure that IMAG is a successful school.

Attachment J. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
If there are concerns or questions about any member of the governing board’s actions, I would raise this in a board meeting, see that the research is done to enable the board to consider and act. If there is unethical behavior, the member would need to be dismissed from the board and the situation that enabled the unethical action to occur would need to be reviewed in order to change any processes at the school or address any related staff or board behavior, if needed.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes
Yes, I know all of the prospective board members from our planning meetings.
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes
(there are no current paid employees, however I do know the unpaid director, Sheila Buyakacar)
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

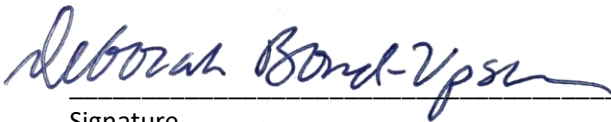
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes
5. If the school intends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

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

None Yes

Certification

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



Signature

January 13, 2017

Date

Andrew Hata – Narrative

Andrew currently works as an attorney and is licensed to practice law in the State of Hawaii, State of Washington, and US District Court, District of Hawaii. He also works as the Director of Analytics for a firm that acquires commercial properties for foreign and domestic investors. Prior to his current positions, he worked as a securities broker and investment analyst. Given his legal and finance background, Andrew has the ability to analyze situations from multiple lenses.

Andrew comes from a family of educators, and all of his immediate family members currently work in education – either in California or Washington State. He has a deep respect for those with the ability and skill set to serve their community, and once tried to be a teacher. When he realized he couldn't hack it, he became a lawyer and instead looks for opportunities to assist individuals and institutions which serve our community's children.

Andrew Tadayoshi Everett Hata

ahata@yhpro.com

EDUCATION

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

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

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

WORK EXPERIENCE

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

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

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

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

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

CERTIFICATIONS & LICENSES

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

Board Member Information

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Background- describe your role and time commitment

1. Name of charter school on whose governing board you intend to serve:
The IMAG Academy
2. Contact information:
Name: Andrew Hata
Phone: [REDACTED]
E-mail: ahata@yhpro.com

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

Resume and professional bio are attached to this form.

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

Does not apply to me Yes

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

I believe the education system, in particular in the State of Hawaii, is inadequate to serve the needs of the community. As professionals and citizens of this community, I believe we have the responsibility and privilege of taking proactive steps to ensure our children are provided with as many tools as possible to accomplish whatever endeavors they desire to pursue.

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

As an attorney, I well understand the nuances of corporate structuring and a board's role within the organization – protection/success of the corporation and protecting/serving the

needs of the shareholders. As it pertains to public charter school, the board's responsibilities are particularly delicate because public funds are involved as well as serving the needs of children and the greater community.

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 never served on a board, either private or public. I believe my legal education, experience with corporate formalities, and desire to serve the community equip me with the capabilities needed to serve on the board.

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

I intimately understand the corporate formalities and fiduciary duties required by a board, as one of my areas of practice is corporate restructuring. In addition, prior to becoming an attorney, I worked in finance and am very comfortable reading and producing financial statements, auditing, and forecasting.

School Mission and Plan

- 9.** What is your understanding of the school's mission and guiding beliefs?

My understanding of IMAG Academy's mission is to educate its students in a holistic, practical manner. The concept of family (both the students' actual family, and the school as a "family") will be utilized to allow students a secure foundation to draw strength from. Further, in contrast to traditional theories or simple text book reading, the IMAG Academy will focus on experiential learning and developing critical thinking skills.

- 10.** 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.

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

- Academic success, as measured against State and national guidelines. The validity of these standardized tests is "up for debate", but the simple truth is that the students cannot escape standardized testing.
- Intellectual and emotional growth in the students.
- A supportive environment that adapts to the needs of the students.
- Accountability by educators and administration.

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

There will be quantitative and qualitative “measuring sticks”. Quantitative measures include test scores and success metrics once the students graduate from the IMAG Academy. Qualitative factors (perhaps more importantly) will look to the social and emotional skills the students have gained while at the IMAG Academy.

Governance

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

The governing board’s role will be to guide and protect the IMAG Academy. As an initial matter, selection and evaluation of the officers (administration) of the school will be an important task in the early phases. Thereafter, it is our duty to keep abreast of the school’s operations and take action accordingly.

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

I believe the first year will be a year for development and “building”. Getting the appropriate teachers and administrators in place is vital – these people need to be passionate about what they’re doing. I think we also need to build out the IMAG Academy’s presence in the community so we can properly serve the community. If we have the right team in place and the student’s needs are being met, then I would consider the first year a success.

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

It is my opinion that the success of a school should ultimately be measured by the success of its students – meaning their academic, personal, emotional and intellectual growth. If graduates of the IMAG Academy are experiencing success academically and personally (see questions 3 & 4 of “School Mission and Plan” Section) after 5 years, then the school will be a success. However, we also need to make sure that the IMAG Academy is still “in business” in 5 years, meaning the school manages its income (funding) and expenses (overhead) appropriately. Therefore, we need to make sure the school is still “in business” after 5 years.

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

I think success in any endeavor ultimately comes down to planning, preparation, execution, and constant evaluation. Once the planning, preparation and execution are in place, it is the board’s job to constantly evaluate if the steps being taken are effective. If not, then we need to adjust. As it pertains to the IMAG Academy in particular, the board would evaluate: test scores, student and faculty happiness/satisfaction (anonymous

surveys), student and faculty retention, and monthly financial analysis.

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

It depends on the act by the board member. If the act by the board member was a simple mistake whereby the school will not suffer, I would speak to that person privately. However, if the action rises to the level of misconduct, I am duty bound as an attorney to report the action to 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
I have worked with Michael and Sheila on a professional level on separate real estate issues.
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
All of my immediate family is in education. My father works at the University of Washington in Seattle. My mother works at Kids by the Bay in San Francisco. My sister works at REALM Charter School in Berkeley.
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


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

If I serve on the board, the school and other board members need to be clear that I am serving as a board member and NOT as the attorney for the school, the board, or any of them in their individual capacities. I will disclose this in the first meeting and ask that it be written in the Director Minutes, and formally resolved in the Resolutions. Further, if I am elected to the board, this creates a conflict for me as it pertains to doing legal work for any of the aforementioned parties, regardless of whether it's pro bono or for hire.

Certification

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



Signature

1/18/2017

Date

Melissa Hawkins

melissahawkins1@gmail.com

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 - 1st Grade (August 2011- Present) Hawaii Technology Academy, Waipahu, Hawaii
Responsibilities include teaching 1st 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

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:
Name: **Melissa Hawkins**
Phone: **[REDACTED]**
E-mail: **melissahawkins1@gmail.com**
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 3rd consecutive surf camp, with over 250 attendees. Surfer's Healing is an international collaboration of professional surfers, who take Autistic children on tandem surf rides. Surfer's healing camps span the shores across the globe.

Michael Nakata

mpfhawaii@gmail.com

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

Managing Member

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

November 2013 to Present

Honolulu, HI

Shozen Enterprises

Owner

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

January 2010 to 2013

Honolulu, HI

Coldwell Banker Pacific Properties

Realtor Associate

Real Estate Sales and Marketing

March 2005 to August 2010

Honolulu, HI

Education

Seattle University - Alber's School of Business

Bachelor of Arts: International Business/Business Management

Seattle , WA

Board Member Information

To be completed individually by each Applicant Governing Board member.

All forms must be signed by hand.

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

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

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

Background- describe your role and time commitment

1. Name of charter school on whose governing board you intend to serve:
The IMAG Academy
2. Contact information:
Name: Michael Nakata
Phone: [REDACTED]
E-mail: npfhawaii@gmail.com

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

Resume and professional bio are attached to this form.

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

Does not apply to me Yes

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

I believe my experience in fundraising and marketing can help the IMAG Academy achieve its community project outreach goals, and assist in creating meaningful project based learning experiences.

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

To advise in the operation and implementation of governance for the charter school.

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

I have not had any experience, but I believe my previous non-profit work and professional

background qualify me as an ideal candidate.

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

I have extensive knowledge creating non profit marketing and fundraising programs, also a strong background in creating community outreach projects.

School Mission and Plan

- 1.** What is your understanding of the school’s mission and guiding beliefs?
To educate students by way of a project based learning curriculum.
- 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?
I believe the characteristics of a successful school would be evident in the school culture and demonstration of the students’ abilities to translate their academic curriculum into daily life.
- 4.** How will you know that the school is succeeding or is not succeeding in its mission?
The school’s mission focuses on creating mindful individuals who give back to the community, these would be evident in the actions of students and the involvement of their families.

Governance

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

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

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

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

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

Disclosures

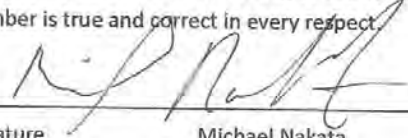
1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes
I know them from the previous application process
2. Indicate whether you or your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

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

None Yes

Certification

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



Signature Michael Nakata

1/17/07

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

Randy.Shiraishi@gmail.com

WORK EXPERIENCE:

**HĀLAU LŌKAHI
PUBLIC CHARTER SCHOOL**

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

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

Executive Director

April 2015 – May 2015

**HĀLAU LŌKAHI PUBLIC
CHARTER SCHOOL GOVERNING BOARD**

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

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

Vice-Chair

January 2015 – May 2015

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

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

Amy Koskovich, Director

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

Child & Youth Program Assistant

August 2012 – present

EPIC, Inc.

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

Arlynn Howell Livingston, Executive Director

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

Program Manager

October 2005 – August 2009

STATE OF HAWAI'I JUDICIARY

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

Jacqueline Phillips, VGAL social worker

Volunteer Guardian ad Litem

November 2006 – March 2009

CHILD & FAMILY SERVICE

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

Marci Lopes, Program Director

Residential Counselor

April 2005 – May 2006

100TH INFANTRY BATTALION

LEGACY ORGANIZATION

516 Kamoku Street, Apartment 205
Honolulu, HI 96826

Treasurer, Executive Board of Directors

November 2002 - October 2005

Secretary, Executive Board of Directors Volunteer

2008 – present

HAWAI'I BUSINESS COLLEGE

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

Anne Omori, President

Director of Admissions

June 2002 – December 2002

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

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

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

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

As secretary, keep minutes of board meetings.

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

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

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

Tommy Troxell, Center Director

Manager

March 2000 - April 2002

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

HAWAI'I JOB CORPS

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

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

Counseling Services Supervisor

September 1997 - March 2000

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

HAWAI'I JOB CORPS

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

Kekea Jones, Counseling Supervisor

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

Counselor

December 1993 - Sept 1997

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

WINNERS' CAMP FOUNDATION

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

Delorese Gregoire, Owner

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

Team Leader Coordinator

August 1993 and August 1994

HAWAI'I DEPT. of HUMAN SERVICES

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

Lynn Mirikidani, Supervisor

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

Social Worker I

January 1993 - November 1993
July 1992 - November 1992

WINNERS' CAMP FOUNDATION

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

Delorese Gregoire, Owner

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

Team Leader

June, August and October 1992

HAWAI'I DEPT. of HUMAN SERVICES

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

Lynn Mirikidani, Supervisor

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

Social Services Assistant IV

November 1992 - January 1993
July 1991 - June 1992

EDUCATION:

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

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

SPEAKING ENGAGEMENTS/TRAININGS PRESENTED:

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

MEMBERSHIPS:

100th Infantry Battalion Legacy Organization, 2002 – present

American Mensa, 2012 - present

REFERENCES:

Roger Messner, Vocational Programs Manager, Hawai'i Job Corps

[REDACTED], [REDACTED], [REDACTED], [REDACTED]

Kim Hasegawa Chang, Attorney at Law/Guardian ad Litem

[REDACTED], [REDACTED]

Krystal Ikeda, Program Coordinator, Honolulu Community Action Program, Youth Services Program

[REDACTED], [REDACTED]

Anthony Vela, Program Manager, United States Department of Labor

[REDACTED], [REDACTED]

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: IMAG Academy
2. Contact information:
Name: Randall T. Shiraishi
Phone: [REDACTED]
E-mail: randy.shiraishi@gmail.com
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.

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.

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 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.
6. 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.
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 executive board of directors of the 100th Infantry Battalion Legacy Organization as the secretary and treasurer since 2001. In addition, I was the vice-chair for the Hālau Lōkahi Public Charter School Governing Board from January to May of 2015. I have been the president of the IMAG Academy governing board since December 2015.
8. 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
I served with most of them from the previous application cycle
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

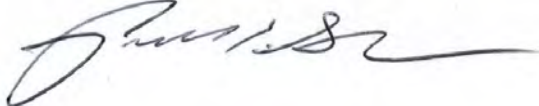
7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A I/we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



 Signature

19 January 2017

 Date

Jessica Wong-Sumida Bio

Jessica's 5 years of experience as the Executive Director of the Autism Society of Hawaii will be valuable in administration of a non-profit. Furthermore, her 10 years at Hawaii Behavioral Health, 5 years in administration as a Director, assisting with writing Request For Proposals (RFP's) and maintaining Quality Assurance of various state contracts i.e. Department of Education, Department of Health, Department of Developmental Disabilities, Tricare etc. will be invaluable. She also assisted with the company's strategic planning and creating policies for the various programs that was implemented throughout the offices statewide. She has both a Masters in Psychology and a Juris Doctor which will contribute in legal affairs.

Jessica Wong-Sumida, M.A., J.D.

Work 2011–present **Autism Society of Hawaii** Honolulu, HI

Experience **Executive Director**

Assist President and Board Members with development and implementation of programs
Attend meetings with various members of the community to assist the mission of the Autism Society of Hawaii (ASH)
Meeting with legislators as necessary to support important issues necessary to further the vision and mission of ASH.
Assist with hosting workshops and presentations such as the Aspergers Technology Group, and Employment Work Group
Plan and organize seminars with both in state and out of state professionals such as James Partington PhD, BCBA, (ABLLS-R) Joshua Fouts PhD, BCBA, (Technology and Applications for Autism), author Jocelyn Davis (sibling issues).
Oversee monthly young adult Asperger Groups, teen Asperger Groups and Sibshops.
Contact: Dr. Ryan Lee (808) 754-1073

2012–2015 **Hawaii Behavioral Health** Honolulu, HI

Training Director

Develop training materials for Department of Education, Department of Developmental Disabilities and TriCare contracts.
Assist in RFP writing and review of various contracts.
Ensure Quality Assurance of programs.
Review data collected daily by staff to make recommendations to program and train all staff.
Provide individual 30-50 skill trainers monthly supervisions and yearly evaluations.
Train paraprofessionals weekly on topics in of federal and state compliance such as Individuals with Disabilities Education Act (IDEA)/Section 504/Federal Education Rights and Privacy Act (FERPA) as well an instructional strategies such as Applied Behavioral Analysis (ABA) and Discrete Trial Teaching (DTT).
Contact: Jana Ortiz (808) 542-1385

2005–2012 **Hawaii Behavioral Health** Honolulu, HI

Behavioral Intensive Support Service and Parent Counselor

Work directly with skills trainers, client, parents and the school (teacher, support services) to form a program to implement the IEP goals as well as address behaviors collaboratively.
Review data collected daily by staff to make recommendations to program and train all staff.
Attend individual education planning meetings and collaborate with all team members to formalize and implement goals for each individual child as well as track progress and identify impediments.
Assist with behavioral interventions and learning strategies.
Provide parent counseling for parents on a range of issues including academic, behavioral and emotional.
Work with a variety of clientele including those diagnosed with Autism, ADHD, Down's Syndrome,

Dylexia, Bi-polar and other co-morbid disorders, Epilepsy.

Train paraprofessionals on topics in of federal and state compliance such as Individuals with Disabilities Education Act (IDEA)/Section 504/Federal Education Rights and Privacy Act (FERPA) as well as instructional strategies such as Applied Behavioral Analysis (ABA) and Discrete Trial Teaching (DTT).

Contact: Contact: Jana Ortiz 542-1385

2009–2014 **Kapiolani Community College** Honolulu, HI

Instructor/Lecturer

Teach Family Resources 230 – Lifespan Development to post high school graduates
Curriculum covers conception to death.

Assist with developing matrixes to assess competency for the FAMR program goals

Contact: Carl Hefner (808) 734-9374

Education 2001–2005 **Chapman University** Orange, CA

M.A., Psychology, Emphasis in Marriage Family Therapy

Completed 250 face to face hours of internship with a variety of individual, couples and family cliental at the Chapman Community Clinic. Diagnoses ranged from mild to severe mental disturbances.

2001–2004 **Trinity Law School** Santa Ana, CA

J.D., Law

Interned with County Counsel's Office. Helped write 5150s, 5250s, Temporary Conservatorships and Conservatorships on behalf of the state when inpatients filed writs of habeaus corpus. Also assisted in investigating placement associated with trusts.

1998–1999 **University of Hawaii at Manoa** Honolulu, HI

B.A., Psychology, Honors

Member of PsyChi National Honor Society

1997–1998 **Kapiolani Community College** Honolulu, HI

A.A., Liberal Arts

**Training/
Continuing
Education**

Autism Society of America Annual Conference – 5 days (2014, 2013, 2012, 2011)

- Current research in strategies for children with autism and other relevant issues.

Parent Teacher Association National Conference – 5 days (2015, 2014, 2013)

- Current research and issues regarding children.

Therapeutic Listening (2010)

- Current research in therapeutic listening. History and assessment protocols. Program development.

Sensory Defensiveness – Wilbarger & Wilbarger (2010)

- Principals and applications of sensory defensiveness assessment, interventions and strategies. The therapressure program and the sensory diet was demonstrated and taught.

Reduction of Harm Conference (2007)

- Principal and applications of harm reduction techniques.

Pivotal Response Treatment (PRT) Conference – Level 1 (2007)

- Current research in autism and research supporting PRT was discussed. Key points for implementation were reviewed and clips of PRT analyzed.
- Completed Level 1 Certified in Santa Barbara, California

Pacific Rim Conference on Disabilities (2005-2014)

Affiliations

Autism Society of Hawaii/ Autism Society of America

Hawaii Psychological Association

American Psychological Association

California Association of Marriage Family Therapist

Psy Chi National Honor Society

Kappa Delta Pi

Volunteer

Parent Teacher Association (2012)

- National Resolutions Committee
- VP State Legislative Committee

Community Children's Council (2004 – present)

- Chapter 56/Chapter 60 Workgroup
- Comprehensive Student Support System Work Group (CSSS)
- Legislative Committee Co-Chair
- Central District South Co-Chair

Coalition for Children with Special Needs (2006 – present)

Work

References

Ivalee Sinclair: [REDACTED]

Jana Ortiz Ph.D.: [REDACTED] ortizjana@aol.com

Steven Vannatta: [REDACTED] Steven_Vannatta/CCCO/HIDOE@notes.k12.hi.us

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.

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Background- describe your role and time commitment

1. Name of charter school on whose governing board you intend to serve:
The IMAG Academy
2. Contact information:
Name: Jessica Wong-Sumida
Phone: [REDACTED]
E-mail: Jessica.wong@gmx.com

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

X Resume and professional bio are attached to this form.

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

Does not apply to me X Yes

VP of Legislation – Hawaii State Parent Teacher Student Association

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

To provide another educational option that is evidence based

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

Develop the vision/mission of the charter school and identify individual with appropriate skills etc. to make it happen. Ensure policies and procedures are being designed and implemented appropriately.

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 able to effectively communicate, look at the larger picture, stay focused and ask the

questions to make the mission/vision a reality.

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

I have experience working with families and children who have special needs. Additionally I have experience working with a non-profit and a variety of state agencies including but not limited to Department of Education, Department of Health, Department of Developmental Disabilities and Early Intervention.

School Mission and Plan

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

The mission is to provide a small, family-like environment to prepare mindful citizens through engaging students in community centered concerns and projects.

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?

Successful schools have family/community partnerships as components to support their mission/vision, strong professional development for their teachers, dedicated leadership, high academic standards that take into account social aspects and extra-curricular options.

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

Student grades, teacher and parent feedback, stakeholder surveys, standardized tests.

Governance

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

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

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

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

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

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 X Yes

One member, Mike Nakata, professional.

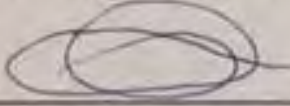
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes
 Jody Chow, cousin, counselor, Solomon Elementary School.
3. Indicate whether you or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

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, Jessica Wong-Sumida 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 January 5, 2017
Date

Board Member Information

To be completed individually by each Applicant Governing Board member.

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Background- describe your role and time commitment

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

IMAG Academy

4. Contact information:

Name: Sheila Buyukacar

Phone: [REDACTED]

E-mail: kila1099@yahoo.com

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

Resume and professional bio are attached to this form.

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

Does not apply to me Yes

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

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

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

I believe a governing board member has the role of ensuring the school has the appropriate resources to carry out its vision and mission. This includes providing the school a structure of governance and accountability.

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

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

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

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

School Mission and Plan

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

The school's mission and guiding beliefs are all about seeing everyone's strengths and capabilities as a valuable individual to one's community.

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

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

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

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

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

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

Governance

- Attachment F.** 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.

- Attachment G.** 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.

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

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

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

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

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

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

Disclosures

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 Deborah Bond-Upson, Melissa Hawkins, and Thelma Alane have worked as colleagues in the last 5-6 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 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

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



Signature

1/18/2017

Date

Attachment S – Admission and Enrollment Policy

STUDENT ENROLLMENT

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

Eligibility

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

Enrollment Requirements

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

Enrollment Priority

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

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

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

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

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

Sibling Policy

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

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

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

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

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

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

Children with Special Needs

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

Application Process and Timeline

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

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

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

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

Selection Notification

Families are notified of admission by electronic mail.

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

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

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

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

Enrollment Status

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

Enrollment After October 15th

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

Withdrawal After October 15th

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

Admission After Dismissal from IMAG Academy or Other School

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

Attachment 1 – 2018-19 School Year Enrollment Process and Timeline

2018-2019 Application and Enrollment Process and Timeline	
November 1, 2017 – January 15, 2018:	1 st Open enrollment period New Family Orientation Sessions –Mandatory for new families
January 16 , 2018 – January 23, 2018:	Acceptance of students Enrollment lottery (if necessary)
February 16, 2018:	Decision deadline for families of accepted students. Families must respond with an acceptance or risk losing their acceptance opportunity
January 16, 2018 – March 15, 2018:	2 nd Open enrollment period New Family Orientation Sessions –Mandatory for new families
March 16 , 2018 – March 23, 2018:	Acceptance of students Enrollment lottery (if necessary)
April 16, 2018:	Decision deadline for families of accepted students. Families must respond with an acceptance or risk losing their acceptance opportunity.
March 16, 2018 –October 15, 2018	
On-going (Rolling) enrollment will be based on first come, space availability	



Jan 15, 2017

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

SUBJECT: Memorandum of Understanding – IMAG Academy

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

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

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

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

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

Respectfully,

A handwritten signature in black ink that reads 'Momi Akana'.

Momi Akana
Executive Director
808 843-2502



CITY COUNCIL

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

BRANDON ELEFANTE

Councilmember District 8
ʻAiea, Pearl City, Waipahū
Chair, Committee on Public Health, Safety & Welfare
Telephone: (808) 768-5008
Email: belefante@honolulu.gov

20170113-088

January 18, 2017

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

Dear State Public Charter School Commission,

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

Their strength can be measured by their unique accomplishments. With the award of their US DOE Charter School Program grant of \$750K, IMAG Academy will be able to completely fund their startup phase and provide additional funds throughout their first two years. This type of resource funding should not be wasted.

IMAG Academy is committed to community-centered, project based learning that ensures a real world and relevant learning philosophy is brought to their students. It will be exciting to see their students engage in important concerns and stimulating opportunities in our close knit community of Waipahu. As a City Council Member, I look forward to sharing my knowledge and insights as a Roundtable Guest Speaker. With my special knowledge on the vital role government plays within our community, I will be able to share a unique insight few others can offer.

As important, their plans to lease existing office space in an area needing revitalization will be a welcomed commitment for me and my colleagues. This growth and the possible partnerships between local businesses and the school is cause for excitement. IMAG Academy's dedication and commitment to our keiki and community is at the heart of their growing support by families and community members.

Sincerely,



Brandon Elefante
Councilmember, District 8



Jan 13, 2017

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

Reference: Letter of Intent for IMAG Academy

The IMAG Academy's vision and mission gives focus and attention to what is right for our community! This letter is to re-affirm my commitment to provide guidance as this founding group moves forward in becoming a community resource.

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 schools in the area.

I personally serve the community in various ways to address social economic issues affecting our community through crisis (including Chairman of the Board for the Hawaii Public Housing Authority) and while we must address those issues immediately, we must also address them at the long transformative view as well. It is for this reason that I continue to support IMAG Academy and other initiatives in alignment with this method and vision.

The founding members have set the foundation. I look forward to providing my professional expertise and being a part of this innovative, mindful and enduring community success.

Pono Shim
Chief Executive Officer



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



PO Box 179411.Honolulu.HI.96817
www.autismsocietyofhawaii.org (808) 368-1191 autismhi@gmail.com

January 13, 2017

Subject: Memorandum of Agreement

Aloha,


This Memorandum of Agreement confirms the willingness of the Autism Society of Hawaii (ASH) to work with the IMAG Academy as we respond to the needs of each individual student and to maintain and foster adequate communication to facilitate best practices and quality assurance. ASH is a 501(c)(3) organization serving families and individuals touched by Autism and Autism Spectrum Disorders. It is the local chapter of the national Autism Society of America headquartered in Bethesda, Maryland. About 1 percent of the world population has autism spectrum disorder. The prevalence in the United States is estimated at 1 in 68 births. (CDC, 2014) Autism services cost U.S. citizens \$236-262 billion annually. (Buescher et al., 2014)

IMAG Academy is a proposed public charter school serving grades K-12. Their mission aligns well with ASH, as they strive to create a small, family-like environment to prepare mindful citizens through engaging our students in community centered concerns and projects. Their focus is on creating a continuum of experiences, in and outside of school, where the strengths and potential of the individual, family and community can flourish. We agree with their critical program components of adult and peer mentorship, youth led and driven programming and their dedication to providing and strengthening a support system enabling and enhancing connections between traditional knowledge and a youth's modern life.

This letter serves as evidence of an ASH and IMAG Academy agreement. We look forward to continued collaboration toward our mutual goal of meeting the needs of Hawaii's students and families.

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

Sincerely,

DocuSigned by

F0863DC2C84D456

Jessica Wong-Sumida
Executive Director
Autism Society of Hawaii

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



January 13, 2017

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

Letter of Intent

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

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.

Their community-centered, project-based 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.

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

Mahalo!

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

Russel Cheng
Co-founder, Director



January 13, 2017

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

To the Review Committee:

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

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

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

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

Sincerely,

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

Lynn N. Fujioka, President

P.O. Box 161296 • Honolulu, Hawai'i 96816 • 808.988.1931 • info@hifusioned.org • www.hifusioned.org

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

January 15, 2017

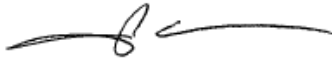
Public Charter School Commission

Ref: Letter of Intent

Once approved, putting the financial processes in place will be required. I have committed to helping the founding members of IMAG Academy over their startup year in getting the appropriate financial policies, processes and procedures in place. I will be able to use my 35 years of accounting experience with over 7 years in direct support of charter schools in Hawaii to help build IMAG Academy into a supporting, thriving and financially sound public charter school.

I look forward to answering any question you may have.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joseph Evans', with a long horizontal flourish extending to the right.

Joseph Evans

Names from Community Support Petitions –Nov 15, 2014 through Dec 31, 2016

Total List Count	First name	Last Name
1	Red & Virgil	Abille
2	Mya	Acido
3	Michelle	Acosta
4	Phil	Acosta
5	Aileen	Acosta
6	Joyce	Adams
7	Dail	Ader
8	Anastasia	Afalava
9	Novelyn	Agcaoili
10	Joselyn	Agosto
11	Galen	Agril
12	Fe	Agtunong
13	Vaneza	Agustin
14	Dori	Alagao
15	Alexis	Alford
16	Joseph	Alpuro
17	Lucricia	Amaral
18	Shirley	Ames
19	Mary	Ancheta
20	Marie Anne	Anne
21	Rodney	Aquino
22	Brooke-Lynn	Asino
23	Anisa	Ayala-Espinosa
24	Ainahau	Bajet
25	Karen	Bala
26	Ria	Baldevia
27	Dominique	Bale
28	Chad	Ballesteros
29	Jennifer	Barit
30	Mark Antonie	Barit
31	Renson	Batehalia
32	Elisabeth	Baugess
33	Juliet	Bautista
34	Vanessa	Belen
35	Pete	Benito

36	Jamee	Blackdron
37	Elizabeth	Blake
38	Arlene	Boay
39	Jennifer	Bonifacio
40	Rae	Bonilla
41	Cheresa	Botelho
42	Elaine	Bowler
43	Neven	Bowler
44	Hanlan	Bowler
45	Jeff	Boyd
46	Adam	Boyd
47	Bianca	Brazel
48	Norman	Brown
49	Barbara	Brown
50	Robert	Brown
51	Cartoon	Bunming
52	Sheila	Buyukacar
53	Volkan	Buyukacar
54	Meavelyn	Cabuvenas
55	Marietta	Cadiente
56	Michelle	Calamasa
57	Maybel	Calamasa
58	MJ	Caldwell
59	Brittany	Cameron
60	Jenna	Canaday
61	Jocelyn	Candelario
62	Shanell	Cardano
63	Joanne	Carvalho
64	Heather	Castellano
65	Deanna	Castro
66	Sara	Cenal
67	Fraina	Cera
68	Mary Grace	Ceria
69	Arnolto	Ceria
70	Kaimiloa	Chandler
71	Palakiko	Chandler
72	Shannon	Chang
73	Celeb	Chavez

74	Francine	Chun
75	Randy	Chun
76	Luanne	Chun
77	Ning	Chung
78	Lesa	Cisneros
79	Alet	Clement
80	Saint Anthony	Clements
81	Hiilei	Colburn
82	Ken	Cole
83	Lasia	Cordero
84	Danielle	Crawford
85	Cassanra	Crews
86	Livan	Cua
87	Cheryl	Cudiamat
88	Iwalani	Cummings
89	Sheryl	Cunningham
90	Roland	Dagan
91	McKay	Davis
92	Danielle	Delise
93	Kekapahaukea	Delos-Santos
94	Kari	Delude
95	Erica	Desai
96	Sunshine	Deveki
97	Shaunna	Diforth
98	Ashlei	DiLorenzo
99	Tiffany	Doucette
100	Roman	Druker
101	Melody	Duncan
102	Terina	Duncan
103	Andrea	Duro
104	Amy	Eggers
105	Brandon	Elefante
106	Elena	Elizarde
107	Analyn	Elizarde
108	Asia	Engle
109	Sharmaine	Enos
110	Lugust	Enos
111	Aiden	Enosara

112	Maricel	Estavillo
113	Joseph	Evans
114	Khazirae	Fears
115	Krystyl	Fenton
116	Mark	Ferido
117	Jolene	Fetterman
118	Teresa	Fitzmayer
119	Paul	Foreman
120	Jenny	Francisco
121	Sheri	Fuiava
122	Lynn	Fujioka
123	Kay	Fukuda
124	Regan	Gabriel Jr
125	Candice	Galicia
126	Marites	Galvador
127	Thalia	Galvadores
128	Anne	Gamache
129	Stacie	Gandauli
130	Orlando	Garcia
131	Adriane	Gariya
132	James	Gauer
133	Jonathan	Gillentine
134	Ray	Goodrich
135	Greg	Gorgonio
136	LourBrito	Granelista
137	Bill	Griffin
138	Gregory	Grigaitis
139	Carol	Groff
140	Niko	Groff
141	Atiana	Groff
142	CR	Gualdarama
143	Christina	Guevara
144	Megan	Hansen
145	Kim	Harding
146	Melissa	Hawkins
147	Linda	Hayakawa
148	Mitsuko	Hayakawa
149	Amanda	Heeneman

150	Lana K.	Heick
151	Shy	Helm
152	Aaron	Heluninger
153	Leslie Nollie	Hernandez
154	Allison	Herschel
155	Sharonnieka-Mae	Hill-Lino
156	Lynette	Horinouchi
157	Amber	Householder
158	Waiman	Hung
159	Desmond	Hutchinson
160	Kiani	lava
161	Rey & Mae	Ibarra
162	Chrisler	Imig
163	Christen	Imig
164	Keoni	Inciong
165	Angelina	Inong
166	Carnation	Inong
167	Courtney	Inong
168	Maricel	Islao
169	Kim Coco	Iwamoto
170	Paul	Jackson
171	Farvardin	Jahansooz
172	Sandra	Jamilla
173	Chelsey	Jay
174	Candus	Jefferson
175	Joanne	Jeremiah
176	June Lee	Johnston
177	Charise	Joneidi
178	Rowena	Juan
179	Cindy	Juda
180	Laura	Julius
181	Kathy	Kaai
182	Tasha	Kalaola
183	Dione	Kalaola
184	Summer	Kapana
185	Rhoda	Kealoha-Spencer
186	Desiree	Kekuna
187	Kevin	Kelly

188	Noah	Keuma
189	Danny	Kim
190	Randall	Kobayashi
191	Kehaulani	Kupihea
192	Harrison	Kuranishi
193	Lorena	Lacar
194	Angielyn	Lameg
195	Thelma	Lane
196	Yolanda	Langkiee
197	Deon	Leatman
198	Frances	Leigh
199	Lenelle	Leong
200	Amanda	Lindley
201	Anelalani	Livingston-Sturge
202	Ginger	Loa-Callia
203	Ed	Lopez
204	Jennifer	Lopez
205	Charlyn	Loria
206	Bryant	Loria
207	Shawn	Louis
208	Chanelle	Lucero
209	Kerry	Lum
210	Carlene	Magas
211	Grace & Magnus	Magnusson
212	Elisha	Manuel
213	Lillyna	Manuel
214	David	Manzolillo
215	Jennie	Martinez
216	Ramona	Mataveo
217	Bob	Matcuk
218	Kimberly	McCollum
219	Chrissy	McKinnon
220	Fatima Lae	Medrano
221	Marisol	Melegrito
222	Dorothy	Merrill
223	Margot	Mesinas
224	Baolan	Messinger
225	Carmen	Mier

226	Allison	Mikuni
227	Sterling	Miles
228	Nathan	Miller
229	Lancechelle	Miranda-Kaaina
230	Tom	Mitrano
231	Catherine	Morales
232	Hailey	Mozo
233	Martha	Nahale
234	Anu	Nakai
235	Kahiapo	Nakai
236	Michael	Nakata
237	Raul	Navasa
238	Heidi	Needham
239	Alisa-Marie	Nelson
240	Sonia	Neza
241	Charlene	Nishida
242	Terilyn	Nishimura
243	Sheila	Nolasco
244	Cherina & Geoff	Oamilda
245	Robin	O'Brien-Dundore
246	PJ	Oellien
247	Sheri	Ohira
248	Todd	Ohira
249	Cameron	Ohira
250	James	Orlando
251	Leah	Ortman
252	Vieng	Oudom
253	Jod	Oudom
254	Elizabeth	Oudom
255	Barbara	Owens
256	Ryan	Ozawa
257	Angela	Pablo
258	Lenie	Pablo
259	Mona	Pacheco
260	Kathryn	Pajela
261	Andres	Pak
262	Robyn	Palomar
263	Dela	Parscual

264	Josephine	Pascua
265	Eteline	Paselio
266	John	Paselio
267	Victor	Perez
268	Bernardia	Perlas
269	Sarah-Jane	Perlas
270	Danilo	Perlas
271	Melissa & Donald	Perpignan
272	Sabre	Perry
273	Dasia	Peterson
274	Marina	Piscolish
275	Jenerry	Politini
276	Desmond	Politini
277	Donna	Porter
278	Paul	Pricketson
279	Kellie	Pritt
280	Daniella	Prozas
281	Jennifer	Purcell
282	Christina	Quinata
283	Ron	Quinata
284	Jessica	Rahman
285	Lilia	Rambac
286	Deborah	Ramirez
287	Melody	Ramos
288	Liz	Rays
289	Toshiko	Redding
290	Garrett	Reed
291	Sheila	Reyes
292	LaVonne	Richardson
293	Faith	Rickson
294	Misery	Rickson
295	Robyn	Rife
296	Mary	Rister
297	Kim	Rivera
298	Lani	Robinson
299	Melissa	Rodrigues
300	Stephanie	Rodriguez
301	Donna	Roldan

302	Jeffrey	Roldan
303	Lysa	Ronduen
304	Renea	Ruark
305	Johnathan	Rubon
306	Jeff	Ruddy
307	Zenaida	Rufo
308	Aleth	Rumbaoa
309	Kris	Rupert
310	Kristy	Ryan
311	Gail	Saguibo
312	Vini	Sakai
313	Michael	Salas-McKee
314	Susan	Salvio
315	G	Sanqui
316	Starleah	Santiago
317	Pauline	Sato
318	Leihua	Savini
319	Julia	Schnetzler
320	Neil	Scott
321	Melodie	Seabert
322	Jennifer	Sebilla
323	Leah	Sekiya
324	Ku'u lei	Serna
325	Pono	Shim
326	Randy	Shiraishi
327	Brian	Shiro
328	Lily-Ann	Silva
329	Diana	Simkus
330	Lani	Simonsen
331	Donna	Sinclair
332	Daniel	Sinclair
333	Persie	Singson
334	Scott	Sinnett
335	Meyan	Small
336	Jill	Smith
337	Ariana	Smith
338	Donna	Smith
339	Sharon	Soliven

340	Nathan	Sterling
341	Katie	Steven
342	Deborah	Stokes
343	Hazel	Stott
344	Matt	Strong
345	Ron Regine	Supnet
346	Jim	Switzer
347	Herbert	Swope
348	Thomas	Tanaka
349	Robert	Tani
350	Jessica	Tantameo
351	Amanda	Tavanvu
352	Chez	Texiber
353	Clayton	Tom
354	Naoko	Toma
355	Nichole	Tomas
356	Julia	Trogden
357	Jessica	Unknown
358	Caley	Unknown
359	Don	Unknown
360	Amberosia	Unknown
361	Lynelle	Unknown
362	Michelle	Unknown
363	Byllie	Valdez
364	Wendy	Villanueva
365	Arbine	Villanueva- Hoapili
366	Amy	Villegas
367	Meeta	Vu
368	Ben	Wainwright
369	Cristina	Wallace
370	Sonia	Walters
371	Spencer	Wang
372	Andrew	Wary
373	Elizabeth	Watanabe
374	Lili	Weber
375	K. Scott	Wells
376	Maria	Wells
377	Chuck	Wheatley

378	Brittney	White
379	Mike	Wieneke
380	Keenan	Williams
381	Joanne	Williamson
382	Ben	Wilson
383	Anthony	Witt
384	Marci	Womack
385	Verdis	Womack
386	Tammy	Wong
387	Jessica	Wong-Sumida
388	Jenny	Yagodish
389	Cherie	Yamashiroya
390	Elaine	Yamashita
391	Vanessa	Yasuda
392	Vanessa	Yasuda
393	Taeshin	Yi
394	Rohnelyne	Yoro
395	Clarinel	Yoro
396	Kukunaokala	Yoshimoto
397	Kevin	Yoshino
398	Ionie	Youngstrom
399	Araulani	Yulot
400	Arianne	Zamora

Attachment U– Startup Project Management Plan

Capacity to Implement – Commitment of Hours

In order for the startup period (Year 0) to be successful, in addition to volunteers, our board members have committed their time as outlined in the table below. Also included are our initial school personnel resources – funded via our US DOE grant. Part time positions have been reported within our financial budget and would start in Jan/Feb via part-time contracts.

			Hrs/day	Hrs/week	Weeks Avail	Days Avail	Commitment in Hours
1	Randy Shiraishi	Volunteer		20	40		800
2	Michael Nakata	Volunteer		20	40		800
3	Jessica Wong	Volunteer		10	40		400
4	Thelma Alane	Volunteer		5	40		200
5	Shirley Ames	Volunteer		5	40		200
6	Deborah Bond-Upson	Volunteer		5	40		200
7	Joe Evans	Volunteer		5	40		200
8	Andrew Hata	Volunteer		5	40		200
9	Melissa Hawkins	Volunteer		5	40		200
10	Sheila Buyukacar	Volunteer		40	40		1600
11	SASA (.5 FTE Jan-June)	Funded		20	26		520
12	Coach (.5 FTE Feb-Jun)	Funded		20	22		440
13	Bus Mgr (.5 FTE Jan-Jun)	Funded		20	26		520
14	Proj Coord (1 @ 15 days)	Funded	8			15	120
15	EAs (2 Eas @ 15 days)	Funded	7			30	210
16	Teachers (3 @ 15 days)	Funded	7			45	315
17	IT (1 @ 10 days)	Funded	8			10	80
	Total Commitment in Hours						7005

Our Startup Plan consists of many tasks to ensure the opening of IMAG Academy for SY 2018-19. The table below identifies the board members leading each task force or committee.

Committee/Task Force	Committee Chair – Task Force Leaders
Funds Development Committee	Michael Nakata, Jessica Wong-Sumida
Startup Facilities Task Force Facilities Committee	Shirley Ames, Andrew Hata
Personnel Recruitment Task Force	Deborah Bond-Upson, Sheila Buyukacar, Melissa Hawkins,
Enrollment and Student Recruitment Task Force Community Partnerships	Sheila Buyukacar, Michael Nakata (Marketing) Randy Shiraishi
Academic Performance Committee	Deborah Bond-Upson, Melissa Hawkins

Curriculum-Project Alignment Task Force	Sheila Buyukacar
Board Development Committee Governance Committee Board Capacity Task Force	Randy Shiraishi, Jessica Wong-Sumida
Organizational Processes Task Force (Documentation/Forms)	Randy Shiraishi
Finance Committee	Thelma Alane, Michael Nakata, Andrew Hata

The following are included within this attachment as essential to the activities of our project plans.

1. Facility Project Plan
2. Marketing & Student Recruitment
3. Community Partnership
4. Personnel Recruitment, Hiring & Professional Development
5. Board Development
6. Board Transition
7. Project Selection/Curriculum – Project Integration
8. Curriculum to Project Alignment
9. Course Outcome and Sequencing

Startup Period – Funding Source

We’ve received a 3 year US DOE grant for \$750K. Attachment Z provides evidence of the commitment of funds. We’ve funds will be provided as follows-Year 1 - \$200,295, Year 2 –\$ 297,005, and Year 3 - \$252,173.

1. Facility leasing and renovation

As we’ve already identified the specific area we would like our facility in Waipahu, our plan is to start site visits and negotiations as soon as charter approval is received in Aug 2017. Our point of contact is founding member Shirley Ames. A community partner is Strategic Advisory Group (**Attachment AA**). Our budget includes facility leasing and renovations. In the specific area we’ve identified, there are at least 50,000 square ft of leasable area.

As there are a number of options available to us, we have viewed our growth requirements from “growing the school with existing leasable space” and “growing the space by owning our own land and buildings”. Two options will be at work at the same time.

Existing leasable space – Growing the school

Due to funding and time requirements to open up for SY 2018-19, upon charter approval we will be working with existing office/classroom space and services within the community to accommodate our current students’ needs and continued growth.

The following leasable space is available in this area and within our budget. Due to current lease agreements, negotiations with the applicable landlords and/or brokers, negotiations will begin immediately upon charter approval. We will share our growth plan and intentions to enable collaboration.

- 1st year lease target buildings
- 94-889 Waipahu Street (2nd floor)
 - 94-333 Waipahu Depot Street

- 94-408 Akoki Street Bel Air Building

2nd and subsequent year target buildings/spaces

- 94-889 Waipahu Street (1st floor)
- 94-333 Waipahu Depot Street
- 94-408 Akoki Street – Bel Aire Building
- 94-216 Waipahu Street (Waipahu Store)
- 94-428 Mokuola (FILCOM Center)
- 94-440 Mokuola (YMCA-Youth Building)
- 94-905 Waipahu Street – Highway Store

Capital Investment - Growing the space

Informal conversations were started in 2014 to use land owned by The Hunt Companies located within their Waikele Canyon property. Other properties have also been identified. Strategic Advisory Group will be aiding us in charitable donations, zoning, and infrastructure. Neighborhood concerns would have to be further investigated. This and other land opportunities within the Waipahu area will be pursued as we work towards eventually having our own land/buildings. These options take time and we will continue to work these options until successful.

The following Facility Acquisition project plan is presented below.

Facility Acquisition Project Plan Shirley Ames & Andrew Hata		
Date	Task	Person Responsible
July 2015 til completed	Identify Facility	BODs
Jan 2016	Identify Facilities Committee	BOD Shirley Ames & Andrew Hata, Strategic Advisory
Feb 2017	Revised Planning – Research; Square footage and areas needed, specific areas needed, parking, zoning, outdoors space, ADA requirements, insurance Create an initial facilities comparison matrix	
Jan – Mar 2017	Revisit best practices in school site selection	
Mar 2017	Revisit & finalize initial school needs requirements for facility	
Apr 2017	Research fire code & other safety requirements	
Apr 2017	Revisit facility needs - square footage, classrooms, bathrooms, office space, kitchen, fire/safety code requirements	Facility Committee reports to BOD
	Create a revised facilities comparison matrix	Facility Committee
	Analyze properties with the revised matrix	
Aug 2017-Obtain Lease	Conduct site visits	
Aug 2017-Obtain Lease	Compare facility choices with matrix – build comparative site matrix-make recommendation to BOD	
Dec 2017	Report to Founding Board-Prioritize	Facility Committee BODs Strategic Advisory BOD-Andrew Hata
Dec 2017-Obtain Lease	Finalize game plan on lease – Meet with leasing agent	
Jan/Feb 2018	Negotiate leasing terms – Letter of Intent Renovation Schedule – Funding Move in date - Agree on terms of lease	

Jan/Feb 2018	Report to BOD - Approve	BOD
Feb 2018	Review of lease by Commission/State	BOD President
Feb 2018	Sign Lease	BOD - President
Feb 2018	Develop renovation schedule	Facility Committee
Mar 2018	Confirm furniture requirements	Facility Committee
Monthly	Review and revise project plan budgets, financial reports,	Facility Committee Treasurer Strategic Advisory
Monthly and as needed	Update BOD	Facility Committee

2. Marketing and Student Recruitment

The goal of our 1st year recruitment/enrollment plan is to have 210 committed students enrolled into IMAG Academy and 50 students on the waiting list by April 14, 2018. Our point of contact would be founding members; Sheila Buyukacar and Michael Nakata.

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

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

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

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.

As important, not meeting our milestones will trigger increased information distribution to ensure maximum exposure of IMAG Academy's benefits to families within the central leeward area. With more than 40,000 public school students available (over 8,000 in Waipahu alone) our growth from 225 to 750 students across all grades K-12 will be an additional educational option for families. In addition, with only 6 of the 15 private schools in the area providing a small-school option for students, grades 9-12, we

expect prospective private high school students may find IMAG Academy an attractive alternative to our large public school campuses or commuting to Honolulu to continue a private school education.

Year 0 – Marketing & Student Recruitment Timeline		
POC: Sheila Buyukacar & Michael Nakata		
Time	Outcomes	Tasks/Activities
Aug 2017	*PR completed	1. Announce via Press Release (PR)- Commission approval, school mission, framework and enrollment procedures
Sep 2017 – Jan 2018	*Admissions info & Enrollment process announced *More than 500 families attend info meetings	2. Distribute school mission, framework, and enrollment procedures across all the various venues 3. Conduct informational meetings across community 4. Post strategically placed banners 5. Distribute IMAG Academy – Intersession Information 6. Conduct Open Houses with Art & Product Mini Shows
Jan – Feb 2018	*Enrollment projections met	7. Finalize 1 st Open Enrollment – Student Acceptance
Mar – Apr 2018	*Enrollment projections met & 50 on waitlist	8. Finalize 2 nd Open Enrollment – Student Acceptance - Announce results of 2 nd lottery 9. Distribute student successes from Intersession and Mini Shows
May – Jul 2018	*# on waitlist increases	10. Distribute information/invitation – Transition Programs 11. Conduct Open Houses with Art & Product Mini Shows 12. Conduct transition programs

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

3. Community Partnership

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; Randy Shiraishi. 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.

Year 0 – Community Partnerships Development		
POC: Randy Shiraishi		
Time	Outcomes	Tasks/Activities
May-July 2017	*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 2017	*Show announcement	3. Approach Leeward Area School Principals, Business, Technology, ELA and Arts Teachers – IMAG Art & Product Show (Fundraiser)
Sep-Nov 2017	*Increased Show participation	4. Visit Schools participating in the Show 5. Work details for successful show
Dec 2017	*Show completed	6. IMAG Art and Product Show 7. Distribute information about “success”
Jan-Mar 2018	*Intersession Sponsors	8. Canvas partners and other local businesses a. Survey interest in Intersession i. Identify possible “concerns” and/or ideas
Mar- 2018	*Intersession completed	1. The IMAG Academy – Intersession (Fundraiser) a. Partners, Project Coordntr, Intersession Teachers
Apr-Jul 2018	*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

4. Personnel Recruitment, Hiring & 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 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 2017. Efforts will be reviewed regularly to ensure we are communicating with prospective personnel.

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

1 st Hiring Cycle	Jan – Mar	SASA, Business Manager, 2 teachers, 1 assistant, Academic Coach, project coordinator, facilities, IT person (contractor)
2 nd Hiring Cycle	Apr – May	Rest of educators, parent coordinator, counselor
3 rd Hiring Cycle	Jun – Jul	Unfilled positions

Our first hiring cycle will help us to finalize the necessary documents, processes, and procedures for our intersession program in March. Our curriculum review, alignment, modifications, and project extensions are scheduled to begin March 2018. This will aid in finalizing our curriculum order scheduled for May 2018.

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

1. Familiarization Training

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

A. School Orientation, Group Level Introductions & Mentor Assignments

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

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

B. Hands-on Training

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

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

- Roundtable Week

C. Content Subject Reviews – Alignments

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

D. In-classroom Prep and Support

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

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

Our School Orientation and Professional Development are scheduled July 23-Aug 3, 2018 for all employees.

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

Year 0 – Personnel Recruitment, Hiring and Professional Development		
POCs: Deborah Bond-Upson, Sheila Buyukacar, Melissa Hawkins		
Time	Outcomes	Tasks/Activities
June-July 2017	*Updated documents	1. Review all personnel and hiring policies/criteria/processes – Modify as necessary
Aug 2017	*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 2017	*Updated policies and documents	6. Re-adjust policies to accommodate non-approval of union amendment requests
Sep 2017 - June 2019	*Recruitment begins	7. Advertise upcoming vacancies - continuous 8. Conduct interviews
Jan-Feb 2018	*Positions filled	9. Hire SASA and Business Manager
Feb-Mar 2018	*Positions filled *Personnel trained	10. Hire - 2 teachers, assistant, resource teacher, project coordinator, facilities, IT person 11. Train Intersession personnel
Mar- 2018	*Intersession completed	12. Intersession Fundraiser
Apr-May 2018	*Positions filled	13. Hire - Rest of educators, parent coordinator, counselor
Apr-Jun 2018	*Training completed	14. Professional Development Opportunities a. IMAG and School Family Structures and Practices – The Whys and Hows
Apr - May 2018	*Curriculum modifications and connections	15. Curriculum alignment – modifications – project extensions a. 2-3 teachers, assistant, resource teacher, project coordinator, Director
May 2018	*Curriculum	16. Adjust and Order Curriculum

Year 0 – Personnel Recruitment, Hiring and Professional Development POCs: Deborah Bond-Upson, Sheila Buyukacar, Melissa Hawkins		
Time	Outcomes	Tasks/Activities
	ordered	
Jun-Jul 2018	*Final positions filled	17. Hire - Unfilled positions
18-29 Jul 2018	*Trained personnel	18. School Orientation & Professional Development – All Staff a. School Overview – Safety Concerns – IMAG Practices b. School Family c. IMAG Academy Structures d. PARs, FORE teams, Advisory Groups, etc e. Project Based Learning – Roundtable, etc f. Evaluation Systems/Tools g. Teacher and Staff Determined Training (TBD)

5 & 6 Board Development and Transition

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.

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 IMAG Academy.

Prior to and during this application period we have and will continue 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 nine 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 assures us 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.

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 2017 – Founding Board Members Training –Required Attendance

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

Monthly Meetings-status reports required

1. Committee and Task Force updates/issues/concerns

June 2018 – 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 2018 – 1st Annual Meeting – Required Attendance

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

Sept 2018 – 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.

Year 0 – Board Recruitment – Transition – Development		
POC: Randy Shiraishi		
Time	Outcomes	Tasks/Activities
May-Jun 2017	*Founding & Board Member candidates *Board Member training developed *Funding position reviewed & plan of action modified	<ol style="list-style-type: none"> 1. Meet with advisors – Review past & current efforts 2. Re-evaluate past recruiting efforts 3. Identify candidates to approach and timeline <ul style="list-style-type: none"> • Tie to expertise & associated time requirements • Develop a prioritized recruitment list based on additional expertise and/or board member replacement requirements 4. Request meetings with candidates 5. Develop board member orientation 6. Confirm online charter board training 7. Review funding source awards <ul style="list-style-type: none"> • Re-assess and modify plan of action
May 2017– til board is recruited & trained	*Board Member training begins *Interview participants identified	<ol style="list-style-type: none"> 8. Conduct new board member orientation and training <ul style="list-style-type: none"> • Review Governance best practices • Review bylaws, code of conduct, etc • Review application and startup plan 9. Identify areas to modify in plan/proposal/policies as needed to reflect new expert advice <ul style="list-style-type: none"> • Have all board members review proposed changes 10. Meet to discuss/approve 11. Identify interview attendees
May-Jul 2017	*Monthly updates provided to members *Member training continued	<ol style="list-style-type: none"> 12. Provide updates to board members <ul style="list-style-type: none"> • Review and report on startup activity/status/concerns/heads up 13. Conduct orientations and/or training as applicable
Aug 2017	*Plan of Action confirmed	<ol style="list-style-type: none"> 14. Hold Board member meeting upon charter approval 15. Determine next steps <ul style="list-style-type: none"> • If approved – Review startup plan-divide up tasks <ol style="list-style-type: none"> a. Form committees/task forces

		b. Funds development assessment
Sep-Nov 2017	*Project implementation checks	16. Hold Board member meetings <ul style="list-style-type: none"> Review and report on startup activity/ status/concerns/heads up Prep/orient for The IMAG Art & Product Show <ul style="list-style-type: none"> Members canvas for donations and sponsorships 17. Conduct orientations and/or training as applicable
Dec 2017	*Show completed	18. The IMAG Art & Product Show <ul style="list-style-type: none"> All members should attend
Jan-Mar 2018	*Funding position reviewed & plan of action modified	19. Review funding situation <ul style="list-style-type: none"> Re-assess and modify plan of action
Jan-Opening 2018	*Monthly updates to members *Member training continued	20. Hold Board member meetings <ul style="list-style-type: none"> Review and report on startup activity/ status/ concerns Conduct orientations and training as applicable
Apr-May 2018	*Governing Board training	21. Finalize new Governing Board members 22. Conduct orientations and/or training as applicable <ul style="list-style-type: none"> Review Governance best practices <ul style="list-style-type: none"> Review bylaws, code of conduct, etc Committee structure 23. Start to add/transition members of Standing Committees
Jun 2018		24. 1 st Week in Jun - Meet with Founding Board and Governing Board <ul style="list-style-type: none"> Approve “final” transition plan/activities
Jul 2018	*School event participation	25. 3 rd Week in July – Introduce and Honor all board members to staff 26. 4 th Week in July – Introduce and Honor all board members to parents/families
Aug 2018	*Roundtable Participation	27. Roundtable – Introduce all board members to students
Sep 2018	*Board development continues	28. Board Retreat <ul style="list-style-type: none"> Evaluate/Assess Startup – Identify gaps still requiring attention or modification Solidify governance practices with a focus on strategic issues, school reputation and funds development through a continuously improving and strong infrastructure

Startup Period – Individual to work to lead our school’s development and implementation

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 2017. 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 by board members and part-time personnel (Board Commitment Table-page 1).

7 & 8. Startup Period-School Project Selection, Project Alignment to Curriculum, Curriculum Sequencing

Our plan is to conduct a curriculum review with our 1st cycle hires in Jan/Feb/Mar. This would allow us time to align our curriculum to prospective projects. The following timelines will aid us in 3 areas; project selection, project alignment, and curriculum sequencing.

Project Selection/Curriculum-Project Integration Summary – Year 0		
Time	Task	Individual
Sep 2017 - ongoing	Connect with Community Organizations/Businesses Identify possible concerns and partners	Michael Nakata Randy Shiraishi Sheila Buyukacar
Sep-Dec 2017	Review Materials (Units, Overarching Concepts, etc) Align subjects, learning objectives and possible activities	Melissa Hawkins Deborah Bond-Upson Academic Coach
Jan-Apr 2018	Project resources Brainstorm possible projects Connect with possible partners Determine project sequence Classroom resources Align subjects, units, objectives and possible activities Align with grade level responsibilities Align multiple assessments	School Director (Buyukacar) Academic Coach Classroom Teachers Project Coordinator Community Partners
May-Jun 2018	Project Coordinate Roundtable Experts Coordinate Project schedule Classroom Build appropriate lesson plans (See example below)	School Director (Buyukacar) Classroom Teachers Academic Coach Community Partners

Curriculum to Project Alignment		
Timeline	Activity	POC
September 2017 – Review Materials	<ul style="list-style-type: none"> Review the activities within each program according to its recommended sequencing Understand the underlying objectives 	Melissa Hawkins Deborah Bond-Upson
November 2017 – Align/Map	<ul style="list-style-type: none"> Identify possible alignments/overlaps between content subject areas in Learning Objectives and Activities. Review assessments and realign/modify if necessary. 	Melissa Hawkins Deborah Bond-Upson
Jan/Feb 2018 – Brainstorm Projects	<ul style="list-style-type: none"> Identify possible community centered projects to be used in classrooms, grade level, school and within the community. 	School Director (Buyukacar) Academic Coach Project Coord
February 2018 – Connect with possible community partners	<ul style="list-style-type: none"> Build a list of partners and associated projects 	School Director Project Coord
April 2018 – Re-energize Project alignment	<ul style="list-style-type: none"> Select or prioritize projects to be used in SY 2017-18 Create sequence of projects with community level target – individual, classroom, grade, school, community 	School Director Project Coord Educators
June 2018 – Solidify	<ul style="list-style-type: none"> Build Scope and Sequence for applicable units and 	Academic Coach

Partner's Support	<ul style="list-style-type: none"> grades Develop PD for all stakeholders Plan PD schedule 	Educators
July 2018 – Conduct PD On-going - PD	<ul style="list-style-type: none"> Include on PD Schedule 	Academic Coach Educators

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

Course Outcome & Sequencing Format Review and Development		
Timeline	Activity	POC
Feb 2018 – 1 st Cycle Hires Review Materials and Current High Level Course Scope & Sequencing Formats	<ul style="list-style-type: none"> Review and refine required elements for different levels; grade, and unit/class Identify most useful formats Select format(s) to be used. <ul style="list-style-type: none"> If different formats are used, identify common and specific elements for each level. 	Melissa Hawkins School Director (Buyukacar) Educators
April 2018 – Rewrite formats	Rewrite course outcome - scope and sequencing documents into selected format	School Director (Buyukacar) Academic Coach Educators
May 2018 – Create guides	Create unit/class pacing guides into selected format	Academic Coach Educators
July 2018 – Conduct PD Ongoing – PD	<ul style="list-style-type: none"> Present format Provide coaching and support to educators 	School Director (Buyukacar) Academic Coach Educators

9. Startup Period-Course Outcomes & Sequencing – Align to Community project

During the Startup Period we will review our outcomes based on our eventual community partnerships we would form during this time. The outcomes shared below provide us the foundation to ensure our students are striving to master the performance and skill standards we have chosen.

Our expected outcomes are aligned with the state and national standards we've adopted (ref Criteria II.B.2) and the subject content curriculum chosen (ref Section II.B.3).

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

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

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

- and following a standard format for citation.
- Draw evidence from informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MATHEMATICS

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

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

- Represent and solve equations and inequalities graphically
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Functions Major Outcomes: Students will be able to...

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

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

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

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

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions
- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles
- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles
- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically
- Explain volume formulas and use them to solve problems

	<ul style="list-style-type: none"> • Visualize relationships between two-dimensional and three-dimensional objects • Apply geometric concepts in modeling situations • Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Use appropriate tools strategically. • Look for and make use of structure. • Look for and express regularity in repeated reasoning. <p>Statistics and Probability Major Outcomes: Students will be able to...</p> <ul style="list-style-type: none"> • Summarize, represent, and interpret data on a single count or measurement variable. • Summarize, represent, and interpret data on two categorical and quantitative variables • Interpret linear models • Understand and evaluate random processes underlying statistical experiments • Make inferences and justify conclusions from sample surveys, experiments and observational studies • Understand independence and conditional probability and use them to interpret data • Use the rules of probability to compute probabilities of compound events in a uniform probability model • Calculate expected values and use them to solve problems • Use probability to evaluate outcomes of decisions • Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.
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SCIENCE

Grade	SCIENCE Major Outcomes
K	<p>Science Skills and Processes, Science Weather, Physical and Life Science. Students will be able to...</p> <ul style="list-style-type: none"> • Describe the job of a scientist, engineer and how they work together • Discover how scientists study the world and the tools they use • Identify the five steps in the Engineering Design Process. • Differentiate between typical and severe types of weather in our community. • Communicate and demonstrate ways to stay safe during severe weather in our community. • Use the Engineering Design Process to design and build a structure • Work together with classmates to plan and conduct an investigation that explores different pushes and pulls. • Observe the motion of objects to explore the effects of pushes and pulls. • Communicate about cause and effect. • Compare the effects of different strengths of pushes and pulls. • Think if a solution works as designed to change the speed or direction of an object with a push or pull. • Collaborate with classmates to plan and conduct an investigation that explores different pushes and pulls. • Observe the motion of objects to explore the effects of pushes and pulls. • Communicate about cause and effect. • Compare the effects of different strengths of pushes and pulls. • Use information to decide if a solution works as designed to change the speed or direction of an object
1	<p>Life Science, Earth and Space Science, Physical Science. Students will be able to...</p> <ul style="list-style-type: none"> • Use the Engineering Design Process to help them design a new invention. • Identify and explain how different external features of an animal help it survive in its environment. • Identify and describe similarities and differences in parent animals and plants and their offspring. • Identify and describe behaviors that parents and their offspring use to communicate, to help offspring

	<p>survive. Describe and discuss characteristics of the sun as a star.</p> <ul style="list-style-type: none"> • Use observational data from a model to identify appropriate evidence to support the idea that stars • Use observable patterns to support the conclusion that the sun does not move • Design and produce a model of the surface of the moon. • Describe how some of the moon’s craters are formed. • Use observational data to identify patterns in the appearance of the moon. • Compare and contrast objects with and without light. • Identify natural and human-made sources of light. • Explain how light travels and draw a diagram/model of light traveling (not to include the speed of light). • Describe what happens when different objects are placed in front of a beam light. • Justify whether an object is transparent, translucent, or opaque. • Use the Engineering Design Process to design a device that can communicate using light.
2	<p>Earth and Space Science, Physical Science, Life and Environmental Science.</p> <ul style="list-style-type: none"> • Identify and describe a science problem related to the Moon. • Describe the physical properties of the Moon. • Observe the appearance of the Moon in the daytime and nighttime sky. • Observe and record data about the location and movement of the Moon over time. • Observe and describe the repeating pattern of lunar phases. • Identify and describe a science problem related to soil characteristics and erosion. • Describe and compare characteristics of different soils. • Compare, and diagram the way in which soil layers. • Observe and explain how soil can be formed by weathering. • Measure and compare water retention of several types of soil. • Identify and classify a variety of Earth surface features (i.e., hills, mountains, valleys, and continents) and water systems (i.e., rivers and oceans). • Predict, observe, and identify causes and effects of soil erosion. • Explain how water erodes unprotected soil. • Predict, observe, and identify the effect of humans and other organisms on soil (e.g. erosion, pollution, building projects). • Use science knowledge to make decisions and/or devise a plan to solve a problem. • Identify and describe a science problem related to interactions of matter. • Describe and compare interactions of solids and liquids. • Create mixtures and separate them based on differences in properties. • Measure, record, and compare water temperature, using a temperature probe and thermometer. • Give examples that show that energy can warm a substance (e.g. sun, stove top). • Describe and compare interactions of ice with various materials that accelerate or slow melting. • Draw conclusions based on observable evidence about materials that will interact with ice to accelerate melting. • Draw conclusions based on observable evidence to identify materials that are good insulators. • Use knowledge of science to make decisions and/or devise a plan to solve a problem. • Identify and describe a science problem related to characteristics of organisms. • Observe, describe, and identify structural parts of an insect and the functions of those parts. • Explain that all living things can be compared based on similarities and differences (i.e. external features). • Classify collected organisms as insects or non-insects. • Observe, describe, and record butterfly larvae structures and behaviors. • Identify the structural changes in the various stages of a butterfly larva’s growth and how they allow the organism to perform different functions. • Predict and identify food preferences of butterfly larvae. • Describe, record, and compare characteristics of different stages of a butterfly’s life cycle. • Observe, describe, and identify structural parts of a butterfly and the functions of those parts. • Predict and identify the food preferences of an adult butterfly. • Compare the food preferences of a butterfly larva to an adult butterfly. • Explain that animals need air, water, and food to survive. • Explain how the habitat provides basic needs (i.e., food, water, air) for the larvae and butterflies.

	<ul style="list-style-type: none"> Describe that offspring are very much, but not exactly, like their parents and one another. Use knowledge of science to make decisions and/or devise a plan to solve a problem.
3	<p>Earth and Space Science, Physical Science, Life Sciences</p> <ul style="list-style-type: none"> Understand that scientists record patterns of the weather across different times and areas in order to make predictions about future weather that may occur. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Understand that climate describes a range of typical weather conditions in a given area. Students will obtain and combine information to describe climates in different regions of the world. Understand that a variety of natural hazards result from natural processes. Humans can take steps to reduce their impacts. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. Plan and conduct a well-designed investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. Understand that every force has both a strength and a direction. Make observations and/or measurements of an object’s motion to identify patterns that can be used to predict future motion. Understand that the speed and direction of an object in motion can be changed by direct and indirect interactions. Ask cause and effect questions to determine that electrical and magnetic forces between objects do not require that the objects be in contact. Define a simple design problem that can be solved by using magnets. When the environment changes in ways that affect a place’s physical characteristics, temperature, or resources, some organisms survive and reproduce, others move, new organisms may arrive, and some organisms die. Being part of a group helps animals obtain food, defend themselves, and cope with changes in their environment. Groups may vary. Some kinds of plants and animals that once lived on Earth are no longer found. Fossils provide evidence about types of organisms that lived long ago. For any particular environment, some organisms survive well, some less well, and some cannot survive at all. Populations live in a variety of habitats, and changes in those habitats can affect the organisms that live there. Scientists use observation to understand the life cycles of living organisms. By observing organisms in their environment, we can identify problems facing different life forms. By identifying the source of some of the problems, and we can determine as solutions to help solve the problem. Students will be able to describe similarities and differences between life cycles of different organisms. Define traits and how can they be observed. Explain how traits can be described and compared. • Describe/explain how the environment can affect an organism’s traits. Describe/explain how a variation in traits can give an advantage to an organism, and increase its chance of survival.
4	<p>Physical Science, Earth and Space Science</p> <ul style="list-style-type: none"> Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. Use evidence to construct an explanation relating the speed of an object to the energy of that object. Ask questions and predict outcomes about the changes in energy that occur when objects collide. Obtain and combine information through research to describe that energy and fuels are derived from natural resources and their uses affect the environment. Apply scientific and engineering ideas to design, test, and refine a device that converts energy from one form to another. Develop a model of waves. • Compare and contrast multiple models of waves. Use a model of waves to make observations and collect data. • Use a model of waves to describe patterns in the properties of the waves. Use a model of waves to support a description of the relationship between wave patterns and the movement

	<p>of objects.</p> <ul style="list-style-type: none"> • Use a model of waves to support a description of the relationship between waves and the transfer of energy. • Work collaboratively to generate and compare multiple solutions that use patterns to transfer information. • Use simulation procedures to identify variables and plan the collection of data, including observations and measurements. • Use a simulation to produce data. • Use evidence to support an explanation of the effects of the forces that shape earth’s landscape over time. • Work cooperatively to analyze data in order to make inferences about a time in earth’s history. • Analyze and interpret data on world maps in order to describe patterns of earth’s features. • Analyze and compare multiple solutions in order to identify the most effective strategies for reducing the impact of earthquakes on human-built structures.
5	<p>Earth and Space Science</p> <ul style="list-style-type: none"> • Identify and describe the physical properties of comets, asteroids, and meteors. • Explain that the Earth’s rotation on its axis produces the day and night cycle. • Explain that the Earth’s rotation also creates the apparent movement of other celestial bodies. • Explain that the moon, like Earth, follows patterns of rotation and revolution. • Explain that these patterns create the Moon’s apparent shape and position changes. Physical Science – Forces and Motion • Explain that speed is defined as the distance traveled over time. • Explain that force is a push or a pull on an object. Gravity and friction are forces. Friction occurs when two surfaces rub together. Forces create changes in the way objects move. • Explain that motion is a change in position. Periodic motion is the motion that repeats itself. • Explain that variable motion occurs when different distances travel in equal times. Uniform motion occurs when equal distances travel in equal times. • Explain that the greater the force, the greater the change in motion. • Explain that potential energy is when energy is stored. Kinetic energy is when in energy is in motion. Kinetic energy can be converted into potential and vice versa. • Explain that the amount of kinetic energy an object has is determined by the mass and speed of the object. • Explain that forces create motion. As an object is in motion, kinetic and potential energy are transferred back and forth. • Explain/describe how certain consequences occur when Earth’s natural resources are used. Creating a watershed model demonstrates how runoff and pollutants flow into our waters. • Explain/describe how human activity has consequences on a watershed. • Explain/describe how constructing a riparian buffer works to restore water quality. • Explain that a cell is a basic unit of life. • Explain that most single-celled organisms have needs, and demonstrate some behaviors similar to those of multi-cellular organisms. • Explain/describe how single and multi-celled organisms must have their basic needs met in order to survive
6-8	<p>Physical Science</p> <ul style="list-style-type: none"> • Formulate an answer to the question, “How do atomic and molecular interactions explain the properties of matter that we see and feel?” • Apply understanding that pure substances have characteristic physical and chemical properties and are made from a single type of atom or molecule. • Provide molecular level accounts to explain states of matters and changes between states, • Explain that chemical reactions involve regrouping of atoms to form new substances, and that atoms rearrange during chemical reactions. • Apply an understanding of the design and the process of optimization in engineering. • Formulate an answer to the question, “How can one describe physical interactions between objects and within systems of objects?” • Apply Newton’s Third Law of Motion to relate forces to explain the motion of objects. • Apply ideas about gravitational, electrical, and magnetic forces to explain a variety of phenomena including ideas about why some materials attract each other while others repel. • Develop understanding that gravitational interactions are always attractive but that electrical and magnetic forces can be both attractive and negative. • Develop ideas that objects can exert forces on each other even though the objects are not in contact, through

fields.

- Apply an engineering practice and concept to solve a problem caused when objects collide.
- Formulate an answer to the question, “How can energy be transferred from one object or system to another?”
- Develop their understanding of important qualitative ideas about energy including that the interactions of objects can be explained and predicted using the concept of transfer of energy from one object or system of objects to another, and the total change of energy in any system is always equal to the total energy transferred into or out of the system.
- Develop understanding that objects that are moving have kinetic energy and that objects may also contain stored (potential) energy, depending on their relative positions.
- Differentiate between energy and temperature, and begin to develop an understanding of the relationship between force and energy.
- Apply an understanding of design to the process of energy transfer.
- Formulate an answer to the question, “What are the characteristic properties of waves and how can they be used?”
- Describe and predict characteristic properties and behaviors of waves.
- Apply an understanding of waves as a means to send digital information.

Life Science

- Formulate an answer to the question, “How can one explain the ways cells contribute to the function of living organisms?”
- Gather information and use this information to support explanations of the structure and function relationship of cells.
- Communicate understanding of cell theory.
- Develop a basic understanding of the role of cells in body systems and how those systems work to support the life functions of the organism.
- Construct an explanation for how environmental and genetic factors affect organisms.
- Connect this to the role of animal behaviors in reproduction of animals as well as the dependence of some plants on animal behaviors for their reproduction.
- Formulate an answer to the question, “How does a system of living and non-living things operate to meet the needs of the organisms in an ecosystem?”
- Analyze and interpret data, develop models, and construct arguments and demonstrate a deeper understanding of resources and the cycling of matter and the flow of energy.
- Study patterns of the interactions among organisms within an ecosystem.
- Consider biotic and abiotic factors in an ecosystem and the effects these factors.
- Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
- Formulate an answer to the question, “How do living organisms pass traits from one generation to the next?”
- Describe ways gene mutations and sexual reproduction contribute to genetic variation.
- Formulate an answer to the question, “How do organisms change over time in response to changes in the environment?”
- Construct explanations based on evidence to support fundamental understandings of natural selection and evolution.
- Use ideas of genetic variation in a population to make sense of organisms surviving and reproducing, hence passing on the traits of the species.
- Use fossil records and anatomical similarities of the relationships among organisms and species to support their understanding.

Earth and Space Science

- Formulate an answer to questions such as: “What is Earth’s place in the Universe, What makes up our solar system and how can the motion of Earth explain seasons and eclipses?”
- How do people figure out that the Earth and life on Earth have changed through time?”
- Examine the Earth’s place in relation to the solar system, Milky Way galaxy, and universe.
- Use models of the solar system to explain astronomical and other observations of patterns.
- Connect to engineering through the instruments and technologies that have allowed us to explore the objects in our solar system and obtain the data that support the theories.

	<ul style="list-style-type: none"> • Examine geoscience data in order to understand the processes and events in Earth’s history. • Formulate an answer to questions such as: “How do the materials in and on Earth’s crust change over time? How does the movement of tectonic plates impact the surface of Earth?” • Develop understanding of how Earth’s geo-systems operate by modeling the flow of energy and cycling of matter within and among different systems. • Investigate the controlling properties of important materials and construct explanations based on the analysis of real geoscience data. • Develop understanding of ways that geoscience processes provide resources needed by society but also cause natural hazards that present risks to society. • Develop understanding of the factors that control weather. • Examine the feedbacks between systems as energy from the sun is transferred between systems and circulates through the ocean and atmosphere. • Formulate an answer to questions such as: “How is the availability of natural resources related to naturally occurring processes? How do human activities affect Earth systems?” • Develop understanding of the ways that human activities impacts Earth’s other systems. • Develop understanding of the significant and complex issues surrounding human uses of land, energy, mineral, and water resources and the resulting impacts of their development.
9-12	<p>Life Science</p> <p>Structure and Function</p> <ul style="list-style-type: none"> • Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. • Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. • Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. <p>Inheritance and Variation of Traits</p> <ul style="list-style-type: none"> • Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. • Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. • Make and defend a claim based on evidence that inheritable genetic variations may result from: <ul style="list-style-type: none"> ○ new genetic combinations through meiosis, ○ viable errors occurring during replication, and/or ○ mutations caused by environmental factors. • Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. <p>Matter and Energy in Organisms and Ecosystems</p> <ul style="list-style-type: none"> • Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. • Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. • Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. • Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. • Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. • Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. <p>Interdependent Relationships in Ecosystems</p> <ul style="list-style-type: none"> • Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. • Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. • Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively

consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

- Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
- Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

Natural Selection and Evolution

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

Earth and Space Science

Space Systems

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

History of Earth

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

Earth's Systems

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

Weather and Climate

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

Human Sustainability

- Construct an explanation based on evidence for how the availability of natural resources, occurrence of

natural hazards, and changes in climate have influenced human activity.

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

Physical Science

Structure and Properties of Matter

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

Chemical Reactions

- Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
- Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
- Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
- Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.
- Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

Forces and Interactions

- Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
- Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
- Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
- Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
- Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.

Energy

- Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
- Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).
- Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
- Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy

	<p>distribution among the components in the system (second law of thermodynamics).</p> <ul style="list-style-type: none"> Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. <p>Waves and Electromagnetic Radiation</p> <ul style="list-style-type: none"> Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. Evaluate questions about the advantages of using a digital transmission and storage of information. • Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter. Communicate technical information about about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy. <p>Engineering Design</p> <ul style="list-style-type: none"> Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.
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SOCIAL STUDIES

Grade	SOCIAL STUDIES Major Outcomes
K	<p>History, Geography, Economics, Civics</p> <ul style="list-style-type: none"> Ask questions, share information and discuss ideas about the past Understand that the first component in the concept of chronology is to place information in sequential order Understand/explain that people belong to different groups and live in different settings around the world that can be found on a map or globe Explain ownership as a component of economics Discuss how purchases can be made to meet wants and needs (PFL) Participate in making decisions using democratic traditions Understand that civic participation takes place in multiple groups
1	<p>History, Economics, Civics</p> <ul style="list-style-type: none"> Describe patterns and chronological order of events of the recent past Identify/describe/explain family and cultural traditions in the United States in the past Geography Understand that geographic tools such as maps and globes to represent places Understand/explain how people in different groups and communities interact with each other and the environment Explain that people work at different types of jobs and in different types of organizations in order to produce goods and services and receive an income • Identify short term financial goals (PFL) Explain that effective groups have responsible leaders and team members Identify/describe notable people, places, holidays and patriotic symbols
2	<p>History, Economics, Civics</p> <ul style="list-style-type: none"> Identify historical sources and utilize the tools of a historian People in the past influenced the history of neighborhoods and communities Geography Use geographic terms and tools to describe space and place People in communities manage, modify, and depend on their environment The scarcity of resources affects the choices of individuals and communities Apply decision-making processes to financial decision making(PFL)

	<ul style="list-style-type: none"> Responsible community members advocate for their ideas People use multiple ways to resolve conflicts or differences
3	<p>History, Geography, Economics</p> <ul style="list-style-type: none"> Use a variety of sources to distinguish historical fact from fiction Describe/explain how people in the past influenced the development and interaction of different communities and regions Use various types of geographic tools to develop spatial thinking Describe/explain the concept of regions is developed through an understanding of similarities and differences in places Describe producers and consumers and how goods and services are exchanged Describe how to meet short-term financial goals (PFL) Explain respecting the views and rights of others as components of a democratic society Describe/explain the origin, structure and function of local government
4	<p>History, Geography, Economics, Civics</p> <ul style="list-style-type: none"> Organize a sequence of events to understand the concepts of chronology and cause and effect in the history of Hawaii The historical eras, individuals, groups, ideas, and themes in Hawaii history and their relationships to key events in the United States Understand roles, rights (personal, economic, political), and responsibilities of the Ali'i, Kahuna, Maka'ainana and Kaua classes and how they participated in civic life Use several types of geographic tools to answer questions about the geography of Hawaii Connections within and across human and physical systems are developed People respond to positive and negative incentives The relationship between choice and opportunity cost (PFL) Analyze and debate multiple perspectives on an issue The origins, structure, and functions of the Hawaii government
5	<p>History, Geography, Economics, Civics, Geography</p> <ul style="list-style-type: none"> Analyze historical sources from multiple points of view to develop an understanding of historical context Identify/describe/explain the historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government Analyze and interpret historical sources to ask and research historical questions Identify/describe/compare/contrast the historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another Use various geographic tools and sources to answer questions about the geography of the United States Understands the causes and consequences of movement Describes how government and market structures influence financial institutions • Understands the idea of utilizing financial institutions to manage personal finances (PFL) Describes/explains the foundations of citizenship in the United States Describes/explains the origins, structure, and functions of the United States government Use geographic tools to solve problems Describe/explain/analyze how human and physical systems vary and interact Economics Identify and analyze different economic systems Describe/explain how saving and investing are key contributors to financial wellbeing (PFL) Civics Analyze the interconnected nature of the United States to other nations Compare multiple systems of governments
6-8	<p>Civics</p> <ul style="list-style-type: none"> Explain how experts view compelling and supporting questions. Determine sources that will provide multiple perspectives in response to questions. Explain the roles of civic and political institutions. Analyze principle of civic virtues and democratic principles. Assess processes, rules and laws. Evaluate possible causes and effects. Evaluate information provided by multiple sources. Construct and adapt arguments using claims and counterclaims.

	<ul style="list-style-type: none"> • Critique arguments for credibility. • Analyze procedures for making decisions and taking action. <p>Economics</p> <ul style="list-style-type: none"> • Explain how experts view compelling and supporting questions. • Determine sources that will provide multiple perspectives in response to questions. • Explain economic decision-making. • Analyze dynamics of exchange markets. • Explain and evaluate dynamics of the national economy. • Explain dynamics of a global economy. • Evaluate possible causes and effects. • Evaluate information provided by multiple sources. • Construct and adapt arguments using claims and counterclaims. • Critique arguments for credibility. • Analyze procedures for making decisions and taking action. <p>Geography</p> <ul style="list-style-type: none"> • Explain how experts view compelling and supporting questions. • Determine sources that will provide multiple perspectives in response to questions. • Construct and use geographic representations, or spatial views of the world • Evaluate human-environment interactions of place, region and culture. • Analyze relationships between human populations and their movements. • Explain global interconnections. • Evaluate possible causes and effects. • Evaluate information provided by multiple sources. • Construct and adapt arguments using claims and counterclaims. • Critique arguments for credibility. • Analyze procedures for making decisions and taking action. <p>History of Pacific</p> <ul style="list-style-type: none"> • Explain how experts view compelling and supporting questions. • Determine sources that will provide multiple perspectives in response to questions. • Analyze historical change, continuity and context. • Analyze diverse historical perspectives. • Classify and evaluate historical sources. • Evaluate possible causes and effects. • Evaluate information provided by multiple sources. • Construct and adapt arguments using claims and counterclaims. • Critique arguments for credibility. • Analyze procedures for making decisions and taking action
9-12	<p>Social Studies are at the core of IMAG Academy community educational concern. Social Studies and Science topics and thirst for knowledge drive the development of Language Arts and Math skills.</p> <p>Civics</p> <ul style="list-style-type: none"> • Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. • 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. • Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. • 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 • Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. • Critique relationships among governments, civil societies, and economic markets. • Apply civic virtues and democratic principles when working with others. • Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

- Use appropriate deliberative processes in multiple settings.
- 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
- Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
- Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
- Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
- Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Economics

- Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
- Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
- Analyze the ways in which incentives influence what is produced and distributed in a market system.
- Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
- Describe the consequences of competition in specific markets.
- Generate possible explanations for a government role in markets when market inefficiencies exist.
- Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
- Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
- Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
- Use economic indicators to analyze the current and future state of the economy.
- Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
- Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.
- Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- Analyze the role of comparative advantage in international trade of goods and services.
- 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.

Geography

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

History

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

U.S. History

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

World History Pre-Renaissance Through Present

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

Modern History Of Hawaii

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

- Evaluates, takes, and defends a position on significant contemporary people, issues, or events that influence present-day Hawaii.
- Explains the effects of the bombing of Pearl Harbor, using primary sources.
 - <http://165.248.72.55/hcpsv3/benchmarkmaps/>

OTHER SUBJECTS

High School World Language

- Communicate in a language in addition to English for multiple purposes, in a variety of modes, and within a range of cultural contexts.
- Engage in conversations, provide and obtain information, understand and interpret written and spoken language, and present information, concepts, and ideas orally and in written form.
- Use language to establish and maintain personal relationships both within and beyond the school.
- Communicate with other people in other cultures in a variety of settings.
- Look beyond their customary borders>
- Develop insight into their own language and culture.
- Act with greater awareness of self, of other cultures, and their own relationship to those cultures.
- Gain direct access to additional bodies of knowledge.
- Participate more fully in the global community and marketplace. Setting, for personal enjoyment and enrichment of their social and career pursuits.
- Demonstrate knowledge of the cultures associated with the languages studied, deepen their understanding of cultural diversity, and develop insight into their own language and culture.

High School Physical Education

High school Physical Education courses will emphasize the acquisition of skills required to participate competently in a variety of physical activities including physical fitness experiences and target, invasion, net, field, and aquatics activities. The Physical Education courses enable students to use biomechanical concepts and scientific principles to analyze and improve the performance of self and others. Physical Education courses empower students to maintain and improve their own physical fitness, motor skills, and knowledge about physical activity, and help others achieve the same. As a result, students willingly participate in fitness activities, games, sports, dance, and other physical activities inside and outside of the school setting that contribute to the improvement or maintenance of health-related lifelong fitness.

Health Education K-12

The family community approach at IMAG highlights the importance of health and supplies strong support for healthy choices and skills. Health Education will be integrated into project-based activities including the opportunity for students to study in-depth health risk areas and apply the skills necessary to make informed, healthy decisions. Students will have the opportunity to serve as health advocates in the school and community.

Major Outcomes

- Establish a foundation for leading healthy, productive lives based on health promotion and disease prevention concepts.
- Demonstrate the ability to access, analyze, and evaluate health information, products, and services in order to become health literate consumers.
- Demonstrate the ability to identify and practice healthy-enhancing behaviors and reduce health risks to live safer, healthier lives. Communication Skills:
- Demonstrate the ability to effectively use communication skills to enhance personal, family, and community health. Goal Setting and Decision Making:
- Demonstrate the ability to use goal-setting and decision-making skills to address issues related to personal, family, and community health.
- Apply the basic facts, principles and skills related to maintaining my body's health and fitness.
- Understand the physical and emotional concepts, issues and consequences related to sexuality, health and safety.
- Make choices that promote good health and encourage others to do the same.
- Take responsibility for my own learning; support the efforts of others to take responsibility for their own learning.
- Express and receive ideas and emotions through reading, writing, speaking and listening in both English and other world languages and through the visual and performing arts.
- Demonstrate knowledge and skills of literature, math, science, social studies, Hawaiian culture and history and the visual and performing arts.
- Use technological tools to locate, analyze and communicate information.
- Respect self as an individual with unique talents and abilities.
- Respect themselves as a member of the Hawaii community who shares cultural connections with other Hawaiians past, present and future.
- Respect others regardless of similarities or differences
- Fulfill obligations to family, school and workplace by setting appropriate goals, working diligently & keeping commitments.
- Use appropriate strategies to make positive choices and solve problems.
- Recognize the major issues affecting my multiple communities and work effectively with others to bring about positive change.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF INNOVATION AND IMPROVEMENT

December 19, 2016

Sheila Buyukacar
Project Director
IMAG Academy
98-1861 Kaahumanu Street Apt A
Aiea, HI 96701

Dear Sheila Buyukacar,

This email is to confirm that you were successful in the FY 2016 Non-State Educational Agency (Non-SEA) grant competition under PR award number U282B160064. The award is for three consecutive years in the following amounts, respectively: \$200,295.00; \$297,005.00; \$252,173.00. We await further notice regarding your charter school contract status.

Sincerely,

Lourdes Rivery

400 MARYLAND AVE. S.W., WASHINGTON, D.C. 20202
www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.