

Enrollment Plan

Grade Level	Number of Students											
	Year 1		Year 2		Year 3		Year 4		Year 5		Capacity	
	2017		2018		2019		2020		2021		2021	
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	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0
9	30	0	27	0	45	0	63	0	80	0	80	0
10	28	0	45	0	42	0	60	0	78	0	78	0
11	24	0	42	0	59	0	56	0	74	0	74	0
12	18	0	36	0	54	0	71	0	68	0	68	0
Subtotals	100	0	150	0	200	0	250	0	300	0	300	0
Totals	100		150		200		250		300		300	

Enrollment Plan Justification

Year 1 numbers were populated based on Leeward DOE school percentages¹. With the projected high retention goals of the proposed school, Years 2-5 numbers were figured upon next grade achievement and graduation rates, coupled with the additional 50 students added (allocated per grade based on the ration of incoming grade levels used to calculate Year 1). Capacity numbers were populated based on the same Year 1 ratio.

The enrollment of high schools in West Oahu, the proposed geographic service area, is as follows:

School Name	Enrollment
Campbell	2,826
Kapolei	1,826
Pearl City	1,732
Waianae	1,734
Waipahu	2,451
Nanakuli	800
Friendship Christian Schools	21
Island Pacific Academy	160
Maili Bible Church & School	15
Lanakila Baptist Church & Schools	72

¹ www.hawaiipublicschools.org

DOE Complex Area

The students for the proposed school are expected to come from the DOE Leeward District Complex Area, consisting of the Campbell-Kapolei, Pearl City-Waipahu, and Nanakuli-Waianae Complexes.

The below table consists of public and private schools with the grades the proposed school plans to offer, that are located in the geographic areas the proposed school plans to serve.

School Name	Type
Campbell	Public
Kapolei	Public
Pearl City	Public
Waianae	Public
Waipahu	Public
Nanakuli	Public
Friendship Christian Schools	Private
American Renaissance Academy	Private
Island Pacific Academy	Private
Mali Bible Church & School	Private
Lanakila Baptist Church & Schools	Private

Attachment D – Course Standards

Developmental Reading Curriculum Map

<p>Unit, Lesson & Topic</p>	<p>Workshop: Survivors Topic: Main Idea and Detail and Expository Writing</p>	<p>Workshop: Survivors Topic: Main Idea and Detail and Expository Writing</p>	<p>Workshop: Survivors Topic: Main Idea and Detail and Expository Writing</p>	<p>Workshop: Survivors Topic: Main Idea and Detail and Expository Writing</p>
<p>Essential Understandings/ Lesson Objectives</p>	<p>How will reading independently help me be a better reader?</p> <p>How will viewing the anchor video help my comprehension of the text?</p> <p>The student will determine the main idea and details in various pieces of non-fiction writing.</p> <ul style="list-style-type: none"> • Preview text features to activate prior knowledge. • Use a graphic organizer to organize information. 	<p>How will I pick out the main idea in various nonfiction texts?</p> <p>How will I learn the meaning and use of new vocabulary?</p> <p>How will I develop and state a personal point of view?</p> <p>Why do I need to apply this reading to my daily life?</p> <p>How can I show an understanding of the material I will read?</p>	<p>How will I pick out the main idea in various nonfiction texts?</p> <p>How will I learn the meaning and use of new vocabulary?</p> <p>How will I develop and state a personal point of view?</p> <p>Why do I need to apply this reading to my daily life?</p> <p>How can I show an understanding of the material I will read?</p>	<p>How will I pick out the main idea in various nonfiction texts?</p> <p>How will I learn the meaning and use of new vocabulary?</p> <p>How will I develop and state a personal point of view?</p> <p>Why do I need to apply this reading to my daily life?</p> <p>How can I show an understanding of the material I will read?</p>

	<ul style="list-style-type: none"> • Respond to reading through discussion. • Learn and practice vocabulary germane to the subject. • Practice test-taking strategies: making an educated guess. • Practice syllabication, word attack skills, prefixes, and suffixes. 	<p>How will I become proficient in finding main idea and details?</p> <p>How will I use target vocabulary in my written responses?</p> <p>The student will determine the main idea and details in various pieces of non-fiction writing.</p> <ul style="list-style-type: none"> • Organize the main idea and details of a news article. • Read a news article three times to develop fluency and summarize an aspect of the text. • Respond to a news article in writing. • Discuss a news article using complex sentences and formal English. • Use new academic vocabulary in 	<p>How will I become proficient in finding main idea and details?</p> <p>How will I use target vocabulary in my written responses?</p> <p>The student will formulate, support, and express personal views about various subjects.</p> <ul style="list-style-type: none"> • Read a magazine article three times to develop fluency. • Practice finding the main idea and details in a magazine article. • Analyze information from a magazine article. • Use new academic vocabulary in complete sentences and practice previously taught words. 	<p>How will I become proficient in finding main idea and details?</p> <p>How will I use target vocabulary in my written responses?</p> <p>The student will formulate, support, and express personal views about various subjects.</p> <ul style="list-style-type: none"> • Practice finding the main idea and details in a magazine article. • Organize the main idea and supporting details in a graphic organizer. • Summarize the topic and important details of a section of a magazine article. • Use new academic vocabulary in complete sentences and practice previously taught words.
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		<p>complete sentences and practice previously taught words.</p> <ul style="list-style-type: none"> Articulate an oral summary using present tense reporting and citation verbs. 	<ul style="list-style-type: none"> Discuss a magazine article using complex sentences and formal English. Articulate the main idea using past tense action verbs. 	<ul style="list-style-type: none"> State a point of view and support it in writing. Articulate and write the main idea and details of a magazine article using past tense action verbs.
Common Core State Standards – English Language Arts	<p>Grade 9 - 10: L.9-10.4a, L.9-10.6, SL.9-10.1b, SL.9-10.1c, SL.9-10.1d, SL.9-10.6</p> <p>Grade 11 - 12: L.11-12.4a, L.11-12.6, SL.11-12.1c, SL.11-12.1d, SL.11-12.2, SL.11-12.6</p>	<p>Grade 9 - 10: RI.9-10.2, RI.9-10.3, RI.9-10.4, L.9-10.4a, L.9-10.6, W.9-10.10, SL.9-10.1b, SL.9-10.1c, SL.9-10.6</p> <p>Grade 11 - 12: RI.11-12.2, RI.11-12.3, RI.11-12.4, L.11-12.4a, L.11-12.6, W.11-12.10, SL.11-12.1c, SL.11-12.6</p>	<p>Grade 9 - 10: RI.9-10.2, RI.9-10.3, RI.9-10.4, L.9-10.4a, L.9-10.6, SL.9-10.1b, SL.9-10.1c, SL.9-10.6</p> <p>Grade 11 - 12: RI.11-12.2, RI.11-12.3, RI.11-12.4, L.11-12.4a, L.11-12.6, SL.11-12.1c, SL.11-12.6</p>	<p>Grade 9 - 10: RI.9-10.2, RI.9-10.3, RI.9-10.4, L.9-10.4a, L.9-10.6, SL.9-10.1b, SL.9-10.1c, SL.9-10.6</p> <p>Grade 11 - 12: RI.11-12.2, RI.11-12.3, RI.11-12.4, L.11-12.4a, L.11-12.6, SL.11-12.1c, SL.11-12.6</p>
Resources	<p>READ 180 Stage C rBook Workshop One</p> <p>Pre-reading</p>	<p>READ 180 Stage C rBook Workshop One</p> <p>Reading</p>	<p>READ 180 Stage C rBook Workshop One</p> <p>Reading</p>	<p>READ 180 Stage C rBook Workshop One</p> <p>Reading</p>
Assessments	<p>Formal: rBook Review; rBook Assessment</p>	<p>Formal: rBook Review; rBook Assessment</p>	<p>Formal: rBook Assessment</p> <p>Informal: Teacher Observation; Student</p>	<p>Formal: rBook Assessment</p> <p>Informal: Teacher Observation; Student</p>

	Informal: Teacher Observation; Student Discussion; Oral Cloze	Informal: Teacher Observation; Student Discussion; Oral Cloze	Discussion; Small Group Discussion; Book Talks	Discussion; Small Group Discussion; Book Talks
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Unit, Lesson & Topic	Workshop: Survivors Topic: Main Idea and Detail and Expository Writing	Workshop: Survivors Topic: Main Idea and Detail and Expository Writing	Workshop: Survivors Topic: Main Idea and Detail and Expository Writing	Workshop: Survivors Topic: Main Idea and Detail and Expository Writing
Essential Understandings/ Lesson Objectives	<p>How will I pick out the main idea in various nonfiction texts?</p> <p>How will I learn the meaning and use of new vocabulary?</p> <p>How will I develop and state a personal point of view?</p> <p>Why do I need to apply this reading to my daily life?</p> <p>How can I show an understanding of the material I will read?</p> <p>How will I become proficient in finding main idea and details?</p>	<p>How will I learn the meaning and use of new vocabulary?</p> <p>How will I identify the components of expository writing?</p> <p>How will I determine my purpose for writing?</p> <p>How will I choose writing prompts to expand?</p> <p>How will editing improve my writing?</p> <p>How will I publish my writing?</p> <p>How will I utilize a writing journal?</p> <p>The student will determine the main idea</p>	<p>How will I identify the components of expository writing?</p> <p>How will I determine my purpose for writing?</p> <p>How will I choose writing prompts to expand?</p> <p>How will editing improve my writing?</p> <p>How will I publish my writing?</p> <p>How will I utilize a writing journal?</p> <p>The student will formulate, support, and express personal views about various subjects.</p>	<p>How will I pick out the main idea in various nonfiction texts?</p> <p>How will I learn the meaning and use of new vocabulary?</p> <p>How will I develop and state a personal point of view?</p> <p>Why do I need to apply this reading to my daily life?</p> <p>How can I show an understanding of the material I will read?</p> <p>How will I become proficient in finding main idea and details?</p>

	<p>How will I use target vocabulary in my written responses?</p> <p>The student will determine the main idea and details in various pieces of non-fiction writing.</p> <ul style="list-style-type: none"> • Read a life issues feature three times to develop fluency. • Identify the main idea and details in a life issues feature. • Review strategies for reading for details. • Analyze statements in a life issues feature. • Articulate the main idea in a life issues feature using complete sentences. • Use new academic vocabulary in complete sentences and practice 	<p>and details in various pieces of non-fiction writing.</p> <p>The student will formulate, support, and express personal views about various subjects.</p> <ul style="list-style-type: none"> • Identify the meaning of common prefixes and suffixes. • Determine the meanings of new words when a prefix or suffix is added to a known word. • Participate in a group discussion to explain and elaborate on responses to academic vocabulary tasks. • Review and use academic vocabulary in speaking and writing. • Express new word meanings using 	<ul style="list-style-type: none"> • Write a draft of an informational paragraph that includes factual details. • Use a rubric to assess and revise an informational paragraph. • Articulate a topic sentence that identifies the topic and includes a controlling idea. • Collaborate with a partner to discuss writing feedback using formal English. • Choose words that convey ideas precisely. • Edit a draft of an informational paragraph to correct specific errors. • Identify and correct sentence fragments. 	<p>How will I use target vocabulary in my written responses?</p> <p>The student will formulate, support, and express personal views about various subjects.</p> <ul style="list-style-type: none"> • Understand how information in a survival manual can help a person make decisions. • Read an interview and profile to find out about the career of a wilderness instructor. • Participate in a discussion using complex sentences and formal English. • Use academic language to state and justify an opinion.
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	<p>previously taught words.</p> <ul style="list-style-type: none"> • State a point of view and support it in writing. • Apply strategies for finding the main idea and details in a life issues feature. • Summarize the topic and important details in a life issues feature. • Analyze information from a life issues feature. • Read and interpret information from a bar graph. • Discuss a text using complex sentences and formal English. • Discuss the features of a bar graph using appropriate terms: title, bars, scale. 	<p>knowledge of prefixes.</p> <ul style="list-style-type: none"> • Analyze and mark the topic sentence, detail sentences, and concluding sentence in an informational paragraph. • Identify the purpose and audience for writing. • Brainstorm ideas for writing an informational paragraph using a graphic organizer. • Identify and articulate transition words and phrases that introduce and connect ideas. • Identify and articulate precise verbs. • Discuss a writing model using complete sentences and formal English. 	<ul style="list-style-type: none"> • Use correct end punctuation. • Proofread a writing sample to correct punctuation, sentence fragments, and spelling. 	<ul style="list-style-type: none"> • Analyze and discuss the features of a model presentation to determine its effectiveness. • Set criteria for selecting award categories. • Collaborate to discuss and name awards. • Write and present an awards ceremony using evidence to support choices. • Use frames and academic language to set criteria and evaluate evidence for awards. • Effectively present an awards ceremony using a public voice. • Provide peer feedback and suggestions for improvement using frames.
Common Core State Standards	Grade 9 - 10: RI.9-10.2, RI.9-10.3, RI.9-10.4, L.9-	Grade 9 - 10: L.9-10.4a, L.9-10.4b, L.9-10.6, SL.9-	Grade 9 - 10: L.9-10.2c, W.9-10.10, W.9-10.2a,	Grade 9 - 10: RI.9-10.1, RI.9-10.2, RI.9-10.3,

<p>– English Language Arts</p>	<p>10.4a, L.9-10.6, SL.9-10.1b, SL.9-10.1c, SL.9-10.2, SL.9-10.6</p> <p>Grade 11 - 12: RI.11-12.2, RI.11-12.3, RI.11-12.4, L.11-12.4a, L.11-12.6, SL.11-12.1c, SL.11-12.2, SL.11-12.6</p>	<p>10.1c, SL.9-10.6, W.9-10.10, W.9-10.2a, W.9-10.2b, W.9-10.2c, W.9-10.2d, W.9-10.2e, W.9-10.2f, W.9-10.4, W.9-10.5, SL.9-10.6</p> <p>Grade 11 - 12: L.11-12.4a, L.11-12.4b, L.11-12.6, SL.11-12.1c, SL.11-12.6, W.11-12.10, W.11-12.2a, W.11-12.2b, W.11-12.2c, W.11-12.2d, W.11-12.2e, W.11-12.2f, W.11-12.4, W.11-12.5, SL.11-12.6</p>	<p>W.9-10.2b, W.9-10.2c, W.9-10.2d, W.9-10.2f, W.9-10.4, W.9-10.5, SL.9-10.4, SL.9-10.6</p> <p>Grade 11 - 12: L.11-12.2b, W.11-12.10, W.11-12.2a, W.11-12.2b, W.11-12.2c, W.11-12.2d, W.11-12.2f, W.11-12.4, W.11-12.5, SL.11-12.4, SL.11-12.6</p>	<p>SL.9-10.1a, SL.9-10.1d, SL.9-10.2, SL.9-10.6</p> <p>Grade 11 - 12: RI.11-12.1, SL.11-12.1a, SL.11-12.1d, SL.11-12.6</p>
<p>Resources</p>	<p>READ 180 Stage C rBook Workshop One</p> <p>Reading</p>	<p>READ 180 Stage C rBook Workshop One</p> <p>Vocabulary Word Study</p> <p>Writing and Conventions</p>	<p>READ 180 Stage C rBook Workshop One</p> <p>Writing and Conventions</p>	<p>READ 180 Stage C rBook Workshop One</p> <p>21st Century Literacy Assessment</p>
<p>Assessments</p>	<p>Formal: rBook Review; rBook Assessment</p> <p>Informal: Teacher Observation; Student Discussion; Oral Cloze</p>	<p>Formal: rBook Review; rBook Assessment</p> <p>Informal: Teacher Observation; Student Discussion; Oral Cloze</p>	<p>Formal: rBook Assessment</p> <p>Informal: Teacher Observation; Student</p>	<p>Formal: rBook Assessment</p> <p>Informal: Teacher Observation; Student</p>

			Discussion; Small Group Discussion; Book Talks	Discussion; Small Group Discussion; Book Talks
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Unit, Lesson & Topic	Workshop: Killer Plagues Topic: Sequence of Events/Narrative Writing	Workshop: Killer Plagues Topic: Sequence of Events/Narrative Writing	Workshop: Killer Plagues Topic: Sequence of Events/Narrative Writing	Workshop: Killer Plagues Topic: Sequence of Events/Narrative Writing
Essential Understandings/ Lesson Objectives	<p>How will reading independently help me be a better reader?</p> <p>How will viewing the anchor video help my comprehension of the text?</p> <p>The student will understand the use of sequencing as a pattern of text organization.</p> <ul style="list-style-type: none"> • Preview texts to activate prior knowledge about plagues. • View anchor videos to activate and extend prior knowledge about plagues. • Use active viewing and listening strategies to answer 	<p>How will I pick out the sequence in various nonfiction texts?</p> <p>How will I learn the meaning and use of new vocabulary?</p> <p>How will I develop and state a personal point of view?</p> <p>Why do I need to apply this reading to my daily life?</p> <p>How can I show an understanding of the material I will read?</p> <p>How will I become proficient in finding sequence patterns?</p>	<p>How will I pick out the sequence in various nonfiction texts?</p> <p>How will I learn the meaning and use of new vocabulary?</p> <p>How will I develop and state a personal point of view?</p> <p>Why do I need to apply this reading to my daily life?</p> <p>How can I show an understanding of the material I will read?</p> <p>How will I become proficient in finding sequence patterns?</p>	<p>How will I pick out the sequence in various nonfiction texts?</p> <p>How will I learn the meaning and use of new vocabulary?</p> <p>How will I develop and state a personal point of view?</p> <p>Why do I need to apply this reading to my daily life?</p> <p>How can I show an understanding of the material I will read?</p> <p>How will I become proficient in finding sequence patterns?</p>

	<p>questions about a video and build knowledge about plagues.</p> <ul style="list-style-type: none"> • Collaborate to respond to questions using simple and compound sentences. • Preview texts to activate prior knowledge about diseases and make predictions. • Read a text three times to develop fluency and support comprehension. • Use viewing strategies to answer questions about a video and build knowledge about killer plagues. • Collaborate to respond to questions using complete sentences. • Use new academic vocabulary and generate examples to 	<p>How will I use target vocabulary in my written responses?</p> <p>The student will understand the use of sequencing as a pattern of text organization.</p> <ul style="list-style-type: none"> • Organize information to find the sequence of events in a news article. • Read a news article three times to develop fluency and summarize an aspect of the text. • Respond to a news article in writing. • Discuss a news article using complex sentences and formal English. • Use new academic vocabulary in complete sentences and 	<p>How will I use target vocabulary in my written responses?</p> <p>The student will understand the use of sequencing as a pattern of text organization.</p> <ul style="list-style-type: none"> • Identify the sequence of events in a magazine article using a graphic organizer. • Locate sequence signal words and phrases. • Summarize the topic and important details of a section of a magazine article. • Use new academic vocabulary in complete sentences and practice previously taught words. 	<p>How will I use target vocabulary in my written responses?</p> <p>The student will understand the use of sequencing as a pattern of text organization.</p> <ul style="list-style-type: none"> • Apply strategies to sequence events in a text. • Summarize the topic and important details in a science feature. • Synthesize information from a science feature. • Read and interpret information from a chart. • Discuss a text using complex sentences and formal English. • Use new academic vocabulary in
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	reinforce meaning.	<p>practice previously taught words.</p> <ul style="list-style-type: none"> • Articulate an oral summary using present-tense reporting and citation verbs. 	<ul style="list-style-type: none"> • State a point of view and support it in writing. • Articulate and write a sequence of events using past-tense action verbs and signal words. • Read a science feature three times to develop fluency. • Sequence the events in a science feature. • Review main idea and details. • Synthesize information from a science feature. • Articulate the sequence of events in a science feature using signal words and complete sentences. • Use new academic vocabulary in complete sentences and 	<p>complete sentences and practice previously taught words.</p> <ul style="list-style-type: none"> • Describe the features of a chart using appropriate terms: title, row, column. • Identify synonyms and antonyms. • Determine the meanings of new words using synonyms and antonyms. • Participate in a group discussion to explain and elaborate on vocabulary tasks. • Review and use academic vocabulary in speaking and writing. • Express new word meanings using knowledge of synonyms.
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			<p>practice previously taught words.</p> <ul style="list-style-type: none"> • State a point of view and support it in writing. 	
<p>Common Core State Standards – English Language Arts</p>	<p>Grade 9 - 10: SL.9-10.1b, SL.9-10.1c, SL.9-10.1d, SL.9-10.6</p> <p>Grade 11 - 12: SL.11-12.1c, SL.11-12.1d, SL.11-12.2, SL.11-12.6</p>	<p>Grade 9 - 10: RI.9-10.2, RI.9-10.3, RI.9-10.4, L.9-10.6, W.9-10.10, SL.9-10.1b, SL.9-10.1d, SL.9-10.6</p> <p>Grade 11 - 12: RI.11-12.2, RI.11-12.3, L.11-12.6, W.11-12.10, SL.11-12.6</p>	<p>Grade 9 - 10: RI.9-10.2, RI.9-10.3, RI.9-10.4, L.9-10.6, W.9-10.10, SL.9-10.1b, SL.9-10.1d, SL.9-10.6</p> <p>Grade 11 - 12: RI.11-12.2, RI.11-12.3, L.11-12.6, W.11-12.10, SL.11-12.6</p>	<p>Grade 9 - 10: RI.9-10.2, RI.9-10.3, RI.9-10.4, L.9-10.6, W.9-10.10, SL.9-10.1b, SL.9-10.1d, SL.9-10.6, L.9-10.4a, L.9-10.4c, L.9-10.4d, L.9-10.6, SL.9-10.1c, SL.9-10.6</p> <p>Grade 11 - 12: RI.11-12.2, RI.11-12.3, L.11-12.6, W.11-12.10, SL.11-12.6, L.11-12.4a, L.11-12.4c, L.11-12.4d, L.11-12.6, SL.11-12.1c, SL.11-12.6</p>
<p>Resources</p>	<p>READ 180 Stage C rBook Workshop Two</p> <p>Pre-reading</p>	<p>READ 180 Stage C rBook Workshop Two</p> <p>Reading</p>	<p>READ 180 Stage C rBook Workshop Two</p> <p>Reading</p>	<p>READ 180 Stage C rBook Workshop Two</p> <p>Reading</p> <p>Vocabulary Word Study</p>

Assessments	Formal: rBook Review; rBook Assessment Informal: Teacher Observation; Student Discussion; Oral Cloze	Formal: rBook Review; rBook Assessment Informal: Teacher Observation; Student Discussion; Oral Cloze	Formal: rBook Assessment Informal: Teacher Observation; Student Discussion; Small Group Discussion; Book Talks	Formal: rBook Assessment Informal: Teacher Observation; Student Discussion; Small Group Discussion; Book Talks
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Unit, Lesson & Topic	Workshop: Killer Plagues Topic: Sequence of Events/Narrative Writing	Workshop: Killer Plagues Topic: Sequence of Events/Narrative Writing	Workshop: Killer Plagues Topic: Sequence of Events/Narrative Writing	Workshop: Combat Zone Topic: Story Elements/Literature Response
Essential Understandings/ Lesson Objectives	<p>How will I identify the components of narrative writing?</p> <p>How will I determine my purpose for writing?</p> <p>How will I choose writing prompts to expand?</p> <p>How will I choose an expanded prompt to edit and publish?</p> <p>How will I edit my writing?</p> <p>How will I publish my writing?</p> <p>How can I effectively present my writing to a group?</p>	<p>How will I identify the components of narrative writing?</p> <p>How will I determine my purpose for writing?</p> <p>How will I choose writing prompts to expand?</p> <p>How will I choose an expanded prompt to edit and publish?</p> <p>How will I edit my writing?</p> <p>How will I publish my writing?</p> <p>How can I effectively present my writing to a group?</p>	<p>How will I pick out the sequence in various nonfiction texts?</p> <p>How will I learn the meaning and use of new vocabulary?</p> <p>How will I develop and state a personal point of view?</p> <p>Why do I need to apply this reading to my daily life?</p> <p>How can I show an understanding of the material I will read?</p> <p>How will I become proficient in finding sequence patterns?</p>	<p>How will reading independently help me be a better reader?</p> <p>How will viewing the anchor video help my comprehension of the text?</p> <p>The student will identify and understand the story elements of setting, plot, character, and identify theme in prose and poetry. The student will understand the literary elements of time, repetition, and theme in prose and poetry.</p> <ul style="list-style-type: none"> Preview texts to activate prior knowledge about war.

	<p>The student will understand the use of sequencing as a pattern of text organization.</p> <ul style="list-style-type: none"> Analyze and mark the introductory statement, detail sentences, and concluding sentence in a narrative paragraph. Identify the purpose and audience for writing. Brainstorm ideas for writing a narrative paragraph using a graphic organizer. Identify and articulate transition words and phrases that connect details. Identify and articulate vivid adjectives that describe an 	<p>The student will understand the use of sequencing as a pattern of text organization.</p> <ul style="list-style-type: none"> Edit a draft of a narrative paragraph to correct specific errors. Identify and correct sentence fragments. Use correct capitalization. Proofread a writing sample to correct sentence fragments, capitalization, and spelling. <p>How will learning about careers help me with my life goals?</p> <p>How will analyzing a medicine label help me with life skills?</p> <ul style="list-style-type: none"> Gather information from a medicine label. 	<p>How will I use target vocabulary in my written responses?</p> <p>The student will understand the use of sequencing as a pattern of text organization.</p> <ul style="list-style-type: none"> Analyze and discuss the features of a model proposal to determine its effectiveness. Evaluate the risks of an epidemic. Write an effective email that shares information about a specific topic. Ask questions and collaborate to determine appropriate goals and recommendations. Present a proposal using appropriate posture and verbal 	<ul style="list-style-type: none"> View anchor videos to activate and extend prior knowledge about war. Use active viewing and listening strategies to answer questions about a video and build knowledge about war. Collaborate to respond to questions using simple and compound sentences. Preview texts to activate prior knowledge about war and death and to make predictions. Read a text three times to develop fluency and support comprehension. Use viewing strategies to answer questions about a video and build knowledge about war and death.
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	<p>experience in a lively way.</p> <ul style="list-style-type: none"> • Discuss a writing model using complete sentences and formal English. • Write a draft of a narrative paragraph that includes sensory details and events in the correct sequence. • Use a rubric to assess and revise a narrative paragraph. • Articulate an introductory statement that identifies the topic • Collaborate with a partner to discuss writing feedback using formal English. • Choose words that convey ideas precisely. 	<ul style="list-style-type: none"> • Read a schedule and profile to find out about the career of a pharmacy technician. • Participate in a discussion using complex sentences and formal English. • Use academic language to state and justify an opinion. 	<p>expression.</p> <ul style="list-style-type: none"> • Provide peer feedback • Practice test-taking strategies: answering fill-in-the-blanks. Demonstrate understanding of Workshop skills. • Practice on-demand writing by responding to an open-ended, short answer prompt. • Demonstrate understanding of academic vocabulary from the Workshop. • Review how to analyze synonyms and antonyms to determine word meanings. 	<ul style="list-style-type: none"> • Collaborate to respond to questions using complete sentences. • Use new academic vocabulary and generate examples to reinforce meaning.
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<p>Common Core State Standards – English Language Arts</p>	<p>Grade 9 - 10: W.9-10.10, W.9-10.3a, W.9-10.3b, W.9-10.3c, W.9-10.3d, W.9-10.3e, W.9-10.4, W.9-10.5, SL.9-10.6</p> <p>Grade 11 - 12: W.11-12.10, W.11-12.3a, W.11-12.3b, W.11-12.3c, W.11-12.3d, W.11-12.3e, W.11-12.4, W.11-12.5, SL.11-12.6</p>	<p>Grade 9 - 10: L.9-10.2c, SL.9-10.4, RI.9-10.1, RI.9-10.2, RI.9-10.3, SL.9-10.1a, SL.9-10.1d, SL.9-10.2, SL.9-10.6</p> <p>Grade 11 - 12: L.11-12.2b, SL.11-12.4, RI.11-12.1, SL.11-12.1a, SL.11-12.1d, SL.11-12.6</p>	<p>Grade 9 - 10: W.9-10.10, W.9-10.2a, W.9-10.4, W.9-10.5, SL.9-10.1a, SL.9-10.1c, SL.9-10.1d, SL.9-10.4, SL.9-10.6, RI.9-10.2, RI.9-10.3, L.9-10.2c, L.9-10.4a, L.9-10.4d, L.9-10.6, W.9-10.10, W.9-10.3a, W.9-10.3b, W.9-10.3c, W.9-10.3d, W.9-10.3e, W.9-10.4, W.9-10.5</p> <p>Grade 11 - 12: W.11-12.10, W.11-12.2a, W.11-12.4, W.11-12.5, SL.11-12.1a, SL.11-12.1c, SL.11-12.1d, SL.11-12.4, SL.11-12.6, RI.11-12.2, RI.11-12.3, L.11-12.2b, L.11-12.4a, L.11-12.4d, L.11-12.6, W.11-12.10, W.11-12.3a, W.11-12.3b, W.11-12.3c, W.11-12.3d, W.11-12.3e, W.11-12.4, W.11-12.5</p>	<p>Grade 9 - 10: SL.9-10.1b, SL.9-10.1c, SL.9-10.1d, SL.9-10.6</p> <p>Grade 11 - 12: SL.11-12.1c, SL.11-12.1d, SL.11-12.2, SL.11-12.6</p>
<p>Resources</p>	<p>READ 180 Stage C rBook Workshop Two</p>	<p>READ 180 Stage C rBook Workshop Two</p>	<p>READ 180 Stage C rBook Workshop Two</p>	<p>READ 180 Stage C rBook Workshop Three</p>

	Writing and Conventions	Writing and Conventions 21 st Century Literacy	Assessment	Pre-reading
Assessments	Formal: rBook Review; rBook Assessment Informal: Teacher Observation; Student Discussion; Oral Cloze	Formal: rBook Review; rBook Assessment Informal: Teacher Observation; Student Discussion; Oral Cloze	Formal: rBook Assessment Informal: Teacher Observation; Student Discussion; Small Group Discussion; Book Talks	Formal: rBook Assessment Informal: Teacher Observation; Student Discussion; Small Group Discussion; Book Talks

Unit, Lesson & Topic	Workshop: Combat Zone Topic: Story Elements/Literature Response	Workshop: Combat Zone Topic: Story Elements/Literature Response	Workshop: Combat Zone Topic: Story Elements/Literature Response	Workshop: Combat Zone Topic: Story Elements/Literature Response
Essential Understandings/ Lesson Objectives	<p>How will I learn the meaning and use of new vocabulary?</p> <p>How does setting affect a story?</p> <p>Why is plot important to a story?</p> <p>How do I get to know and understand a character in a story?</p> <p>Why is knowing the theme of the story important?</p> <p>How do literary elements affect the understanding of a story?</p> <p>How will I identify the mood of a story or poem?</p>	<p>How will I learn the meaning and use of new vocabulary?</p> <p>How does setting affect a story?</p> <p>Why is plot important to a story?</p> <p>How do I get to know and understand a character in a story?</p> <p>Why is knowing the theme of the story important?</p> <p>How do literary elements affect the understanding of a story?</p> <p>How will I identify the mood of a story or poem?</p>	<p>How will I pick out the sequence in various nonfiction texts?</p> <p>How will I learn the meaning and use of new vocabulary?</p> <p>How will I develop and state a personal point of view?</p> <p>Why do I need to apply this reading to my daily life?</p> <p>How can I show an understanding of the material I will read?</p> <p>How will I become proficient in finding sequence patterns?</p>	<p>How will I pick out the sequence in various nonfiction texts?</p> <p>How will I learn the meaning and use of new vocabulary?</p> <p>How will I develop and state a personal point of view?</p> <p>Why do I need to apply this reading to my daily life?</p> <p>How can I show an understanding of the material I will read?</p> <p>How will I become proficient in finding sequence patterns?</p>

	<p>What do I do when I am confused while I am reading?</p> <p>The student will identify and understand the story elements of setting, plot, character, and identify theme in prose and poetry.</p> <p>The student will understand the literary elements of time, repetition, and theme in prose and poetry.</p> <ul style="list-style-type: none"> Analyze the setting, characters, plot, and theme of a short story. Track story elements using a graphic organizer. Use background knowledge to make predictions about the plot of a short story. 	<p>What do I do when I am confused while I am reading?</p> <p>The student will identify and understand the story elements of setting, plot, character, and identify theme in prose and poetry.</p> <p>The student will understand the literary elements of time, repetition, and theme in prose and poetry.</p> <ul style="list-style-type: none"> Analyze the setting, characters, plot, and theme of a short story. Use text marking to identify setting, characters, plot, and theme. Track story elements using a graphic organizer. 	<p>How will I use target vocabulary in my written responses?</p> <p>The student will identify and understand the story elements of setting, plot, character, and identify theme in prose and poetry.</p> <p>The student will understand the literary elements of time, repetition, and theme in prose and poetry.</p> <ul style="list-style-type: none"> Identify the text structure of a poem. Find symbolism within a poem. Use new academic vocabulary in complete sentences and practice previously taught words. 	<p>How will I use target vocabulary in my written responses?</p> <p>The student will identify and understand the story elements of setting, plot, character, and identify theme in prose and poetry.</p> <p>The student will understand the literary elements of time, repetition, and theme in prose and poetry.</p> <ul style="list-style-type: none"> Understand how verb endings show when action takes place. Determine the meanings of new words using word families. Participate in a group discussion to explain and elaborate on
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	<ul style="list-style-type: none"> • Discuss the setting, characters, and plot of a short story using complete sentences. • Analyze the setting, characters, plot, and theme of a short story. • Use text marking to identify setting, characters, plot, and theme. • Track story elements using a graphic organizer. • Use new academic vocabulary in complete sentences and practice previously taught words. • Discuss story elements using complete sentences and formal English. • Form an opinion and justify it in writing. 	<ul style="list-style-type: none"> • Review strategies for reading for detail. • Use new academic vocabulary in complete sentences and practice previously taught words. • Discuss story elements using complete sentences and formal English. • Form an opinion and justify it in writing. • Analyze the setting, characters, plot, and theme of a short story. • Use text marking to identify setting, characters, plot, and theme. • Track story elements using a graphic organizer. • Make an inference about an aspect of the text. 	<ul style="list-style-type: none"> • Discuss a poem using complete sentences and formal English. • Form an opinion and justify it in writing. • Identify imagery in a poem. • Identify symbolism within a poem. • Use new academic vocabulary in complete sentences and practice previously taught words. • Discuss a poem using complete sentences and formal English. • Form an opinion and justify it in writing. 	<p>responses to academic vocabulary tasks.</p> <ul style="list-style-type: none"> • Review and use academic vocabulary in speaking and writing. • Express new word meanings using knowledge of word families. <p>How will I identify the components of literary response?</p> <p>How will I determine my purpose for writing?</p> <p>How will I choose writing prompts to expand?</p> <p>How will I edit my writing?</p> <p>How will I publish my writing?</p> <p>How will I present my writing?</p>
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		<ul style="list-style-type: none"> • Use new academic vocabulary in complete sentences and practice previously taught words. • Discuss story elements using complete sentences and formal English. • Form an opinion and justify it in writing. 		
Common Core State Standards – English Language Arts	<p>Grade 9 - 10: RL.9-10.2, RL.9-10.3, RL.9-10.4, SL.9-10.1b, SL.9-10.1d, SL.9-10.6, RL.9-10.2, RL.9-10.3, RL.9-10.5, L.9-10.6, W.9-10.10</p> <p>Grade 11 - 12: RL.11-12.2, RL.11-12.3, RL.11-12.5, SL.11-12.6, RL.11-12.4, RL.11-12.5, L.11-12.6, W.11-12.10,</p>	<p>Grade 9 - 10: RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, L.9-10.6, W.9-10.10, SL.9-10.1b, SL.9-10.6</p> <p>Grade 11 - 12: RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, L.11-12.6, W.11-12.10, SL.11-12.6</p>	<p>Grade 9 - 10: RL.9-10.4, L.9-10.3, L.9-10.5a, L.9-10.6, W.9-10.10, SL.9-10.1b, SL.9-10.6</p> <p>Grade 11 - 12: RL.11-12.4, RL.11-12.5, L.11-12.4a, L.11-12.5a, L.11-12.5b, L.11-12.6, W.11-12.10, SL.11-12.1d, SL.11-12.6</p>	<p>Grade 9 - 10: L.9-10.4a, L.9-10.4b, L.9-10.6, SL.9-10.1c, SL.9-10.6, W.9-10.10, W.9-10.2a, W.9-10.2b, W.9-10.2c, W.9-10.2f, W.9-10.4, W.9-10.5, W.9-10.9a, SL.9-10.6</p> <p>Grade 11 - 12: L.11-12.4a, L.11-12.4b, L.11-12.6, SL.11-12.1c, SL.11-12.6, W.11-12.10, W.11-12.2a, W.11-12.2b, W.11-12.2c, W.11-12.2f, W.11-</p>

				12.4, W.11-12.5, W.11-12.9a, SL.11-12.6
Resources	READ 180 Stage C rBook Workshop Three Reading	READ 180 Stage C rBook Workshop Three Reading	READ 180 Stage C rBook Workshop Three Reading	READ 180 Stage C rBook Workshop Three Vocabulary Word Study Writing and Conventions
Assessments	Formal: rBook Review; rBook Assessment Informal: Teacher Observation; Student Discussion; Oral Cloze	Formal: rBook Review; rBook Assessment Informal: Teacher Observation; Student Discussion; Oral Cloze	Formal: rBook Assessment Informal: Teacher Observation; Student Discussion; Small Group Discussion; Book Talks	Formal: rBook Assessment Informal: Teacher Observation; Student Discussion; Small Group Discussion; Book Talks

Unit, Lesson & Topic	Workshop: Combat Zone Topic: Story Elements/Literature Response	Workshop: Combat Zone Topic: Story Elements/Literature Response	Workshop: When Music Offends Topic: Summarizing	Workshop: When Music Offends Topic: Summarizing
Essential Understandings/ Lesson Objectives	<p>How will I identify the components of literary response?</p> <p>How will I determine my purpose for writing?</p> <p>How will I choose writing prompts to expand?</p> <p>How will I edit my writing?</p> <p>How will I publish my writing?</p> <p>How will I present my writing?</p> <ul style="list-style-type: none"> Write a draft of a literary analysis that includes evidence from the text and direct quotations. 	<p>How will learning about an author help in understanding his writings?</p> <p>How will analyzing an editorial cartoon enable me to better understand inferences and symbolism?</p> <ul style="list-style-type: none"> Analyze an editorial cartoon. Read an interview and profile to find out about the career of a cartoonist. Participate in a discussion using complex sentences and formal English. Use academic language to state and justify an opinion. 	<p>How will reading independently help me be a better reader?</p> <p>How will viewing the anchor video help my comprehension of the text?</p> <p>The student will learn to summarize written material both orally and in writing to enhance comprehension using various pieces of non-fiction writing.</p> <ul style="list-style-type: none"> Preview texts to activate prior knowledge about music bans. View anchor videos to activate and extend 	<p>How will I learn the meaning and use of new vocabulary?</p> <p>How will I pick out important information to use in a summary?</p> <p>How will I use this information in proper sequence?</p> <p>How will I organize the information I have chosen?</p> <p>How will I differentiate between a main idea and a detail?</p> <p>How will I become proficient in the use of summarizing?</p>

	<ul style="list-style-type: none"> • Use a rubric to assess and revise a literary analysis. • Articulate a topic sentence that identifies the text to be analyzed and includes a controlling idea. • Collaborate with a partner to discuss writing feedback using formal English. • Choose words that convey ideas precisely. • Edit a draft of a literary analysis to correct specific errors. • Identify and correct run-on sentences. • Use correct word order. • Proofread a writing sample to correct word order, run-on sentences, and spelling. 	<p>How will I pick out the sequence in various nonfiction texts?</p> <p>How will I learn the meaning and use of new vocabulary?</p> <p>How will I develop and state a personal point of view?</p> <p>Why do I need to apply this reading to my daily life?</p> <p>How can I show an understanding of the material I will read?</p> <p>How will I become proficient in finding sequence patterns?</p> <p>How will I use target vocabulary in my written responses?</p>	<p>prior knowledge about music bans.</p> <ul style="list-style-type: none"> • Use active viewing and listening strategies to answer questions about a video and build knowledge about music bans. • Preview texts to activate prior knowledge about censorship and make predictions. • Read a text three times to develop fluency and support comprehension. • Use viewing strategies to answer questions about a video and build knowledge about when music offends. 	<p>How will I give an oral summary of text, both fiction and nonfiction?</p> <p>How will I be able to use a letter effectively?</p> <p>The student will learn to summarize written material both orally and in writing to enhance comprehension using various pieces of non-fiction writing.</p> <ul style="list-style-type: none"> • Organize the topic and details to summarize a letter to the editor. • Read a letter to the editor three times to develop fluency and summarize the writer's point of view. • Respond to a letter to the editor in writing.
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		<p>The student will identify and understand the story elements of setting, plot, character, and identify theme in prose and poetry.</p> <p>The student will understand the literary elements of time, repetition, and theme in prose and poetry.</p> <ul style="list-style-type: none"> • Analyze and discuss the features of model debate notes to determine their effectiveness. • Take notes to record ideas. • Resolve any conflicts that arise. • Write debate notes that clearly reflect a specific point of view and response. • Articulate evidence for opinions. 		<ul style="list-style-type: none"> • Discuss a letter to the editor using complex sentences and academic language. • Use new academic vocabulary in complete sentences and practice previously taught words. • Articulate an oral summary using present-tense reporting and citation verbs. • Read a magazine article three times to develop fluency. • Use text marking to identify topics and details for a summary. • Synthesize information from a magazine article. • Use new academic vocabulary in complete sentences and practice
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		<ul style="list-style-type: none"> • Participate in a discussion using natural phrasing. • Provide peer feedback and suggestions for improvement using frames. 		<p>previously taught words.</p> <ul style="list-style-type: none"> • Discuss a text using complex sentences and formal English. • Articulate text summaries using complete sentences and appropriate verb tense.
<p>Common Core State Standards – English Language Arts</p>	<p>Grade 9 - 10: W.9-10.10, W.9-10.2a, W.9-10.2b, W.9-10.2c, W.9-10.2d, W.9-10.2f, W.9-10.4, W.9-10.5, W.9-10.9a, SL.9-10.6</p> <p>Grade 11 - 12: W.11-12.10, W.11-12.2a, W.11-12.2b, W.11-12.2c, W.11-12.2d, W.11-12.2f, W.11-12.4, W.11-12.5, W.11-12.9a, SL.11-12.6</p>	<p>Grade 9 - 10: SL.9-10.1a, SL.9-10.1b, SL.9-10.1d, SL.9-10.2, SL.9-10.6, W.9-10.10, W.9-10.1a, W.9-10.1b, W.9-10.1e, W.9-10.4, W.9-10.8, SL.9-10.1a, SL.9-10.1b, SL.9-10.1c, SL.9-10.1d, SL.9-10.3, SL.9-10.4, SL.9-10.6</p> <p>Grade 11 - 12: SL.11-12.1a, SL.11-12.1d, SL.11-12.6, W.11-12.10, W.11-12.1a, W.11-12.1b, W.11-12.1e, W.11-12.4, W.11-12.8, SL.11-12.1a, SL.11-12.1b, SL.11-12.1c,</p>	<p>Grade 9 - 10: SL.9-10.1b, SL.9-10.1c, SL.9-10.1d, SL.9-10.6, L.9-10.4a, L.9-10.6, SL.9-10.1b, SL.9-10.1c, SL.9-10.1d</p> <p>Grade 11 - 12: SL.11-12.1c, SL.11-12.1d, SL.11-12.2, SL.11-12.6, L.11-12.4a, L.11-12.6, SL.11-12.1c, SL.11-12.1d</p>	<p>Grade 9 - 10: RI.9-10.2, RI.9-10.3, L.9-10.6, W.9-10.10, SL.9-10.1b, SL.9-10.1d, RI.9-10.2, RI.9-10.3, RI.9-10.5, SL.9-10.6</p> <p>Grade 11 - 12: RI.11-12.2, RI.11-12.3, L.11-12.6, W.11-12.10</p>

		SL.11-12.1d, SL.11-12.3, SL.11-12.4, SL.11-12.6		
Resources	READ 180 Stage C rBook Workshop Three Writing and Conventions	READ 180 Stage C rBook Workshop Three 21 st Century Literacy Assessment	READ 180 Stage C rBook Workshop Four Pre-reading	READ 180 Stage C rBook Workshop Four Reading
Assessments	Formal: rBook Review; rBook Assessment Informal: Teacher Observation; Student Discussion; Oral Cloze	Formal: rBook Review; rBook Assessment Informal: Teacher Observation; Student Discussion; Oral Cloze	Formal: rBook Assessment Informal: Teacher Observation; Student Discussion; Small Group Discussion; Book Talks	Formal: rBook Assessment Informal: Teacher Observation; Student Discussion; Small Group Discussion; Book Talks

Unit, Lesson & Topic	Workshop: When Music Offends Topic: Summarizing	Workshop: When Music Offends Topic: Summarizing	Workshop: When Music Offends Topic: Summarizing	Workshop: When Music Offends Topic: Summarizing
Essential Understandings/ Lesson Objectives	<p>How will I learn the meaning and use of new vocabulary?</p> <p>How will I pick out important information to use in a summary?</p> <p>How will I use this information in proper sequence?</p> <p>How will I organize the information I have chosen?</p> <p>How will I differentiate between a main idea and a detail?</p> <p>How will I become proficient in the use of summarizing?</p>	<p>How will the knowledge of suffixes increase vocabulary?</p> <ul style="list-style-type: none"> • Determine the meanings of new words using antonyms. • Identify the meaning of common suffixes. • Participate in a group discussion to explain and elaborate on responses to academic vocabulary tasks. • Review and use academic vocabulary in speaking and writing. • Express new word meanings using knowledge of suffixes. 	<p>How will I identify the components for summarizing information found in various written formats?</p> <p>How will I formulate a written expository summary?</p> <p>How will I choose writing samples to expand to summaries?</p> <p>How will I choose an expanded summary to edit and publish?</p> <p>The student will learn to summarize written material both orally and in writing to enhance comprehension using</p>	<p>How will I identify the components for summarizing information found in various written formats?</p> <p>How will I formulate a written expository summary?</p> <p>How will I choose writing samples to expand to summaries?</p> <p>How will I choose an expanded summary to edit and publish?</p> <p>The student will learn to summarize written material both orally and in writing to enhance comprehension using</p>

	<p>How will I give an oral summary of text, both fiction and nonfiction?</p> <p>How will I be able to use a letter effectively?</p> <p>The student will learn to summarize written material both orally and in writing to enhance comprehension using various pieces of non-fiction writing.</p> <ul style="list-style-type: none"> • Read a social studies feature three times to develop fluency. • Identify the topics and important details to summarize a social studies feature. • Review finding the sequence of events. • Analyze information in a social studies feature. 	<p>How will I identify the components for summarizing information found in various written formats?</p> <p>How will I formulate a written expository summary?</p> <p>How will I choose writing samples to expand to summaries?</p> <p>How will I choose an expanded summary to edit and publish?</p> <p>The student will learn to summarize written material both orally and in writing to enhance comprehension using various pieces of non-fiction writing.</p> <ul style="list-style-type: none"> • Analyze and mark the introduction, body, and conclusion of an 	<p>various pieces of non-fiction writing.</p> <ul style="list-style-type: none"> • Identify the purpose and audience for writing. • Brainstorm ideas for writing an informational summary using a graphic organizer. • Organize ideas by completing an outline. • Articulate ideas for an introduction, body, and conclusion of an informational summary. • Write a draft of an informational summary that includes important ideas and supporting details. • Use a rubric to assess and revise an informational summary. • Articulate an introduction that 	<p>various pieces of non-fiction writing.</p> <ul style="list-style-type: none"> • Edit a draft of an informational summary to correct specific errors. • Identify and use correct verb tense. • Use commas in a series correctly. • Proofread a writing sample to correct comma placement, verb tense, and spelling. <p>How will learning about careers help me with my life goals?</p> <p>How will navigating a web site help me with life skills?</p> <ul style="list-style-type: none"> • Practice using the Internet by reading a radio playlist.
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	<ul style="list-style-type: none"> • Articulate a summary of a social studies feature using past-tense action verbs. • Use new academic vocabulary in complete sentences and practice previously taught words. • State a point of view and support it in writing. • Apply strategies for summarizing a text. • Summarize the topic and important details in a social studies feature. • Synthesize information from a social studies feature. • Read and interpret information from a pie chart. • Discuss a text using complex sentences and formal English. 	<p>informational summary.</p> <ul style="list-style-type: none"> • Understand the purpose and form of an informational summary. • Identify and articulate transition words and phrases that introduce and connect ideas. • Identify citations in text. • Discuss a writing model using complete sentences and formal English. 	<p>identifies the text to be summarized and includes a focus statement.</p> <ul style="list-style-type: none"> • Collaborate with a partner to discuss writing feedback using formal English. • Choose words that convey ideas precisely. 	<ul style="list-style-type: none"> • Read a schedule and profile to find out about the career of a music DJ and producer. • Participate in a discussion using complex sentences and formal English. • Use academic language to state and justify an opinion.
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	<ul style="list-style-type: none"> • Use new academic vocabulary in complete sentences and practice previously taught words. • Describe the features of a pie chart using appropriate terms: title, sections, labels. 			
Common Core State Standards – English Language Arts	<p>Grade 9 - 10: RI.9-10.2, RI.9-10.3, L.9-10.6, W.9-10.10, SL.9-10.1b, SL.9-10.1d</p> <p>Grade 11 - 12: RI.11-12.2, RI.11-12.3, L.11-12.6, W.11-12.10</p>	<p>Grade 9 - 10: W.9-10.2a, W.9-10.2b, W.9-10.2c, W.9-10.2f, W.9-10.5, SL.9-10.6</p> <p>Grade 11 - 12: W.11-12.2a, W.11-12.2b, W.11-12.2c, W.11-12.2f, W.11-12.5, SL.11-12.6</p>	<p>Grade 9 - 10: W.9-10.10, W.9-10.2a, W.9-10.2b, W.9-10.2c, W.9-10.2f, W.9-10.5, W.9-10.2d, W.9-10.4, SL.9-10.6</p> <p>Grade 11 - 12: W.11-12.10, W.11-12.2a, W.11-12.2b, W.11-12.2c, W.11-12.2f, W.11-12.5, W.11-12.2d, W.11-12.4, SL.11-12.6</p>	<p>Grade 9 - 10: L.9-10.2c, SL.9-10.4, SL.9-10.1a, SL.9-10.1b, SL.9-10.1d, SL.9-10.2, SL.9-10.6</p> <p>Grade 11 - 12: L.11-12.2b, W.11-12.5, SL.11-12.4, SL.11-12.1a, SL.11-12.1d, SL.11-12.6</p>
Resources	<p>READ 180 Stage C rBook Workshop Four Reading</p>	<p>READ 180 Stage C rBook Workshop Four Vocabulary Word Study Writing</p>	<p>READ 180 Stage C rBook Workshop Four Writing</p>	<p>READ 180 Stage C rBook Workshop Four Conventions 21st Century Literacy</p>

Assessments	Formal: rBook Review; rBook Assessment Informal: Teacher Observation; Student Discussion; Oral Cloze	Formal: rBook Review; rBook Assessment Informal: Teacher Observation; Student Discussion; Oral Cloze	Formal: rBook Assessment Informal: Teacher Observation; Student Discussion; Small Group Discussion; Book Talks	Formal: rBook Assessment Informal: Teacher Observation; Student Discussion; Small Group Discussion; Book Talks
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Unit, Lesson & Topic	Workshop: When Music Offends Topic: Summarizing	Workshop: When Music Offends Topic: Summarizing	Workshop: When Music Offends Topic: Summarizing	Workshop: When Music Offends Topic: Summarizing
Essential Understandings/ Lesson Objectives	<p>How will I learn the meaning and use of new vocabulary?</p> <p>How will I pick out important information to use in a summary?</p> <p>How will I use this information in proper sequence?</p> <p>How will I organize the information I have chosen?</p> <p>How will I differentiate between a main idea and a detail?</p> <p>How will I become proficient in the use of summarizing?</p>	<p>How will I learn the meaning and use of new vocabulary?</p> <p>How will I pick out important information to use in a summary?</p> <p>How will I use this information in proper sequence?</p> <p>How will I organize the information I have chosen?</p> <p>How will I differentiate between a main idea and a detail?</p> <p>How will I become proficient in the use of summarizing?</p>	<p>How will I learn the meaning and use of new vocabulary?</p> <p>How will I pick out important information to use in a summary?</p> <p>How will I use this information in proper sequence?</p> <p>How will I organize the information I have chosen?</p> <p>How will I differentiate between a main idea and a detail?</p> <p>How will I become proficient in the use of summarizing?</p>	<p>How will I learn the meaning and use of new vocabulary?</p> <p>How will I pick out important information to use in a summary?</p> <p>How will I use this information in proper sequence?</p> <p>How will I organize the information I have chosen?</p> <p>How will I differentiate between a main idea and a detail?</p> <p>How will I become proficient in the use of summarizing?</p>

	<p>How will I give an oral summary of text, both fiction and nonfiction?</p> <p>How will I be able to use a letter effectively?</p> <p>The student will learn to summarize written material both orally and in writing to enhance comprehension using various pieces of non-fiction writing.</p> <ul style="list-style-type: none"> Analyze the features of model role-play notes to determine their effectiveness. Examine multiple perspectives on a topic. Discuss music censorship. Take notes during a talk show discussion that capture each participant's opinion. 	<p>How will I give an oral summary of text, both fiction and nonfiction?</p> <p>How will I be able to use a letter effectively?</p> <p>The student will learn to summarize written material both orally and in writing to enhance comprehension using various pieces of non-fiction writing.</p> <ul style="list-style-type: none"> Practice test-taking strategies: previewing questions. Demonstrate understanding of Workshop skills. Practice on-demand writing by responding to an open-ended, short answer prompt. Demonstrate understanding of 	<p>How will I give an oral summary of text, both fiction and nonfiction?</p> <p>How will I be able to use a letter effectively?</p> <p>The student will learn to summarize written material both orally and in writing to enhance comprehension using various pieces of non-fiction writing.</p> <ul style="list-style-type: none"> Complete rSkills test to assess workshop skills and understandings. 	<p>How will I give an oral summary of text, both fiction and nonfiction?</p> <p>How will I be able to use a letter effectively?</p> <p>The student will learn to summarize written material both orally and in writing to enhance comprehension using various pieces of non-fiction writing.</p> <ul style="list-style-type: none"> Identify the structure and organization of a text to support comprehension. Use word-study strategies to identify word meanings. Recognize the conventions of formal English including grammar, usage, mechanics, and spelling.
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	<ul style="list-style-type: none"> • Articulate evidence for different opinions on censorship in Workshop readings. • Participate in a discussion using eye contact and appropriate volume. • Provide peer feedback and suggestions for improvement using frames. 	<p>academic vocabulary from the Workshop.</p> <ul style="list-style-type: none"> • Review how to analyze antonyms and suffixes to determine word meanings. 		<ul style="list-style-type: none"> • Discuss comprehension skills using academic skill words. • Demonstrate understanding of academic vocabulary in speaking and writing. • Use the conventions of formal English correctly in speaking and writing.
<p>Common Core State Standards – English Language Arts</p>	<p>Grade 9 - 10: W.9-10.10, W.9-10.1b, W.9-10.4, SL.9-10.1c, SL.9-10.1d, SL.9-10.4, SL.9-10.6</p> <p>Grade 11 - 12: W.11-12.10, W.11-12.1b, W.11-12.4, SL.11-12.1c, SL.11-12.1d, SL.11-12.4, SL.11-12.6</p>	<p>Grade 9 - 10: RI.9-10.2, L.9-10.4b, L.9-10.4d, L.9-10.6, W.9-10.10</p> <p>Grade 11 - 12: RI.11-12.2, RI.11-12.4, L.11-12.4b, L.11-12.4d, L.11-12.6, W.11-12.10</p>	<p>Grade 9 - 10: RI.9-10.2, RI.9-10.3, L.9-10.2c, L.9-10.4b, L.9-10.4d, L.9-10.6, W.9-10.10, W.9-10.2a, W.9-10.2b, W.9-10.2c, W.9-10.2d, W.9-10.2f, W.9-10.4, W.9-10.5</p> <p>Grade 11 - 12: RI.11-12.2, RI.11-12.4, L.11-12.2b, L.11-12.4b, L.11-12.4d, L.11-12.6, W.11-12.10, W.11-12.2a, W.11-12.2b, W.11-12.2c, W.11-</p>	<p>Grade 9 - 10: RI.9-10.2, RI.9-10.3, L.9-10.2c, L.9-10.4b, L.9-10.4d, L.9-10.6, W.9-10.10, W.9-10.2a, W.9-10.2b, W.9-10.2c, W.9-10.2d, W.9-10.2f, W.9-10.4, W.9-10.56</p> <p>Grade 11 - 12: RI.11-12.2, RI.11-12.4, L.11-12.2b, L.11-12.4b, L.11-12.4d, L.11-12.6, W.11-12.10, W.11-12.2a, W.11-12.2b, W.11-12.2c, W.11-</p>

			12.2d, W.11-12.2f, W.11-12.4, W.11-12.5	12.2d, W.11-12.2f, W.11-12.4, W.11-12.5
Resources	READ 180 Stage C rBook Workshop Four Wrap-UpProject	READ 180 Stage C rBook Workshop Four Wrap-Up Test	READ 180 Stage C rBook Workshop Four rSkills Test	READ 180 Stage C rBook Workshop Four End of Workshop CheckPoint
Assessments	Formal: rBook Review; rBook Assessment Informal: Teacher Observation; Student Discussion; Oral Cloze	Formal: rBook Review; rBook Assessment Informal: Teacher Observation; Student Discussion; Oral Cloze	Formal: rBook Assessment Informal: Teacher Observation; Student Discussion; Small Group Discussion; Book Talks	Formal: rBook Assessment Informal: Teacher Observation; Student Discussion; Small Group Discussion; Book Talks

English Language Arts 1 Curriculum Map

Trimester 1 “So you want a double life” Reading Closely and Writing to Analyze			
Unit 1: “I’m home”			
Text	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<p>“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell</p>	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive evidence-based discussions about texts • Collect and organize evidence from texts to support analysis in writing • Make claims about texts using specific textual evidence • Use vocabulary strategies to define unknown words 	<p>RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 W.9-10.2.a, f SL.9-10.1.b, c SL.9-10.4 L.9-10.4.a, b L.9-10.5.a</p>	<p>Mid-Unit: Students write a multi-paragraph response to the following prompt: Choose and explain one epigraph. Analyze the relationship between that epigraph and the girls’ development in that stage.</p> <p>End-of-Unit: Students write a formal, multi-paragraph response to the following prompt: Analyze Claudette’s development in relation to the five stages of Lycanthropic Culture Shock.</p>
Unit 2: “The jewel beyond all price”			
<p><i>Letters to a Young Poet</i> by Rainer Maria Rilke</p> <p><i>Black Swan Green</i> by David Mitchell</p>	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis 	<p>CCRA.R.9 RL.9-10.2 RL.9-10.3 RL.9-10.4 RI.9-10.2 RI.9-10.3 RI.9-10.4</p>	<p>Mid-Unit: Students write a formal, multi-paragraph response to the following prompt:</p>

	<ul style="list-style-type: none"> Engage in productive evidence-based conversations about texts Determine meanings of unknown vocabulary Independently preview text in preparation for supported analysis Paraphrase and quote relevant evidence from a text 	W.9-10.2.a, f SL.9-10.1.b, c L.9-10.4.a, b L.9-10.5.a	<p>What is the impact of Rilke’s specific word choices on the meaning and tone of his letter?</p> <p>End-of-Unit: Students write a formal, multi-paragraph response to the following prompt: Identify similar central ideas in <i>Letters to a Young Poet</i> and <i>Black Swan Green</i>. How do Rilke and Mitchell develop these similar ideas?</p>
Unit 3: “A pair of star-crossed lovers”			
<i>Romeo and Juliet</i> by William Shakespeare	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Engage in productive evidence-based discussions about text Collect and organize content from the text to support analysis in writing Analyze an author’s craft 	RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.7 W.9-10.2.a, c, f SL.9-10.1.b, c L.9-10.4.a-c L.9-10.5.a	<p>Mid-Unit: Students write a formal, multi-paragraph response to the following prompt: How does Shakespeare’s development of the characters of Romeo and Juliet refine a central idea in the play?</p> <p>End-of-Unit: Students write a formal, multi-paragraph response to the following prompt: Select either Romeo or Juliet. How does Shakespeare develop this character as a tragic hero(ine)?</p>
Trimester 1 Performance Assessment			

<p><i>Letters to a Young Poet</i> “Letter Seven,” by Rainer Maria Rilke</p> <p>“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell</p> <p><i>Romeo and Juliet</i> by William Shakespeare</p>		<p>CCRA.R.9 RL.9-10.2 RL.9-10.3 RL.9-10.11 RI.9-10.2 RI.9-10.4 W.9-10.2.a, c, f W.9-10.6 SL.9-10.1.b, c L.9-10.4.a-c L.9-10.5.a</p>	<p>Students gather evidence to support their response to the following assessment prompt: Identify a specific phrase or central idea in paragraphs 4–9 of Rilke’s “Letter Seven.” Analyze how that phrase or central idea relates to one or more characters or central ideas in “St. Lucy’s Home for Girls Raised by Wolves” or <i>Romeo and Juliet</i>.</p>
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Trimester 2
Working with Evidence and Making Claims:
How do Authors Structure Texts and Develop Ideas?

Unit 1: “And then a Plank in Reason, broke, And I dropped down, and down-“

Text	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<p>“The Tell-Tale Heart” by Edgar Allan Poe</p> <p>“I felt a Funeral, in my Brain” by Emily Dickinson</p>	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive evidence-based discussions about text • Collect and organize evidence from texts to support analysis in writing 	<p>CCRA.R.6 CCRA.R.9 RL.9-10.2 RL.9-10.4 RL.9-10.5 W.9-10.2.a, b, c, d, f W.9-10.9.a SL.9-10.1.a, b, c L.9-10.1 L.9-10.2</p>	<p>Mid-Unit: Students write a multi-paragraph response to the following prompt: Identify a central idea in “The Tell-Tale Heart” and discuss how point of view and structural choices contribute to the development of that central idea over the course of the text.</p> <p>End-of-Unit:</p>

	<ul style="list-style-type: none"> • Make claims about and across texts using specific textual evidence • Use vocabulary strategies to define unknown words • Paraphrase and quote relevant evidence from texts • Independently preview texts in preparation for supported analysis • Write informative texts to convey complex ideas 	L.9-10.4.a, b L.9-10.5.a, b	Students write a multi-paragraph response to the following prompt: Identify a central idea common to “I felt a Funeral, in my Brain,” and “The Tell-Tale Heart” and make a claim about how Dickinson and Poe develop and refine this idea.
Unit 2: “a husband from a husband, children from a child”			
<i>Oedipus the King</i> by Sophocles	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive evidence-based conversations about text • Provide an objective summary of a text • Make claims about texts using specific textual evidence • Collect and organize evidence from texts to support analysis in writing • Organize evidence to plan around writing 	RL.9-10.2 RL.9-10.3 RL.9-10.5 W.9-10.2.a, b, c, d, f W.9-10.5 W.9-10.9.a SL.9-10.1.a-d L.9-10.1 L.9-10.2 L.9-10.4.a, b L.9-10.5.a	Mid-Unit: Students write a multi-paragraph response to the following prompt: What relationship does Sophocles establish between prophecy and Oedipus’s actions? How does this relationship develop a central idea? End-of-Unit: Students write a multi-paragraph response to the following prompt: How does Sophocles develop the tension between Oedipus’s guilt and his innocence? Use evidence from the text to support your response.

	<ul style="list-style-type: none"> • Paraphrase and quote relevant evidence from texts • Create connections between key details to form a claim • Use vocabulary strategies to define unknown words • Write informative texts to examine and convey complex ideas • Critique one’s own writing • Revise writing 		
Unit 3: “Everybody is guilty of Something”			
<p><i>“True Crime: The roots of an American obsession”</i> by Walter Mosley</p> <p>“How Bernard Madoff Did It” by Liaquat Ahamed</p> <p><i>The Wizard of Lies: Bernie Madoff and the Death of Trust</i>, pages 361–364 by Diana Henriques</p>	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive evidence-based conversations about text • Provide an objective summary of a text • Paraphrase and quote relevant evidence from a text • Make claims about texts using specific textual evidence • Collect and organize evidence from texts to support analysis in writing • Organize evidence to plan around writing 	<p>CCRA.R.9 RI.9-10.2 RI.9-10.5 RI.9-10.7 W.9-10.2.a, b, c, d, f W.9-10.5 W.9-10.9.b SL.9-10.1.a, b, c, d SL.9-10.4 SL.9-10.6 L.9-10.1 L.9-10.2 L.9-10.4.a, b L.9-10.5.a</p>	<p>Mid-Unit: Students write a multi-paragraph response to the following prompt: How does Mosley shape and develop his claim that “We are fascinated with stories of crime, real or imagined” (par. 16)? Students then use the 9.2.3 Mid-Unit Peer Review Tool (Criterion 1 and Criterion 2) to review their own and a peer’s responses before revising their own response based on both reviews.</p> <p>End-of-Unit: Students use textual evidence to engage in a fishbowl discussion of one of the</p>

	<ul style="list-style-type: none"> • Make evidence-based claims • Create connections between key details to form a claim • Use vocabulary strategies to define unknown words • Write informative texts to examine and convey complex ideas • Critique one’s own writing and peers’ writing • Revise writing • Generate and respond to questions in scholarly discourse 		<p>following prompts: To what extent does Ahamed’s article support or challenge claims that Mosley made in “True Crime: The Roots of an American Obsession”?</p> <p>OR</p> <p>To what extent is Mosley’s claim that “Everybody is guilty of something” (par. 1) supported or challenged by Henriques?</p>
Trimester 2 Performance Assessment			
<p>“The Tell-Tale Heart” by Edgar Allan Poe</p> <p>“I felt a Funeral, in my Brain,” by Emily Dickinson</p> <p><i>Oedipus the King</i> by Sophocles</p> <p><i>“True Crime: The roots of an American obsession”</i> by Walter Mosley</p> <p>“How Bernard Madoff Did It” by Liaquat Ahamed</p> <p><i>The Wizard of Lies: Bernie Madoff and the Death of Trust</i> by Diana Henriques</p>		<p>CCRA.R.9 RL.9-10.2 RL.9-10.5 RL.9-10.11 RI.9-10.2 RI.9-10.5 W.9-10.2.a, b, c, d, f W.9-10.5 W.9-10.9.a, b L.9-10.1 L.9-10.2</p>	<p>Students draw upon their analysis of the 9.2 Module texts in order to respond to the following prompt:</p> <p>Identify a central idea shared by one literary text and one informational text. Use specific details to explain how this central idea develops over the course of each text, and compare how the authors’ choices about text structure contribute to the development of this idea.</p>

Trimester 3
Building and Communicating Knowledge through Research:
The Inquiry and Writing Processes

Using Seed Texts as Springboards to Research

Text	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<p><i>Animals in Translation: Using the Mysteries of Autism to Decode Animal Behavior</i>, Chapter 1 by Temple Grandin and Catherine Johnson</p>	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive evidence-based discussions about text • Collect and organize evidence from texts to support analysis in writing • Collect and organize evidence from texts to support claims made in writing • Analyze the treatment of a text through multimedia (film) • Craft claims about the development and refinement of central ideas in a text • Use vocabulary strategies to define unknown words • Identify potential topics for research within a text 	<p>RI.9-10.1.a RI.9-10.2 RI.9-10.3 RI.9-10.5 RI.9-10.7 W.9-10.2 W.9-10.4 W.9-10.7 W.9-10.9 SL.9-10.1 L.9-10.4.a-d</p>	<p>End-of-Unit: Students complete a two-part writing assessment. Part 1: How does Grandin develop and refine a central idea in the text? In a multi-paragraph response, identify a central idea from Chapter 1 of <i>Animals in Translation</i> and trace its development and refinement in the text. Part 2: Articulate 2–3 distinct areas of investigation and where they emerge from the text.</p>

	<ul style="list-style-type: none"> • Use questioning to guide research • Conduct pre-searches to validate sufficiency of information to explore potential topics 		
Unit 2: Engaging in an Inquiry-Based, Iterative Research Process			
<p>Student research sources will vary.</p> <p>Students choose texts for research based on their individual research question or problem.</p> <p>Model research sources:</p> <ol style="list-style-type: none"> 1. “The Brains of the Animal Kingdom” by Frans de Waal 2. “Minds of their Own: Animals are smarter than you think” by Virginia Morell 3. “Think You’re Smarter Than Animals? Maybe Not” by Alexandra Horowitz and Ammon Shea 4. “Monkeys Can Perform Mental Addition” by Duke University Medical Center 5. “Animal Intelligence: How 	<ul style="list-style-type: none"> • Assess sources for credibility, relevance, and accessibility • Conduct independent searches using research processes including planning for searches, assessing sources, annotating sources, and recording notes • Develop, refine, and select inquiry questions for research • Develop and continually assess a research frame to guide independent searches • Collect and organize evidence from research to support analysis in writing • Craft claims about inquiry questions, inquiry paths, and a problem-based question using specific textual evidence from the research 	<p>RI.9-10.1.a W.9-10.2 W.9-10.4 W.9-10.7 W.9-10.8 W.9-10.9 SL.9-10.1 L.9-10.4.a, c, d</p>	<p>End-of-Unit:</p> <ul style="list-style-type: none"> • Students submit a completed Research Portfolio with the four sections organized, including 1. Defining an Area of Investigation, 2. Gathering and Analyzing Information, 3. Drawing Conclusions, 4. Discarded Material. • Evidence-Based Perspective: Students write a one-page synthesis of their perspective derived from their research. Students draw on the research evidence collected to express a perspective on their problem-based question. • Research Journal: This item is located in the Research Portfolio.

<p>We Discover How Smart Animals Really Are” by Edward Wasserman and Leyre Castro</p>			
<p>Unit 3: Synthesizing Research through the Writing Process</p>			
<p>Student texts (research sources) will vary. By 9.3.3, students will have chosen texts for research based on their individual problem-based questions.</p>	<ul style="list-style-type: none"> • Collect and organize evidence from research to support analysis in writing • Analyze, synthesize, and organize evidence-based claims • Write effective introduction, body, and conclusion paragraphs for an informative/explanatory research paper • Use proper MLA citation methods in writing • Edit for a variety of purposes, including using semi-colons, colons, correct spelling, capitalization, and punctuation • Use formal style and objective tone in writing • Write coherently and cohesively 	<p>W.9-10.2.a-f W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.2.a-c L.9-10.3.a L.9-10.6</p>	<p>End-of-Unit: Students are assessed on how their final draft aligns to the criteria of the 9.3.3 Rubric. The final draft should present a precise claim that is supported by relevant and sufficient evidence. The draft should be well-organized and develop the research topic clearly and accurately through the effective selection, organization, and analysis of content. The draft should use transitional language that clearly links the major sections of the text and clarifies relationships among the claims and evidence. Finally, the draft should demonstrate control of the conventions of written language and maintain a formal style and objective tone.</p>
<p>Trimester 3 Performance Assessment</p>			

<p>Student texts (research sources) will vary.</p>		<p>W.9-10.2 W.9-10.4 W.9-10.5 W.9-10.6 L.9-10.1 L.9-10.2 L.9-10.6</p>	<p>Students respond to the following prompt: Create a blog post using information from your research paper and various multimedia components to enhance your research findings. Update or enhance the information from your research paper by linking to other supporting information and displaying the information flexibly and dynamically. Make effective use of available multimedia components, including hyperlinks, images, graphics, animation, charts, graphs, video, and audio clips.</p>
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English Language Arts 2 Curriculum Map

Trimester 1 Reading Closely and Writing to Analyze: How to Authors Develop Complex Characters and Ideas?			
Unit 1: “We cannot go to the country/for the country/will bring us/no peace”			
Text	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
“The Passionate Shepherd to His Love” by Christopher Marlowe “The Nymph’s Reply to the Shepherd” by Sir Walter Raleigh “Raleigh Was Right” by William Carlos Williams	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive, evidence-based discussions about text • Collect and organize evidence from texts to support analysis in writing • Make claims about and across texts using specific textual evidence • Develop and incorporate domain-specific vocabulary in written and verbal responses • Use vocabulary strategies to define unknown words • Paraphrase and quote relevant evidence from texts 	CCRA.R.9 RL.9-10.1 RL.9-10.2 RL.9-10.4 RL.9-10.5 RL.9-10.9 W.9-10.2.b, d W.9-10.9.a SL.9-10.1.a L.9-10.4.a L.9-10.5.a L.9-10.6	End-of-Unit: Students write a multi-paragraph response to the following prompt: How does a shared central idea develop over the three poems from this unit?

	<ul style="list-style-type: none"> • Write informative texts to convey complex ideas • Use rubrics and checklists for self-assessment of participation in discussion 		
Unit 2: “For one does not alter history without conviction”			
<p>“The Palace Thief” by Ethan Canin</p>	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive evidence-based discussions about the text • Collect and organize evidence from the text to support analysis in writing • Analyze the text using specific textual evidence • Use vocabulary strategies to define unknown words • Trace the development of ideas over the course of the text • Paraphrase and quote relevant evidence from texts • Independently preview texts in preparation for supported analysis 	<p>CCRA.R.6 RL.9-10.2 RL.9-10.3 W.9-10.2.a, b, c, f W.9-10.4 W.9-10.9.a SL.9-10.1.a, c L.9-10.1 L.9-10.2.c L.9-10.4.a L.9-10.5.a</p>	<p>Mid-Unit: Students write a multi-paragraph response to the following prompt: How has Hundert developed over the course of the text thus far?</p> <p>End-of-Unit: Students write a multi-paragraph response to the following prompt: Analyze how the interactions between Hundert and the Bells develop a central idea of the text in “The Palace Thief.”</p>

	<ul style="list-style-type: none"> • Write informative texts to convey complex ideas • Incorporate newly learned vocabulary in written and verbal responses • Use rubrics and checklists for self-assessment of participation in discussion 		
Unit 3: “I won’t let her change me, I promised myself. I won’t be what I’m not.”			

<p>“Rules of the Game” and “Two Kinds” from <i>The Joy Luck Club</i> by Amy Tan</p> <p>“Dreaming of Heroes” (excerpt pp. 73-87) from <i>Friday Night Lights</i> by H. G. Bissinger</p>	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive evidence-based discussions about text • Collect and organize evidence from texts to support analysis in writing • Analyze the text using specific textual evidence • Use vocabulary strategies to define unknown words • Interpret figurative language • Trace the development of ideas over the course of the text • Paraphrase and quote relevant evidence from texts • Independently preview texts in preparation for supported analysis • Write informative texts to convey complex ideas 	<p>CCRA.R.6</p> <p>RL.9-10.2</p> <p>RL.9-10.3</p> <p>RI.9-10.1</p> <p>RI.9-10.2</p> <p>RI.9-10.3</p> <p>RI.9-10.6</p> <p>W.9-10.2.a, b, f</p> <p>W.9-10.4</p> <p>W.9-10.9.a, b</p> <p>SL.9-10.1.a, d, e</p> <p>SL.9-10.4</p> <p>L.9-10.1.a, b</p> <p>L.9-10.2.a, c</p> <p>L.9-10.3</p> <p>L.9-10.4.a</p> <p>L.9-10.5</p>	<p>Mid-Unit:</p> <p>Students write a formal, multi-paragraph response to one of the following prompts:</p> <ul style="list-style-type: none"> • In “Rules of the Game,” to what extent does Waverly meet her mother’s expectations that she master “the art of invisible strength” over the course of the chapter? • In “Two Kinds,” Jing-mei states, “My mother believed you could be anything you wanted to be in America (p. 132). To what extent does Jing-mei’s story support this belief?” <p>End-of-Unit:</p> <p>Students write a formal, multi-paragraph response to the following prompt:</p> <p>Respond to the following prompt using evidence from “Dreaming of Heroes” from <i>Friday Night Lights</i> and either “Rules of the Game” or “Two Kinds” from <i>The Joy Luck Club</i>: How do the relationships between children and their parents develop a</p>
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	<ul style="list-style-type: none"> • Incorporate newly learned vocabulary in written and verbal responses • Present information, findings, and evidence clearly, concisely, and logically 		central idea common to these two texts?
Trimester 1 Performance Assessment			
<p>“The Palace Thief” by Ethan Canin</p> <p>“Rules of the Game” and “Two Kinds” from <i>The Joy Luck Club</i> by Amy Tan</p> <p>“Dreaming of Heroes” (excerpt pp. 73-87) from <i>Friday Night Lights</i> by H. G. Bissinger</p>		<p>CCRA.R.6 CCRA.R.9 RL.9-10.2 RL.9-10.11 RI.9-10.2 W.9-10.2.a, b, f W.9-10.4 W.9-10.9.a, b SL.9-10.1.a, d L.9-10.1 L.9-10.2.c</p>	Over the course of this module, students have read Ethan Canin’s “The Palace Thief,” two chapters from Amy Tan’s <i>The Joy Luck Club</i> , and a chapter from H. G. Bissinger’s <i>Friday Night Lights</i> . For this assessment, students draw upon their analysis of two of these texts in order to respond to the following prompt: How do the two narrators’ different points of view impact the development of a common central idea?
<p>Trimester 2</p> <p>“These are strange times, my dear”:</p> <p>How do Authors Use Rhetoric and Word Choice to Develop Ideas and Claims?</p>			
Unit 1 “The cup of endurance runs over”			
Text	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
“Letter from Birmingham Jail” by Martin Luther King, Jr.	<ul style="list-style-type: none"> • Read closely for textual details 	<p>RL.9-10.2 RL.9-10.4</p>	Mid-Unit:

<p>“In This Blind Alley” by Ahmad Shamlu “Freedom” by Rabindranath Tagore “Women” by Alice Walker</p>	<ul style="list-style-type: none"> • Annotate texts to support comprehension and analysis • Engage in productive, evidence-based conversations about text • Determine meaning of unknown vocabulary • Independently preview text in preparation for supported analysis • Provide an objective summary of the text • Paraphrase and quote relevant evidence from a text • Delineate and evaluate an argument • Paraphrase and quote relevant evidence from a text • Write original, evidence-based claims • Generate and respond to questions in scholarly discourse 	<p>RL.9-10.6 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.8 W.9-10.2.a-f W.9-10.9.a, b SL.9-10.1.a-e L.9-10.1.a L.9-10.2.a L.9-10.4.a, b L.9-10.5.a</p>	<p>Students write a formal, multi-paragraph response to the following prompt: Determine a purpose in “Letter from Birmingham Jail” and analyze how King uses rhetoric and specific word choices to advance that purpose.</p> <p>End-of-Unit: Students write a formal, multi-paragraph response to the following prompt: Analyze how King develops and refines his claims to advance his purpose.</p>
<p>Unit 2: “No flies fly into a closed mouth”</p>			
<p>“A Genetics of Justice” by Julia Alvarez</p>	<ul style="list-style-type: none"> • Read closely for textual details 	<p>RI.9-10.2 RI.9-10.3 RI.9-10.5</p>	<p>Mid-Unit:</p>

<p>“Remembering To Never Forget” by Mark Memmott</p>	<ul style="list-style-type: none"> • Annotate texts to support comprehension and analysis • Engage in productive evidence-based conversations about text • Determine meaning of unknown vocabulary • Preview text independently in preparation for supported analysis • Paraphrase and quote relevant evidence from a text • Write original evidence-based claims • Generate and respond to questions in scholarly discourse 	<p>RI.9-10.7 W.9-10.2.a-f W.9-10.9.b SL.9-10.1.a-e L.9-10.1 L.9-10.2 L.9-10.4.a, b L.9-10.5.a</p>	<p>Students write a formal, multi-paragraph response to the following prompt: How does Alvarez develop the claim she makes in paragraph 15?</p> <p>End-of-Unit: Students write a formal, multi-paragraph response to the following prompt: How does the sentence “No flies fly into a closed mouth” (par. 21) develop and refine one of Alvarez’s ideas in “A Genetics of Justice”?</p>
<p>Unit 3: “...to lift men everywhere to a higher standard of life and to a great enjoyment of freedom.”</p>			
<p><i>Universal Declaration of Human Rights</i> “On the Adoption of the <i>Universal Declaration of Human Rights</i>” by Eleanor Roosevelt “Address to the United Nations Youth Assembly” by Malala Yousafzai</p>	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Delineate an argument, assessing evidence and reasoning 	<p>RI.9-10.5 RI.9-10.6 RI.9-10.8 RI.9-10.9 W.9-10.2.a-f W.9-10.9.b SL.9-10.1.a-e L.9-10.1 L.9-10.2</p>	<p>End-of-Unit: Students write a formal, multi-paragraph response to the following prompt: Delineate the argument in each of the unit texts and analyze how the authors develop a common central claim.</p>

	<ul style="list-style-type: none"> • Engage in productive, evidence-based conversations about text • Determine meaning of unknown vocabulary • Preview text independently in preparation for supported analysis • Paraphrase and quote relevant evidence from texts • Write original, evidence-based claims • Generate and respond to questions in scholarly discourse 	L.9-10.4.a, b L.9-10.5.a	
Trimester 2 Performance Assessment			
<p>“Letter from Birmingham Jail” by Martin Luther King, Jr.</p> <p>“A Genetics of Justice” by Julia Alvarez</p> <p><i>The Universal Declaration of Human Rights</i></p> <p>“On the Adoption of the <i>Universal Declaration of Human Rights</i>” by Eleanor Roosevelt</p>		RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.9 W.9-10.2.a-f W.9-10.5 W.9-10.9.b SL.9-10.1.a-e L.9-10.1 L.9-10.2	For this assessment, students use the focal texts named for Units 1 and 2 and a third, self-selected text from Unit 3 to write a multi-paragraph response to the following prompt: Identify a purpose common to King’s “Letter from Birmingham Jail,” Alvarez’s “A Genetics of Justice,” and one of the texts from Unit 3. Discuss how each of these texts uses at least one of the following to advance that

“Address to the United Nations Youth Assembly” by Malala Yousafzai			purpose: structure, rhetoric, or impact of specific word choices.
Trimester 3 Researching Multiple Perspectives to Develop a Position			
Unit 1: Using Seed Texts as Springboards to Research			
Text	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot (excerpts: pp. 1–4; 27–33; 63–66; 93–102; 127–136; 164–169; 179–183; 194–206; 245–247; 261–267)	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive evidence-based discussions about text • Collect and organize evidence from texts to support analysis in writing • Collect and organize evidence from texts to support claims made in writing • Use vocabulary strategies to define unknown words • Identify potential topics for research within a text • Use questioning to guide research 	RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.8 W.9-10.2.b, d, e W.9-10.4 W.9-10.9.b SL.9-10.1.a, c L.9-10.1 L.9-10.2.a L.9-10.4.a, c, d	End-of-Unit: Students respond to the following prompts, citing textual evidence to support analysis and inferences drawn from the text. Part 1: Choose one central idea that Skloot develops in the text. How does Skloot unfold an analysis of this central idea? Part 2: Articulate 2–3 areas of investigation and where they emerge from the text.

	<ul style="list-style-type: none"> • Conduct pre-searches to validate sufficiency of information for exploring potential topics • Delineate arguments and explain relevant and sufficient evidence • Analyze perspectives in potential research texts. 		
Unit 2: “Engaging in an “Inquiry-Based, Iterative Research Process to Write Arguments”			
<p>Student research sources will vary.</p> <p>Students choose texts for research based on their individual research question or problem.</p> <p>Model research sources:</p> <p>“A Court Allows Payment for Bone Marrow. Should People Be Able to Sell Their Parts?” by Alice Park</p> <p>“Do We Own Our Bodily Tissues?” by Margaret Ng Thow Hing</p> <p>“Paying Patients for Their Tissue: The Legacy of Henrietta Lacks” by Robert D. Truog, Aaron S. Kesselheim, and Steven Joffe</p>	<ul style="list-style-type: none"> • Assess sources for credibility, relevance, and accessibility • Conduct independent searches using research processes including planning for searches, assessing sources, annotating sources, recording notes, and evaluating argument • Develop, refine, and select inquiry questions for research • Develop and continually assess a research frame to guide independent searches • Collect and organize evidence from research to support analysis in writing 	<p>RI.9-10.1.a RI.9-10.8 W.9-10.1.b W.9-10.4 W.9-10.7 W.9-10.8 W.9-10.9 SL.9-10.1 L.9-10.4.a, c, d</p>	<p>End-of-Unit: Students turn in a completed Research Portfolio including their Research and Vocabulary Journals.</p> <p>Evidence-Based Perspective: Additionally, students write a one-page synthesis that articulates a specific perspective that is derived from their research. Students draw on the research outcomes, as developed in the Organizing Evidence-Based Claims Tools to express their perspective.</p>

<p>“Tissue Banks Trigger Worry About Ownership Issues” by Charlie Schmidt</p> <p>“Human Tissue for Sale: What are the Costs?” by Deborah Josefson</p> <p>“My Body, My Property” by Lori B. Andrews</p> <p>“Body of Research—Ownership and Use of Human Tissue” by R. Alta Charo</p>	<ul style="list-style-type: none"> • Craft claims about inquiry questions, inquiry paths, and a problem-based question using specific textual evidence from the research • Develop counterclaims in opposition to claims 		
<p>Unit 3: Synthesizing Research and Argument Through the Writing Process</p>			
<p>Student texts (research sources) will vary. By Unit 3, students will have chosen texts for research based on their individual problem-based question.</p>	<ul style="list-style-type: none"> • Collect and organize evidence from research to support analysis in writing • Analyze, synthesize, and organize evidence-based claims • Write effective introduction, body, and conclusion paragraphs for a research-based argument paper • Use proper MLA citation methods in writing • Edit for a variety of purposes, including using semi-colons, colons, and correct spelling 	<p>W.9-10.1.a-e W.9-10.4 W.9-10.5 W.9-10.7 W.9-10.8 W.9-10.9 SL.9-10.1 SL.9-10.6 L.9-10.1.a L.9-10.2.a-c L.9-10.3.a L.9-10.6</p>	<p>End-of-Unit: Students work in class to finalize the research-based argument papers (End-of-Unit Assessment), editing, polishing, and rewriting as necessary. Students are evaluated on the final draft’s alignment to the criteria of the 10.3.3 Rubric and Checklist.</p>

	<ul style="list-style-type: none"> • Use formal style and objective tone in writing • Adhere to conventions of argument writing (e.g., addressing all sides of an issue, avoiding emotional appeals) • Write coherently and cohesively 		
Trimester 3 Performance Assessment			
Student texts (research sources) will vary.		SL.9-10.4 SL.9-10.5 SL.9-10.6	Students enhance their research from the module by using technology to produce a podcast. Each student produces his or her own 5-minute podcast and also participates in a forum to discuss reactions to their podcasts with an audience of at least three other students/staff/community members.

Expository Writing 1

Key Concepts	Objectives	Common Core ELA Standards
Reading Rhetorically		
Prereading		
<ul style="list-style-type: none"> • Identifying and discussing a key concept or term in such activities as defining, discussing denotation and connotation, and comparing and contrasting • Organizing key concepts and key terms by categorizing them or using charts or semantic maps and webs • Generating questions that anticipate the issues in the text • Assessing and providing background knowledge for conceptual understanding • Understanding key vocabulary: <ul style="list-style-type: none"> • Specific words • Independent word learning strategies • Word consciousness and incidental word learning 	<ul style="list-style-type: none"> • Make a connection between their own personal world and the world of the text • Activate or develop prior knowledge and experience related to the issues addressed in the text • Share their knowledge relevant to the text • Consider their opinions or biases before reading • Set purposes for reading • Begin to formulate the issue their writing will address • Clarify and enrich meanings for known words • Transfer words into speech and writing • Develop procedures for dealing with unknown words 	Reading Standards for Informational Text Craft and Structure 11-12.RI.5 Language Vocabulary Acquisition and Use 11-12.L.4 11-12.L.6
Reading		
<ul style="list-style-type: none"> • Reading for understanding • Considering the structure of the text • Mapping the organizational structure • Descriptive outlining of content and rhetorical purpose • Drawing conclusions from structure • Noticing Language • Annotating and questioning the text • Analyzing stylistic choices 	<ul style="list-style-type: none"> • Identify main ideas as well as evidence to support developing interpretations • Outline and analyze the writer’s rhetorical approach to the text’s content and organization • Identify how the structure of the text helped make the argument clear, convincing, and engaging • Analyze how particular language features are used in written texts 	Reading Standards for Informational Text Key Ideas and Details 11-12.RI.1 11-12.RI.2 Craft and Structure 11-12.RI.4 11-12.RI.5 Speaking and Listening Comprehension and Collaboration 11-12.SL.1

	<ul style="list-style-type: none"> • Identify and analyze the linguistic and rhetorical choices writers make to inform or convince readers 	Language Conventions of Standard English 11-12.L.1 11-12.L.3 Vocabulary Acquisition and Use 11-12.L.5
Postreading		
<ul style="list-style-type: none"> • Summarizing and responding • Thinking critically: Logos, Ethos, Pathos 	<ul style="list-style-type: none"> • Summarize the ideas presented in the text to synthesize its meaning • Question and analyze the rhetorical choices of the author • Examine Aristotelian rhetorical appeals 	Reading Standards for Informational Text Key Ideas and Details 11-12.RI.1 11-12.RI.2 11-12.RI.3 Craft and Structure 11-12.RI.5 11-12.RI.6 Writing Text Types and Purposes 11-12.W.1 Range of Writing 11-12.W.10 Speaking and Listening Comprehension and Collaboration 11-12.SL.1
Connecting Reading to Writing		
Discovering What You Think		
<ul style="list-style-type: none"> • Considering the writing task • Taking a stance • Gathering evidence to support your claims • Getting ready to write 	<ul style="list-style-type: none"> • Identify the audience, purpose, genre, and format for writing • State opinions from multiple perspectives in order to clarify one's own position 	Writing Production and Distribution of Writing 11-12.W.5 Research to Build and Present Knowledge 11-12.W.7

	<ul style="list-style-type: none"> • Select evidence from readings to support a position • Determine the relevance, specificity, and appropriateness of evidence in relation to the rhetorical situation • Add relevant ideas and observation to evidence 	11-12.W.8 11-12.W.9 Range of Writing 11-12.W.10 Speaking and Listening Comprehension and Collaboration 11-12.SL.1 Reading Standards for Informational Text Integration of Knowledge and Ideas 11-12.RI.7
Writing Rhetorically		
Entering the Conversation		
<ul style="list-style-type: none"> • Composing a draft • Considering structure • Using the words of others (and avoiding plagiarism) • Negotiating voices 	<ul style="list-style-type: none"> • Experiment with tentative positions and arguments in a first draft that can be evaluated, refined, and refined in a later draft • Write informational essays that utilize the following structure: beginning or introduction, middle or body, and conclusion • Incorporate into writing the words and ideas of others using: direct quotation, paraphrase, and summary • Cite accurately and determine how best to incorporate the words and ideas of others • Distinguish one's own ideas from those of sources and make clear one's stance in relation to those sources 	Writing Text Types and Purposes 11-12.W.1 11-12.W.2 Production and Distribution of Writing 11-12.W.4 Research to Build and Present Knowledge 11-12.W.8 11-12.W.9 Range of Writing 11-12.W.10 Reading Standards for Informational Text Craft and Structure 11-12.RI.6 Language Conventions of Standard English 11-12.L.3
Revising and Editing		
<ul style="list-style-type: none"> • Revising rhetorically • Considering stylistic choices 	<ul style="list-style-type: none"> • Understand that revision is a strategic, selective process 	Writing Text Types and Purposes

<ul style="list-style-type: none"> • Editing the draft • Reflecting on the writing process 	<ul style="list-style-type: none"> • Assess writing based on the purpose of the writing, the message of the argument, the needs of the audience, and the ethos the writer adopts • Make stylistic choices in order to enhance the clarity of messages, make emotional connections with readers, and establish ethos • Edit drafts and address grammar and usage errors, sentence clarity, sentence variety, word choice, and various other stylistic features • Articulate one’s attitude and assumptions about literacy and the role it plays in one’s developing academic identity 	<p>11-12.W.1 11-12.W.2 Production and Distribution of Writing 11-12.W.4 11-12.W.5 Range of Writing 11-12.W.10 Reading Standards for Informational Text Key Ideas and Details 11-12.RI.1 Craft and Structure 11-12.RI.5 11-12.RI.6 Speaking and Listening Comprehension and Collaboration 11-12.SL.1 Language Conventions of Standard English 11-12.L.1 11-12.L.2 11-12.L.3</p>
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World Literature

Introduction to the Oral Tradition: Ancient Greek and Roman Myth and Theater		
Key Concepts	Objectives/Learning Activities	Common Core ELA Standards
<ul style="list-style-type: none"> • What is effective communication? • How does language create and shape our perceptions and experiences? • How do ancient heroes relate to contemporary heroes and to our own experiences? • What universal themes in literature are of interest or concern to all cultures and societies? • Are ancient modes of oral tradition (Greek theater) relevant today? What are modern counterparts to ancient Greek theater? 	<ul style="list-style-type: none"> • Define, identify, and apply literary terms and devices: characterization, theme, allusion, in medias res, epithet, epic poem, epic hero, epic simile, metaphor, personification, invocation, tragic flaw, tragic hero, dramatic irony, Greek chorus, props, stage directions, protagonist, antagonist, playwright, comedy, tragedy, dialogue, monologue, soliloquy, aside, heroic couplet • Identify Greek and Latin roots of words • Apply the writing process and stages of formal writing • Cite sources and format writing according to MLA guidelines • Organize logical paragraphs (opening statement, transitions, and topic sentences) in a well-developed format • Create an original god or goddess and incorporate into an original myth • Compose a literary analysis on themes and irony in <i>Oedipus the King</i> • Portray a modern version of classical oral tradition in the creation of a song, music video, etc. 	Reading Literature Key Ideas and Details 11-12.RL.2 11-12.RL.3 Integration of Knowledge and Ideas 11-12.RL.9 Speaking and Listening Presentation of Knowledge and Ideas 11-12.SL.5 Writing Text Types and Purposes 11-12.W.3 Research to Build and Present Knowledge 11-12.W.9
Ancient African Fables/Modern African Literature		
<ul style="list-style-type: none"> • What universal themes in literature are of interest or concern to all cultures and societies? 	<ul style="list-style-type: none"> • Define, identify, and apply literary terms and devices: metaphor, colonialism, point-of-view, foreshadow, 	Reading Literature Key Ideas and Details 11-12.RL.3 Craft and Structure

<ul style="list-style-type: none"> • What archetypes occur in the world’s cultures as illustrated in literature? • How do apartheid and colonization and the residual effects of slavery impact the personal journeys of Africans and African Americans? 	<p>postcolonialism, mysticism, apartheid, “chi”</p> <ul style="list-style-type: none"> • Create engaging introductory paragraphs that include a clear and concise thesis statement • Create an original fable or parable • Compose a literary analysis of themes in <i>Cry, the Beloved Country</i> and/or <i>Things Fall Apart</i>, citing evidence from the text • Prepare for and participate in debate panels covering the major moral issues covered in the unit • Create an original slave/colonial narrative incorporating research on apartheid, slavery, and oppression 	<p>11-12.RL.6 Integration of Knowledge and Ideas 11-12.RL.9 Reading Informational Text Key Ideas and Details 11-12.RI.1 Integration of Knowledge and Ideas 11-12.RI.7 Writing Text Types and Purposes 11-12.W.3 Research to Build and Present Knowledge 11-12.W.9 Speaking and Listening Comprehension and Collaboration 11-12.SL.1 Presentation of Knowledge and Ideas 11-12.SL.5 Language Vocabulary Use and Acquisition 11-12.L.6</p>
Ancient Chinese, Japanese, and Middle Eastern Folktales/Modern Asian and Middle Eastern Memoir		
<ul style="list-style-type: none"> • What is the author’s purpose in creating a work, and how does the author elicit certain responses in the reader? • What is gained by the reader by reading multiple texts (e.g., memoir, graphic novel, historical account)? 	<ul style="list-style-type: none"> • Define, identify, and apply literary terms and devices: simile, metaphor, figurative language, foreshadow, symbolism, perspective, tanka, haiku, memoir, taoism, Confucianism • Analyze and incorporate quotations into writing • Identify and apply parallel structure in writing • Convey specific meaning and add variety to writing by using various types 	<p>Reading Literature Range of Reading Level and Text Complexity 11-12.RL.10 Writing Text Types and Purposes 11-12.W.1 Production and Distribution of Writing 11-12.W.6 Research to Build and Present Knowledge 11-12.W.7</p>

	<p>of phrases (e.g., noun, verb, adjectival, adverbial, participial, prepositional, absolute)</p> <ul style="list-style-type: none"> • Illustrate how culture impacted authors' purposes by citing specific references to two Asian and/or Middle Eastern tales • Analyze and describe how literary writing structures are meant to influence the reader • Compose a comparative essay on cultural impact on authors' intent in <i>Hiroshima</i> and <i>Chinese Cinderella</i> • Create a comic book/graphic novel panel of a childhood memory modeled after <i>Persepolis</i> or another unit literary work 	<p>11-12.W.8 11-12.W.9 Range of Writing 11-12.W.10 Speaking and Listening Comprehension and Collaboration 11-12.SL.1 11-12.SL.2 Presentation of Knowledge and Ideas 11-12.SL.5 11-12.SL.6 Language Vocabulary Use and Acquisition 11-12.L.6</p>
Early Central and South American Poetry/Magical Realism and Modern South and Central America		
<ul style="list-style-type: none"> • What are the universal stages in a person's journey toward self realization? • What is the author's purpose, and how does the author elicit certain responses in the reader? • How do customs and traditions vary with cultures? • How can the blending of the fantastical/magical and the realistic elements of a culture be effectively combined in a work of fiction? 	<ul style="list-style-type: none"> • Define, identify, and apply literary terms/devices: simile, metaphor, personification, imagery, sensory details, alliteration, rhyme, internal rhyme, vignette, memoir, coming-of-age, bildungsroman, repetition, magical realism • Write simple, complex, and compound sentences to help vary sentence style • Compose original short stories/vignettes focusing on elements of magical realism • Compose a literary analysis on the major themes found in <i>The House on Mango Street</i> • Design an original character that could exist in the world explored in <i>The House on Mango Street</i> and create an original 	<p>Reading Literature Craft and Structure 11-12.RL.4 11-12.RL.5 11-12.RL.6 Integration of Knowledge and Ideas 11-12.RL.7 Writing Text Types and Purposes 11-12.W.3 Research to Build and Present Knowledge 11-12.W.7 Speaking and Listening Comprehension and Collaboration 11-12.SL.1 Language Vocabulary Use and Acquisition</p>

	series of vignettes in the voice of this character	11-12.L.6
Early European Literacy Renaissance and Shakespearean Theater		
<ul style="list-style-type: none"> • How are the biographical and cultural aspects of the author a strong influence on his/her writing? • How does the author's original intent to have his play performed in front of an audience translate to the reading of that play in modern times, and should the play be performed for true critical understanding? • How can the formal construction of a Renaissance sonnet be not only analyzed but also enjoyed by the modern reader/listener? 	<ul style="list-style-type: none"> • Define, identify, and apply literary terms/devices: allusion, pun, oxymoron, alliteration, foreshadow, personification, simile, metaphor, subtext, inflection, quatrain, couplet, rhyme, rhythm, meter, sonnet, iambic pentameter, monologue, soliloquy, aside, conflict, stanza • Write formal concluding paragraphs in MLA format • Eliminate redundancy and wordiness in writing • Compose in clear and coherent writing analytical essay comparing and contrasting various themes and character conflicts in <i>Romeo and Juliet</i> • Choose one major event in <i>Romeo and Juliet</i> and create a newspaper article for <i>The Verona Gazette</i> (e.g., the Prince's warnings, Capulets vs. Montague counter-columns, ongoing feud chronicle, police records of the feud) • Create an original one-act play incorporating the elements of modern drama discussed in this unit • Collaborate with other students to create original sonnets in proper sonnet style 	Reading Literature Key Ideas and Details 11-12.RL.1 Range of Reading Level and Text Complexity 11-12.RL.10 Writing Text Types and Purposes 11-12.W.3 Production and Distribution of Writing 11-12.W.4 Research to Build and Present Knowledge 11-12.W.9 Range of Writing 11-12.W.10 Speaking and Listening Comprehension and Collaboration 11-12.SL.2 Presentation of Knowledge and Ideas 11-12.SL.6 Language Conventions of Standard English 11-12.L.1 Knowledge of Language 11-12.L.3 Vocabulary Use and Acquisition 11-12.L.5 11-12.L.6
Early North American Literary Tradition/Modern American Voices		

<ul style="list-style-type: none"> • How is the journey of the individual best depicted by an author for a particular cultural background and author's purpose? • What effect does censorship have on both authors and readers and on society? 	<ul style="list-style-type: none"> • Define, identify, and apply literary terms/devices: imagery, simile, metaphor, personification, American Dream, conflict, characterization, microcosm, foreshadow, narrator, narrative, allusion, point-of-view, symbolism, protagonist, antagonist, flashback • Write a synthesis essay discussing the influence of early civilizations on modern literature and culture 	<p>Reading Literature Key Ideas and Details 11-12.RL.1 Integration of Knowledge and Ideas 11-12.RL.7 Range of Reading and Level of Text Complexity 11-12.RL.10 Reading Informational Text Key Ideas and Details 11-12.RI.3 Craft and Structure 11-12.RI.6 Integration of Knowledge and Ideas 11-12.RI.9 Range of Reading and Level of Text Complexity 11-12.RI.10 Writing Text Types and Purposes 11-12.W.1 11-12.W.2 Research to Build and Present Knowledge 11-12.W.9 Range of Writing 11-12.W.10</p>
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Group Communication and Leadership

Team Building		
Goal	Objectives	Common Core ELA Standards
<ul style="list-style-type: none"> • Demonstrate the ability to work as a team towards a common goal. 	<ul style="list-style-type: none"> • Practice introductory skills in a social setting • Improve their ability and openness to work with class members. • Achieve common goals in varied group settings. • Develop, as a class, a set of rules of order and operation. 	Speaking and Listening Comprehension and Collaboration 11-12.SL.1 Presentation of Knowledge and Ideas 11-12.SL.6
Intrapersonal Skills		
<ul style="list-style-type: none"> • Demonstrate the ability to use intrapersonal skills effectively 	<ul style="list-style-type: none"> • Develop a personal time management system • Analyze personal strengths • Identify personal leadership styles • Develop awareness of the need to see problems from different perspectives 	Speaking and Listening Comprehension and Collaboration 11-12.SL.1
Interpersonal Skills		
<ul style="list-style-type: none"> • Demonstrate the ability to use interpersonal skills needed for effective leadership 	<ul style="list-style-type: none"> • Practice introduction skills in various settings • Paraphrase and summarize both verbally and in writing • Demonstrate respectful and active listening skills • Initiate, join, maintain, and end conversations (person-to-person, telephone, electronic) • Conduct various presentations in an effective manner • Provide and utilize constructive feedback 	Speaking and Listening Comprehension and Collaboration 11-12.SL.1 11-12.SL.2 11-12.SL.3 Presentation of Knowledge and Ideas 11-12.SL.4 11-12.SL.5 11-12.SL.6

	<ul style="list-style-type: none"> • Communicate feelings accurately • Use coaching skills to assist peers • Utilize prescribed steps in preparing various forms of written and oral communication 	
Situational Leadership Skills		
<ul style="list-style-type: none"> • Demonstrate the ability to use the situational skills needed for effective leadership 	<ul style="list-style-type: none"> • Determine the appropriateness of aggressive, non-assertive, or assertive behavior in a given situation • Respond to annoyance and anger constructively • Utilize appropriate strategies in response to peer pressure • Apply conflict resolution models, behavior management strategies, and “helping” responses to given situations • Demonstrate leadership etiquette • Practice techniques for coping with stress and criticism • Assess problems associated with cross-cultural communication 	Speaking and Listening Comprehension and Collaboration 11-12.SL.1 11-12.SL.3
Judgmental Leadership Skills		
<ul style="list-style-type: none"> • Demonstrate the ability to use the judgmental skills needed for effective leadership 	<ul style="list-style-type: none"> • Identify and explain decision making/problem solving models • Apply a decision making/problem solving model to an assigned simulation • Establish and defend a position on a given issue • Evaluate student projects and performances 	Speaking and Listening Comprehension and Collaboration 11-12.SL.1 11-12.SL.2 11-12.SL.3 Presentation of Knowledge and Ideas 11-12.SL.4 11-12.SL.5 11-12.SL.6
Acquiring Leadership Positions		

<ul style="list-style-type: none"> • Demonstrate the ability to apply leadership skills through political campaigning 	<ul style="list-style-type: none"> • Develop a publicity campaign with an established platform • Deliver a campaign speech • Use interpersonal skills to influence potential voters • Design and conduct a survey to assess public opinion. 	<p>Speaking and Listening Comprehension and Collaboration 11-12.SL.1 11-12.SL.2 11-12.SL.3 Presentation of Knowledge and Ideas 11-12.SL.4 11-12.SL.5 11-12.SL.6</p>
Leadership Philosophy		
<ul style="list-style-type: none"> • Demonstrate the ability to develop a personal leadership philosophy based upon classroom experiences 	<ul style="list-style-type: none"> • Gather information about the leadership styles of historic figures in order to develop personal leadership philosophies • Develop a statement of individual personal leadership philosophies 	<p>Writing Production and Distribution of Writing 11-12.W.4 Research to Build and Present Knowledge 11-12.W.7</p>

Argumentation and Debate

Making a Basic Argument & Making a Strong Argument		
Skills	Suggested Activities	Common Core ELA Standards
<ul style="list-style-type: none"> • Identify & define the necessary components of a basic argument • Construct a basic argument • Distinguish between a simple assertion and a complete argument • Use text marking and annotating strategies while active reading • Identify the claim of a text and evidence used to support it • Identify and define the necessary components of a strong argument • Identify the types of persuasive warrants & Classify persuasive warrants by type • Identify the strongest warrant and justify why its strongest • Construct a strong argument • Evaluate the strength of the author's reasoning in a text 	<ul style="list-style-type: none"> • Four corners • Soapbox • Identifying Evidence in a Text • Evidence Scavenger Hunt • Claim Warrant Game • Table Debates • Round-Robin Debates • Choosing the best warrant mini-debates • Choosing the best warrant writing exercise • Multiple Perspective Debate 	Reading Informational Text Key Ideas and Details 11-12.RI.1 11-12.RI.2 Integration of Knowledge and Ideas 11-12.RI.9 Range of Reading and Level of Text Complexity 11-12.RI.10 Writing Text Types and Purposes 11-12.W.1 Production and Distribution of Writing 11-12.W.4 Speaking and Listening Comprehension and Collaboration 11-12.SL.1 11-12.SL.3 Language Conventions of Standard English 11-12.L.1 11-12.L.2
Using Text as Evidence		
<ul style="list-style-type: none"> • Identify an author's main claim • Identify evidence in a text that support the author's arguments • Introduce their own precise arguments • Identify portions of a text that support their own arguments 	<ul style="list-style-type: none"> • Four corners • Soapbox • Identifying Evidence in a Text • Evidence Scavenger Hunt • Claim Warrant Game • Table Debates • Round-Robin Debates 	Reading Informational Text Key Ideas and Details 11-12.RI.1 11-12.RI.2 Integration of Knowledge and Ideas 11-12.RI.8

<ul style="list-style-type: none"> • Explain how the textual evidence they identify strengthens their arguments 	<ul style="list-style-type: none"> • Mini-Paragraph Writing • Essay Pre-Writing • Full Debate 	<p>Range of Reading and Level of Text Complexity 11-12.RI.10</p> <p>Writing Text Types and Purposes 11-12.W.1</p> <p>Production and Distribution of Writing 11-12.W.4</p> <p>Research to Build and Present Knowledge 11-12.W.8 11-12.W.9</p> <p>Speaking and Listening Comprehension and Collaboration 11-12.SL.1 11-12.SL.2 11-12.SL.3</p> <p>Language Conventions of Standard English 11-12.L.1 11-12.L.2</p>
<p>Responding to Counterarguments</p>		
<ul style="list-style-type: none"> • Define a counterargument and ways to respond to counterargument • Identify claim, counterarguments and responses in a text • Anticipate arguments intended to weaken their own claims • Respond to arguments intended to weaken their own claims. 	<ul style="list-style-type: none"> • Four corners • Soapbox • Counterargument Class Challenge • Evidence Scavenger Hunt • Counterargument Table Debate • Round-Robin Debates • Mini-Paragraph Writing • Essay Pre-Writing • Full Debate 	<p>Reading Informational Text Key Ideas and Details 11-12.RI.1 11-12.RI.2</p> <p>Integration of Knowledge and Ideas 11-12.RI.8</p> <p>Range of Reading and Level of Text Complexity 11-12.RI.10</p> <p>Writing Text Types and Purposes 11-12.W.1</p>

		Production and Distribution of Writing 11-12.W.4 Research to Build and Present Knowledge 11-12.W.8 11-12.W.9 Speaking and Listening Comprehension and Collaboration 11-12.SL.1 11-12.SL.2 11-12.SL.3 Language Conventions of Standard English 11-12.L.1 11-12.L.2
Structuring a Complex Argument		
<ul style="list-style-type: none"> • Write a clear, overarching claim/thesis statement • Write 3 supporting arguments/warrants supporting the overarching claim • Use textual evidence to support each supporting argument/warrant • Explain how the textual evidence supports each supporting argument/warrant • Predict and defend against at least one counterargument 	<ul style="list-style-type: none"> • Four corners • Structured Argument Soapbox • Evidence Scavenger Hunt • Counterargument Table Debate • Round-Robin Debates • Mini-Paragraph Writing • Essay Pre-Writing • Committee-Style Full Debate 	Reading Informational Text Key Ideas and Details 11-12.RI.1 11-12.RI.2 Craft and Structure 11-12.RI.5 11-12.RI.6 Integration of Knowledge and Ideas 11-12.RI.8 Range of Reading and Level of Text Complexity 11-12.RI.10 Writing Text Types and Purposes 11-12.W.1 Production and Distribution of Writing 11-12.W.4 11-12.W.5

		<p> Research to Build and Present Knowledge 11-12.W.8 11-12.W.9 Speaking and Listening Comprehension and Collaboration 11-12.SL.2 11-12.SL.3 Presentation of Knowledge and Ideas 11-12.SL.4 Language Conventions of Standard English 11-12.L.1 11-12.L.2 </p>
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Mathematics Workshop/Algebra I

Topics	Common Core State Standards for Mathematics	Focus Skills and Mathematics Goals and Objectives	Goals and Objectives for Shaping Attitudes Toward Learning
<p>Opportunities for students to apply the practices of making sense of problems and persevere in solving them, reasoning abstractly and quantitatively, constructing viable arguments, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, and looking for and expressing regularity in repeated reasoning are evident throughout this course. (Standards for Mathematical Practice) Because Intensified Algebra I incorporates review and repair strategies for pre-algebra concepts and skills, standards prior to Algebra I have been included.</p>			
<p>Unit 1: Getting Started with Algebra</p>			
<p>1: Exploring problem-solving strategies</p>	<p>6-NS.6a: Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself.</p> <p>6-NS.7c: Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. 7-NS.1a: Describe situations in which opposite quantities combine to make 0.</p> <p>7-NS.1b: Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p> <p>7-NS.1c: Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between</p>	<p>Operations with signed numbers</p> <ul style="list-style-type: none"> •addition •subtraction <p>Students will</p> <ul style="list-style-type: none"> • explore, apply, and share problem-solving strategies, and reflect on solutions; • work with important algebra ideas, including variables, patterns, and solutions. 	<p>Students will</p> <ul style="list-style-type: none"> • learn about their teacher, their classmates, and this course; • learn and practice norms and routines to aid collaboration and overall learning.

	<p>two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p> <p>7-NS.1d: Apply properties of operations as strategies to add and subtract rational numbers.</p> <p>7-EE.3: Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies</p>		
<p>2: Getting smarter through algebraic reasoning</p>	<p>7-NS.2a: Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p>7-NS.2b: Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.</p> <p>7-NS.2c: Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>7-EE.3</p>	<p>Operations with signed numbers</p> <ul style="list-style-type: none"> •multiplication •division <p>Students will</p> <ul style="list-style-type: none"> • learn and apply routines to help with mathematical problem solving; • develop conjectures with signed numbers using pattern recognition. 	<p>Students will</p> <ul style="list-style-type: none"> • understand the difference between an entity (fixed) and incremental malleable) theory of intelligence; • learn basic information about brain structures and how the brain works; • understand the benefits of effective effort and the role of effort in creating new connections in the brain.

	N-Q.2: Define appropriate quantities for the purpose of descriptive modeling.		
3: Foundations of algebra	<p>6-EE.2a: Write expressions that record operations with numbers and with letters standing for numbers.</p> <p>6-EE.2c: Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole- number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).</p> <p>6-EE.3: Apply the properties of operations to generate equivalent expressions.</p> <p>6-EE.4: Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).</p> <p>6-EE.6: Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p> <p>7-EE.1: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p>7-EE.4a: Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an</p>	<p>Students will</p> <ul style="list-style-type: none"> • use variables to represent unknowns; • create, interpret, and evaluate algebraic expressions; • use the distributive property; • use variables to generalize input-output relationships; • plot points on a graph; • make graphs from tables; • interpret the meaning of points on a graph. 	

	<p>arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? .</p> <p>N-Q.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>F-LE.2: Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p> <p>F-BF.1a: Determine an explicit expression, a recursive process, or steps for calculation from a context.</p> <p>F-IF.1: Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.</p> <p>A-CED.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A-SSE.2: Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</p>		
<p>Unit 2: Introduction to functions and equations</p>			

<p>4: Representing mathematical relationships in multiple ways</p>	<p>6-EE.6 N-Q.3 F-IF.5: Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.* A-CED.2 A-SSE.1b: Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1 + r)n$ as the product of P and a factor not depending on P.</i></p>	<p>Students will</p> <ul style="list-style-type: none"> • use words, tables, graphs, and algebraic rules to identify, describe, and analyze patterns and mathematical relationships; • solve problems and model real world situations using patterns and mathematical relationships; • make connections among representations of mathematical relationships, using verbal descriptions, tables, graphs, and algebraic rules; • determine the advantages and limitations of using a particular representation to answer a question; • analyze and create equivalent algebraic expressions and rules. 	
<p>5: Problem solving and metacognition</p>	<p>6-EE.6 N-Q.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>	<p>Scaling graph axes</p> <p>Students will</p> <ul style="list-style-type: none"> • solve a non-routine problem; • practice scaling graph axes; • prepare and present a solution and solution process to a problem; • explore what makes problems. 	<p>Students will</p> <ul style="list-style-type: none"> • understand the role of metacognition in the learning process.
<p>6: Working with functions and equations</p>	<p>6-EE.6 6-EE.9: Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an</p>	<p>Students will</p> <ul style="list-style-type: none"> • understand the concept of a functional relationship; • identify independent and 	

	<p>equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</p> <p>7-RP.2a: Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p> <p>7-RP.2b: Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p>7-RP.2c: Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant t price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</p> <p>7-RP.2d: Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.</p> <p>8-EE.5: Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.</p> <p>8-F.1: Understand that a function is a rule that assigns to each input exactly one output. The</p>	<p>dependent variables in functional relationships;</p> <ul style="list-style-type: none"> • represent functions using words, tables, graphs, and symbols — including function notation; • develop equations that arise from functions and solve equations by inspection or "undoing"; • distinguish between proportional and nonproportional situations represented by linear functions. 	
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	<p>graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p> <p>N-Q.3 A-CED.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. A-CED.2 A-CED.3: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.</p> <p>F-IF.1 F-IF.2: Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>F-IF.7b: Graph square root, cube root, and piecewise defined functions, including absolute value functions</p>		
Unit 3: Rate of change			
7: Exploring rate of change in motion problems	<p>8-F.5: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</p> <p>F-IF.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of</p>	<p>Students will</p> <ul style="list-style-type: none"> • understand the concepts of speed and rate; • create motion graphs (distance vs. time) and investigate how changes in motion affect the graph; • demonstrate what effect a change in speed or rate has on a motion graph; 	

	<p>the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</p> <p>F-IF.6: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*</p> <p>F-LE.1b: Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</p>	<ul style="list-style-type: none"> • find rates for data in tables; • compare different constant rates; • find rates from graphs. 	
8: Mindset, motivation, and algebraic thinking	<p>6-RP.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p> <p>6-RP.2: Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.</p> <p>7-RP.1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.</p> <p>7-RP.2a</p> <p>7-RP.2b</p>	<p>Working with unit rates</p> <p>Students will</p> <ul style="list-style-type: none"> • extend the study of rates to unit rates; • solve non-routine problems involving balance scales, work rates, and job completion. 	<p>Students will</p> <ul style="list-style-type: none"> • think in a reflective way about how it feels to be engaged in a challenging learning task; • understand the learning process to empower them to take on more challenging learning tasks.
9: Exploring rate of change in other situations	<p>7-RP.2a</p> <p>8-EE.5</p> <p>8-F.2: Compare properties of two functions each represented in a different way</p>	<p>Students will</p> <ul style="list-style-type: none"> • find rates of change for linear functions from tables, graphs, or verbal descriptions; • contrast proportional 	

	<p>(algebraically, graphically, numerically in tables, or by verbal descriptions).</p> <p>8-F.4: Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</p> <p>8-F.5 A-CED.3 F-IF.4 F-IF.6 F-LE.1b</p>	<p>relationships with nonproportional linear relationships;</p> <ul style="list-style-type: none"> • identify relationships as linear or nonlinear from tables, graphs, or descriptions; • identify from tables whether a relationship is linear, exponential, quadratic, or inverse variation. 	
<p>10: Understanding slope and intercepts</p>	<p>6-EE.9</p> <p>8-EE.6: Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.</p> <p>8-F.3: Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.</p> <p>8-F.4 F-IF.4 F-IF.6</p>	<p>Students will</p> <ul style="list-style-type: none"> • explore linear functions using tables, graphs, and function rules; • use the connection between constant rate of change and slope to analyze and graph linear functions; • use common or first differences to determine if a function is linear; • explore the relationship between the y-intercept of the graph of a linear model and the situation being modeled; 	

	<p>F-IF.7a: Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> <p>F-IF.9: Compare properties of two functions each represented in a different way.</p> <p>F-BF.1a</p> <p>F-BF.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p> <p>F-LE.1b</p> <p>F-LE.2</p> <p>F-LE.5: Interpret the parameters in a linear or exponential function in terms of a context.</p> <p>A-CED.2</p> <p>S-ID.07: Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.</p>	<ul style="list-style-type: none"> • understand the effects of changing m or b on the graph of $y = mx + b$; • use slope to classify lines as parallel, perpendicular, or neither; • write the equation of a line in different forms (slope-intercept, standard, and point-slope forms). 	
11: Working with equations of lines in different forms	<p>6-EE.3</p> <p>6-EE.9</p> <p>7-EE.2</p> <p>A-CED.2</p> <p>F-IF.6</p> <p>F-IF.7a</p> <p>F-BF.1a</p> <p>F-LE.2</p> <p>F-LE.5</p>	<p>Students will</p> <ul style="list-style-type: none"> •work a variety of problems that emphasize writing linear equations in different forms; •write and analyze various forms of equations of lines including standard form, slope-intercept form, and point-slope form while practicing the distributive property and collecting like terms. 	<p>Students will</p> <ul style="list-style-type: none"> • understand that maintaining motivation while engaged in a learning task; can result in more effective effort; • understand that setting goals can help maintain

			<p>motivation;</p> <ul style="list-style-type: none"> • set useful goals that are specific and measurable, are challenging and realistic, and have clear start and completion times; • set long-term goals and enabling goals to support those long-term goals.
12: Creating linear models for data	<p>8-SP.1: Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. 8-SP.2: Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.</p> <p>8.SP.3: Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.</p> <p>F-BF.1a F-BF.3 F-IF.4</p>	<p>Students will</p> <ul style="list-style-type: none"> • analyze graphs and tables using rate of change to determine whether a linear model is appropriate for the data; • identify the strength and direction of correlation for approximately linear data; • find a trend line to model a set of data using a manual scatterplot or a graphing calculator; • write an equation for a trend line; • interpret the meaning of a trend line in the context of a problem situation; 	

	<p>F-IF.6 F-IF.9 F-LE.1b F-LE.2 F-LE.5 A-CED.2 S-ID.6a S-ID.6b: Informally assess the fit of a function by plotting and analyzing residuals. S-ID.6c: Fit a linear function for a scatter plot that suggests a linear association. S-ID.7 S-ID.8: Compute (using technology) and interpret the correlation coefficient of a linear fit. S-ID.9: Distinguish between correlation and causation.</p>	<ul style="list-style-type: none"> • transform the parent function $y = x$ to create other linear functions. 	
Unit 4: Linear equations and inequalities			
13: Solving linear equations	<p>6-EE.5: Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. 6-EE.6 6-EE.7: Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. 6-EE.9 7-EE.1</p>	<p>Students will</p> <ul style="list-style-type: none"> • analyze situations involving linear functions and formulate linear equations to solve problems; • investigate methods for solving linear equations using concrete models, graphs, and the properties of equality, select a method, and solve the equations; • for given contexts, interpret and determine the reasonableness of solutions to linear equations; 	

	<p>7-EE.4a: Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p> <p>8-EE.7a: Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).</p> <p>8-EE.7b: Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p> <p>A-CED.1</p> <p>A-CED.2</p> <p>A-CED.3</p> <p>A-CED.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</p> <p>A-REI.1: Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable</p>	<ul style="list-style-type: none"> • apply techniques for solving equations in one variable to solve literal equations. 	
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	<p>argument to justify a solution method. A-REI.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> <p>A-REI.10: Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p> <p>A-REI.11: Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p>		
<p>14: Problem solving with slope triangles</p>	<p>6-EE.6 6-EE.7 A.CED.2 F-IF.4 F-IF.6 F-LE.2</p>	<p>Working with slope, with an emphasis on slope triangles and the geometric connection to slope</p> <p>Students will</p> <ul style="list-style-type: none"> • use a variety of information sources in order to solve a problem; • communicate mathematical ideas and conclusions through language and representation; • use logical reasoning to make conjectures and verify conclusions. 	<p>Students will</p> <ul style="list-style-type: none"> • identify and define the use of key skills needed on both sides of communication (as a person giving information and a person getting information); • gain an understanding of how to use and apply these communication skills.

<p>15: Solving linear inequalities</p>	<p>6-EE.5 6-EE.6 6-EE.8: Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams. 7-EE.4b: Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. N-Q.3 A-CED.1 A-CED.3 A-REI.3 A-REI.12: Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.</p>	<p>Students will</p> <ul style="list-style-type: none"> • write inequalities in one and two variables to represent problem situations; • learn how to solve linear inequalities in one variable using tables, graphs, and algebraic operations; • graph solutions to linear inequalities in one variable on a number line; • graph solutions to linear inequalities in two variables on a coordinate plane; • graph solutions to systems of linear inequalities in two variables on a coordinate plane. 	
Unit 5: Systems of linear equations and inequalities			
<p>16: Formulating and solving systems</p>	<p>8-EE.8a: Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</p>	<p>Students will</p> <ul style="list-style-type: none"> • identify the two variables needed to solve a word problem and write a system of linear equations in those two variables to model the situation; 	

	<p>8-EE.8b: Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.</p> <p>8-EE.8c: Solve real-world and mathematical problems leading to two linear equations in two variables.</p> <p>A-CED.3</p> <p>A-REI.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p> <p>A-REI.12</p>	<ul style="list-style-type: none"> • solve a system of two linear equations by making an appropriate table of values by hand and using technology; • solve a system of two linear equations by graphing the equations and finding their point of intersection, by hand and using technology; • check solutions to a system of two linear equations. 	
17: Building fluency with equation solving	<p>6.RP.3b: Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i></p> <p>8-EE.8c</p> <p>A-CED.3</p> <p>A-REI.3</p> <p>A-REI.6</p>	Solving multi-step equations	
18: Other methods for solving systems	<p>8-EE.8a</p> <p>8-EE.8b</p> <p>8-EE.8c</p> <p>A-CED.3</p> <p>A-REI.5: Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</p> <p>A-REI.6</p>	<p>Students will</p> <ul style="list-style-type: none"> • solve systems of linear equations using the substitution method; • solve systems of linear equations using the linear combination method; • understand the logic behind the linear combination method; • recognize dependent and 	

		inconsistent systems and write the solution set of each.	
Unit 6: Exponential relationships			
19: Exponents and exponential models	<p>6-EE.1: Write and evaluate numerical expressions involving whole-number exponents.</p> <p>8-EE.1: Know and apply the properties of integer exponents to generate equivalent numerical expressions.</p> <p>N-RN.1: Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = (5^{1/3})^3$ to hold, so $(5^{1/3})^3$ must equal 5.</p> <p>N-RN.2: Rewrite expressions involving radicals and rational exponents using the properties of exponents.</p> <p>F-BF.1a</p> <p>F-IF.4</p> <p>F-IF.7e: Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p> <p>F-IF.9: Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</p>	<p>Students will</p> <ul style="list-style-type: none"> • develop and understand the laws of exponents; • simplify numerical and variable expressions involving exponent; • determine if a relationship represented by a table, rule, graph, or statement can be represented by an exponential function; • learn how to use functions of the form $y = ab^x$ to represent exponential relationships; and • learn how changes in the parameters a and b for $y = ab^x$ affect the graph of an exponential function. 	

	<p>F.LE.1a: Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.</p> <p>F.LE.1c: Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p> <p>F-LE.2</p> <p>F-LE.3: Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.</p> <p>F.LE.5</p> <p>A.CED.1</p> <p>A-CED.2</p>		
20: Reasoning with quantities	<p>8-EE.3: Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.</p> <p>8-EE.4: Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. F-BF.1a</p> <p>A-CED.2</p>	<p>Working with scientific Notation</p> <p>Students will</p> <ul style="list-style-type: none"> •present solutions to a non-routine problem exemplifying an exponential pattern; • apply exponents in the context of scientific notation, with positive exponents for large numbers and negative exponents for small numbers; •express very large and very small numbers in scientific notation, building on understanding of our positional system based on base. 	<p>Students will</p> <ul style="list-style-type: none"> • describe how attributional thinking impacts motivation and school performance

<p>21: Problem solving with exponential functions</p>	<p>8-F.5 F-BF.1a F-BF.3 F-IF.3: Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$. F-IF.4 F-IF.7e F-IF.9 F-LE.2 F-LE.3 A-SSE.3c: Use the properties of exponents to transform expressions for exponential functions. For example, the expression $1.15t$ can be rewritten as $(1.151/12)^{12t} = 1.01212t$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%. A-CED.2</p>	<p>Students will</p> <ul style="list-style-type: none"> • determine if a table, graph, rule or statement can be represented by a linear or exponential function; • recognize that exponential function values are generated by common multipliers, not additive constants; • understand the roles that the parameters a and b in the general form the exponential function $y = a \cdot b^x$ play in determining the starting points and the growth or decay of the function. 	
Unit 7: Quadratic functions and equations			
<p>22: Quadratic models and equations</p>	<p>8-NS.1: Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion, which repeats eventually into a rational number. 8-NS.2: Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately</p>	<p>Students will</p> <ul style="list-style-type: none"> • determine if a relationship represented by a table, rule, graph, or statement can be represented by a quadratic function; • learn how to use functions of the form $y = ax^2 + c$ to represent some quadratic relationships; 	

	<p>on a number line diagram, and estimate the value of expressions (e.g., π^2).</p> <p>8-EE.2: Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.</p> <p>N-RN.3: Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.</p> <p>A-CED.2</p> <p>F-BF.1a</p> <p>F-BF.3</p> <p>F-IF.4</p> <p>F-IF.7a</p> <p>A-REI.4b: Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.</p> <p>A-REI.11</p>	<ul style="list-style-type: none"> • learn how changes in the parameters a and c for $y = ax^2 + c$ affect the graph of the parent quadratic function $y = x^2$; • solve quadratics by graphing; • identify and make connections between solutions and x-intercepts; • explain the meaning of solutions for given situations; • simplify square roots algebraically and connect the simplified form to the geometric models for square roots; • solve quadratic equations using the quadratic formula; and • use the discriminant to determine the number of solutions for a quadratic equation. 	
23: Polynomial addition and multiplication	<p>A-SSE.1a: Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>A-APR.1: Understand that polynomials form a system analogous to the integers; namely, they are closed under the operations of addition,</p>	<p>Students will</p> <ul style="list-style-type: none"> • classify polynomials by type and degree; 	

	<p>subtraction, and multiplication; add, subtract, and multiply polynomials.</p>	<ul style="list-style-type: none"> • multiply monomials, binomials, and trinomials with a variety of methods, including (but not limited to) using concrete models and directly applying the distributive property; • add and subtract polynomials, simplifying with a variety of methods, including (but not limited to) using concrete models and algebraically combining like terms. 	
<p>24: Factoring and quadratic equations</p>	<p>A-SSE.2 A-SSE.3a: Factor a quadratic expression to reveal the zeros of the function it defines. A-SSE.3b: Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. A-APR.3: Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. A-REI.4a: Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. A-REI.4b F-IF.7a F-IF.8a: Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry</p>	<p>Students will</p> <ul style="list-style-type: none"> • factor quadratic expressions; • solve quadratic equations by factoring; • explain the meaning of solutions for given situations; • identify and make connections among factors, solutions, x-intercepts, and zeros. 	

	of the graph, and interpret these in terms of the context.		
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Geometry Curriculum Map

Topics	Common Core State Standards for Mathematics	Focus Skills and Mathematics Goals and Objectives
Geometric transformations		
1: Using inductive reasoning and conjectures	<p>Congruence — G-CO</p> <p>A. Experiment with transformations in the plane</p> <p>1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.</p> <p>D. Make geometric constructions</p> <p>12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</p> <p>Circles — G-C</p> <p>A. Understand and apply theorems about circles</p> <p>3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.</p>	<p>Inductive reasoning</p> <ul style="list-style-type: none"> •observing and forming conclusions about patterns <p>Basic geometry terms and notations</p> <ul style="list-style-type: none"> •point, line, place, line segment, ray angle, vertex, bisector, complementary and supplementary angles <p>Students will</p> <ul style="list-style-type: none"> • observe, discover, and analyze properties of angle bisectors and then develop two conjectures about them;
2: Rigid transformations	<p>Congruence — G-CO</p> <p>A. Experiment with transformations in the plane</p> <p>2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). 3. Given a rectangle, parallelogram, trapezoid, or regular</p>	<p>Rigid transformations</p> <ul style="list-style-type: none"> •constant length, area, and angle measure •reflections, translations, and rotations <p>Students will</p> <ul style="list-style-type: none"> • use transformations to discover and prove geometric properties and produce patterns, specifically tessellations

	<p>polygon, describe the rotations and reflections that carry it onto itself.</p> <p>4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p>5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.</p> <p>B. Understand congruence in terms of rigid motions</p> <p>6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.</p>	
<p>3: Transformations and coordinate geometry</p>	<p>Congruence — G-CO</p> <p>A. Experiment with transformations in the plane</p> <p>2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).</p> <p>3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.</p> <p>4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p>5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a</p>	<p>Coordinate geometry</p> <ul style="list-style-type: none"> •tool for discovering and verifying properties of geometric shapes •reflections, translations, and rotations describes by ordered pair rules <p>Students will</p> <ul style="list-style-type: none"> • explore slope and distance, preservation of measurements, and collinearity and betweenness

	sequence of transformations that will carry a given figure onto another.	
Deductive reasoning with angles and lines		
4: Deductive reasoning, logic, and proof	<p>Congruence — G-CO C. Prove geometric theorems 9. Prove theorems about lines and angles. <i>Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.</i></p>	<p>Students will</p> <ul style="list-style-type: none"> • combine true statements within a mathematical system to deductively prove that some other statement is true for that system • complete flow-chart and two-column proofs • explain that, once a statement is proven, it can be used to help prove additional statements
5: Conditional statements and converses	<p>Congruence — G-CO C. Prove geometric theorems 9. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.</p>	<p>Conditional or if-then statements</p> <ul style="list-style-type: none"> • representation of if-then statements using logic notation and Euler diagrams • indirect proof and logical contradictions <p>Students will:</p> <ul style="list-style-type: none"> • explore the application of formal logic rules to the statement of the converse of a conditional
6: Lines and transversals	<p>Congruence — G-CO C. Prove geometric theorems 9. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.</p>	<p>Lines, transversals and special angles</p> <ul style="list-style-type: none"> • corresponding angles, alternate interior angles, and consecutive interior angles formed when parallel lines are cut by a transversal <p>Students will</p> <ul style="list-style-type: none"> • establish that two lines are parallel using angle congruence

	<p>Expressing Geometric Properties with Equations — G-GPE</p> <p>B. Use coordinates to prove simple geometric theorems algebraically</p> <p>5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).</p>	
Triangles		
7: Properties of a triangle	<p>Congruence — G-CO</p> <p>B. Understand congruence in terms of rigid motions</p> <p>6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. C. Prove geometric theorems.</p> <p>10. Prove theorems about triangles. <i>Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</i></p>	<p>Basic theorems and conjectures about triangles</p> <ul style="list-style-type: none"> • triangle inequality conjecture • Triangle Sum Theorem <p>Students will</p> <ul style="list-style-type: none"> • investigate and apply basic theorems and conjectures about triangles • investigate the Exterior Angle Theorem • make conjectures about isosceles triangles
8: Special lines and points in triangles	<p>Congruence — G-CO</p> <p>C. Prove geometric theorems.</p> <p>10. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</p> <p>Circles — G-C</p> <p>A. Understand and apply theorems about circles</p>	<p>Students will</p> <ul style="list-style-type: none"> • explore medians and altitudes leading to special points on a triangle • identify and explain the relationships between the incenter, the circumcenter, the centroid, and the orthocenter

	<p>3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.</p> <p>Similarity, Right Triangles, and Trigonometry — G-SRT</p> <p>B. Prove theorems involving similarity 5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.</p> <p>Modeling with Geometry — G-MG</p> <p>A. Apply geometric concepts in modeling situations</p> <p>3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).</p>	
Triangle congruence		
<p>9: Congruent triangle postulates</p>	<p>Congruence — G-CO</p> <p>B. Understand congruence in terms of rigid motions</p> <p>6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. 7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. 8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.</p> <p>Similarity, Right Triangles, and Trigonometry — G-SRT</p> <p>B. Prove theorems involving similarity 5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.</p>	<p>Students will</p> <ul style="list-style-type: none"> • prove two triangles congruent • communicate correspondence between sides and angles of congruent triangles

<p>10: Using congruent triangles</p>	<p>Congruence — G-CO B. Understand congruence in terms of rigid motions 7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. C. Prove geometric theorems. 10. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point. Similarity, Right Triangles, and Trigonometry — G-SRT B. Prove theorems involving similarity 5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.</p>	<p>Students will</p> <ul style="list-style-type: none"> • apply the fact that corresponding parts of congruent triangles are congruent • prove the isosceles triangle conjectures made earlier using congruent triangles • pull apart complex diagrams to find congruent triangles
<p>11: Compass and straightedge constructions</p>	<p>Congruence — G-CO C. Prove geometric theorems 9. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment’s endpoints. D. Make geometric constructions 12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing</p>	<p>Students will</p> <ul style="list-style-type: none"> • create and analyze formal geometric constructions using a compass and a straightedge • explain that because the steps for making a construction, along with their justifications, function like the statements and reasons in a proof, the result of the construction is true in the same way that the conclusion of a deductive proof must be true

	<p>perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</p> <p>Similarity, Right Triangles, and Trigonometry — G-SRT</p> <p>B. Prove theorems involving similarity</p> <p>5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.</p>	
Similarity transformations		
<p>12: Dilations and similarity</p>	<p>Congruence — G-CO</p> <p>A. Experiment with transformations in the plane</p> <p>2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).</p> <p>Similarity, Right Triangles, and Trigonometry — G-SRT</p> <p>A. Understand similarity in terms of similarity transformations</p> <p>1. Verify experimentally the properties of dilations given by a center and a scale factor:</p> <p>a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.</p> <p>b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.</p> <p>2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all</p>	<p>Dilation Similarity Center point Scale factor</p> <p>Students will</p> <ul style="list-style-type: none"> • produce an accurate dilation of a geometric shape by a specific scale factor • explore dilations on coordinate graphs • prove triangles similar using AA and other postulates

	<p>corresponding pairs of angles and the proportionality of all corresponding pairs of sides.</p> <p>3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.</p> <p>B. Prove theorems involving similarity</p> <p>5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.</p> <p>Circles — G-C</p> <p>A. Understand and apply theorems about circles 1. Prove that all circles are similar.</p> <p>Expressing Geometric Properties with Equations — G-GPE</p> <p>B. Use coordinates to prove simple geometric theorems algebraically</p> <p>6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.</p>	
13: Applications of symmetry	<p>Congruence — G-CO</p> <p>C. Prove geometric theorems.</p> <p>10. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</p> <p>Similarity, Right Triangles, and Trigonometry — G-SRT</p> <p>B. Prove theorems involving similarity</p> <p>4. Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.</p>	<p>Students will</p> <ul style="list-style-type: none"> • apply their knowledge of similarity to explore proportions in parallel lines and geometric mean • explain that midsegments are approached as a special case of the proportions involving parallel lines • apply these relationships in real world problem situations

	5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	
Right triangle relationships and trigonometry		
14: Pythagorean theorem and the distance formula	<p>Similarity, Right Triangles, and Trigonometry — G-SRT</p> <p>B. Prove theorems involving similarity</p> <p>4. Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.</p> <p>C. Define trigonometric ratios and solve problems involving right triangles</p> <p>8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.</p> <p>Expressing Geometric Properties with Equations — G-GPE</p> <p>B. Use coordinates to prove simple geometric theorems algebraically</p> <p>6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.</p> <p>7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e. g., using the distance formula.</p>	<p>Proofs of the Pythagorean Theorem using concrete models and algebraic representations</p> <p>Students will</p> <ul style="list-style-type: none"> • prove the Pythagorean Theorem • prove the converse of the Pythagorean Theorem • develop related conjectures about acute triangles and obtuse triangles • develop the distance formula and midpoint formula
15: Right triangle and trig relationships	<p>Congruence — G-CO</p> <p>D. Make geometric constructions</p> <p>13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.</p> <p>Similarity, Right Triangles, and Trigonometry — G-SRT</p> <p>B. Prove theorems involving similarity</p> <p>5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.</p>	<p>Indirect measurements</p> <p>Students will</p> <ul style="list-style-type: none"> • develop properties of special right triangles • explain trigonometric ratios using properties of similar triangles • find unknown lengths and angle measurements

	<p>C. Define trigonometric ratios and solve problems involving right triangles</p> <p>6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.</p> <p>7. Explain and use the relationship between the sine and cosine of complementary angles.</p> <p>8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.</p>	
16: Trigonometry in general triangles	<p>Similarity, Right Triangles, and Trigonometry — G-SRT</p> <p>D. Apply trigonometry to general triangles</p> <p>9. (+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.</p> <p>10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.</p> <p>11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).</p>	<p>Students will</p> <ul style="list-style-type: none"> • extend trigonometric ratios in non-right triangles • derive and apply the Laws of Sines and Cosines • derive area formulas for triangles using trigonometric ratios
Quadrilaterals and other polygons		
17: Polygons and special quadrilaterals	<p>Congruence — G-CO</p> <p>C. Prove geometric theorems</p> <p>11. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.</p> <p>Expressing Geometric Properties with Equations — G-GPE</p>	<p>Characteristics and parts of polygons, including quadrilaterals</p> <p>Students will</p> <ul style="list-style-type: none"> • classify polygons according to the number of sides and whether they are convex or concave • apply knowledge of triangles to investigate measures of interior and exterior angles of polygons

	<p>B. Use coordinates to prove simple geometric theorems algebraically</p> <p>4. Use coordinates to prove simple geometric theorems algebraically. <i>For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.</i></p> <p>5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).</p>	<ul style="list-style-type: none"> • classify quadrilaterals by exploring their properties • apply properties of different quadrilaterals to construct coordinate proofs
Circles		
18: Algebraic representations of circles	<p>Expressing Geometric Properties with Equations — G-GPE</p> <p>A. Translate between the geometric description and the equation for a conic section</p> <p>1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.</p> <p>Modeling with Geometry — G-MG</p> <p>A. Apply geometric concepts in modeling situations</p> <p>1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).</p>	<p>Basic characteristics of a circle</p> <p>Curves of constant width</p> <p>Reuleaux triangles</p> <p>Students will</p> <ul style="list-style-type: none"> • derive and apply equations of circles • derive the equation of a parabola
19: Chords, arcs, and inscribed angles	<p>Circles — G-C</p> <p>A. Understand and apply theorems about circles</p> <p>2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius</p>	<p>Special relationships among chords, arcs, and angles in a circle</p> <p>Relationships between chords and radii and between chords and their intercepted arcs</p> <p>Relationship between the measures of inscribed angles and their intercepted arcs</p>

	<p>of a circle is perpendicular to the tangent where the radius intersects the circle.</p> <p>3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.</p>	<p>Relationships among the measures of angles and arcs form when two lines intersect a circle in various ways</p>
20: Lines and segments on circles	<p>Circles — G-C</p> <p>A. Understand and apply theorems about circles</p> <p>2. Identify and describe relationships among inscribed angles, radii, and chords. <i>Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</i></p> <p>4. (+) Construct a tangent line from a point outside a given circle to the circle.</p>	<p>Properties of chords, tangents, and secants on circles</p> <p>Relationship between a tangent and a radius</p> <p>Connections between tangents, secants, and the lengths of related segments that they form with regard to a circle</p>
Geometric modeling in two dimensions		
21: Modeling with area	<p>Expressing Geometric Properties with Equations — G-GPE</p> <p>B. Use coordinates to prove simple geometric theorems algebraically</p> <p>7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.</p> <p>Modeling with Geometry — G-MG</p> <p>A. Apply geometric concepts in modeling situations</p> <p>1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).</p> <p>3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).</p>	<p>Basic concept of area</p> <p>Students will:</p> <ul style="list-style-type: none"> • investigate familiar mathematical formulas through shearing figures between two parallel lines and slicing figures and rearranging the pieces • estimate areas of unfamiliar or irregular regions by using known areas of familiar shapes

22: Arc length and sectors of circles	<p>Geometric measurement and dimension — G-GMD</p> <p>A. Explain volume formulas and use them to solve problems</p> <p>1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri’s principle, and informal limit arguments.</p> <p>Circles — G-C</p> <p>B. Find arc lengths and areas of sectors of circles</p> <p>5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as</p>	<p>Formulas for circumference and areas with a focus on proportionality</p> <p>Related formulas for areas of sectors and segments of circles</p> <p>Connections between sectors and cones</p> <p>Students will:</p> <ul style="list-style-type: none"> • examine arc length and radian measures • develop the familiar formula for area of a circle by relating the circle to approximating parallelograms
Understanding and modeling with three-dimensional figures		
23: Relating 2-D and 3-D objects	<p>Geometric measurement and dimension — G-GMD</p> <p>B. Visualize relationships between two-dimensional and three-dimensional objects</p> <p>4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.</p> <p>Modeling with Geometry — G-MG</p> <p>A. Apply geometric concepts in modeling situations</p> <p>1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).</p>	<p>Students will:</p> <ul style="list-style-type: none"> • represent three-dimensional objects using different two-dimensional techniques, including nets, plane and cross sections, and orthogonal and isometric drawings, and solids of revolution
24: Prisms and cylinders	<p>Geometric measurement and dimension — G-GMD</p> <p>A. Explain volume formulas and use them to solve problems</p> <p>1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri’s principle, and informal limit arguments.</p>	<p>Prisms and cylinders</p> <p>Students will:</p> <ul style="list-style-type: none"> • develop basic formulas for volume and surface area • explain how formulas for volume and surface area generalize across different kinds of prisms

	<p>3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.</p> <p>B. Visualize relationships between two-dimensional and three-dimensional objects.</p> <p>4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.</p> <p>Modeling with Geometry — G-MG</p> <p>A. Apply geometric concepts in modeling situations</p> <p>1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).</p>	
25: Pyramids and cones	<p>Geometric measurement and dimension — G-GMD</p> <p>A. Explain volume formulas and use them to solve problems</p> <p>1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri’s principle, and informal limit arguments.</p> <p>3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.</p> <p>B. Visualize relationships between two-dimensional and three-dimensional objects.</p> <p>4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.</p> <p>Modeling with Geometry — G-MG</p> <p>A. Apply geometric concepts in modeling situations</p> <p>1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).</p>	<p>Pyramids and cones</p> <p>Students will:</p> <ul style="list-style-type: none"> • develop strategies and formulas for computing volume and surface area • describe how formulas for volume and surface area of pyramids and cones are connected to each other and to those of prisms and cylinders

26:Spheres	<p>Geometric measurement and dimension — G-GMD</p> <p>A. Explain volume formulas and use them to solve problems</p> <p>2. (+) Give an informal argument using Cavalieri’s principle for the formulas for the volume of a sphere and other solid figures.</p> <p>3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.</p> <p>Modeling with Geometry — G-MG</p> <p>A. Apply geometric concepts in modeling situations</p> <p>1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). 2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).</p>	<p>Spheres</p> <p>Students will:</p> <ul style="list-style-type: none"> • compute volumes and surface areas and make connections among the formulas for cylinders, cones, and spheres • explain the surface area/volume “efficiency” of the sphere when compared to other three-dimensional shapes
27: Analyzing dimensional changes	<p>Congruence — G-CO</p> <p>A. Experiment with transformations in the plane</p> <p>2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).</p>	<p>Students will:</p> <ul style="list-style-type: none"> • explore the effect of altering dimensions on the surface area and volume of a three-dimensional figure, including similar figures and non-similar solids • explain that comparing certain surface areas to volumes leads to a new kind of function – a rational function

Algebra II Curriculum Map

Topics	Common Core State Standards for Mathematics	Focus Skills and Mathematics Goals and Objectives
Discrete and inverse relationships and transformation of functions		
<p>1: Arithmetic and geometric sequences and series</p>	<p>Seeing Structure in Expressions — A-SSE B. Write expressions in equivalent forms to solve problems 4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.</p> <p>Creating equations— A-CED A. Create equations that describe numbers or relationships 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>Interpreting Functions — F-IF A. Understand the concept of a function and use function notation 3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</i></p> <p>Building Functions — F-BF A. Build a function that models a relationship between two quantities 1. Write a function that describes a relationship between two quantities. a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</p>	<p>Students will</p> <ul style="list-style-type: none"> • connect functions to sequences; • explore the basic characteristics of arithmetic and geometric sequences and series; • find general terms and sums and recursively-defined function; • derive summation formulas for finite arithmetic and geometric series • explore the notions of convergence and divergence; • develop the formula for the sum of an infinite geometric series.

	<p>2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.</p> <p>Linear, Quadratic, and Exponential Models— F-LE</p> <p>A. Construct and compare linear, quadratic, and exponential models and solve problems</p> <p>2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p>	
2: Understanding inverse relations	<p>Reasoning with Equations and Inequalities—A-REI</p> <p>A. Understand solving equations as a process of reasoning and explain the reasoning</p> <p>1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p> <p>Interpreting Functions — F-IF</p> <p>B. Interpret functions that arise in applications in terms of the context 5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function. Building Functions — F-BF</p> <p>B. Build new functions from existing functions</p> <p>4. Find inverse functions.</p>	<p>This topic deals with inverse relations--relations that are produced by reversing a dependency relationship between two quantities.</p> <p>Students will</p> <ul style="list-style-type: none"> •explore the inverse of a linear function; •demonstrate that the domains and ranges of the function and its inverse are related and that the graphs are symmetric about the line $y = x$; •investigate the inverses of exponential and quadratic functions; •explain how the inverses of exponential and quadratic functions how give rise to the logarithmic and square root functions.

	<p>a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. <i>For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.</i></p> <p>c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.</p> <p>d. (+) Produce an invertible function from a non-invertible function by restricting the domain.</p> <p>Expressing Geometric Properties with Equations — G-GPE</p> <p>A. Translate between the geometric description and the equation for a conic section</p> <p>2. Derive the equation of a parabola given a focus and directrix.</p>	
3: Transforming functions	<p>Building Functions — F-BF</p> <p>A. Build new functions from existing functions</p> <p>3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i></p>	<p>Any linear function model $y = mx + b$ may be thought of as a transformation of the linear parent function $y = x$ and any quadratic function model $y = ax^2 + bx + c$ as a transformation of the quadratic parent function $y = x^2$. The value of m or a controls vertical stretches, shrinks, and reflections of the parent graph, and the value of b or c shifts the graph up or down along the y-axis without changing its shape.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore a third parameter that controls horizontal shifts of graphs by studying scientific data collected in an experiment.
Polynomial functions and equations		
4: Building new functions	<p>Seeing Structure in Expressions — A-SSE</p> <p>A. Interpret the structure of expressions</p>	<p>This topic links the basic functions to which students were introduced in Algebra I to the new functions they will master in Algebra II. This topic</p>

	<p>1. Interpret expressions that represent a quantity in terms of its context.</p> <p>a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</p> <p>2. Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i></p> <p>Arithmetic with Polynomial and Rational Expressions—A-APR</p> <p>A. Perform arithmetic operations on polynomials</p> <p>1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>D. Rewrite rational expressions</p> <p>6. Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p> <p>7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p> <p>Interpreting Functions — F-IF</p>	<p>builds on previous work with linear and quadratic functions to help students make sense of the behavior they see in the larger family of polynomial functions.</p> <p>Students will</p> <ul style="list-style-type: none"> • understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication.
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	<p>A. Understand the concept of a function and use function notation</p> <p>1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p>	
<p>5: Polynomial functions</p>	<p>Seeing Structure in Expressions — A-SSE</p> <p>A. Interpret the structure of expressions</p> <p>2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</p> <p>B. Write expressions in equivalent forms to solve problems</p> <p>3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <p>a. Factor a quadratic expression to reveal the zeros of the function it defines.</p> <p>Arithmetic with Polynomials and Rational Expression — A-APR</p> <p>B. Understand the relationship between zeros and factors of polynomials</p> <p>3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p> <p>Interpreting Functions — F-IF</p> <p>A. Understand the concept of a function and use function notation</p>	<p>This topic builds on previous work with linear and quadratic functions to help students make sense of the behavior they see in the larger family of polynomial functions.</p> <p>Students will learn how polynomials model some behaviors with varying rates of change; explain how the degree of the polynomial relates to the number of real zeros and the number of local extreme values of the polynomial function; choose appropriate models for situations based on how quantities in the situation vary, with particular emphasis on short term and end behavior.</p>

	<p>1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> <p>B. Interpret functions that arise in applications in terms of the context 4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</p> <p>Interpreting Functions — F-IF</p> <p>C. Analyze functions using different representations</p> <p>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</p> <p>8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context</p>	
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<p>6: Polynomial equations</p>	<p>The Complex Number System — N-CN A. Perform arithmetic operations with complex numbers. 1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real. 2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. C. Use complex numbers in polynomial identities and equations. 7. Solve quadratic equations with real coefficients that have complex solutions. 8. (+) Extend polynomial identities to the complex numbers. <i>For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.</i> 9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials. Seeing Structure in Expressions — A-SSE A. Interpret the structure of expressions 2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$. B. Write expressions in equivalent forms to solve problems 3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. a. Factor a quadratic expression to reveal the zeros of the function it defines. Arithmetic with Polynomials and Rational Expression —A-APR</p>	<p>Students will:</p> <ul style="list-style-type: none"> • formulate equations that will help answer questions about specific situations using quadratic functions; • review different solution techniques, including the quadratic formula, as they solve quadratic equations over the set of complex numbers; • describe how the set of real numbers links with the set of imaginary numbers to form the complex numbers; • add, subtract, and multiply complex numbers; • describe how the Fundamental Theorem of Algebra applies to quadratic and cubic polynomials.
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	<p>B. Understand the relationship between zeros and factors of polynomials</p> <p>2. Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.</p> <p>Creating equations— A-CED</p> <p>A. Create equations that describe numbers or relationships</p> <p>1. Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i></p> <p>Reasoning with Equations and Inequalities—A-REI</p> <p>B. Solve equations and inequalities in one variable</p> <p>4. Solve quadratic equations in one variable.</p> <p>b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.</p> <p>D. Represent and solve equations and inequalities graphically</p> <p>11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p>	
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Rational functions and equations		
7: Modeling with inverse variation	<p>Creating equations— A-CED A. Create equations that describe numbers or relationships 1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>Interpreting Functions — F-IF B. Interpret functions that arise in applications in terms of the context 4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.</p>	<p>This topic builds on students' earlier introduction to inverse variation by exploring different situations that can be modeled with the function $y=k/x$.</p> <p>Students will</p> <ul style="list-style-type: none"> • use tables and graphs to explore situations for which k and x are both positive as they deepen their understanding of inverse variation.
8: Rational functions	<p>Arithmetic with Polynomials and Rational Expression —A-APR D. Rewrite rational expressions 6. Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system. 7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p> <p>Creating equations— A-CED</p>	<p>General characteristics and behavior of rational functions</p> <p>Students will:</p> <ul style="list-style-type: none"> • create and understand graphs of rational functions • use rational functions to model and investigate situations involving manufacturing costs and chemical mixtures

	<p>A. Create equations that describe numbers or relationships</p> <p>2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>Interpreting Functions — F-IF</p> <p>A. Understand the concept of a function and use function notation</p> <p>1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> <p>B. Interpret functions that arise in applications in terms of the context</p> <p>4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i></p> <p>5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</p> <p>C. Analyze functions using different representations</p>	
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	<p>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</p> <p>Building Functions — F-BF</p> <p>A. Build new functions from existing functions</p> <p>3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i></p>	
9: Rational equations	<p>Arithmetic with Polynomials and Rational Expression —A-APR</p> <p>D. Rewrite rational expressions</p> <p>6. Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p> <p>7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p> <p>Creating equations— A-CED</p> <p>A. Create equations that describe numbers or relationships</p>	<p>Students will:</p> <ul style="list-style-type: none"> • formulate rational equations and inequalities that arise from rational functions • apply the algebraic skills needed to solve these rational equations and inequalities in a variety of situations

	<p>1. Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i></p> <p>2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i></p> <p>Reasoning with Equations and Inequalities—A-REI</p> <p>A. Understand solving equations as a process of reasoning and explain the reasoning</p> <p>2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</p>	
Square root and quadratic relationships		
10: Square root functions and equations	<p>The Real Number System — N-RN</p> <p>A. Extend the properties of exponents to rational exponents.</p> <p>2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.</p> <p>Creating equations— A-CED</p> <p>A. Create equations that describe numbers or relationships</p> <p>1. Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i></p>	<p>Students will</p> <ul style="list-style-type: none"> • explore transformations on the parent square root function to model data • formulate equations arising from square root functions • explore solutions for these equations using tables and graphs • describe how the inverse relationship between square root and quadratic functions facilitates solving these equations analytically • investigate the notion of extraneous roots

	<p>2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</p> <p>Reasoning with Equations and Inequalities—A-REI</p> <p>A. Understand solving equations as a process of reasoning and explain the reasoning</p> <p>1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p> <p>2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</p> <p>D. Represent and solve equations and inequalities graphically</p> <p>11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p> <p>Interpreting Functions — F-IF</p>	
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	<p>A. Understand the concept of a function and use function notation</p> <p>1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> <p>B. Interpret functions that arise in applications in terms of the context</p> <p>4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</p> <p>5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</p> <p>C. Analyze functions using different representations</p> <p>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions</p>	
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<p>11: Quadratic and square root inequalities</p>	<p>The Real Number System — N-RN A. Extend the properties of exponents to rational exponents. 2. Rewrite expressions involving radicals and rational exponents using the properties of exponents. Seeing Structure in Expressions — A-SSE A. Interpret the structure of expressions 2. Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i> B. Write expressions in equivalent forms to solve problems 3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. a. Factor a quadratic expression to reveal the zeros of the function it defines. Creating equations— A-CED A. Create equations that describe numbers or relationships 1. Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i> 3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. Reasoning with Equations and Inequalities—A-REI</p>	<p>This topic builds on students' understanding of quadratic and square root functions and equations as it explores situations that can be described by quadratic and square root inequalities.</p> <p>Students will</p> <ul style="list-style-type: none"> • formulate inequalities to fit different situations; • explore solutions to these inequalities using tables, graphs, and analytic techniques.
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	<p>D. Represent and solve equations and inequalities graphically</p> <p>11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p> <p>Interpreting Functions — F-IF</p> <p>B. Interpret functions that arise in applications in terms of the context</p> <p>5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i></p>	
Exponential and logarithmic relationships		
12: Exponential functions	<p>The Real Number System — N-RN</p> <p>A. Extend the properties of exponents to rational exponents.</p> <p>2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.</p> <p>Seeing Structure in Expressions — A-SSE</p> <p>B. Write expressions in equivalent forms to solve problems</p> <p>3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p>	<p>Students will</p> <ul style="list-style-type: none"> • model changes in the values of the dependent variable produced through multiplication by a positive constant other than 1 using exponential functions • explain, through fitting models to data, the characteristics of the general exponential function $y = bx$ • investigate numerically and graphically the transcendental number e and learn about its role in compounding of interest • explore the effects of the three

	<p>c. Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression $1.15t$ can be rewritten as $(1.151/12)12t \approx 1.01212t$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i></p> <p>Creating equations— A-CED</p> <p>A. Create equations that describe numbers or relationships</p> <p>2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>Interpreting Functions — F-IF</p> <p>A. Understand the concept of a function and use function notation</p> <p>1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> <p>B. Interpret functions that arise in applications in terms of the context 4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i></p> <p>C. Analyze functions using different representations</p>	<p>parameters a, h, and k on the graph of an exponential function</p>
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	<p>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p> <p>8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.</p> <p>Linear, Quadratic, and Exponential Models— F-LE</p> <p>A. Construct and compare linear, quadratic, and exponential models and solve problems</p> <p>1. Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <p>a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.</p> <p>c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p> <p>2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p> <p>3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a</p>	
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	<p>quantity increasing linearly, quadratically, or (more generally) as a polynomial function.</p> <p>5. Interpret the parameters in a linear or exponential function in terms of a context.</p>	
<p>13: Logarithmic functions</p>	<p>The Real Number System — N-RN</p> <p>A. Extend the properties of exponents to rational exponents.</p> <p>2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.</p> <p>Creating equations— A-CED</p> <p>A. Create equations that describe numbers or relationships</p> <p>2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>Interpreting Functions — F-IF</p> <p>A. Understand the concept of a function and use function notation</p> <p>1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> <p>B. Interpret functions that arise in applications in terms of the context</p> <p>5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i></p>	<p>Logarithmic functions</p> <p>Inverse relationship between exponential and logarithmic functions</p> <p>Students will</p> <ul style="list-style-type: none"> • translate between exponential and logarithmic forms of expressions • develop properties of logarithms • solve problems algebraically using properties of logarithms • change the base of a logarithmic function and explain when this change of base property is most useful

	<p>C. Analyze functions using different representations</p> <p>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p> <p>Building Functions — F-BF</p> <p>B. Build new functions from existing functions</p> <p>5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.</p> <p>Linear, Quadratic, and Exponential Models— F-LE</p> <p>A. Construct and compare linear, quadratic, and exponential models and solve problems</p> <p>4. For exponential models, express as a logarithm the solution to $ab^ct = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.</p>	
<p>14: Using logarithms to solve equations and inequalities</p>	<p>Creating equations— A-CED</p> <p>A. Create equations that describe numbers or relationships</p> <p>1. Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i></p> <p>3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i></p>	<p>Students will</p> <ul style="list-style-type: none"> • formulate exponential and logarithmic equations and inequalities to represent specific problem situations; • use the connection to the associated exponential and logarithmic functions to explore solutions to these equations and inequalities graphically and with tables; • investigate analytic solution techniques.

	<p>Reasoning with Equations and Inequalities—A-REI</p> <p>A. Understand solving equations as a process of reasoning and explain the reasoning</p> <p>1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p> <p>D. Represent and solve equations and inequalities graphically</p> <p>11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p> <p>Building Functions — F-BF</p> <p>B. Build new functions from existing functions</p> <p>5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.</p>	
Systems of Equations		
15: Equations with more than two unknowns	<p>Creating equations— A-CED</p> <p>A. Create equations that describe numbers or relationships</p> <p>2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p>	<p>This topic extends students' earlier work with systems of equations.</p> <p>Students will</p> <ul style="list-style-type: none"> • solve linear systems of three equations and three unknowns through elimination and connect the

	<p>3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i></p> <p>Reasoning with Equations and Inequalities—A-REI</p> <p>C. Solve systems of equations</p> <p>6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. 7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. <i>For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.</i></p>	<p>solutions to the geometric representation of the system;</p> <ul style="list-style-type: none"> • demonstrate analytic techniques to solve systems that include equations that are nonlinear.
<p>16: Matrices as a tool for solving systems</p>	<p>Vector and Matrix Quantities — N-VM</p> <p>C. Perform operations on matrices and use matrices in applications. 6. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.</p> <p>7. (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.</p> <p>8. (+) Add, subtract, and multiply matrices of appropriate dimensions.</p> <p>9. (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.</p> <p>10. (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication</p>	<p>Students will</p> <ul style="list-style-type: none"> • represent a problem situation leading to a system of equations using matrices; • explore matrix operations; • solve systems using inverses and Gaussian elimination.

	<p>similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.</p> <p>11. (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.</p> <p>Creating equations— A-CED Create equations that describe numbers or relationships 3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i></p> <p>Reasoning with Equations and Inequalities—A-REI C. Solve systems of equations 6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p>	
Trigonometry		
20: Trigonometric functions	<p>Interpreting Functions — F-IF A. Understand the concept of a function and use function notation 1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$. C. Analyze functions using different representations</p>	<p>In this topic, students refine their work with periodic functions to define three trigonometric functions: $y = \sin \alpha$, $y = \cos \alpha$ and $y = \tan \alpha$.</p> <p>Students will</p> <ul style="list-style-type: none"> • transform these functions just as they have transformed other types of functions; • distinguish between circular functions and trigonometric functions for modeling real-world problems; • use these functions to model various situations;

	<p>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p> <p>Functions — F-TF</p> <p>A. Extend the domain of trigonometric functions using the unit circle 1. Understand radian measure of an angle as the length of the unit circle subtended by the angle.</p> <p>2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.</p> <p>B. Model periodic phenomena with trigonometric functions</p> <p>5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.</p> <p>C. Prove and apply trigonometric identities</p> <p>8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.</p>	<ul style="list-style-type: none"> • develop the Pythagorean identity from the unit circle and derive related identities.
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Physical Science Curriculum Map

Introduction to Physical Science and the Scientific Method		
Lesson Objectives	Hawaii Content & Performance Standards	Resources & Activities
<ol style="list-style-type: none"> 1. Measure size using the SI metric system 2. Construct and read a simple graph. 3. Calculate slope (rise over run). 4. Determine conversion factors for measurements by slope 5. Identify and apply the steps of the scientific method 6. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. 7. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. 8. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities 9. Interpret scientific notation that has been generated by technology. 	<p>Scientific Inquiry Benchmark SC.PS.1.1 Describe how a testable hypothesis may need to be revised to guide a scientific investigation Benchmark SC.PS.1.2 Design and safely implement an experiment, including the appropriate use of tools and techniques to organize, analyze, and validate data Benchmark SC.PS.1.3 Defend and support conclusions, explanations, and arguments based on logic, scientific knowledge, and evidence from data Benchmark SC.PS.1.4 Determine the connection(s) among hypotheses, scientific evidence, and conclusions Benchmark SC.PS.1.7 Revise, as needed, conclusions and explanations based on new evidence</p>	<p>Physical Science Vocabulary Measurement & Scientific Method PPT Scientific Method Guided Notes Scientific Notation Notes & Worksheets Slope Worksheets Metric System Reading Measurement & Graphing Lab Penny Drop Lab Lab Safety Sheet Student Periodic Table</p>
Motion: Speed, Velocity, and Acceleration		
<ul style="list-style-type: none"> • Define and distinguish between speed, velocity, and acceleration. • Measure the distance and time of a moving object. • Perform calculations with measured data to find velocity and acceleration. • Create a graph of time vs. acceleration. 	<p>Forces and Motion Benchmark SC.PS.7.2 Use vectors to explain force and motion</p>	<p>Acceleration Article CSI Acceleration & Speed Worksheet Graphing & Velocity Worksheet Speed, Velocity, Acceleration PPTs Speed & Scientific Method</p>

<ul style="list-style-type: none"> • Create and analyze a graph of velocity vs. distance. 		Speed & Velocity Explanation Speed, Velocity, and Acceleration Practice
Motion: Newton's Laws		
<ul style="list-style-type: none"> • Distinguish between balanced and net forces. • Describe Newton's First law of motion. • Explain how friction affects motion • Describe Newton's second law of motion. • Identify the factors that affect the gravitational force between two objects. • Explain why objects accelerate during free fall. • Explain why the direction of force is important. • Identify the relationship between the forces that objects exert on each other. • Identify real-world examples of Newton's Three Laws and identify each law of motion. • Perform experiments to demonstrate each law of motion. • Recall the formulas for momentum and energy. 	Scientific Inquiry Benchmark SC.PS.1.1 Describe how a testable hypothesis may need to be revised to guide a scientific investigation Benchmark SC.PS.1.2 Design and safely implement an experiment, including the appropriate use of tools and techniques to organize, analyze, and validate data Benchmark SC.PS.1.3 Defend and support conclusions, explanations, and arguments based on logic, scientific knowledge, and evidence from data Benchmark SC.PS.1.4 Determine the connection(s) among hypotheses, scientific evidence, and conclusions Benchmark SC.PS.1.5 Communicate the components of a scientific investigation, using appropriate techniques Benchmark SC.PS.1.6 Engage in and explain the importance of peer review in science Benchmark SC.PS.1.7 Revise, as needed, conclusions and explanations based on new evidence Benchmark SC.PS.1.8 Describe the importance of ethics and integrity in scientific investigation Benchmark SC.PS.1.9 Explain how scientific explanations must meet a set of established criteria to be considered valid	Gravity & Newton's Laws Article Newton's Laws PPTs

	<p>Forces and Motion</p> <p>Benchmark SC.PS.7.1 Apply the laws of motion to determine the effects of forces on the linear motion of objects</p> <p>Benchmark SC.PS.7.2 Use vectors to explain force and motion</p>	
<p>Motion: Newton’s Law of Universal Gravitation & Energy of Motion</p>		
<ul style="list-style-type: none"> • State the law of gravitation in words. • Describe how Newton’s Law of Universal Gravitation explains the motions of objects on earth. • Describe how Newton’s Law of Universal Gravitation explains the motions of planets, stars, and moons. • Differentiate between kinetic energy and potential energy. • Describe how potential energy can be transformed into potential energy. • Describe the conservation of energy as applied to moving objects. 	<p>Energy and Its Transformation</p> <p>Benchmark SC.PS.6.2 Explain how the law of conservation of energy is applied to various systems</p> <p>Forces of the Universe</p> <p>Benchmark SC.PS.7.3 Explain the relationship among the gravitational force, the mass of the objects, and the distance between objects</p>	<p>Newton’s Law of Universal Gravitation Guided Notes & Presentation</p> <p>Kinetic and Potential Energy Worksheets</p> <p>How Roller Coasters Work Web Resource (Potential vs. Kinetic Energy)</p>
<p>Motion: Mechanical Waves</p>		
<ul style="list-style-type: none"> • Explain that vibrating objects can produce mechanical waves. • Describe the differences between transverse and longitudinal waves. • Produce a diagram of a wave and label the parts. • Describe the properties of waves: frequency, wavelength, amplitude, energy and wave speed. • Analyze the effect of a change in one wave property on other wave properties. • Identify examples of mechanical waves such as water waves, sound waves, and earthquakes. 	<p>Waves</p> <p>Benchmark SC.PS.6.5 Compare transverse and longitudinal waves and their properties</p>	<p>Wavelength Notes and Worksheet</p> <p>Doppler Effect PPT</p> <p>Wave on a String Lab</p> <p>Web Resources:</p> <p>The Physics Classroom: Waves</p> <p>Wave on a String Virtual Investigation</p>

<ul style="list-style-type: none"> • Investigate and describe reflection and refraction of a mechanical wave, such as sound. • Describe how mechanical waves transfer energy, for example, the energy transfer of an earthquake. 		<p>How Earthquakes Work</p> <p>Sound as a Mechanical Wave</p>
<p>Matter: Elements, Compounds, Mixtures; Chemical and Physical Properties</p>		
<ul style="list-style-type: none"> • Identify the properties of the three states of matter. • Predict the properties of macroscopic objects in the real-world using knowledge of matter at the microscopic level. • Determine the difference between heterogeneous and homogeneous mixtures. • Define and describe an element and a pure substance. • Recognize and define a chemical property. • Recognize and define a physical property. • Compare and contrast physical and chemical changes. 	<p>Nature of Matter Benchmark SC.PS.6.8 Describe interactions among molecules</p>	<p>ICP Worksheet Packet Classifying Matter Worksheets Element Mixture Online Activity Atom Element PPT Element, Compound, Mixture PPT Foldable PPT: Elements, Compounds, Mixtures Defined Matter Stations Mixture Lab Mixture Lab Stations Mixture Lab Station Slides Intro to Chemistry PPT</p> <p>Element, Compound and Mixture ID Lab</p> <p>Chemical and Physical Properties PPT Chemical and Physical Properties Fill In</p> <p>Physical and Chemical Changes Stations</p>

		Chemical and Physical Properties Checkpoint
Atoms: Atomic Models; Bonding; The Periodic Table		
<ul style="list-style-type: none"> • Identify where protons, electrons and neutrons are located in the atom. • Define atomic number. • Define mole. • Calculate the number of moles in a given gram sample. • Distinguish between covalent, ionic, hydrogen and Van der Waals bonding. • Analyze the periodic table for trends. • Determine where proton number and mass number are on the element's atomic position on the periodic table. • Recognize the types of bonds based on what elements are involved. • Identify charge gain and loss in an ionic formula. • Identify charge gain and loss in an ionic formula. • Write a simple ionic formula by following the electrons. • Write formulas for and name simple binary ionic compounds. 	<p>Nature of Matter Benchmark SC.PS.6.7 Explain how elements are arranged in the periodic table and describe trends among elemental properties Benchmark SC.PS.6.8 Describe interactions among molecules Benchmark SC.PS.6.10 Explain how atoms bond using valence electrons</p>	<p>ICP Worksheet Packet Atom Worksheets</p> <p>Web Resource: History of the Atom from Democritus to Bohr and Schrodinger</p> <p>Atomic Models and History Checkpoint</p> <p>Atomic Mass Practice Worksheet Molar Mass Practice Molarity Intro PPT Molarity Intro Fill In PPT Mole Article Mole Independent Practice Mole PPT Mole Practice Problems Steps to Solving Mole Problems</p> <p>Bonding and Moles Checkpoint</p> <p>Periodic Table and Periodicity Explanation</p> <p>Periodic Table Checkpoint</p> <p>Chemistry Part Two PPT</p>

		Chemical Bonds Packet Nomenclature Worksheet – Simple Binary Ionic Compounds Ionic Compounds Checkpoint
Atoms: Electrons, Energy, and Electromagnetic Spectrum; Fusion, Fission, and the Power of the Nucleus		
<ul style="list-style-type: none"> • Explain that electrons can absorb and release energy. • Connect the energy of the electron its position in energy levels. • Explain that when electrons move from a higher to a lower energy state, they lose energy in the form of light. • Explain that the energy absorbed or released by electrons must occur in specific amounts and that electrons can reside only in specific energy levels, not in between. • Describe the relationship between the properties of electromagnetic waves: velocity, frequency, wavelength and energy. • Identify the regions of the electromagnetic spectrum. • Describe the regions of the electromagnetic spectrum in terms of properties of electromagnetic waves (velocity, frequency, and energy). • Explain that diffraction patterns when light bends around an edge has led to the understanding that visible light is an electromagnetic wave. • Describe the process of fission. • Describe the proton/neutron ratio. 	Energy and its Transformations Benchmark SC.PS.6.12 Describe nuclear reactions and how they produce energy	Bohrs Electron Model ppt Bohrs Electron Model Fill In ppt Bohrs Electron Model Practice Electron Flow Electron Orbits Energy Levels Charts Electromagnetic Spectrum Electrons, Energy, and Electromagnetic Spectrum Checkpoint Web Resources: How a Laser Works How Lasers Work Emission Spectra The Bohr Model and Atomic Spectra Diffraction Activity

<ul style="list-style-type: none"> • Describe fusion and how it applies to our Sun. • Explain how the Sun radiates. • Compare and contrast the processes of fission and fusion. • Describe the various forms of emissions that are typical of radioactive decay. • Describe the history of human use of fission and its applications in war and in peacetime. 		
<p>Heat and Thermochemistry: Molecular Energy, Motion, & States of Matter; Thermal Energy, Temperature, & Heat Capacity</p>		
<ul style="list-style-type: none"> • Define macroscopic and microscopic. • Explain that macroscopic properties of matter may be used as a model for microscopic events. • Explain that macroscopic properties of matter may be explained by microscopic properties. • Describe the properties of matter in terms of energy and motion. • Describe changes in states matter in terms of molecular motion and energies. • Define thermal energy in terms of atomic and/or molecular motion. • Describe the relationship between thermal energy and temperature. • Describe the relationship between temperature and states of matter. • Measure temperature changes in water and label changes in its state of matter. • Describe the difference between temperature and heat. • Define heat capacity. • Find the heat capacity of water when it is heated and cooled. 	<p>Energy and its Transformation Benchmark SC.PS.6.3 Describe different examples of the concept of entropy Benchmark SC.PS.6.4 Explain that changes in thermal energy can lead to a phase change of matter</p>	<p>Computer Simulation – States of Matter</p> <p>Video and Quiz – Temperature vs Heat & Calculating Heat Capacity</p> <p>Video – Water – Liquid Awesome</p> <p>Thermal Energy and Heat PPT Thermal Energy and Heat Fill In PPT Thermal Energy and Heat Online Activity Heat Transfer Popcorn Explanation</p>

<ul style="list-style-type: none"> • Explain the relationship between molecular energy, temperature, heat capacity, and states of matter. 		
Heat and Thermochemistry: Kinetic Molecular Theory & Gas Behavior; Exothermic & Endothermic Reactions; Conduction, Convection, and Radiation		
<ul style="list-style-type: none"> • Define kinetic energy in terms of the movement of molecules in a gas. • Explain how the volume of a gas is affected by changes in temperature. • Explain how the pressure of a gas in a closed container is affected by changes in temperature. • Explain whether the number of moles of a gas in a closed container is changed due to changes in temperature. • Describe the differences between exothermic and endothermic reactions. • Explain the Law of Conservation of Energy. • Calculate thermal energy released or absorbed by an object, illustrating the concept of conservation of energy. Explain the difference between conduction, convection and radiation. • Diagram energy transfer due to conduction, convection, and radiation. • Explain the connection between waves, energy transfer, and heat. 	<p>Energy and its Transformation Benchmark SC.PS.6.1 Describe endothermic and exothermic chemical reactions Benchmark SC.PS.6.2 Explain how the law of conservation of energy is applied to various systems Benchmark SC.PS.6.4 Explain that changes in thermal energy can lead to a phase change of matter Benchmark SC.PS.6.6 Explain and provide examples of electromagnetic radiation and sound using a wave model</p>	<p>Kinetic Molecular Theory Computer Simulation & Instructional Resources</p> <p>Video - Bozeman Science: Conservation of Energy and Energy Transfer</p> <p>Video – Bozeman Science: Endothermic and Exothermic Reactions</p>
Balancing Chemical Equations		
<ul style="list-style-type: none"> • Identify the reactants and products in a chemical equation. • Write a chemical equation to represent a given chemical reaction. • Balance a chemical equation using coefficients. 	<p>Nature of Matter Benchmark SC.PS.6.9 Describe the factors that affect the rate of chemical reactions Benchmark SC.PS.6.10 Explain how atoms bond using valence electrons Benchmark SC.PS.6.11 Describe a variety of chemical reactions</p>	<p>Balancing Equations PPT Balancing Equations and Molarity Practice Balancing Equations Practice Balancing Equations II Notes and Worksheet</p>

<ul style="list-style-type: none"> • Explain that mass is conserved in a chemical reaction. • Identify the reactants and products in a chemical equation. • Write a chemical equation to represent a given chemical reaction. • Balance a chemical equation using coefficients. • Explain that mass is conserved in a chemical reaction. 		<p>Balancing Equations Worksheets and Key Diet Coke and Mentos Movie Jelly Bean Equations Activity Steps of Balancing a Chemical Equation Notes</p>
<p>Electricity and Magnetism: Magnets; Batteries; Voltage, Currents, & Circuits; Motors & Generators</p>		
<ul style="list-style-type: none"> • Describe Law of Conservation of Charge. • Determine whether an object is magnetic based on its properties. • Determine whether two magnets will attract each other based on their charge and proximity. • Explain the effect of charge on the attractive forces of an object. • Identify the cathode and the anode of a battery based on the flow of electrons. • Describe the flow of electrons within a battery. • Define voltage, current, resistance and power. • Describe the relationship between voltage, current, resistance and power. • Illustrate series and parallel circuits. • Determine the current flow differences between a parallel and series circuits. • Explain how motors and generators can be transformed into mechanical energy. 	<p>Energy and its Transformation Benchmark SC.PS.6.2 Explain how the law of conservation of energy is applied to various systems Nature of Matter Benchmark SC.PS.6.8 Describe interactions among molecules Forces of the Universe Benchmark SC.PS.7.4 Explain the magnetic and electric forces in the universe</p>	<p>NASA Magnetism and Electromagnetism Teacher Guide Magnetism Worksheet Video – Bozeman Science – Types of Interactions Discovery Education Magnetism Lesson Plan Potato Battery Activity Video – How a Battery Works How Batteries Work Circuits and Charge Circuits and Electricity PPT Circuits and Electricity Fill In PPT Circuit Worksheet</p>

		<p>Electricity Independent Practice</p> <p>Video – Bozeman Science – Voltage, Current, and Resistance</p> <p>Video – Bozeman Science – Series and Parallel Circuits</p> <p>Motor Phet</p>
<p>Energy and Society: History; Current Energy Use in the US and the World; Renewable & Non-renewable Fuel Sources</p>		
<ul style="list-style-type: none"> • Investigate when electricity was discovered and its effect on society. • Describe current personal use of energy. • Describe the resources that were used historically for energy. • Trace the production of electricity to power plant. • Compare and contrast the methods used to generate electricity. • Compare and contrast the use of energy by industrialized nations and developing nations. • Compare and contrast the use of energy by urban Americans and rural Americans. • Classify energy sources as renewable or non-renewable resources. • Summarize the benefits and risks of non-renewable resources vs. renewable resources, including coal, oil, natural gas, uranium fission sources, solar energy, wind-energy, geothermal energy, fusion energy and bio-fuels. 	<p>Science, Technology, and Society</p> <p>Benchmark SC.PS.2.1 Explain how scientific advancements and emerging technologies have influenced society</p> <p>Benchmark SC.PS.2.2 Compare the risks and benefits of potential solutions to technological issues</p>	<p>Evolution of Energy Sources</p> <p>Video – Fossil Fuels and Beyond</p> <p>Renewable vs. Nonrenewable Resource Presentations Presentation Peer Evaluation Form</p> <p>Video – Powering the Future</p>

<ul style="list-style-type: none">• Explain what it means to use energy resources efficiently.• Describe the environmental impacts of renewable and non-renewable energy sources, including why their efficient use is important for the environment.		
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Biology Curriculum Map

Unit One: Chemistry of Life	
Student Learning Objectives	Hawaii Content & Performance Standards & Common Core Literacy Standards
<p>How do organisms live and grow?</p> <p>Demonstrate the ability to describe the unique characteristics of chemical compounds and macromolecules utilized by living systems.</p> <ul style="list-style-type: none"> Describe the properties of water (polarity, density, solvent properties, and inorganic molecule) that make it a good medium for biochemical reactions and cellular environments. Describe and contrast the characteristics of organic compounds. Compare the four classes of macromolecules (i.e., carbohydrates, lipids, proteins, and nucleic acids) in terms of structure and function. <p>Describe the general role of macromolecules, vitamins (i.e., C-wound healing, K-blood clotting, and D- bone growth), and minerals in the maintenance of good health and nutrition in living systems (including humans). Demonstrate the ability to discuss the structure and function of enzymes.</p> <ul style="list-style-type: none"> Diagram and explain theories of enzyme action. Investigate factors (i.e., temperature, pH, enzyme/substrate concentration) that affect the activity of enzymes. Predict a possible effect of a malfunctioning enzyme on an organism (e.g., phenylketonuria and Tay-Sachs). Discuss the supportive role of vitamins and minerals in enzymatic reactions. 	<p>Cycles of Matter and Energy Benchmark SC.BS.3.1 Describe biogeochemical cycles within ecosystems</p> <p>Cells, Tissues, Organs, and Organ Systems Benchmark SC.BS.4.5 Describe the components and functions of a variety of macromolecules active in biological systems</p> <p>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-LS1- 1),(HS-LS1-6)</p> <p>WHST.9-12.5 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. (HS-LS1-6)</p> <p>WHST.11-12.8 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. (HS-LS1-3)</p> <p>WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS-1-1), (HS-LS1-6)</p>

Unit Two: Cells and Homeostasis

How do organisms live and grow?

Demonstrate the ability to discuss cell structure and function in unicellular and multicellular organisms.

- Compare prokaryotic and eukaryotic cells.
- Describe the structure and function of cellular organelles (including the cell membrane, cell wall, chloroplasts, mitochondria, nucleus, and ribosomes).
- Explain the mechanisms of movement (cellular- flagellate, ciliate, amoeboid; interaction between skeletal, and muscular systems).
- Discuss the role of the cell membrane in controlling what enters and leaves cells (by the processes of diffusion, osmosis, passive transport, active transport, endocytosis, and exocytosis).
- Describe the effect of temperature change on rates of diffusion and osmosis.
- Illustrate the statement “The cell is the unit of structure and function in living organisms.”
- Review and discuss the basic structure and function of human body systems (cardiovascular, endocrine, respiratory, skeletal, integumentary, muscular, nervous, digestive, and excretory systems).

Demonstrate the ability to describe how communication and regulation are accomplished within multicellular organisms.

- Relate the concept of cellular specialization to multicellular organisms.

Cells, Tissues, Organs, and Organ Systems

Benchmark SC.BS.4.1

Describe different cell parts and their functions

Benchmark SC.BS.4.2

Explain how cells are specialized into different tissues and organs

Benchmark SC.BS.4.4

Describe how homeostatic balance occurs in cells and organisms

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-LS1- 1),(HS-LS1-6)

WHST.9-12.5 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. (HS-LS1-6)

WHST.11-12.8 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. (HS-LS1-3)

WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS-1-1), (HS-LS1-6)

<ul style="list-style-type: none"> • Explain how communication by nerve cells occurs in multicellular animals (i.e., neurons, nerve impulses, and nervous system). • Explain how chemical regulation occurs in multicellular plants and animals (e.g., how hormones function, endocrine system). <p>Demonstrate the ability to apply the concept of homeostasis to understanding how living systems respond to a wide range of environmental conditions.</p> <ul style="list-style-type: none"> • Use system analysis (inputs, outputs, feedback, equilibrium) to explain homeostatic mechanisms in unicellular and multicellular organisms (Include nervous, endocrine, and osmotic examples). • Explain how the pH scale is used (relative values for acids and bases) and the effect of substances with varying pH in living systems. • Apply the principles of homeostasis to unicellular and multicellular organisms as those principles relate to water and pH balances, temperature control, and enzyme regulation. • Conclude that cells exist within a narrow range of environmental conditions, and changes to that environment (e.g., boiling or freezing, radiation, and toxins) may cause the death of the cell or organism. 	
Unit Three: Energy Transfer and Use	
<p>How do organisms live and grow?</p> <p>Demonstrate the ability to discuss the transfer and use of matter and energy in photosynthesis and chemosynthesis.</p> <ul style="list-style-type: none"> • Describe the basic molecules involved in photosynthesis. 	<p>Scientific Inquiry Benchmark SC.BS.1.1 Describe how a testable hypothesis may need to be revised to guide a scientific investigation Benchmark SC.BS.1.2</p>

<ul style="list-style-type: none"> • Explain how cell organelles are involved in photosynthesis. • Trace the flow of energy from sunlight to the energy stored in high-energy chemical compounds. • Summarize how chemosynthesis differs from photosynthesis. • Explain how environmental factors affect the rate of photosynthesis. • Explain how the processes of photosynthesis and respiration are interdependent. <p>Demonstrate the ability to discuss the transfer and use of matter and energy in cellular respiration.</p> <ul style="list-style-type: none"> • Describe the basic molecules involved in cellular respiration. • Explain how cell organelles are involved in cellular respiration. • Trace the flow of energy in cellular respiration. • Compare aerobic and anaerobic respiration. • Explain how environmental factors affect the rate of cellular respiration. • Identify ATP as an energy carrier molecule. <p>Demonstrate the ability to describe the role of organ systems in the transfer and use of matter and energy by multicellular organisms.</p> <ul style="list-style-type: none"> • Describe the structure and function of vascular tissue in multicellular plants. • Explain how the circulatory, respiratory, and excretory systems are involved in energy transfer and use in multicellular animals. 	<p>Design and safely implement an experiment, including the appropriate use of tools and techniques to organize, analyze, and validate data</p> <p>Benchmark SC.BS.1.3 Defend and support conclusions, explanations, and arguments based on logic, scientific knowledge, and evidence from data</p> <p>Benchmark SC.BS.1.4 Determine the connection(s) among hypotheses, scientific evidence, and conclusions</p> <p>Benchmark SC.BS.1.5 Communicate the components of a scientific investigation, using appropriate techniques</p> <p>Benchmark SC.BS.1.6 Engage in and explain the importance of peer review in science</p> <p>Scientific Knowledge</p> <p>Benchmark SC.BS.1.7 Revise, as needed, conclusions and explanations based on new evidence</p> <p>Benchmark SC.BS.1.8 Describe the importance of ethics and integrity in scientific investigation</p> <p>Cycles of Matter and Energy</p> <p>Benchmark SC.BS.3.2 Explain the chemical reactions that occur in photosynthesis and cellular respiration that result in cycling of energy</p> <p>Cells, Tissues, Organs, and Organ Systems</p> <p>Benchmark SC.BS.4.4 Describe how homeostatic balance occurs in cells and organisms</p> <p>Benchmark SC.BS.1.9 Explain how scientific explanations must meet a set of established criteria to be considered valid</p>
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<ul style="list-style-type: none"> • Apply the principles of homeostasis to multicellular organisms as they relate to oxygen and carbon dioxide balance. • Use the principles of system analysis (inputs, outputs, feedback, and equilibrium) to explain the control of the circulatory, respiratory, and excretory systems in multicellular animals. 	<p>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-LS1- 1),(HS-LS1-6)</p> <p>WHST.9-12.5 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. (HS-LS1-6)</p> <p>WHST.11-12.8 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. (HS-LS1-3)</p> <p>WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS-1-1), (HS-LS1-6)</p>
<p>Unit Four: Nucleic Acids & Protein Synthesis</p>	
<p>How are characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics?</p> <p>Demonstrate the ability to explain the connections among genes, chromosomes, and DNA.</p> <ul style="list-style-type: none"> • Describe the structure and function of the DNA molecule. • Discuss how the genetic code is contained in the structure of DNA and how the structure of DNA makes replication possible. • Describe the structure and function of a chromosome. • Analyze the relationship between DNA, genes, and chromosomes. 	<p>Cells, Tissues, Organs, and Organ Systems</p> <p>Benchmark SC.BS.4.3 Differentiate between the processes of mitosis and meiosis</p> <p>Unity and Diversity</p> <p>Benchmark SC.BS.5.3 Explain the structural properties of DNA and the role of DNA in heredity and protein synthesis</p> <p>WHST .9-12.1 Write arguments focused on discipline-specific content. (HS-LS3-2)</p>

<p>How are characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics?</p> <p>Demonstrate the ability to explain cell cycles.</p> <ul style="list-style-type: none"> • Describe and illustrate asexual reproduction (binary fission, budding, and vegetative reproduction (propagation)). • Describe and illustrate each phase of the eukaryotic cell cycle. • Summarize and compare the phases of mitosis in plant and animal cells. <p>How are characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics?</p> <p>Demonstrate the ability to explain how a genetic trait is determined by the code in a DNA molecule.</p> <ul style="list-style-type: none"> • Describe the genetic code. • Distinguish between the structure, function, and location of mRNA, tRNA, and rRNA. • Describe what happens in both transcription and translation, including the importance of triplets, codons, anticodons, and amino acids. • Explain that inherited characteristics can be observed at a variety of levels, from the molecular level to the level of the whole organism. 	
<p>Unit Five: Genetics</p>	
<p>How are characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics?</p>	<p>Science, Technology, and Society Benchmark SC.BS.2.1</p>

Demonstrate the ability to illustrate that the sorting and recombination of genes during sexual reproduction has an effect on variation in offspring.

- Explain the results of meiosis.
- Demonstrate how new gene combinations can result when sex cells unite during fertilization (combination of gametes to form a zygote).
- State that plants and animals are capable of sexual reproduction.

Demonstrate the ability to analyze selected patterns of inheritance.

- Explain the concept of dominant and recessive gene traits.
- Distinguish between genotypes and phenotypes.
- Use a Punnett square to predict the possible genotypes and phenotypes that can result from a monohybrid cross.
- Explain the role of the X- and Y-chromosomes in sex determination in humans.
- Illustrate, explain, and give examples of sex-linked inheritance.
- Explain other patterns of inheritance (i.e., codominance, incomplete dominance, polygenic inheritance, and multiple alleles).
- Interpret a pedigree and suggest a pattern of inheritance that is consistent with the data shown in a given pedigree.
- Discuss how environmental factors can influence genetic expressions.

Demonstrate the ability to describe the effect of gene alteration on an organism.

Explain how scientific advancements and emerging technology have influenced society

Benchmark SC.BS.2.2

Compare the risks and benefits of potential solutions to technological issues

Cells, Tissues, Organs, and Organ Systems

Benchmark SC.BS.4.3

Differentiate between the processes of mitosis and meiosis

Unity and Diversity

Benchmark SC.BS.5.3

Explain the structural properties of DNA and the role of DNA in heredity and protein synthesis

Benchmark SC.BS.5.4

Explain how Mendel's laws of heredity can be used to determine the traits of possible offspring

Benchmark SC.BS.5.5

Explain chromosomal mutations, their possible causes, and their effects on genetic variation

WHST .9-12.1 Write arguments focused on discipline-specific content. (HS-LS3-2)

<ul style="list-style-type: none"> • Cite examples of agents that can cause genetic mutations. • Explain the circumstances that lead to individuals passing mutations on to their offspring. • Discuss the effect of an alteration in the number of chromosomes and give examples of human conditions associated with this problem. • Differentiate between a carrier of an inherited condition and an individual who actually has the condition. <p>Demonstrate the ability to describe the role of genetic counseling and biotechnology in society.</p> <ul style="list-style-type: none"> • Analyze and explain selected human genetic situations (e.g., genetic risks). • Explain common uses of biotechnology (e.g., cloning, gene splicing, recombinant DNA, DNA fingerprinting; genetic counseling). • Identify issues (e.g., privacy and ethical issues) that result from advances in biotechnology. 	
<p>Unit Six: Evolution, Diversity, and Classification</p>	
<p>How and why do organisms interact with their environment, and what are the effects of these interactions? What evidence shows that different species are related?</p> <p>Demonstrate the ability to explain evidence that illustrates that living things have changed over time.</p> <ul style="list-style-type: none"> • Analyze fossil evidence and provide possible explanations for the changes that occurred in given organisms over time, including the mass extinction of some species. 	<p>Classification Benchmark SC.BS.4.6 Explain the organization of life on Earth using the modern classification system</p> <p>Biological Evolution Benchmark SC.BS.5.1 Explain the theory of evolution and describe evidence that supports this theory</p> <p>Benchmark SC.BS.5.2 Explain the theory of natural selection</p> <p>Unity and Diversity Benchmark SC.BS.5.3</p>

<ul style="list-style-type: none"> • Conclude that geology, biochemistry, embryology, and comparative anatomy provide evidence that living things have evolved. <p>Demonstrate the ability to analyze and explain the mechanisms of evolutionary changes (i.e., genetic variation, environmental changes, and natural selection).</p> <ul style="list-style-type: none"> • Discuss how new traits may result from new combinations of existing genes or from mutation of genes in reproductive cells within a population. • Give examples of how genes code for characteristics that can be observed at varying levels within an organism. • Analyze the impact of environmental change on the selective advantage and disadvantage of given characteristics. <p>Demonstrate the ability to analyze and explain the mechanisms of evolutionary changes (i.e., genetic variation, environmental changes, and natural selection).</p> <ul style="list-style-type: none"> • Describe the effect of gene alteration on a population. • Discuss the components of the theory of natural selection, including: <ul style="list-style-type: none"> • overproduction • inheritance of variation • selective advantage in competition for survival and reproduction • adaptation leads to speciation • conditions in nature control evolution. <p>Demonstrate the ability to explain the relationship between biodiversity and evolution.</p>	<p>Explain the structural properties of DNA and the role of DNA in heredity and protein synthesis</p> <p>Benchmark SC.BS.5.4 Explain how Mendel's laws of heredity can be used to determine the traits of possible offspring</p> <p>Benchmark SC.BS.5.5 Explain chromosomal mutations, their possible causes, and their effects on genetic variation</p> <p>WHST .9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-LS4-1),(HS-LS4-2),(HS-LS4-3),(HS-LS4-4)</p> <p>WHST .9-12.5 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. (HS-LS4-6)</p> <p>WHST .9-12.7 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. (HS-LS4-6)</p> <p>WHST .9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
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<ul style="list-style-type: none"> • Cite examples of organisms that survive and thrive in extreme environments. • Justify the importance of biodiversity. <p>Demonstrate the ability to estimate degrees of kinship among organisms or species.</p> <ul style="list-style-type: none"> • Use Linnaeus' classification system to classify and name organisms. • Draw conclusions about organisms given information about how they are classified. • Draw conclusions about organisms given information about the anatomy and biochemistry of the organisms. 	
<p>Unit Seven: Ecology</p>	
<p>How and why do organisms interact with their environment, and what are the effects of those interactions?</p> <p>Demonstrate the ability to analyze the relationships among organisms and between organisms and abiotic factors (ecosystem; biomes; abiotic/biotic factors: space, soil, water, air, temperature, food, light, organisms; relationships: predator-prey, parasite-host, mutualism, commensalism, saprophytism).</p> <ul style="list-style-type: none"> • Determine the relationship among given organisms. • Give examples of abiotic and biotic factors and how they may impact an ecosystem. • Define the major roles of organisms in an ecosystem: <ul style="list-style-type: none"> • Producer, consumer (primary and secondary), decomposer • Omnivore, herbivore, carnivore. • Characterize several biomes by comparing abiotic and biotic factors (deciduous forest, desert, grassland, savanna, taiga, tropical rainforest, and tundra). 	<p>Cycles of Matter and Energy</p> <p>Benchmark SC.BS.3.1 Describe biogeochemical cycles within ecosystems</p> <p>Benchmark SC.BS.3.3 Explain how matter and energy flow through living systems and the physical environment</p> <p>Interdependence</p> <p>Benchmark SC.BS.3.4 Explain dynamic equilibrium in organisms, populations, and ecosystems; explain the effect of equilibrium shifts</p> <p>WHST .9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-LS4-1),(HS-LS4-2),(HS-LS4-3),(HS-LS4-4)</p> <p>WHST .9-12.5 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. (HS-LS4-6)</p>

Demonstrate the ability to describe the flow of matter and energy between living systems and the physical environment.

- Discuss the water, carbon, and nitrogen cycles.
- Explain how energy flows through an ecosystem.
- Explain dissipation of energy and trophic levels.

Demonstrate the ability to analyze the interrelationships and interdependencies among different organisms and explain how these relationships contribute to the stability of the ecosystem.

- Classify and organize organisms within the biosphere into communities and populations.
- Analyze ecosystems to determine factors that contribute to stability.
- Explain how an ecosystem returns to a state of stability after a catastrophic disaster:
 - Primary succession
 - Secondary succession.

Demonstrate the ability to investigate how natural changes in environmental conditions and human activity will affect individual organisms and the dynamics of populations.

- Predict the effect of naturally occurring environmental events on ecosystems.
- Discuss the impact of natural changes and human activity on given ecosystems.
- Propose solutions for the negative consequences of natural changes and human activity on given ecosystems (i.e., pollution by nitrates).

WHST .9-12.7 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. (HS-LS4-6)

WHST .9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Demonstrate the ability to illustrate how all organisms are parts of and depend on two major global food webs.

- Describe the oceanic food web.
- Describe the terrestrial food web.

Demonstrate the ability to explain why curiosity, honesty, openness, and skepticism are highly regarded in science.

- Recognize that real problems have more than one solution, and decisions to accept one solution over another are made on the basis of many issues.
- Modify or affirm scientific ideas according to accumulated evidence.
- Critique arguments that are based on faulty, misleading data or on the incomplete use of numbers.

Earth System Science Curriculum Map

Unit One: Materials and Processes that Shape a Planet	
Student Learning Objectives	Hawaii Content & Performance Standards & Common Core Literacy Standards
<p>How and why is Earth constantly changing?</p> <p>Demonstrate the ability to use concepts of system analysis to identify major topics in geology and to discuss their relationship to other fields of Earth and Space Science.</p> <ul style="list-style-type: none"> Identify and describe the components of the physical Earth as a system (inner core, outer core, mantle, crust). Explain and give examples of the dynamic balance between matter and energy within and on the physical Earth. Give examples of how changes in the physical Earth affect other Earth systems and human activity. <p>Demonstrate the ability to describe and classify materials that make up Earth.</p> <ul style="list-style-type: none"> Illustrate the chemical structure of the atom and describe characteristics of protons, neutrons, electrons, and the nucleus. Distinguish among compounds, mixtures, molecules, and isotopes. Use selected properties to identify common rock forming mineral groups, including carbonates, halides, oxides, silicates, sulfates, and sulfides. Describe the physical characteristics of igneous, metamorphic, and sedimentary rocks, including crystal size and shape, mineral and chemical composition, density, and origin. 	<p>Scientific Inquiry</p> <p>Benchmark SC.ES.1.1 Describe how a testable hypothesis may need to be revised to guide a scientific investigation</p> <p>Benchmark SC.ES.1.2 Design and safely implement an experiment, including the appropriate use of tools and techniques to organize, analyze, and validate data</p> <p>Benchmark SC.ES.1.3 Defend and support conclusions, explanations, and arguments based on logic, scientific knowledge, and evidence from data</p> <p>Benchmark SC.ES.1.4 Determine the connection(s) among hypotheses, scientific evidence, and conclusions</p> <p>Benchmark SC.ES.1.5 Communicate the components of a scientific investigation, using appropriate techniques</p> <p>Benchmark SC.ES.1.6 Engage in and explain the importance of peer review in science</p> <p>Forces that Shape the Earth</p> <p>Benchmark SC.ES.8.1 Describe how elements and water move through solid Earth, the oceans, atmosphere, and living things as part of geochemical cycles</p> <p>WHST.9-12.1 Write arguments focused on discipline-specific content. (HS-ESS2-7)</p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated</p>

<p>Demonstrate the ability to explain how rock formation, weathering, sedimentation, and rock reformation constitute a continuing “rock cycle” in which the total amount of material stays the same even as its form changes.</p> <ul style="list-style-type: none"> • Describe how convection, density, and the law of conservation explain the movement of materials within the rock cycle. • Describe the constructive and destructive processes that drive the rock cycle, including sedimentation, lithification, crystallization, deformation, deposition, erosion, melting, cooling, metamorphism, subsidence, and weathering. • Explain the role of gravity and natural agents (water, wind, glaciers) on Earth (landform changes) and how they impact the rock cycle. • Predict the impact of moving water on a landscape over time. • Analyze the life cycle of a river. • Explain the principles of hydrology, including evaporation, transpiration, surface and groundwater flows, aquifers, porosity, water retention, permeability, particle surface area, desalinization, and sources of water contamination and pollution. • Describe current efforts and technologies used to study Earth’s land features, including spectroscopy, remote sensing, GIS, GPS, imaging, and topographic mapping using satellite and ground-based data. 	<p>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. (HS-ESS2-5)</p>
<p>Earth’s History</p>	
<p>How and why is Earth constantly changing?</p> <p>Demonstrate the ability to use concepts of system analysis to identify major historical geology topics and discuss their relationship to other fields of Earth and Space Science.</p>	<p>Forces that Shape the Earth Benchmark SC.ES.8.2 Describe how to estimate geologic time Benchmark SC.ES.8.5 Explain the effects of movements of crustal plates</p>

- Identify and describe the components of historical geology.
- Explain and give examples of the dynamic balance between matter and energy throughout the geologic history of Earth.
- Give examples of how changes in one part of historical geology affected other parts of Earth's systems.

Demonstrate the ability to explain the Theory of Plate Tectonics and relate it to Earth's dynamic nature.

- Summarize the evidence and thinking that resulted in the development of the Theory of Plate Tectonics.
- Explain plate tectonics in terms of magnetic reversals and outer core circulation, mantle convection, sea floor spreading, and subduction.
- Describe how the Theory of Plate Tectonics explains the location of earthquakes, volcanoes, hot spots, mountains, mid-ocean ridges, deep-sea trenches, and island arcs.
- Give examples of how progressive changes on Earth's surface, including Pangaea, are used to document the evolution of Earth through time.
- Describe the purpose of current tools and techniques used to study plate tectonics including seismograph data, triangulation (epicenter location and travel-time graphs), satellite sensors, image analysis, sonar and distance measurement, and magnetometers.

Demonstrate the ability to explain how artifacts and events of Earth's past are dated.

- Compare similarities and differences between relative age and absolute age.

WHST.9-12.1 Write arguments focused on discipline-specific content. (HS-ESS2-7)

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (HS-ESS1-2),(HSESS1-3),(HS-ESS1-5)

WHST.9-12.7 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. (HS-ESS2-5)

<ul style="list-style-type: none"> • Describe the principles used to determine relative age, including Law of Superposition, Principle of Horizontality, Principle of Crosscutting Relationships, • Law of Included Fragments, unconformities, intrusions, rock layer correlation, and fossil correlation. • Describe the principles used to determine absolute age, including radioactive dating, index fossils, fossil correlation, and the Principle of Uniformitarianism. <p>Demonstrate the ability to use geologic dating principles to determine a sequence of events making up a core sample, rock column, or cross-section.</p> <ul style="list-style-type: none"> • Create a geologic time scale (using eras, periods, and epochs) that shows the major geologic and biologic events, including human’s place in the time continuum. • Interpret the geologic history of an area using geologic maps, rock outcrops, and core samples. • Describe how progressive changes in fossil evidence can be used to document the evolution of life. • Describe the dramatic changes in the composition of Earth’s atmosphere (introduction of O₂) once the presence of single-celled life forms became established. 	
<p>Unit Three: Interactions of the Atmosphere and Hydrosphere</p>	
<p>How do Earth’s surface processes and human activities affect each other?</p> <p>Demonstrate the ability to use concepts of system analysis to identify major atmosphere and hydrologic cycle topics and discuss their relationships to other fields of Earth and Space Science.</p>	<p>Scientific Knowledge Benchmark SC.ES.1.7 Revise, as needed, conclusions and explanations based on new evidence Benchmark SC.ES.1.8 Describe the importance of ethics and integrity in scientific investigation Benchmark SC.ES.1.9</p>

<ul style="list-style-type: none"> • Identify and describe the components of the atmosphere and the hydrosphere. • Explain and give examples of the dynamic balance between matter and energy within the atmospheric and hydrospheric systems. • Give examples of how changes in one part of the atmosphere or hydrologic cycle affect other Earth systems and human activity. <p>Demonstrate the ability to analyze the major components, thermal structure, and chemical composition of the atmosphere.</p> <ul style="list-style-type: none"> • Analyze and compare the heat transfer systems (radiation, convection, conduction) affecting atmospheric circulation patterns. • Describe Earth’s energy budget using the radiative properties (absorption, reflection/albedo, and scattering) of the land, water, and atmosphere (cloud cover). • Describe the causes of local and global air and wind patterns, including pressure gradients, density, land and sea breezes, Coriolis effect, and energy exchange. • Describe stratospheric ozone concentration and distribution. • Describe current efforts and technologies, such as remote sensing and imaging, Doppler radar, spectroscopy, and weather satellites, which are used to study, analyze, and predict changes in Earth’s atmosphere. <p>Demonstrate the ability to explain how the transfer of energy affects the water cycle.</p> <ul style="list-style-type: none"> • Analyze energy transfer systems that influence phase changes (condensation, melting, deposition, freezing, 	<p>Explain how scientific explanations must meet a set of established criteria to be considered valid</p> <p>Science, Technology, and Society</p> <p>Benchmark SC.ES.2.1 Explain how scientific advancements and emerging technology have influenced society</p> <p>Benchmark SC.ES.2.2 Compare the risks and benefits of potential solutions to technological issues</p> <p>Benchmark SC.ES.2.3 Explain the impact of humans on the Earth system</p> <p>Forces that Shape the Earth</p> <p>Benchmark SC.ES.8.1 Describe how elements and water move through solid Earth, the oceans, atmosphere, and living things as part of geochemical cycles</p> <p>Benchmark SC.ES.8.4 Describe how heat and energy transfer into and out of the atmosphere and their involvement in global climate</p> <p>Benchmark SC.ES.8.6 Describe how winds and ocean currents are produced on the Earth's surface</p> <p>Benchmark SC.ES.8.7 Describe climate and weather patterns associated with certain geographic locations and features</p> <p>Earth in the Solar System</p> <p>Benchmark SC.ES.8.8 Describe the major internal and external sources of energy on Earth</p> <p>WHST .9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-ESS3-1)</p>
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sublimation, and evaporation) and latent heat in the atmosphere.

- Analyze measurable elements of weather (atmospheric pressure, dew point, relative humidity, forms of precipitation, wind speed and direction, etc.) essential to predicting large-scale and local weather events.
- Identify causes of vertical air motions and their effects on cyclones and anticyclones.
- Describe the causes of global ocean circulation patterns, including energy transfer, Coriolis effect, and density differences.

Demonstrate the ability to analyze how the transfer of energy through the hydrosphere and atmosphere influences Earth's climate and weather.

- Identify and describe how Earth's weather patterns and conditions (temperature and
- precipitation) influence climate type and distribution from a regional and global perspective.
- Explain how the angle of insolation (incoming solar radiation) influences Earth's climate.
- Explain how factors, including radiation, aerosols, volcanism, continental movements, and oceanic current changes alter atmospheric and hydrologic conditions, including the greenhouse effect, photosynthesis, global warming/cooling, El Niño/La Niña, ice-age cycles, sea ice, glaciers, sea level, and shifting of biomes.
- Identify pollutants such as tropospheric ozone, acid rain, and particulates that affect Earth's climate.
- Interpret the effects of atmospheric and hydrologic cycles on human activity (severe weather, floods, sea level changes, emergent and submergent coastlines, etc.).

<ul style="list-style-type: none"> • Research and describe how changes in atmospheric and hydrologic conditions cause long-term climatic changes. <p>Demonstrate the ability to describe how the transfer of mass affects the carbon cycle.</p> <ul style="list-style-type: none"> • Describe the carbon cycle, and identify carbon sinks, including atmospheric CO₂, organic carbon, fossil fuels, and carbonate rocks. • Describe processes, natural and human-induced, that affect the carbon cycle, including volcanism, fire, weathering, decomposition, photosynthesis, deforestation, agriculture, burning of fossil fuels, and CO₂ accumulation. 	
<p>Unit Four: Astronomy</p>	
<p>What is the universe, and what is Earth’s place in it?</p> <p>Demonstrate the ability to use concepts of system analysis to identify major topics in astronomy and discuss their relationship to other fields of Earth and Space Science.</p> <ul style="list-style-type: none"> • Identify and describe the components of the universe. • Explain and give examples of the dynamic balance between matter and energy that exists in the universe. • Give examples of how changes in one part of the universe affect other parts of the Earth and Space system. <p>Demonstrate the ability to identify and describe the properties, natural forces, and theories of formation and operation of the solar system and universe.</p> <ul style="list-style-type: none"> • Describe current efforts and technologies used to study the universe, including optical telescopes, radio telescopes, 	<p>Science, Technology, and Society</p> <p>Benchmark SC.ES.2.4 Describe technologies used to collect information about the universe</p> <p>Earth in the Solar System</p> <p>Benchmark SC.ES.8.3 the possible origins and evolution of the solar system</p> <p>Benchmark SC.ES.8.8 Describe the major internal and external sources of energy on Earth</p> <p>The Universe</p> <p>Benchmark SC.ES.8.9 Describe the physical and nuclear dynamics involved in the life cycle of a star</p> <p>Benchmark SC.ES.8.10 Compare different theories concerning the formation of the universe</p>

satellites, space probes, spectroscopes, high altitude platforms, and explain how their research impacts human activity.

- Apply Kepler's Laws and Newton's Universal Law of Gravitation to planetary motion.
- Describe the life cycle of stars (nebulae, protostar, red giants, white dwarfs, neutron stars, pulsars, supernovas, black holes), and the role of gravity in their stellar evolution.
- Explain the relationship between absolute magnitude and surface temperature of stars using the Hertzsprung-Russell diagram.
- Use bright and dark line spectra to determine the movement and elemental composition of stars.
- Describe the structure and evolution of galaxies using their visible characteristics.
- Explain how the Doppler effect supports the concept of an expanding universe and the Big Bang Theory.
- Research and describe current theories about the formation of the solar system, including the Nebular Theory.

Demonstrate the ability to explain the role and interaction of revolution, rotation, and gravity on the components of the Sun-Moon-Earth system.

- Describe the Sun-Moon-Earth system.
- Describe the characteristics of our sun, including structure, thermonuclear reactions, coronal mass ejections, flares, sunspot cycles, solar wind, and auroras, and their impact on Earth.
- Explain how revolution, rotation, and precession of the Sun-Moon-Earth system produce changes in the solar angle of incidence (altitude, azimuth) that result in seasons (solstices

WHST.9-12.1 Write arguments focused on discipline-specific content. (HS-ESS2-7)

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-ESS1-2),(HSESS1-3),(HS-ESS1-5)

WHST.9-12.7 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. (HS-ESS2-5)

and equinoxes) and changes in the length of a day, month (sidereal and synodic lunar month), and year.

- Explain how the movements and distances (perigee, apogee) between Earth and Moon produce tides including the relationship between phases and tides and tidal bulge and rate of lunar revolutions.
- Explain the relative position of the Sun, Earth, and Moon during a solar and lunar eclipse (total, annular, partial) and the shadows (umbra, penumbra) they cast.
- Explain the length of visibility of the moon, the monthly variations in lunar position, and how often eclipses occur per year.
- Relate knowledge of geologic processes and features on Earth to geologic processes and features on the moon.

Modern Hawaiian History Curriculum Map

Unit One: Governance, Democracy, and Interaction	
Student Learning Objectives	Hawaii Content & Performance Standards
<ul style="list-style-type: none"> • Explain whether, based on the laws, treaties, and official documents related to the Overthrow of the monarchy, any U.S. or Hawaii actions broke any national or international laws of the time period, and explain how the U.S. acquired, used, and justified its use of power. • Investigate and describe the geography of Hawaii and its many effects on Hawaii's economy, culture, and government. 	<p>Governance, Power and Authority SS.9MHH.4.1 Explain how governments acquire, use, and justify power, including how limited governments differ from unlimited ones</p>
Unit Two: The Overthrow	
<ul style="list-style-type: none"> • Explain, with clear and precise detail, the political, social, and economic causes of the Overthrow. • Describe the significance of Mahele, Reciprocity Treaty, and the Bayonet Constitution with respect to The Overthrow. • Describe, using chronology and with clear and precise detail, the role of the United States government in the Overthrow. • Analyze the events and turning points of the Overthrow, making significant connections, insights, and generalizations. • Explain, using chronology, events including the foreign movement against Kalakaua, Liliuokalani's attempts to change the Bayonet Constitution, and her abdication from the throne. • Explain the short- and long-term effects of the Overthrow, including the effects of U.S. military presence, the Organic Act, the Territorial government, and Statehood. 	<p>The Overthrow SS.9MHH.3.1 Explain the political, social, and economic causes of the Overthrow, including the Mahele, Reciprocity Treaty, and the Bayonet Constitution SS.9MHH.3.2 Describe the role of the United States government in the Overthrow, including the various United States administrations and Minister John Stevens SS.9MHH.3.3 Explain the events and turning points of the Overthrow, beginning with the foreign movement against Kalakaua, Liliuokalani's attempts to change the Bayonet Constitution, and her abdication from the throne SS.9MHH.3.4 Explain the political, social, and economic effects of the Overthrow, including U.S. military presence, the Organic Act, the Territorial government, and Statehood</p>
Unit Three: Plantations 1900-1970	
<ul style="list-style-type: none"> • Explore the political, social and economic effects of the plantation system on life in Hawaii including ethnic tension, 	<p>Plantations: 1900-1970 SS.9MHH.3.5</p>

<p>the evolution of Hawaii pidgin English, the school system, and the establishment of labor unions.</p> <ul style="list-style-type: none"> • Explains the effects of the plantation system and the interaction of various cultures. • Analyzes an average day in the life of a plantation worker in the early 20th century revealing the rules, rights, responsibilities of the common laborer. • Examine and explain features of plantation life in Hawaii in the 20th century, making significant connections, insights, and generalizations. • Explain the concepts of contract labor and the perquisite system. 	<p>Describe the political, social and economic effects of the plantation system on life in Hawaii, including ethnic tension, the evolution of Hawaii pidgin English, the school system, and the establishment of labor unions</p> <p>SS.9MHH.3.6 Examine and explain features of plantation life in Hawaii in the 20th century, including contract labor and the perquisite system</p>
<p>Unit Four: World War II – Pearl Harbor</p>	
<ul style="list-style-type: none"> • Explains the effects of the bombing of Pearl Harbor, using primary sources. • Explains the effects of the bombing of Pearl Harbor, using primary sources. • Describe and explain anti-Japanese sentiments (including the internment camps and 442nd infantry unit) resulting from the bombing of Pearl Harbor. • Trace the development of the platforms of political parties after World War II to the present and evaluate the impact of these political platforms on present political/social issues • Compare the philosophies and platform of the Labor, Veteran, and Democratic parties after World War II with the philosophies and platforms of the Republican and Democratic parties in present day. 	<p>World War II: Pearl Harbor SS.9MHH.3.7 Identify events leading to the bombing of Pearl Harbor and describe its effects in Hawaii, such as the role of the U.S. military and anti-Japanese sentiments (including the internment camps and 442nd)</p> <p>Contemporary People, Issues, and Events SS.9MHH.3.8 Trace the development of the platforms of political parties after World War II to the present</p>
<p>Unit Five: Contemporary People, Issues, and Events</p>	
<ul style="list-style-type: none"> • Explain current issues, including the Hawaiian Renaissance, the sovereignty movement, current land issues, and the influx of new immigrant groups. • Analyze significant contemporary issues that influence present day Hawaii, effectively addressing complex issues. 	<p>Contemporary People, Issues, and Events SS.9MHH.3.9 Analyze significant contemporary issues that influence present day Hawaii, such as the Hawaiian Renaissance, the sovereignty</p>

<ul style="list-style-type: none">• Evaluate, take, and defend a position on significant contemporary people, issues, or events that influence present-day Hawaii.	movement, current land issues, and the influx of new immigrant groups
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Participation in a Democracy Curriculum Map

Unit One: Qualities of the American Political System	
Student Learning Objectives	Hawaii Content & Performance Standards
<ul style="list-style-type: none"> Describe the principles of rule of law, popular sovereignty, separation of powers, checks and balances and limited government. Choose an example of government action and describe the basis of the government's authority to act (e.g., Constitution, Divine law, international law, military strength, rule of law). Assess the extent to which the American values of common good, equality, and individual rights have been realized. Compare the ways in which governments derive authority Provide specific examples of constitutional principles embodied by the Constitution and explains them. Explain the rights, duties, and responsibilities of citizens in a democracy. Explain how paying taxes, serving on a jury, and voting contribute to the common good. Explain how the government affects the economic well-being of its citizens (e.g., identify a local assistance program that receives government funding. Explain why the government funds it, where the money comes from, and who benefits from the program). Evaluate, take, and defend a position related to U.S. economic policy (e.g. free trade, impact of regulation, U.S. protectionism, multi-national corporations) in light of American economic interests. 	<p>Political Institutions: Governance, Power, and Authority SS.9PD.4.1 Explain how governments derive authority</p> <p>SS.9PD.4.2 Describe how the American Constitution embodies the principles of rule of law, popular sovereignty, separation of powers, checks and balances, and limited government</p> <p>SS.9PD.4.3 Assess the extent to which the American values of common good, equality of opportunity, and individual rights have been realized</p> <p>Rights and Responsibilities of Citizens SS.9PD.5.1 Explain the rights, duties, and responsibilities of citizens in a democracy and the relationship between them</p> <p>Economic Role of Government SS.9PD.8.1 Describe the economic functions of government, including providing public goods and services, maintaining competition, redistributing income, correcting for externalities, and stabilizing the economy</p> <p>SS.9PD.8.2 Explain how people, individually and collectively, participate in the U.S. economy</p> <p>United States in the World Economy SS.9PD.8.3 Evaluate the degree to which the United States affects and is affected by international economic policies</p>
Unit Two: History of the American Political System	

<ul style="list-style-type: none"> • Examine the period of enlightenment and how it influenced the American political system. • Explains how the Enlightenment ideas of natural rights, limited government, separation of powers, and social contract are expressed in the Declaration of Independence and/or the American Constitution. • Explains how classical republicanism, the Magna Carta, the English Bill of Rights, and the Declaration of Independence influenced American constitutional democracy. • Use primary sources as a tool for investigation. 	<p>Enlightenment SS.9PD.3.1 Describe how ideas of the Enlightenment influenced the American political system</p> <p>Early Historical Events SS.9PD.3.2 Describe how historical events and ideas have influenced American constitutional democracy</p>
<p>Unit Three: Historical Challenges to the Constitution</p>	
<ul style="list-style-type: none"> • Explain the complex role of the Supreme Court in the American system of government. • Describe the process of judicial review. • Explains how the Supreme Court interpreted free speech, free press, civil rights, and the right to vote, over time. • Describe, with clear and precise detail, how historical challenges to the Constitution over time have resulted in new interpretations of free speech, free press, privacy, civil rights, and voting rights • Choose an example of government action and describe the basis of the government’s authority to act. 	<p>Historical Challenges to the Constitution SS.9PD.3.3 Describe how historical challenges to the Constitution over time have resulted in new interpretations of free speech, free press, privacy, civil rights, and voting rights</p>
<p>Unit Four: Systems and Dynamics of American Society</p>	
<ul style="list-style-type: none"> • Compare the characteristics of major political parties based upon their philosophy and platform. • Describe their role as a voter, candidate, and political party member. • Describe how a citizen can demonstrate his/her roles in the political process as a voter, a candidate, and/or a political party member. • Evaluate the results of a civic action taken to address a school, local, state, national, or global issue/problem. 	<p>Citizenship Participation SS.9PD.5.2 Investigate how citizens can monitor and advocate for a local, state, or national issue</p> <p>SS.9PD.5.3 Compare the characteristics of major political parties based upon the philosophy, platform, and support base</p> <p>SS.9PD.5.4 Explain the role of a citizen in the electoral process</p> <p>SS.9PD.5.5</p>

<ul style="list-style-type: none">• Investigate systems and dynamics of American society in order to understand its system of beliefs, knowledge and practices shared by a group and how these cultural systems change over time.• Explain the relationship between culture and participation in democracy.	Demonstrate the role of a citizen in civic action by selecting a problem, gathering information, proposing a solution, creating an action plan, and showing evidence of implementation
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U.S. History and Government Curriculum Map

Unit One: Geography	
Essential Questions & Student Learning Objectives	Hawaii Content & Performance Standards
<p>How has geography affected the United States? Why do people settle in one place over another?</p> <ul style="list-style-type: none"> • Understand major characteristics of the geographic features of the United States. • Understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions Investigate the characteristics, distribution, and migration of human populations • Analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations 	<p>Standard 7: Geography: WORLD IN SPATIAL TERMS- Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</p>
Unit Two: Industrialization: The Rise of American Business, Industry, and Labor	
<p>Should government regulate business? Is money the root of all evil? What is the American Dream? Should only the strong survive?</p> <ul style="list-style-type: none"> • Understand: <ul style="list-style-type: none"> ○ The rise of capitalism and its impact on the economy and people ○ The origins of the labor movement in the United States ○ The relationship between big business and government ○ Responses to the influence of big business • Analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans 	<p>Urbanization SS.10.3.2 Describe social, political, economic, and technological factors (e.g., governance, corruption, fiscal policies, wages, sanitation, class differences, health problems, transportation) of growth in 19th and 20th century American cities (e.g., New York, Chicago, St. Louis) The Gilded Age and the Progressive Era SS.10.3.3 Describe how business magnates (i.e., Rockefeller, Morgan, Carnegie and Vanderbilt) dominated politics of the Gilded Age</p>

<ul style="list-style-type: none"> • Develop and test hypotheses about important events, eras, or issues in United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues • Research and analyze the major themes and developments in United States history • Explain how technological change affects people, places, and regions • Describe the ideals, principles, structure, practices, accomplishments, and problems related to the United States economic system • Understand the roles in the economic system of consumers, producers, workers, investors, and voters • Explore how citizens influence public policy in a representative democracy 	
<p>Unit Three: Adjusting Society to Industrialization: American People and Places</p>	
<p>Is the United States a melting pot? Whose America is it? Is diversity welcomed in America? Is diversity good for America?</p> <ul style="list-style-type: none"> • Understand: <ul style="list-style-type: none"> ○ The significance of the closing of the American Frontier. ○ The impact of industrialization on society. ○ The economic, social and political implications of rapid industrial growth and the shift from a rural to an urban way of life. • Analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans • Compare and contrast the experiences of different groups in the United States 	<p>Immigration SS.10.3.1 Describe the "push" factors (e.g., escaping persecution and poverty) and "pull" factors (e.g., seeking freedom and economic opportunity) that brought immigrants to the United States in the late 19th century</p> <p>Urbanization SS.10.3.2 Describe social, political, economic, and technological factors (e.g., governance, corruption, fiscal policies, wages, sanitation, class differences, health problems, transportation) of growth in 19th and 20th century American cities (e.g., New York, Chicago, St. Louis)</p> <p>Human Systems SS.10.7.1 Explain the causes of urbanization (i.e., job opportunities, immigration patterns, technological innovations)</p>

<ul style="list-style-type: none"> • Examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions • Compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture • Analyze how the forces of cooperation and conflict among people influence the division and control of the land • Describe the ideals, principles, structure, practices, accomplishments, and problems related to the United States economic system • Analyze issues at the local, state, and national levels and prescribe responses that promote the public interest or general welfare, such as planning and carrying out a voter registration campaign 	<p>SS.10.7.2 Explain the consequences of urbanization</p>
<p>Unit Four: The Progressive Movement: Reform in America & The Rise of American Power</p>	
<p>Should the federal government be responsible for fixing social ills? To what extent should the media be the nation’s watchdog? Is change good?</p> <ul style="list-style-type: none"> • Understand: <ul style="list-style-type: none"> ○ Not all social groups benefitted from Progressive Reform ○ The economic, social, and political impacts the Progressive Era had on the United States ○ The ways in which individuals and citizens influence political change ○ How the progressive presidents expanded the powers of the executive branch 	<p>The Gilded Age and the Progressive Era SS.10.3.4 Describe reform issues of the Progressive Era (including political reform, labor reform, and business regulation) United States Imperialism SS.10.3.5 Describe the causes of and major events associated with the United States becoming an imperial power in the late 19th century Early 20th Century Foreign Policy SS.10.3.6 Analyze the scope and evolution of various United States foreign policies in the early part of the 20th century World War I SS.10.3.7</p>

<ul style="list-style-type: none"> • Explain how progressives tried to reform government (e.g., La Follett, Lincoln Steffens), regulate business (e.g., Theodore Roosevelt, Ida Tarbell), and improve the workplace (e.g., Upton Sinclair) and conditions of the poor (e.g., Jane Addams). • Analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans • Discuss several schemes for periodizing the history of the United States • Compare and contrast the experiences of different groups in the United States • Examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions • Research and analyze the major themes and developments in United States history • Explain how technological change affects people, places, and regions • Explore how citizens influence public policy in a representative democracy <p>Why war? Should civil liberties be restricted during a time of crisis? Can imperialism be justified? Did imperialism have a positive or negative impact on America? Should the United States be the world's police?</p> <ul style="list-style-type: none"> • Why the United States adopted a policy of imperialism and its impact • The reasons for US involvement in World War I and the effect on the home front 	<p>Describe the events that led the United States into World War I</p> <p>World War I SS.10.3.8 Describe how domestic policies were affected by American involvement in World War I</p> <p>World War I SS.10.3.9 Explain why the United States did not sign the Treaty of Versailles</p> <p>Role and Function of Markets SS.10.8.1 Explain the characteristics of the different market structures (i.e. monopoly, oligopoly, monopolistic competition, and pure competition) and their influence on product differentiation, price, barriers for entry, and market efficiency in a competitive marketplace</p>
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<ul style="list-style-type: none"> • The Constitutional principles that allowed for the rejection of the Treaty of Versailles • The government’s justification for restricting civil liberties in times of crisis • Explains how the annexation of Hawaii and the Philippines relate to the imperialist policies of the United States in the late 19th century • Analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies • Compare and contrast the values exhibited and foreign policies implemented by the United States • Understand the interrelationships between world events and developments in the United States • Analyze how the forces of cooperation and conflict among people influence the division and control of the world • Compare Roosevelt's Big Stick Diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy • Explain how Germany's submarine warfare, U.S. trade with England and France, and the success of British propaganda brought the United States into World War I • Explain how mobilization for the war changed America's labor force (e.g., the employment of African Americans in industrial cities triggers the Great Migration) • Describes the reasons the United States Senate refused to ratify the Versailles Treaty (e.g., disillusionment with wartime allies, concern that membership in the League of Nations would drag the U.S. into war, and partisan politics) 	
<p>Unit Five: At Home and Abroad: Prosperity and Depression</p>	
<p>Should government legislate morality? What does it mean to be American? What is the American dream? Is technology always good?</p>	<p>1920s: Conflicts and Transitions SS.10.3.10 Describe changes in society and culture that led to conflicts in values in the 1920s</p>

<ul style="list-style-type: none"> • Understand: <ul style="list-style-type: none"> ○ Role of consumerism in the development of the United States economy ○ The impact of nativist attitudes on various ethnic groups ○ The emergence of the modern woman ○ How new consumer products affected various segments of society ○ The effects of the Harlem Renaissance on African American culture • Explain how the "Lost Generation" was a literary response to the disillusionment of writers to American society; the Harlem Renaissance was a flowering of African American literature, arts, and music; and how flappers represented a revolution in morals • Explains how mass production (e.g., Model T) increased mobility and how mass communication (e.g., radios) contributed to the birth of a mass popular culture • Analyze the development of American culture, explaining how ideas, values, beliefs and traditions have changed over time and how they unite all Americans • Compare and contrast the experiences of different groups in the United States • Compare and contrast the values exhibited and foreign policies implemented by the United States • Compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture • Investigate the characteristics, distribution, and migration of human populations on the Earth's surface 	<p>SS.10.3.11 Describe the significance of the literature, arts, and feminism of the 1920s, including the "Lost Generation," the Harlem Renaissance, and flappers</p> <p>SS.10.3.12 Describe the innovations in transportation and communication and the impact they had on American society The Great Depression</p> <p>SS.10.3.13 Analyze the causes of the Great Depression</p> <p>SS.10.3.14 Describe the effects of the Great Depression</p> <p>Role and Function of Markets</p> <p>SS.10.8.1 Explain the characteristics of the different market structures (i.e. monopoly, oligopoly, monopolistic competition, and pure competition) and their influence on product differentiation, price, barriers for entry, and market efficiency in a competitive marketplace</p> <p>Role of Government</p> <p>SS.10.8.2 Describe the function and responsibilities of the Federal Reserve System in setting and carrying out the nation's monetary policy</p> <p>SS.10.8.3 Explain the purpose and/or role of government programs and policies, including unemployment, minimum wage, and Social Security, and their effect on the nation's economy</p>
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- Explain how technological change affects people, places, and regions
- Understand the roles in the economic system of consumers, producers, workers, investors, and voters
- Explain how the growing dominance of science resulted in the Scopes Trial, how the influx of immigrants led to rebirth of the KKK and the growth of the anti-immigration movement, and how Prohibition led to proliferation of speakeasies and the growth of organized crime

What are the roles and responsibilities of the government?

What are the roles and responsibilities of the individual?

Why do people move?

- Understand:
 - The root causes of the Great Depression
 - The expanding role of government
 - The expanding role of the executive branch
 - How human and environmental factors influenced migratory patterns
- Examine how the disparity of wealth, speculation, the plight of farmers, and bank failures led to the Great Depression
- Explain how the Great Depression caused mass unemployment and homelessness
- Analyze the development of American culture, explaining how ideas, values, beliefs and traditions have changed over time and how they unite all Americans
- Compare and contrast the experiences of different groups in the United States
- Compare and contrast the values exhibited and foreign policies implemented by the United States

<ul style="list-style-type: none"> • Describe the physical characteristics of the Earth’s surface and investigate the continual reshaping of the surface by physical processes and human activities • Investigate the characteristics, distribution, and migration of human populations • Define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition and world economic system • Describe the ideals, principles, structure, practices, accomplishments, and problems related to the United States economic system • Understand the roles in the economic system of consumers, producers, workers, investors, and voters • Explain how democratic principles have been used in resolving an issue or problem 	
<p>Unit Six: The United States in Age of Global Crisis: Responsibility and Cooperation</p>	
<p>When is war justified? Should civil liberties ever be limited?</p> <ul style="list-style-type: none"> • Understand: <ul style="list-style-type: none"> ○ The reasons behind United States involvement in World War II ○ The impact of war on United States society ○ The connection between World War II and the end of the Great Depression • Describe the problems addressed by New Deal agencies and the measures taken by them to solve the problem • Examine Japan's military expansion in Asia and America's efforts to halt its aggression (e.g., trade embargoes) • Examine how the bombing of Pearl Harbor led to America's entry into WW II and the internment of Japanese Americans 	<p>Franklin D. Roosevelt and The New Deal SS.10.3.15 Explain how programs in FDR's New Deal, including the FDIC, AAA, WPA, and Social Security, attempted to resolve problems brought on by the Great Depression</p> <p>World War II SS.10.3.16 Analyze the causes of the bombing of Pearl Harbor</p> <p>SS.10.3.17 Analyze the effects of the bombing of Pearl Harbor, including the internment of Japanese Americans</p> <p>SS.10.3.18 Explain the turning points in the European and Pacific theaters of World War II</p> <p>SS.10.3.19</p>

<ul style="list-style-type: none"> • Describe how the Battle of Midway and the D-Day Invasion were major turning points of World War II • Explain how mobilization for the war changed America's labor force (e.g., women in the workforce) • Analyze the development of American culture, explaining how ideas, values, beliefs and traditions have changed over time and how they unite all Americans • Analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies • Compare and contrast the values exhibited and foreign policies implemented by the United States • Understand the interrelationships between world events and developments in the United States • Understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits <p>Should the United States be the world's police? What are inalienable rights? Does might make right? What constitutes a superpower? Should freedom be sacrificed for security?</p> <ul style="list-style-type: none"> • Understand: <ul style="list-style-type: none"> ○ The changing role of the United States on the world's stage ○ The threat to constitutional values as a response to communism • Analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies 	<p>Describe how domestic policies were affected by United States involvement in World War II</p> <p>Role of Government</p> <p>SS.10.8.2 Describe the function and responsibilities of the Federal Reserve System in setting and carrying out the nation's monetary policy</p> <p>SS.10.8.3 Explain the purpose and/or role of government programs and policies, including unemployment, minimum wage, and Social Security, and their effect on the nation's economy</p>
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<ul style="list-style-type: none"> • Understand the interrelationships between world events and developments in the United States • Analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources • Consider the nature and evolution of constitutional democracies throughout the world 	
<p>Unit Seven: World in Uncertain Times: 1950-Present</p>	
<p>Does might make right? Why do people move? To what extent should the government protect individual rights? What are the responsibilities of government? Should the government legislate morality?</p> <ul style="list-style-type: none"> • Understand: <ul style="list-style-type: none"> ○ How the fear of nuclear annihilation impacted both foreign and domestic policies in the United States ○ The origins of the modern civil rights movement ○ The social and economic impact of the post-war baby boom • Describe how the conflicting political ideologies, Soviet domination of Eastern Europe, and America's containment policy brought on the Cold War • Discuss several schemes for periodizing the history of the United States • Analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies • Explain how technological change affects people, places, and regions • Understand the dynamic relationship between federalism and state's rights 	<p>The Cold War SS.10.3.20 Explain the origins of the Cold War SS.10.3.21 Explain how America's foreign policy during the Cold War led to conflicts in Asia and Latin America SS.10.3.22 Explain how the events of the Cold War led to the McCarthy era SS.10.3.23 Explain how the United States foreign policy has attempted to respond to global and economic challenges of the post Cold War world Civil Rights Era: 1954-1968 SS.10.3.24 Analyze the key factors, including legislation and acts of civil disobedience, that brought on the African American Civil Rights movement after World War II SS.10.3.25 Describe the significant events, individuals, and groups associated with the Civil Rights Era Contemporary Culture and Society SS.10.3.26 Describe the expansion of the Civil Rights movement to other groups, including Native Americans and women</p>

- Describe how citizenship is defined by the Constitution and important laws
- Explain how democratic principles have been used in resolving an issue or problem

When is war justified?

Can a citizen's rights be limited in a democracy?

Should rights be limited to ensure order?

- Understand:
 - The social and political upheaval of the 1960s
 - The expanded role of the government in social issues
 - The growing conflict of the Cold War
 - How Supreme Court interpretation of the Constitution impacts civil liberties
- Describe how America's containment policy led to U.S. involvement in the Korean War, the Bay of Pigs invasion, and the Vietnam War
- Describes how different events (e.g., fear of communism, sparked by the Soviet detonation of the atomic bomb, the "loss of China" to Mao Zedong and the communists, and the trials of suspected communist spies [e.g., the Rosenbergs]) led to the investigative campaigns of Joseph McCarthy and the House UnAmerican Activities Committee (HUAC)
- Investigate how segregation laws, Plessy v. Ferguson being overturned by, Brown v. Board of Education, and the Montgomery bus boycott led to Civil Rights movement.
- Explain how events, (e.g., sit-ins, marches, voter registration, the Civil Rights laws of the 1960's) individuals (e.g., Martin Luther King, Jr., George Wallace, Malcolm X), and groups (e.g., Student Non-Violent Coordinating Committee and Black Power organizations) affected the Civil Rights movement

SS.10.3.27

Assess John F. Kennedy's handling of the Cuban Missile Crisis

SS.10.3.28

Explain the emergence and impact of the student movements and the counterculture of the 1960s

SS.10.3.29

Evaluate Lyndon Johnson's vision of the Great Society

SS.10.3.30

Explain how the Watergate affair led to a crisis of confidence in the government

SS.10.3.31

Explain how the election of Ronald Reagan marked a new era of conservatism in American politics

SS.10.3.32

Explain how the administrations from Reagan to the current president dealt with major domestic issues

- Analyze the development of American culture, explaining how ideas, values, beliefs and traditions have changed over time and how they unite all Americans
- Compare and contrast the experiences of different groups in the United States
- Analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies
- Explain how technological change affects people, places, and regions
- Describe the ideals, principles, structure, practices, accomplishments, and problems related to the United States economic system
- Trace the evolution of American values, beliefs, and institutions

Is political upheaval healthy for society?

- Understand:
 - The connection between American foreign policy and societal discord
 - The impact of the Vietnam Conflict on future foreign policy decisions
- Critique Kennedy's response to the discovery of Russian missiles in Cuba, the sending of U.S. warships to intercept Soviet ships headed for Cuba, and his correspondence with Khrushchev
- Analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies
- Explore how citizens influence public policy in a representative democracy

Are there limits to presidential power?

Does power corrupt?

How do you judge a president?

What are inalienable rights?

- Understand:
 - The disillusionment with the executive branch and the mistrust of government
 - Attempts to increase civil rights of various groups
 - The interaction between foreign policy and economic conditions
 - The return to traditional Cold War politics
 - The growing crisis in the Middle East and its impact on American foreign policy
- Explain the civil rights issues brought forth by Native Americans (e.g., AIM) and women (e.g., NOW)
- Analyze the development of American culture, explaining how ideas, values, beliefs and traditions have changed over time and how they unite all Americans
- Compare and contrast the experiences of different groups in the United States
- Describe how the activities of Students for a Democratic Society, the free speech movement of Berkley, the anti-Vietnam war movement, and the hippies challenged the prevailing status quo
- Analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies
- Compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture

- Understand the interrelationships between world events and developments in the United States
- Explain how technological change affects people, places, and regions
- Explain how economic decision making has become global as a result of an interdependent world economy

How do you judge a president?

Has the American dream been realized?

Can a citizen's rights be limited in a democracy?

Should rights be limited to ensure order?

- Understand:
 - The shift in foreign policy from the Cold War to the War on Terror
 - The impact of terrorism on public policy and daily life
 - The effect of an aging society on the economy of the United States
- Describe 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
- Describe how the EEOC, Head Start, the war on poverty, the National Endowment for the Arts, and the creation of Medicare and Medicaid sought to transform society and assesses the extent to which those aims have been realized
- Describe how members of the Nixon administration took action against political opponents by engaging in illegal wiretaps, break-ins, and obstruction of justice, and how this led to a cynical view of government
- Describe how Reagan's tax cuts, increase in defense spending (contributing to the collapse of the Soviet Union), cuts in

social spending, and judicial appointments reflected the growing conservatism of America

- Explain how the administrations from Reagan to the current president dealt with major domestic issues
- Analyze the development of American culture, explaining how ideas, values, beliefs and traditions have changed over time and how they unite all Americans
- Analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies
- Understand the interrelationships between world events and developments in the United States
- Explain how technological change affects people, places, and regions
- Analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources
- Describe the ideals, principles, structure, practices, accomplishments, and problems related to the United States economic system

World History and Culture Curriculum Map

Unit One: The Ancient World – Civilizations and Belief Systems (4000 BCE – 500 CE)	
Essential Questions & Student Learning Objectives	Hawaii Content & Performance Standards
<p>Did humans shape their environment or did the environment shape the humans? What does it mean to be civilized? Why do we have belief systems? Why are some places better to live than others? What is justice? Why do people trade? Does cultural diffusion promote or destroy culture? What causes a society to rise or fall? How was this time period a major turning point in Global History? Do the arts reflect society or does society influence the arts?</p> <p>Understand:</p> <ul style="list-style-type: none"> • The tools/evidence historians use to study the past • The similarities and differences of the Paleolithic and Neolithic periods • The political, economic, geographic and social changes brought about as a result of the Neolithic Revolution • The major characteristics of civilization • The influence of geographic factors on the development of early civilizations • The achievements of major early civilizations in science and technology, law and justice, and art and architecture • Origins/basic beliefs/practices of the world’s major religions/philosophies 	<p>Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-Understand change and/or continuity and cause and/or effect in history</p>
Unit Two: Expanding Zones of Exchange and Encounter (500 – 1200 CE)	
<p>Does cultural diffusion promote or destroy culture? What causes a society to rise or fall? Do the arts reflect society or does society influence the arts?</p>	<p>Pre-modern Times, Pre 1500 C.E. SS.11.3.1</p>

Are the most technologically advanced societies the most civilized?

Does power corrupt?

What are the push/pull factors of migration?

- Understand:
 - The preservation of Greco-Roman culture within the Byzantine Empire
 - The Schism of 1054 A.D. and Orthodox Christianity
 - Byzantine influence on the development of Russian culture
 - The basic beliefs, practices, and impact of Islam
 - The continued preservation and expansion of Greco-Roman intellectual and cultural achievements within Islamic society
 - The influence of geographic factors on the development of African civilizations
 - The cultural and religious practices and beliefs of indigenous African societies
 - The political, economic and social impact of maritime and trans-Saharan trade on African kingdoms
 - The causes and effects of Bantu migrations in central and southeastern Africa
 - The cultural achievements of Ghana and Mali
 - The achievements and contributions of the Tang and Song Dynasties and their influence on eastern and western societies
 - How cultural and social practices in Tang and Song China reveal attitudes towards women and their role in society
 - The effects of tribal invasions on western Europe
 - The structure and effect of the feudal system on Europe

Examine the relationship between cultural traditions and the larger societies in the cases of Confucianism in China, Buddhism in Asia, Christianity in Europe, Hinduism in India, and Islam in the Muslim world

SS.11.3.2

Examine the effects of global interactions in pre-modern times, including the Mongol conquests, the Crusades, and technological, biological, and commercial exchanges

<ul style="list-style-type: none"> ○ The causes and long term effects of the Crusades ○ The social, political and cultural impact of the Roman Catholic Church ○ The social, political and economic causes of the fall of feudalism ● Determine the extent to which there was cooperation and conflict between religious and political authorities in Asia, Europe, and the Muslim world ● Determine the consequence of conflicts, communications, and exchanges in pre-modern times, including the Crusades, Mongol conquests, and technological (e.g., the forging of iron), biological (e.g., smallpox), and commercial (e.g., precious metals) exchanges 	
Unit Three: Global Interactions (1200 – 1650 CE)	
<p>Does cultural diffusion promote or destroy culture? What causes a society to rise or fall? Do the arts reflect society or does society influence the arts? Are the most technologically advanced societies the most civilized? Does power corrupt? What are the push/pull factors of migration?</p> <ul style="list-style-type: none"> ● Understand: <ul style="list-style-type: none"> ○ How a nomadic people were able to conquer more advanced civilizations ○ Forces leading to the rise and fall of the Mongols ○ The social, economic and political impacts of Mongol rule ○ How the social structures of pastoral peoples differed from settled communities ○ The effect of Japan’s location and geography on its social, economic and political development ○ The impact of cultural diffusion on Japanese society 	<p>Pre-modern Times, Pre 1500 C.E. SS.11.3.1 Examine the relationship between cultural traditions and the larger societies in the cases of Confucianism in China, Buddhism in Asia, Christianity in Europe, Hinduism in India, and Islam in the Muslim world SS.11.3.2 Examine the effects of global interactions in pre-modern times, including the Mongol conquests, the Crusades, and technological, biological, and commercial exchanges</p>

<ul style="list-style-type: none"> ○ The similarities and differences between Japanese and European feudalism ○ The conditions that gave rise to the Renaissance in Italy (economic, social, political) ○ How the philosophy of Humanism led to the cultural breakthroughs and achievements of Renaissance artists and writers ○ The causes and effects of the Protestant Reformation and the Catholic Counter Reformation ○ The spread of the Protestant faith to England ● Determine the extent to which there was cooperation and conflict between religious and political authorities in Asia, Europe, and the Muslim world ● Determine the consequence of conflicts, communications, and exchanges in pre-modern times, including the Crusades, Mongol conquests, and technological (e.g., the forging of iron), biological (e.g., smallpox), and commercial (e.g., precious metals) exchanges 	
Unit Four: The First Global Age (1450 – 1770 CE)	
<p>Does cultural diffusion promote or destroy culture? What causes a society to rise or fall? Are the most technologically advanced societies the most civilized? Does power corrupt? What are the push/pull factors of migration?</p> <ul style="list-style-type: none"> ● Understand: <ul style="list-style-type: none"> ○ The political, economic and social motives for European exploration/colonization ○ The technological advancements that made exploration possible ○ The social, political, economic and cultural achievements of Mesoamerican societies 	<p>Origins of Global Interdependence in early modern times, 1500 C.E. to 1800 C.E.</p> <p>SS.11.3.3 Explain the impact of the exploratory and commercial expeditions in the 15th and 16th century, including the voyages of Zheng He, Vasco da Gama, Christopher Columbus, Ferdinand Magellan, James Cook, and European voyages to North America</p> <p>SS.11.3.4 Explain the effects of global exchanges in the Americas, Europe, Asia, and Africa, including the spread of food crops and diseases, the exchange of trade goods, and migrations of peoples (forced and voluntary)</p> <p>SS.11.3.5</p>

<ul style="list-style-type: none"> ○ Ways in which the exchange of foods, plants, animals, diseases, people and technology affected European, Asian, African and American societies and economics ○ The ways in which monarchs consolidated power and the positive and negative results of their rule ● Describe changing relationships between world regions in early modern times (e.g., Europe to Asia and the Americas) ● Describe how two regions involved in a global exchange in early modern times were affected (e.g., impact of smallpox in Americas) ● Analyze how ruling classes mobilized resources to maintain empires (e.g., how Tokugawa depended on agricultural production to support the political and military elite) ● Analyze the differences between a republic (e.g. England after the Glorious Revolution) and an absolute monarchy (e.g. France during the reign of Louis XIV) ● Use geographic representations to understand changing conceptions of the western hemisphere after Christopher Columbus 	<p>Examine the political structure in major world regions, including Qing China at the time of the Kangxi emperor, Japan at the time of Tokugawa Ieyasu, the Ottoman Empire at the time of Suleyman the Magnificent, and the Hapsburg Empire at the time of Charles V</p> <p>Comparative Government SS.11.4.1 Compare the features of republican and absolutist governments that emerged in 17th century Europe</p> <p>World in Spatial Terms SS.11.7.2 Use tools and methods of geographers to understand changing views of world regions</p>
<p>Unit Five: The Age of Revolutions (1750 – 1914)</p>	
<p>Does cultural diffusion promote or destroy culture? What causes a society to rise or fall? Are the most technologically advanced societies the most civilized? Does power corrupt? What are the push/pull factors of migration? Who are the winners and losers in revolutions? Is change good? What are human rights?</p> <ul style="list-style-type: none"> ● Understand: 	<p>Origins of Global Interdependence in early modern times, 1500 C.E. to 1800 C.E. SS.11.3.6 Examine the major developments in European cultural and intellectual history, including the Renaissance, Reformation, Enlightenment, and Scientific Revolution</p> <p>Age of Revolution, Industry, and Empire, 1750 C.E. - 1914 C.E. SS.11.3.8 Describe the socio-economic impact of the industrial revolution</p> <p>SS.11.3.9</p>

<ul style="list-style-type: none"> ○ The causes/conditions and consequences of economic, political and social revolutions ○ The influence of science and philosophy on social, economic and political thought in Europe and the Americas ○ The political, social and economic conditions which allowed for the rise of the Industrial Revolution in the west ○ The influence of science and technology on society and the environment ○ The social, economic, and political motivations for European Imperialism throughout the world ○ The positive and negative impacts of European imperialism on indigenous societies, their cultures, economies and political structures ● Evaluate the roles of prominent individuals (e.g. Leonardo daVinci, Galileo, Voltaire) in European cultural and intellectual development ● Explain the global effects of inventions (e.g., steam engine) and explains the role of women (e.g., in the factory system) during the industrial revolution ● Explain the causes and effects of European, American, and Japanese imperialism in Africa, Asia, and the Pacific ● Examine the new political boundaries created by imperial and colonial authorities in Asia, Africa, and the Pacific 	<p>Explain the ideological and economic interests that drove European, American, and Japanese imperialism in Africa, Asia, and the Pacific</p> <p>Places and Regions</p> <p>SS.11.7.1</p> <p>Trace changing political boundaries under the influence of European imperialism</p>
<p>Unit Six: Crisis and Achievement (1900 – 1945)</p>	
<p>What causes a society to rise or fall?</p> <p>Is technology a positive development on mankind?</p> <p>Does power corrupt?</p> <p>Who are the winners and losers in revolutions?</p> <p>Is change good?</p> <p>How does economic decision making become more global as the world becomes more interdependent?</p>	<p>The Twentieth Century, 1914-1989</p> <p>SS.11.3.10</p> <p>Describe the role of secret alliances and nationalism in triggering the outbreak of World War I and the effort to prevent future wars by the establishment of the League of Nations</p> <p>SS.11.3.11</p>

<ul style="list-style-type: none"> • Understand: <ul style="list-style-type: none"> ○ The causes, conditions and consequences of World War I and World War II ○ The positive and negative impact of technological and scientific ideas, and philosophical writings (ideology) on nations and people ○ The characteristics of totalitarianism ○ The economic, social and political crisis that existed between the World Wars ○ The social, economic and political conditions that imperialized societies reacted against in their struggle for national identity • Explains the causes and global effects of World War I • Describes tensions and conflicts of the interwar years • Analyzes the causes, events, and atrocities of World War II 	<p>Explain the rise of fascist governments, emergence of communism, and the global effects of the Great Depression SS.11.3.12 Examine the significant events, technological developments, and turning points of World War II, including the German invasion of Poland, Japanese bombing of Pearl Harbor, D-Day, the American bombing of Japan, the Rape of Nanjing, and the Holocaust</p>
Unit Seven: The 20th Century Since 1945	
<p>What causes a society to rise or fall? How are some economic systems better than others? Is technology a positive development on mankind? Does power corrupt? Who are the winners and losers in revolutions? Is change good? How does economic decision making become more global as the world becomes more interdependent?</p> <ul style="list-style-type: none"> • Understand: <ul style="list-style-type: none"> ○ How the Cold War spurred and inhibited progress in the areas of culture, science and technology ○ The differing definition of human rights from different cultures and time periods ○ The different methods individuals have used to affect change 	<p>The Twentieth Century, 1914-1989 SS.11.3.13 Describe post-World War II nationalist and independence movements in India, Pakistan, Nigeria, and Kenya SS.11.3.14 Explain major political developments of the post-war era, including the establishment of the United Nations, the creation of Israel, and the Cold War SS.11.3.15 Describe revolutionary movements from 1945-1989, including the Chinese communist revolution, the Algerian revolution, and the Cuban revolution</p>

<ul style="list-style-type: none"> ○ The causes and effects of the failure of communism in the USSR and Eastern Europe ○ The successes and failures of countries to maintain stability after independence ○ The trend toward greater global political, economic, and/or social interdependence ○ The historical roots of conflict and their impact on modern issues, people and places ○ The rise of extremism as a means of dealing with conflict and affecting change ○ The various advancements in science in technology and the positive and negative impacts upon people ○ The various impacts of globalization on both developed and emerging nations ● Explain the aims of nationalist movements and attempts by colonial countries to achieve independence after WW II in Asia and Africa ● Describe the impact of the U.N., the significance of the creation of Israel, and the consequences of the Cold War ● Explains the causes and global effects of the revolutionary movements in China, Algeria and Cuba 	
Unit Eight: Global Connections and Interactions	
<p>How are some economic systems better than others? Is technology a positive development on mankind? Does power corrupt? Are the most technologically advanced societies the most civilized? Should emerging nations countries consider the needs of the environment equally with the need to combat poverty? Is change good? How does economic decision making become more global as the world becomes more interdependent?</p>	<p>The Contemporary World 1989-present SS.11.3.16 Examine the significant effects of technological developments and biological exchanges in the contemporary world SS.11.3.17 Examine critical human rights issues in the contemporary world Economic Interdependence SS.11.8.1 Explain how the exchange rate affects trade, imports, exports, and the economy of a nation SS.11.8.2</p>

<ul style="list-style-type: none"> • Understand: <ul style="list-style-type: none"> ○ The differing definition of human rights from different cultures and time periods ○ The different methods individuals have used to affect change ○ The conflict between interacting with the environment and raising the standard of living in nations ○ The effect the global market has had on nations development and foreign policy ○ The impact that urbanization has had on traditional family structure and ideals ○ The clash between traditional values and modern values that technology can create ○ The effect that the lack of technological advancement has on underdeveloped nations ○ The trend toward greater global political, economic, and/or social interdependence ○ The rise of extremism as a means of dealing with conflict and affecting change ○ The various advancements in science in technology and the positive and negative impacts upon people ○ The various impacts of globalization on both developed and emerging nations • Assesses the impact of technological developments (e.g. the Internet) and biological exchanges (e.g., the spread of AIDS) in the contemporary world • Analyzes recent human rights violations such as ethnic cleansing, child labor, and political oppression • Describes the connection between exchange rates and balance of trade • Explain the effect of the oil crisis of the 1970s on American society 	<p>Describe the distribution of the world's resources as it affects international economic relationships</p> <p>Role and Function of Markets</p> <p>SS.11.8.3 Describe how the determinants of demand (i.e., income, substitutes, complements, number of buyers, tastes, expectations) affect the price and availability of goods and services</p> <p>SS.11.8.4 Describe how the determinants of supply (i.e., price and availability of inputs, technology, government regulation, number of sellers) affect the price and availability of goods and services</p>
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<ul style="list-style-type: none">• Explain how multinational corporations facilitate meeting the consumer demands for the global marketplace• Explain the economic impact of a ban on a particular imported good	
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Economics Curriculum Map

Unit One: Scarcity and Economic Choices	
Essential Questions & Student Learning Objectives	Hawaii Content & Performance Standards
<p>How does scarcity, opportunity costs, and trade-offs affect our economics choices?</p> <ul style="list-style-type: none"> Analyze the implications of scarcity, trade-offs and opportunity cost Describe the interdependence of households, firms, and government s in the circular flow of economic activity Analyze production possibilities curves to describe opportunity costs and trade-offs Describe how business, households and government are impacted by each other's actions in the economy Use current personal or family budgets, goals, and values to describe how marginal costs and marginal benefits are related to economic decisions Identify the factors of production in coffee manufacturing and explains how these factors affect its production. Identify the trade-offs and opportunity costs of buying a new car 	<p>Opportunity Costs and Trade-offs SS.12E.1.1 Describe how individuals, families, communities, and/or nations use marginal costs and marginal benefits to make economic decisions</p> <p>Productivity SS.12E.1.2 Identify the factors of production (e.g., land, labor, capital) and explain how these factors influence the production of goods and services</p> <p>Economic Reasoning SS.12E.4.2 Identify how economic reasoning is used to make to make personal decisions (e.g., purchasing a car; deciding on a college, career choices)</p>
Unit Two: Economic Systems	
<p>To what extent are people affected by the degree of economic freedom in their country?</p> <ul style="list-style-type: none"> Analyze the similarities and differences among economic systems: characteristics of market, command, and mixed economic systems, including roles of production, distribution, and consumption of goods and services Describe the characteristics of the mixed-market economy of the United States: <ul style="list-style-type: none"> Property rights Profit motive 	<p>Productivity SS.12E.1.2 Identify the factors of production (e.g., land, labor, capital) and explain how these factors influence the production of goods and services</p> <p>Economic Growth SS.12E.3.1 Describe the characteristics of an entrepreneur (e.g., how he or she accepts business risks for profit) and explain the role of entrepreneurs in a market-based economy (e.g., how they introduce new products and production methods)</p>

<ul style="list-style-type: none"> ○ Consumer sovereignty ○ Competition ○ Role of the government ○ Rational self-interest ○ Invisible hand ● Describe how the interdependence of both household and firms is affected by trade, exchange, money, and banking: ● Role of entrepreneurs in a market economy and how profit is an incentive that leads entrepreneurs to accept risks of business failure ● Importance of rule law in a market economy for enforcement of contracts ● Describe a local entrepreneur or a historically significant entrepreneur and explain how his or her innovation or methods of production contributed to the growth of the community or nation 	
Unit Three: Markets Interact (Supply and Demand)	
<p>How does the role of Supply and Demand affect our everyday lives?</p> <ul style="list-style-type: none"> ● Describe how markets function: <ul style="list-style-type: none"> ○ laws of supply and demand ○ how a market price is determined ○ graphs that demonstrate changes in supply and demand ● Describe how the interdependence of both households and firms and why voluntary exchange occurs only when all participating parties expect to gain from the exchange ● Interpret economic information using charts, tables, graphs, equations, and diagrams ● Use the laws of supply and demand to explain how changes in the price of oil may affect the supply of alternative sources of energy 	<p>Role and Function of Markets</p> <p>SS.12E.2.1 Explain the laws of supply and demand and illustrate how their determinants affect the supply or demand curve (e.g., how changes in technology or price of inputs affect supply; how consumer income, tastes, and preferences affect demand)</p> <p>SS.12E.2.2 Explain how money makes it easier for countries to borrow, save, invest, and compare the value of goods and services</p> <p>Economic Growth</p> <p>SS.12E.3.2 Explain how stock markets function, what influences their performance, and how they impact national economies</p>

<ul style="list-style-type: none"> • Explain how nations with different currencies are able to buy and sell goods and services globally • Explain the impact of a bankruptcy of a major corporation on the performance of the stock market 	
<p>Unit Four: Market Structure</p>	
<p>In what ways are economies impacted when resources are not efficiently allocated? In what ways does the amount of competition impact economic decisions?</p> <ul style="list-style-type: none"> • Describe how markets function and how price ceilings and floors cause shortages or surpluses • Evaluate the economic implications of current events from a variety of sources • Describe how government policies influence the economy: <ul style="list-style-type: none"> ○ need to compare costs and benefits of government policies before taking action • Compare the behaviors of monopolistic and competitive firms • Describe the theory of production and the role of cost • Describe how government policies influence the economy: need to compare costs and benefits of government policies before taking action • Explain how monetary and fiscal policy are used to control inflation • Describe how the number of sellers of a similar good or service in a market affects the quality, quantity, and price of those goods or services 	<p>Productivity SS.12E.1.2 Identify the factors of production (e.g., land, labor, capital) and explain how these factors influence the production of goods and services</p> <p>Economic Policies SS.12E.6.2 Explain the various roles government plays in a market-based economy, including monetary policy, market regulation and oversight, and fiscal policy</p> <p>Competition SS.12E.5.2 Explain the nature and role of competition in a market-based economy (e.g., the determination of market price through competition among buyers and sellers; conditions that make industries more or less competitive; the effect of domestic and international competition in a market-based economy)</p>
<p>Unit Five: Government Tax and Spending</p>	
<p>What are the positive and negative implications of various government tax policies? How can cost/benefit analysis be used to determine efficient government spending?</p>	<p>Revenue SS.12E.6.3</p>

<p>Describe how government policies influence the economy:</p> <ul style="list-style-type: none"> • Need to compare costs and benefits of government policies before taking action • Use of federal, state, and local government spending to provide national defense; address environmental concerns; define and enforce property, consumer and worker rights; regulate markets; and provide goods and services • Effects of progressive, proportional and regressive taxes on different income groups • Role of self-interest in decisions of voters, elected officials, and public employees • Describe how the interdependence of both households and firms is affected by trade, exchange, money, and banking • Use data on taxes to explain government revenue sources 	<p>Explain major sources of government revenue (e.g., personal income and payroll taxes, sales taxes, property taxes) at the federal, state, and local level</p>
<p>Unit Six: Economic Performance</p>	
<p>How can economic indicators be used to determine the overall strength of an economy?</p> <ul style="list-style-type: none"> • Describe the tools the Government and the Federal Reserve has at their disposal to affect the economy • Determine how inflation, unemployment, and gross domestic product statistics are used in policy decisions • Explain the effects of inflation and deflation on different groups • Describe the economic and non-economic consequences of unemployment • Analyze fiscal policy and its effects on inflation, unemployment, and economic growth • Explain the effects of monetary policy on unemployment, inflation, and economic growth • Describe the functions of the Federal Reserve System and their influences on the economy 	<p>Economic Policies SS.12E.6.2 Explain the various roles government plays in a market-based economy, including monetary policy, market regulation and oversight, and fiscal policy</p> <p>National Economy SS.12E.6.1 Explain various measures of economic health (e.g., the Gross Domestic Product [GDP], consumer price indexes [CPI], personal income, disposable income, rates of inflation and deflation, unemployment rates)</p>

<ul style="list-style-type: none"> • Use various measures of economic health (such as GDP, CPI, income statistics) to assess the economic health of the nation 	
<p>Unit Seven: Global Economics</p>	
<p>In what ways can a county’s standard of living be increased through interdependence?</p> <ul style="list-style-type: none"> • Describe the effects of international trade on the United States and other nations: <ul style="list-style-type: none"> ○ How people and nations gain through trade ○ How the law of comparative advantage leads to specialization and trade ○ Effects of protectionism, including tariffs and quotas on international trade and on a nation's standard of living ○ How exchange rates work and how they affect international trade ○ How the concepts of balance of trade and balance of payments are used to measure international trade ○ Factors that influence the major world patterns of economic activity including differing costs ○ Economic connections among different regions, including changing alignments in world trade partners ○ Identify the effects of trade agreements (NAFTA) • Explain how the foreign exchange market affects the cost of an imported skateboard • Explain how trade agreements affect economic development in partner nation(s) • Compare a capitalist nation to a communist nation in terms of economic advantages and disadvantages 	<p>Characteristics of Global Trade</p> <p>SS.12E.7.1 Explain the characteristics of global trade (e.g., tariffs, foreign exchange market, trade agreements, balance of payments, specialization)</p> <p>SS.12E.7.2 Explain how global trade affects a nation's economic development (e.g., increases in consumer choice, standards of living, production efficiencies)</p> <p>Economic Development</p> <p>SS.12E.7.3 Compare the advantages and disadvantages of economic systems (i.e., traditional, command, market-based)</p>

American Problems Curriculum Map

Unit One: Critical Thinking and Communication Skills	
Essential Questions & Student Learning Objectives	Hawaii Content & Performance Standards
<p>How does data contribute to problem solving? What is the significance of cause and effect relationships? Why is it important to form and test hypotheses? How is it determined that information/data is valid? What is essential to communicate clearly and effectively? What is the purpose of communication? What is the impact of technology on the learning process?</p> <ul style="list-style-type: none"> • Develop questions to guide research • Select information from a variety of resources • Evaluate information gathered through research testing its validity, credibility, and identifying any bias • Organize information logically and effectively while displaying an awareness of audience • Recognize the personal responsibilities of citizens for responsible social change • Assess the need for social and political reform • Debate divergent points of view • Utilize the writing process to compose writing pieces that are focused, organized, elaborated, and supported • Utilize technology to acquire, organize and present information • Compare, with well-supported detail, positions on legal issues 	<p>Legal Controversies SS.AP.3.3 Compare positions on legal issues (e.g., gun control, same sex marriage, capital punishment)</p>
Unit Two: Socioeconomic Class	
<p>What are the major differences socially, economically, and culturally between the very rich and the very poor? What is meant by a social stratification and social class? How is the poverty line used to determine the poor?</p>	<p>Socioeconomic Class SS.AP.1.1 Compare the challenges faced by urban and rural poor</p>

<p>What are the factors that lead to poverty? What is the impact of the changes to the welfare system in 1996? How does a culture of poverty affect those who because of their economic situation do not have the same opportunities as those who are wealthy?</p> <p>Examine the economic differences between the very rich and the very poor Understand what is meant by social stratification and social class Identify what the poverty line is and how it is used to determine who is poor Analyze what factors may lead to poverty Understand the concomitants of poverty: health care, education, housing, homelessness and justice Identify the 1996 changes in welfare and perceptions of its impact Examine the “culture of poverty” and criticisms of the concept Distinguish between the issues faced by the urban poor in Honolulu and the rural poor on Oahu and/or other Hawaiian islands</p>	
<p>Unit Three: Work and the Economy</p>	
<p>What are the major elements of the American free market enterprise system? How has the globalization of the economy affected the American economy system and corporate power? What is the effect of multinational corporations on American workers? How has the shift from a manufacturing economy to a service economy affected the US economy? What is the role of women in the global labor market? What is the relationship between technology and specialization? What are solutions to the problems faced by workers in the workforce?</p>	<p>Corporations and Communities SS.AP.1.2 Explain the positive and negative effects of large corporate activities in local communities</p> <p>America and the Global Economy SS.AP.1.4 Describe the social, political, and economic issues America faces in light of emerging economies in places such as China, India, and Brazil</p>

<p>How does the economy affect social policy and social issues in communities around the United States?</p> <ul style="list-style-type: none"> • Identify the elements of the American free market enterprise system. Examine the relationship between global markets and corporate power • Analyze how multinational corporations have affected American workers • Understand the shift from a manufacturing to a service economy • Examine the role of women in the global labor market. Identify the link between technology and specialization • Understand the issues related to problems in the workplace. Identify issues related to underemployment and unemployment • Examine occupational health and safety concerns • Analyze current issues in social policy as they relate to the economy • Provide details about the economic impact of large chain retail stores on various communities (e.g., large city neighborhoods, urban corridor communities) • Explains the political and economic impact of the trade deficit America has with China 	
<p>Unit Four: Problems of Health and Health Care</p>	
<p>What are the global problems related to health care? In what ways do medical sociologists analyze health care issues both in the United States and globally? List and explain the issues that influence health care in the United States. For different socioeconomic groups of people, what types of health insurance does each have? What are the similarities and differences between Medicare and Medicaid and what are the problems associated with each?</p>	<p>Medical Economics SS.AP.1.3 Analyzes causes of increasing medical costs (e.g., medical technology, pharmaceuticals, health care providers, malpractice suits and insurance, uninsured patients) Medicine and Science SS.AP.3.1 Compare perspectives on controversial topics in medicine and science (e.g., abortion, stem cell research, life support systems)</p>

<p>How do race, class, and gender determine the quality of health care that is available to Americans? In what ways can the major theoretical perspectives that drive research be used to analyze health care? How has AIDS become a major health problem and in what ways is research being conducted to end the epidemic? List and explain examples of legislation that have impacted the disabled and the handicapped. What are social problems that deal with health care reform, managed care, and HMO's?</p> <ul style="list-style-type: none"> • Examine health care as a global social problem • Define medical sociology and explain how medical sociologists analyze health care issues • Understand the factors that influence the cost of health care in the United States • Identify different types of insurance in the United States and which groups of people are likely to have which type • Examine the problems associated with Medicare and Medicaid • Identify how race, class and gender impact the quality of health care Apply the major theoretical perspectives to the analysis of health care Discuss research on AIDS and how it has become a global health problem • Examine issues of legislation as they impact the disabled and the handicapped • Identify social policies dealing with health care reform, managed care and HMO's. • Research reasons for increased costs of hospital stays • Assess the controversy over stem cell research 	
Unit Five: Foreign Policy and National Security	
How is power acquired, used, and justified?	Democracy and Terrorism SS.AP.2.1

<p>How does the global community differentiate between different types of regimes (communist, authoritarian, democratic)? In what ways are foreign policy decisions a reflection of a country's ideological spectrum and electoral system? Is conflict inevitable? Desirable? Avoidable? What global responsibilities does the United States have as the world's last remaining superpower?</p> <ul style="list-style-type: none"> • Critique the motivating factors of terrorism and terrorist groups (Hezbollah, Hamas, Al Qaeda, ETA (Spain), Aum Shinrikyo (Japan), and the Irish Republican Army) • Evaluate the effectiveness of terrorists in achieving their goals • Debate various reactions and responses to terrorism • Assess the effectiveness of the treaties aimed at halting the proliferation of Weapons of Mass Destruction • Evaluate the policy of “nation building” • Assess the perception of America abroad • Analyze conflicts in various regions of the world (Middle East, Asia, Latin America, Africa) • Evaluate the effectiveness of nongovernmental organizations in raising awareness and providing solutions to global problems • Analyze the moral and political factors that motivate the U.S. to provide economic support to other countries • Provide examples of the effects of the Patriot Act on national security and civil liberties • Explain the effects of military health policies on disabled veterans 	<p>Describe the controversy over national security vs. civil liberties with regard to terrorism Military Policy and Society SS.AP.2.2 Describe the impact of military policies on military service personnel (e.g., mental and physical health, access to health benefits, impact on families)</p>
Unit Six: Problems of Education	
<p>How have the many demands placed on the education system affected student achievement?</p>	<p>Public Education SS.AP.3.2</p>

<p>What factors have created inequalities in access to education particularly for minority students? How did schools work to desegregate in the 1950's but have become segregated due to societal issues? What has been the impact of technology on student achievement? In what ways does school violence impact student achievement? What are new trends in teaching methods that have impacted the educational environment?</p> <ul style="list-style-type: none"> • Understand the many demands placed on the educational system in the United States • Examine the issues of equal access to education particularly the impact on minority students • Analyze the issues and history of desegregation • Identify issues related to school reform and educational attainment • Discuss the introduction of technology into the classroom • Examine the various issues related to school violence • Identify and discuss the various social policy trends as they relate to education • Explain court rulings or school board decisions on efforts to include creationism in science curricula 	<p>Explain controversies over public education (e.g., science and religion, sex education)</p>
<p>Unit Seven: Racism, Prejudice, and Discrimination</p>	
<p>What are the living situations and characteristics of those labeled as minorities? What are the effects of prejudice and discrimination on individual minorities? What are the effects of institutional discrimination? In what ways has government legislation dealt with issues of race, prejudice, and discrimination?</p> <ul style="list-style-type: none"> • Understand the meaning of being a minority 	<p>Social Differences SS.AP.4.1 Analyze issues of diversity, prejudice, and discrimination in America Indigenous Peoples SS.AP.4.2 Explain the social, political, economic, and cultural struggles of indigenous populations (e.g., Native Americans, Inuit, Native Hawaiians)</p>

<ul style="list-style-type: none"> • Examine the impact of prejudice and discrimination on individual minority members • Identify the social and cultural factors that have been used to explain prejudice and discrimination • Define and discuss the impact of institutional discrimination • List and explain solutions to institutional discrimination • Analyze various policies related to dealing with issues of race, prejudice and discrimination • Assess the controversy over affirmative action (e.g., college admission, employment) • Describe various issues faced by various indigenous people regarding assimilation 	
<p>Unit Eight: Population and Immigration</p>	
<p>How has the world’s population grown in the last two centuries? What is the concept of demographic transition? How are the amount of food and the access to food related? What is the effectiveness of the strategies associated with controlling population growth? How have the various immigrant groups in the United States struggled to assimilate to the American culture? How has immigration into America been affected by recent legislation?</p> <ul style="list-style-type: none"> • Understand the way in which the world’s population has grown in the last two or three centuries • Examine what is meant by the concept of demographic transition • Analyze the relationship between amount of food and access to food • Identify the strategies associated with controlling population growth • Examine population growth in the United States 	<p>Illegal Immigration SS.AP.4.3 Explain various perspectives regarding illegal immigration</p> <p>Population Problems SS.AP.5.2 Describe the effects of overpopulation on employment, land use, and pollution</p>

<ul style="list-style-type: none"> • Discuss the various waves of immigration to the United States • Identify recent trends in immigration • Understand the social policy implications of recent immigration legislation and how the political climate affects immigration issues • Describe the economic impact of illegal immigration from various perspectives • Explain the impact of population growth on water resources in arid regions of the United States 	
<p>Unit Ten: Technology and the Environment</p>	
<p>How can technology be used to improve the environment? What is meant by the digital divide and technological dualism? What is the impact of automation on society and economy? What is the link between technology, bureaucracy, and morality? What is the concept of cultural lag? What is the relationship between environmental stress and environmental pollution? How are human health, the economy, and ecology impacted by pollution? What are the causes and concerns related to global warming? How have environmental social policies changed over the past few decades?</p> <ul style="list-style-type: none"> • Define technology • Understand what is meant by the digital divide and technological dualism • Discuss the impact of automation on society and the economy • Identify the link between technology, bureaucracy and morality • Examine the concept of cultural lag 	<p>Science, Politics, and the Environment SS.AP.5.1 Explain connections between the scientific, economic, and political aspects of global environmental issues (e.g., climate change, pollution, natural resources) Impact of IT SS.AP.6.1 Describe the impact of the information revolution on economic, social, and political issues and events IT and Ethics SS.AP.6.2 Explain ethical issues involving internet use and privacy</p>

- | | |
|---|--|
| <ul style="list-style-type: none">• Analyze the issues of environmental stress and environmental pollution• Discuss the impact of pollution on human health, the economy and the ecology• Identify the causes and concerns related to global warming• Examine how environmental social policies have changed over the past few decades• Explain the positive and negative relationships between environmental and economic choices• Explain ways in which information technology has affected the growth of financial markets• Explain controversies over internet access by corporations and/or government to private information (e.g., access to street addresses, photographs of private property, personal email communications) | |
|---|--|

Attachment E

A Day in the Life of a Student

8:15 a.m. – 8:25 a.m.

Shanna is a 9th grade student at the Kapolei Charter School by Goodwill Hawaii. On Monday morning, after getting dropped off at school, Shanna goes to the lanai to talk to friends and to her teachers who offer positive words to start the day.

8:30 a.m. – 9:30 a.m.

In Algebra class Ms. Taylor passes out a problem that the students had worked on the day before that Shanna had trouble completing. She sees that Ms. Taylor has written two questions on her paper, “How can you check that you remember all the constraints?” and “Do you cover all possible combinations? If not, why not?” The class works individually and in small groups and then compares the different approaches to solving the problem. During the last 10 minutes of class Shanna completes her individual reflection, the “How Did You Work?” questionnaire.

9:35 a.m. – 10:35 a.m.

Shanna arrives to English 1, where her teacher, Mrs. Marquez, has a journal prompt on the whiteboard. Mrs. Marquez passes out a new book to students, *Animals in Translation*, by Temple Grandin. Shanna reads pages 1-4 of the text and writes down questions that she has. She engages in small group and whole group discussion about the text. The class participates in evidenced-based discussion and annotates the text. During the last 10 minutes of class, Shanna responds to the Quick Write.

10:40 a.m. – 11:40 a.m.

Shanna next goes to third period, Physical Science. In preparation for the class, at home the day before Shanna watched an online video about forces and motion that her teacher had posted on their learning management system, and she answered question prompts that were posted to their online discussion forum. In class, Shanna engages in an exploration activity in which she and her small group investigate how a brick moves across different surfaces. Her teacher then explains what has happened in terms of forces, friction, and surface area. They next work together in small groups to design a solution to a new scenario.

11:45 a.m. – 12:15 p.m.

Shanna eats lunch in the cafeteria with her friends and talks about her day.

12:20 p.m. – 1:25 p.m.

Shanna goes to her Participation in a Democracy class, where her teacher, Mr. Scott, explains they will be starting a new unit about global citizenship. The class discusses the quote, “Citizenship is the common thread that connects all Americans. We are a nation bound not by race or religion, but by the shared values of freedom, liberty, and equality.” Mr. Scott provides guided note takers to students and presents new information in an interactive presentation. Mr. Scott closes the lesson making Shanna feel more comfortable when he validated the feelings expressed by some of her classmates about this topic.

1:30 p.m. – 2:30 p.m.

Shanna goes to the computer lab to work on an online health course with her teacher Ms. Cameli. Shanna is working on an interactive lesson about nutrition and spends the period researching nutrition facts for her favorite foods and recording information in a data table including calories, fat, protein, carbohydrates, vitamins, and minerals.

2:35 p.m. – 3:35 p.m.

Shanna finishes the day back in Ms. Taylor’s room where she and the freshman students in her advisory work through an activity called “Being Honest with Yourself and Others.”

Attachment F

A Day in the Life of a Teacher

8:15 a.m. – 8:30 a.m.

Mrs. Tan arrives at school, and since she is not scheduled to be with students, she takes this opportunity to log onto Blackboard Learn and responds to a few discussion threads from her biology students and provides feedback questions on a student-created genetics wiki.

8:30 a.m. – 9:30 a.m.

Mrs. Tan is in the hallway next to her room and greets students on their way into her Earth Space System class. Mrs. Tan debriefs with the class regarding their collective progress and moves on to facilitate an inquiry-based lesson on the rock cycle. While students work, Mrs. Tan poses higher order questions to students and assists students who may need extra help.

9:35 a.m. – 10:35 a.m.

Mrs. Tan uses her prep period to print standards-based progress reports for her next classes and prepares materials for her Biology and Physical Science classes.

10:40 a.m. – 11:40 a.m.

Mrs. Tan greets students as they come into Physical Science class and asks questions of the class to make certain they had watched the online video she had posted on Blackboard Learn. Mrs. Tan facilitated an exploration activity and next presented new information and vocabulary to students. She provides the small groups with a design challenge and then closes the class with students sharing their initial designs and explains what they will do tomorrow.

11:45 a.m. – 12:15 p.m.

Mrs. Tan greets students as they come into Biology class and facilitates an exploration activity and then explains what has happened in terms of mutations and deletions. She next facilitates an experiment with this and other types of mutations on a sequence of DNA so that students discover what happens to the amino acids that are coded for. Mrs. Tan asks students to explain what has occurred using their new vocabulary.

12:20 p.m. – 12:50 p.m.

This trimester Mrs. Tan has “B” lunch, which means her 4th period class is split, with lunch in the middle. While sometimes Mrs. Tan eats with her colleagues in the teachers’ office, today she decides to go eat in the cafeteria with students, conversing with them about their weekend and their school projects.

12:55 p.m. – 1:25 p.m.

After lunch, Mrs. Tan provides the student groups with several global health scenarios involving genetic disorders and begins the activity that will be completed during the next class period: describing the mutation involved and describing current problems and treatment options.

1:30 p.m. – 2:30 p.m.

While in subsequent trimesters, Mrs. Tan may use 5th period to facilitate and supervise internships for students in the Health Sciences career pathway, this trimester she has a second section of Biology. She repeats the same inquiry-based lesson on DNA and genetics that she led in 4th period.

2:35 p.m. – 3:35 p.m.

Mrs. Tan leads her advisory class in an exploration of self-concept, using lesson materials from the Positive Action social emotional learning program.

3:35 p.m. – 3:45 p.m.

Ms. Tan participates in a quick stand up meeting with three other teachers to review proposed student activities and to check on the progress and behavior of some selected students.

Attachment G

High School Staffing Model and Rollout

Title	Salary and FTE Per Position Per Year					
	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021	Capacity 2021
School Director	\$82,400 (1.0 FTE)	\$84,800 (1.0 FTE)	\$87,200 (1.0 FTE)	\$89,820 (1.0 FTE)	\$92,515 (1.0 FTE)	\$92,515 (1.0 FTE)
Dean of Students	--	--		\$65,000 (1.0 FTE)	\$66,950 (1.0 FTE)	\$66,950 (1.0 FTE)
Classroom Teacher – ELA Lead Teacher	--	--	\$65,019 (1.0 FTE)	\$66,970 (1.0 FTE)	\$68,979 (1.0 FTE)	\$68,979 (1.0 FTE)
Classroom Teacher – ELA 1	\$58,514 (1.0 FTE)	\$60,219 (1.0 FTE)	\$61,923 (1.0 FTE)	\$63,780 (1.0 FTE)	\$65,693 (1.0 FTE)	\$65,693 (1.0 FTE)
Classroom Teacher – ELA 2	--	\$60,219 (1.0 FTE)	\$61,923 (1.0 FTE)	\$63,780 (1.0 FTE)	\$65,693 (1.0 FTE)	\$65,693 (1.0 FTE)
Classroom Teacher – ELA 3	--	--	--	--	\$65,693 (1.0 FTE)	\$65,693 (1.0 FTE)
Classroom Teacher – Social Studies 1	\$58,514 (1.0 FTE)	\$60,219 (1.0 FTE)		\$63,780 (1.0 FTE)	\$65,693 (1.0 FTE)	\$65,693 (1.0 FTE)
Classroom Teacher – Social Studies 2	--	--		\$63,780 (1.0 FTE)	\$65,693 (1.0 FTE)	\$65,693 (1.0 FTE)
Classroom Teacher – STEM Lead Teacher	--	--	\$65,019 (1.0 FTE)	\$66,970 (1.0 FTE)	\$68,979 (1.0 FTE)	\$68,979 (1.0 FTE)
Classroom Teacher – Math 1	\$58,514 (1.0 FTE)	\$60,219 (1.0 FTE)	\$61,923 (1.0 FTE)	\$63,780 (1.0 FTE)	\$65,693 (1.0 FTE)	\$65,693 (1.0 FTE)
Classroom Teacher – Math 2	--	\$60,219 (1.0 FTE)	\$61,923 (1.0 FTE)	\$63,780 (1.0 FTE)	\$65,693 (1.0 FTE)	\$65,693 (1.0 FTE)
Classroom Teacher – Math 3	--	--	--	--	\$65,693 (1.0 FTE)	\$65,693 (1.0 FTE)
Classroom Teacher – Science 1	\$58,514 (1.0 FTE)	\$60,219 (1.0 FTE)	\$61,923 (1.0 FTE)	\$63,780 (1.0 FTE)	\$65,693 (1.0 FTE)	\$65,693 (1.0 FTE)
Classroom Teacher – Science 2	--	--	\$61,923 (1.0 FTE)	\$63,780 (1.0 FTE)	\$65,693 (1.0 FTE)	\$65,693 (1.0 FTE)
Classroom Teacher – Career & Technical Education / College & Career Readiness Coach	--	\$60,219 (1.0 FTE)	--	--	--	--
Classroom Teacher – Career & Technical Education 1	--		\$61,923 (1.0 FTE)	\$63,780 (1.0 FTE)	\$65,693 (1.0 FTE)	\$65,693 (1.0 FTE)
Classroom Teacher – Career & Technical Education 2	--	--	\$61,923 (1.0 FTE)	\$63,780 (1.0 FTE)	\$65,693 (1.0 FTE)	\$65,693 (1.0 FTE)
Special Education Teacher 1	\$58,514 (1.0 FTE)	\$60,219 (1.0 FTE)	\$61,923 (1.0 FTE)	\$63,780 (1.0 FTE)	\$65,693 (1.0 FTE)	\$65,693 (1.0 FTE)
Special Education Teacher 2	--	--	\$61,923 (1.0 FTE)	\$63,780 (1.0 FTE)	\$65,693 (1.0 FTE)	\$65,693 (1.0 FTE)

Life Coach 1	\$41,200 (1.0 FTE)	\$42,400 (1.0 FTE)	\$43,600 (1.0 FTE)	\$44,908 (1.0 FTE)	\$46,255 (1.0 FTE)	\$46,255 (1.0 FTE)
Life Coach 2	--	\$42,400 (1.0 FTE)	\$43,600 (1.0 FTE)	\$44,908 (1.0 FTE)	\$46,255 (1.0 FTE)	\$46,255 (1.0 FTE)
Career & College Readiness Coach	--	--	\$43,600 (1.0 FTE)	\$44,908 (1.0 FTE)	\$46,255 (1.0 FTE)	\$46,255 (1.0 FTE)
Paraprofessional (eLearning Facilitator)	\$30,900 (1.0 FTE)	\$31,800 (1.0 FTE)	\$32,700 (1.0 FTE)	\$33,681 (1.0 FTE)	\$34,691 (1.0 FTE)	\$34,691 (1.0 FTE)
SPED Paraprofessional	--	--	--	\$33,681 (1.0 FTE)	\$34,691 (1.0 FTE)	\$34,691 (1.0 FTE)
Registrar/Office Manager	\$41,200 (1.0 FTE)	--	--	--	--	--
Registrar	--	\$42,400 (1.0 FTE)	\$43,600 (1.0 FTE)	\$44,908 (1.0 FTE)	\$46,255 (1.0 FTE)	\$46,255 (1.0 FTE)
Office Manager	--	\$42,400 (1.0 FTE)	\$43,600 (1.0 FTE)	\$44,908 (1.0 FTE)	\$46,255 (1.0 FTE)	\$46,255 (1.0 FTE)
Total FTEs	9.0	14.0	19.0	23.0	25.0	25.0
Total Salary	\$488,270	\$767,952	\$1,087,168	\$1,346,022	\$1,517,782	\$1,517,782

2017-2018

School Year Calendar

July 17						
Su	M	Tu	W	Th	F	Sa
						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	29
30	31					

August 17						
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20	21	22	23	24	25	26
27	28	29	30	31		

September 17						
Su	M	Tu	W	Th	F	Sa
					1	2
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24	25	26	27	28	29	30

October 17						
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22	23	24	25	26	▶	28
29	30	▶				

November 17						
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19	20	21	22	B	B	25
26	27	28	29	30		

December 17						
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					1	2
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17	18	19	20	B	B	23
24	B	B	B	B	B	30
31						

January 18						
Su	M	Tu	W	Th	F	Sa
	B	B	B	4	5	6
7	8	9	10	11	12	13
14	B	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 18						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	▶	10
11	12	▶	14	15	16	17
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25	26	27	28			

March 18						
Su	M	Tu	W	Th	F	Sa
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18	19	20	21	22	23	24
25	26	B	28	29	30	31

April 18						
Su	M	Tu	W	Th	F	Sa
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15	B	B	B	B	B	21
22	23	24	25	26	27	28
29	30					

May 18						
Su	M	Tu	W	Th	F	Sa
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20	21	▶	23	24	25	26
27	28	29	30	31		

June 18						
Su	M	Tu	W	Th	F	Sa
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3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 18						
Su	M	Tu	W	Th	F	Sa
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22	23	24	25	26	27	28
29	30	31				

August 18						
Su	M	Tu	W	Th	F	Sa
			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	29	30	31	

	School Closed
	Immersion Week
	First Day of Trimester
	Last Day of Trimester
	Report Cards Issued
	School Break/Holiday - -No classes
	Staff Development Day -No classes
	Optional Staff Development (Stipend available)
Aug 7 - 1st day of Trimester 1	
Sept 4 - Labor Day	
Oct 30 - Staff Development Day	
Oct 31 - 1st day of Trimester 2	
Nov 23-24 - Thanksgiving Break	
Dec 11 - Staff Development Day	
Dec 21-Jan 3 - Winter Break	
Jan 15 - Martin Luther King Jr. Day	
Feb 9 - Last day of Trimester 2	
Feb 12 - Staff Development Day	
Feb 13 - 1st day of Trimester 3	
Feb 19 - Presidents Day	
Mar 23 - Staff Development Day	
Mar 27 - Prince Jonah Kuhio Kalaniana'ole Day	
Apr 13-20 - Spring Break	
May 22 - Last Student Day	
May 23 - Last Teacher Day	
180 Student Days / 190 Teacher Days	

Attachment H

School Director Evaluation Rubric (Adapted from the RISE Principal Evaluation Rubric)

Domain 1: Teacher Effectiveness

Great school directors know that teacher quality is the most important in-school factor relating to student achievement. School directors drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, school directors are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Human Capital Manager					
1.1.1	Hiring and retention	<p>At Level 4, a school director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; – Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; – Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture). 	<p>School director recruits, hires, and supports teachers by:</p> <ul style="list-style-type: none"> – Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; – Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; – Aligning personnel decisions with the vision and mission of the school. 	<p>School director recruits, hires, and supports effective teachers by:</p> <ul style="list-style-type: none"> – Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; – Demonstrating ability to increase some teachers' effectiveness; – Occasionally applying the school's vision/mission to HR decisions. 	<p>School director <u>does not</u> recruit, hire, or support effective teachers who share the school's vision/mission by:</p> <ul style="list-style-type: none"> – Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions¹; – Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; – Rarely or never applying the school's vision/mission to HR decisions.

¹ For new teachers, the use of student teaching recommendations and data results is entirely appropriate.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.2	Evaluation of teachers	<p>At Level 4, a school director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process. 	<p>School director prioritizes and applies teacher evaluations by:</p> <ul style="list-style-type: none"> Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; Following processes and procedures outlined in the corporation evaluation plan for all staff members 	<p>School director prioritizes and applies teacher evaluations by:</p> <ul style="list-style-type: none"> Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Using teacher evaluations to partially differentiate the performance of teacher; Following most processes and procedures outlined in the corporation evaluation plan for all staff members. 	<p>School director <u>does not</u> prioritize and apply teacher evaluations by:</p> <ul style="list-style-type: none"> Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Rarely or never using teacher evaluation to differentiate the performance of teachers ; Failing to follow all processes and procedures outlined in the corporation evaluation plan for staff members.
1.1.3	Professional development	<p>At Level 4, a school director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Frequently creating learning opportunities in which highly effective teachers support their peers; Monitoring the impact of implemented learning opportunities on student achievement; Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities. 	<p>School director orchestrates professional learning opportunities by:</p> <ul style="list-style-type: none"> Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. Providing differentiated learning opportunities to teachers based on evaluation results. 	<p>School director orchestrates aligned professional learning opportunities tuned to staff needs by:</p> <ul style="list-style-type: none"> Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; Providing learning opportunities with little variety of format; Providing differentiated learning opportunities to teachers in some measure based on evaluation results. 	<p>School director <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:</p> <ul style="list-style-type: none"> Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; Providing no variety in format of learning opportunities; Failing to provide professional learning opportunities based on evaluation results.
1.1.4	Leadership and talent development	<p>At Level 4, a school director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Encouraging and supporting teacher leadership and progression on career ladders; 	<p>School director develops leadership and talent by:</p> <ul style="list-style-type: none"> Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; 	<p>School director develops leadership and talent by:</p> <ul style="list-style-type: none"> Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; 	<p>School director <u>does not</u> develop leadership and talent by:</p> <ul style="list-style-type: none"> Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school;

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
		<ul style="list-style-type: none"> – Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; – Recognizing and celebrating emerging leaders. 	<ul style="list-style-type: none"> – Providing formal and informal opportunities to mentor emerging leaders; – Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities. 	<ul style="list-style-type: none"> – Providing formal and informal opportunities to mentor some, but not all, emerging leaders; – Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders. 	<ul style="list-style-type: none"> – Rarely or never provides mentorship to emerging leaders; – Providing no support and encouragement of leadership and growth; – Frequently assigns responsibilities without allocating necessary authority.
1.1.5	Delegation	<p>At Level 4, a school director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Encouraging and supporting staff members to seek out responsibilities; – Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities. 	<p>School director delegates tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> – Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Monitoring the progress towards success of those to whom delegations have been made; – Providing support to staff members as needed. 	<p>School director delegates tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> – Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; – Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; – Providing support, but not always as needed. 	<p>School director does not delegate tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> – Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; – Rarely or never providing support.
1.1.6	Strategic assignment²	<p>At Level 4, a school director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses. 	<p>School director uses staff placement to support instruction by:</p> <ul style="list-style-type: none"> – Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; – Strategically assigning support staff to teachers and classes as necessary to support student achievement. 	<p>School director uses staff placement to support instruction by:</p> <ul style="list-style-type: none"> – Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible. 	<p>School director does not use staff placement to support instruction by:</p> <ul style="list-style-type: none"> – Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.

² This indicator obviously assumes there is ability of leader to make these decisions.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.7	Addressing teachers who are in need of improvement or ineffective	<p>At Level 4, a school director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Staying in frequent communication with teachers on remediation plans to ensure necessary support; – Tracking remediation plans in order to inform future decisions about effectiveness of certain supports. 	<p>School director addresses teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> – Developing remediation plans with teachers rated as ineffective or in need of improvement; – Monitoring the success of remediation plans; – Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. 	<p>School director addresses teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> – Occasionally monitoring the success of remediation plans; – Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. 	<p>School director <u>does not</u> address teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> – Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; – Rarely or never monitoring the success of remediation plans; – Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.
Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership					
1.2.1	Mission and vision	<p>At Level 4, a school director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Defining long, medium, and short-term application of the vision and/or mission; – Monitoring and measuring progress toward the school's vision and/or mission; – Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; – Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups. 	<p>School director supports a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Defining specific instructional and behavioral actions linked to the school's vision and/or mission; – Ensuring all key decisions are aligned to the vision and/or mission; – Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students. 	<p>School director supports a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Making significant key decisions without alignment to the vision and/or mission; – Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students. 	<p>School director <u>does not</u> support a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> – Failing to adopt a school-wide instructional vision and/or mission; – Defining a school-wide instructional vision and/or mission that is not applied to decisions; – Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.
1.2.2	Classroom observations	<p>At Level 4, a school director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Creating systems and schedules ensuring all teachers are frequently observed, and these 	<p>School director uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> – Visiting all teachers frequently (announced and unannounced) to observe instruction; 	<p>School director uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> – Occasionally visiting teachers to observe instruction; 	<p>School director uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> – Rarely or never visiting teachers to observe instruction;

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
		<p>observations are understood by the school director, teachers, and students to be an absolute priority;</p> <ul style="list-style-type: none"> Monitoring the impact of feedback provided to teachers. 	<ul style="list-style-type: none"> Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data. 	<ul style="list-style-type: none"> Occasionally analyzing student performance data to drive instruction evaluate instructional quality; Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes. 	<ul style="list-style-type: none"> Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.
1.2.3	Teacher collaboration	<p>At Level 4, a school director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Monitoring collaborative efforts to ensure a constant focus on student learning; Tracking best collaborative practices to solve specific challenges; Holding collaborating teams accountable for their results. 	<p>School director supports teacher collaboration by:</p> <ul style="list-style-type: none"> Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; Aligning teacher collaborative efforts to the school's vision/mission. 	<p>School director supports teacher collaboration by:</p> <ul style="list-style-type: none"> Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; Supporting and encouraging teamwork and collaboration in a limited number of ways; Occasionally aligning teacher collaborative efforts to instructional practices. 	<p>School director does not support teacher collaboration by:</p> <ul style="list-style-type: none"> Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; Rarely or never aligning teacher collaborative efforts to instructional practices.
Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Leading Indicators of Student Learning					
1.3.1	Planning and Developing Student Learning Objectives	<p>At Level 4, a school director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; 	<p>School director supports the planning and development of Student Learning Objectives (SLOs) by:</p> <ul style="list-style-type: none"> Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; Collaborating with teachers to identify standards or skills to be assessed; Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning; Helping teachers to assess baseline student data to drive the development of SLOs that 	<p>School director supports the creation of Student Learning Objectives (SLOs) by:</p> <ul style="list-style-type: none"> Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; Occasionally collaborating with teachers to identify standards or skills to be assessed; Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; 	<p>School director does not support the creation of Student Learning Objectives by:</p> <ul style="list-style-type: none"> Failing to organize/provide opportunities for teacher collaboration; Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; Not meeting with teachers throughout the year to look at progress towards goals.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
		<ul style="list-style-type: none"> Revisiting the use and design of teacher and school-wide tracking tools. 	<ul style="list-style-type: none"> appropriately take students' starting points into account; Systematically working with teachers to monitor and revisit SLOs throughout year as necessary. Utilizing a tracking tool to monitor school-wide progress on SLOs; Ensuring teachers utilize a tracking tool to show student progress towards SLOs. 	<ul style="list-style-type: none"> Working with teachers only occasionally throughout the year to measure progress towards goals; Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs. 	
1.3.2	Rigorous Student Learning Objectives	<p>At Level 4, a school director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice. 	<p>School director creates rigor in SLOs by:</p> <ul style="list-style-type: none"> Ensuring teachers' SLOs define desired outcomes; Ensuring assessments used correspond to the appropriate state content standards; Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; Ensuring an analysis of previous year's student data is included in the development of SLOs; Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth. 	<p>School director creates rigor in SLOs by:</p> <ul style="list-style-type: none"> Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; Assessing baseline data that may not be effectively used to assess students' starting points; Selecting and allowing for assessments that may not be appropriately aligned to state content standards. 	<p>School director creates rigor in SLOs by:</p> <ul style="list-style-type: none"> Allowing for outcomes to be benchmarked to less than typical growth; Failing to assess baseline knowledge of students; Failing to select assessments that are appropriately aligned to content standards.
1.3.4	Instructional time	<p>At Level 4, a school director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time. 	<p>School director supports instructional time by:</p> <ul style="list-style-type: none"> Removing all sources of distractions of instructional time; Promoting the sanctity of instructional time; Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions. 	<p>School director supports instructional time by:</p> <ul style="list-style-type: none"> Removing major sources of distractions of instructional time; Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time. 	<p>School director <u>does not</u> support instructional time by:</p> <ul style="list-style-type: none"> Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; Rarely or never promoting the sanctity of instructional time; Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.

Domain 2: Leadership Actions

Great school directors are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the *personal behavior* that sets the tone for all student and adult relationships in the school; (2) *building relationships* to ensure all key stakeholders work effectively with one another; and (3) developing a school wide *culture of achievement* aligned to the school’s vision of success for every student.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.1 Personal Behavior					
2.1.1	Professionalism	<p>At Level 4, a school director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; – Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times 	<p>School director displays professionalism by:</p> <ul style="list-style-type: none"> – Modeling professional, ethical, and respectful behavior at all times; – Expecting students and colleagues to display professional, ethical, and respectful behavior at all times. 	<p>School director supports professionalism by:</p> <ul style="list-style-type: none"> – Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; – Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations. 	<p>School director <u>does not</u> support professionalism by:</p> <ul style="list-style-type: none"> – Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; – Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.
2.1.2	Time management	<p>At Level 4, a school director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; – Monitoring use of time to identify areas that are not effectively utilized; 	<p>School director manages time effectively by:</p> <ul style="list-style-type: none"> – Establishing yearly, monthly, weekly, and daily priorities and objectives; – Identifying and consistently prioritizing activities with the highest-leverage on student achievement. 	<p>School director manages time effectively by:</p> <ul style="list-style-type: none"> – Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; – Occasionally prioritizes activities unrelated to student achievement. 	<p>School director manages time effectively by:</p> <ul style="list-style-type: none"> – Rarely or never establishing timely objectives or priorities; – Regularly prioritizing activities unrelated to student achievement;
2.1.3	Using feedback to improve student performance	<p>At Level 4, a school director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community 	<p>School director uses feedback to improve student performance by:</p> <ul style="list-style-type: none"> – Actively soliciting feedback and help from all key stakeholders; – Acting upon feedback to shape strategic priorities to be aligned to student achievement. 	<p>School director uses feedback to improve student performance by:</p> <ul style="list-style-type: none"> – Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; 	<p>School director <u>does not</u> use feedback to improve student performance by:</p> <ul style="list-style-type: none"> – Regularly avoiding or devaluing feedback; – Rarely or never applying feedback to shape priorities.

		<p>members, and other stakeholders to improve student performance;</p> <ul style="list-style-type: none"> – Identifying the most efficient means through which feedback can be generated. – Establishing “feedback loops” in which those who provide feedback are kept informed of actions taken based on that feedback. 		<ul style="list-style-type: none"> – Occasionally acting upon feedback to shape strategic priorities aligned to student achievement. 	
2.1.4	Initiative and persistence	<p>At Level 4, a school director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Exceeding typical expectations to accomplish ambitious goals; – Regularly identifying, communicating, and addressing the school’s most significant obstacles to student achievement; – Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school’s most significant obstacles to student achievement. 	<p>School director displays initiative and persistence by:</p> <ul style="list-style-type: none"> – Consistently achieving expected goals; – Taking on voluntary responsibilities that contribute to school success; – Taking risks to support students in achieving results by identifying and frequently attempting to remove the school’s most significant obstacles to student achievement; – Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. 	<p>School director displays initiative and persistence by:</p> <ul style="list-style-type: none"> – Achieving most, but not all expected goals; – Occasionally taking on additional, voluntary responsibilities that contribute to school success; – Occasionally taking risks to support students in achieving results by attempting to remove the school’s most significant obstacles to student achievement; – Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. 	<p>School director <u>does not</u> display initiative and persistence by:</p> <ul style="list-style-type: none"> – Rarely or never achieving expected goals; – Rarely or never taking on additional, voluntary responsibilities that contribute to school success; – Rarely or never taking risks to support students in achieving results; – Never seeking out potential partnerships.

Attachment I

Teacher Evaluation Rubric (Adapted from the RISE Teacher Evaluation Rubric)

DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Hawaii content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: – Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	Teacher uses prior assessment data to formulate: – Achievement goals, unit plans, AND lesson plans	Teacher uses prior assessment data to formulate: – Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2	Set Ambitious and Measurable Achievement Goals	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: – Plans an ambitious annual student achievement goal	Teacher develops an annual student achievement goal that is: – Measurable; – Aligned to content standards; AND – Includes benchmarks to help monitor learning and inform interventions throughout the year	Teacher develops an annual student achievement goal that is: – Measurable The goal may not: – Align to content standards; OR – Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	Develop Standards-Based Unit Plans and Assessments	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: – Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) – Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	Based on achievement goals, teacher plans units by: – Identifying content standards that students will master in each unit – Creating assessments before each unit begins for backwards planning – Allocating an instructionally appropriate amount of time for each unit	Based on achievement goals, teacher plans units by: – Identifying content standards that students will master in each unit Teacher may not: – Create assessments before each unit begins for backwards planning – Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.
1.4	Create Objective-Driven	At Level 4, a teacher fulfills the criteria for Level 3 and additionally:	Based on unit plan, teacher plans daily lessons by:	Based on unit plan, teacher plans daily lessons by:	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last

Competency	Lesson Plans and Assessments	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Lesson Plans and Assessments	<ul style="list-style-type: none"> – Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction – Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction 	<ul style="list-style-type: none"> – Identifying lesson objectives that are aligned to state content standards. – Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives – Designing formative assessments that measure progress towards mastery and inform instruction 	<ul style="list-style-type: none"> – Identifying lesson objectives that are aligned to state content standards. – Matching instructional strategies and activities/assignments to the lesson objectives. <p>Teacher may not:</p> <ul style="list-style-type: none"> – Design assignments that are meaningful or relevant – Plan formative assessments to measure progress towards mastery or inform instruction. 	minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.5	Track Student Data and Analyze Progress	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Uses daily checks for understanding for additional data points – Updates tracking system daily. – Uses data analysis of student progress to drive lesson planning for the following day 	<p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> – Recording student assessment/ progress data – Analyzing student progress towards mastery and planning future lessons/units accordingly – Maintaining a grading system aligned to student learning goals 	<p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> – Recording student assessment/ progress data – Maintaining a grading system <p>Teacher may not:</p> <ul style="list-style-type: none"> – Use data to analyze student progress towards mastery or to plan future lessons/units – Have grading system that appropriately aligns with student learning goals 	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	Develop student understanding and mastery of lesson objectives	<p>Teacher is highly effective at developing student understanding and mastery of lesson objectives</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> – Students can explain what they are learning and why it is important, beyond repeating the stated objective – Teacher effectively engages prior knowledge of students in connecting to lesson. – Students demonstrate through work or comments that they understand this connection 	<p>Teacher is effective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> – Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson – Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning – Lesson builds on students’ prior knowledge of key concepts and skills and makes this connection evident to students – Lesson is well-organized to move students towards mastery of the objective 	<p>Teacher needs improvement at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> – Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable – Objective is stated, but not in a student-friendly manner that leads to understanding – Teacher attempts explanation of importance of objective, but students fail to understand – Lesson generally does not build on prior knowledge of students or students fail to make this connection – Organization of the lesson may not always be connected to mastery of the objective 	<p>Teacher is ineffective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> – Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. – There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. – Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. – There may be no effort to connect objective to prior knowledge of students – Lesson is disorganized and does not lead to mastery of objective.
2.2	Demonstrate and Clearly Communicate Content Knowledge to Students	<p>Teacher is highly effective at demonstrating and clearly communicating content knowledge to students</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> – Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding – Teacher effectively connects content to other content areas, students’ experiences and interests, 	<p>Teacher is effective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> – Teacher demonstrates content knowledge and delivers content that is factually correct – Content is clear, concise and well-organized – Teacher restates and rephrases instruction in multiple ways to increase understanding – Teacher emphasizes key points or main ideas in content – Teacher uses developmentally appropriate language and explanations 	<p>Teacher needs improvement at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> – Teacher delivers content that is factually correct – Content occasionally lacks clarity and is not as well organized as it could be – Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding – Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways 	<p>Teacher is ineffective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> – Teacher may deliver content that is factually incorrect – Explanations may be unclear or incoherent and fail to build student understanding of key concepts – Teacher continues with planned instruction, even when it is obvious that students are not understanding content – Teacher does not emphasize main ideas, and students are often confused about content

		<p>or current events in order to make content relevant and build interest</p> <ul style="list-style-type: none"> – Explanations spark student excitement and interest in the content – Students participate in each others' learning of content through collaboration during the lesson – Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level 	<ul style="list-style-type: none"> – Teacher implements relevant instructional strategies learned via professional development 	<ul style="list-style-type: none"> – Explanations sometimes lack developmentally appropriate language – Teacher does not always implement new and improved instructional strategies learned via professional development 	<ul style="list-style-type: none"> – Teacher fails to use developmentally appropriate language – Teacher does not implement new and improved instructional strategies learned via professional development
2.3	Engage students in academic content	<p>Teacher is highly effective at engaging students in academic content</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> – Teacher provides ways to engage with content that significantly promotes student mastery of the objective – Teacher provides differentiated ways of engaging with content specific to individual student needs – The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do – Teacher effectively integrates technology as a tool to engage students in academic content 	<p>Teacher is effective at engaging students in academic content</p> <ul style="list-style-type: none"> – 3/4 or more of students are actively engaged in content at all times and not off-task – Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective – Ways of engaging with content reflect different learning modalities or intelligences – Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged – ELL and IEP students have the appropriate accommodations to be engaged in content – Students work hard and are deeply active rather than passive/receptive 	<p>Teacher needs improvement at engaging students in academic content</p> <ul style="list-style-type: none"> – Fewer than 3/4 of students are engaged in content and many are off-task – Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content – Teacher may miss opportunities to provide ways of differentiating content for student engagement – Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective – ELL and IEP students are sometimes given appropriate accommodations to be engaged in content – Students may appear to actively listen, but when it comes time for participation are disinterested in engaging 	<p>Teacher is ineffective at engaging students in academic content</p> <ul style="list-style-type: none"> – Fewer than 1/2 of students are engaged in content and many are off-task – Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content – Teacher does not differentiate instruction to target different learning modalities – Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students – ELL and IEP students are not provided with the necessary accommodations to engage in content – Students do not actively listen and are overtly disinterested in engaging.
2.4	Check for Understanding	<p>Teacher is highly effective at checking for understanding</p>	<p>Teacher is effective at checking for understanding</p> <ul style="list-style-type: none"> – Teacher checks for understanding at almost all key moments (when checking 	<p>Teacher needs improvement at checking for understanding</p> <ul style="list-style-type: none"> – Teacher sometimes checks for understanding of content, but misses several key moments 	<p>Teacher is ineffective at checking for understanding</p> <ul style="list-style-type: none"> – Teacher rarely or never checks for understanding of content, or misses nearly all key moments

		<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> – Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) – Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher order thinking 	<p>is necessary to inform instruction going forward)</p> <ul style="list-style-type: none"> – Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate “pulse” of the class’s understanding – Teacher uses wait time effectively both after posing a question and before helping students think through a response – Teacher doesn’t allow students to “opt-out” of checks for understanding and cycles back to these students - Teacher systematically assesses every student’s mastery of the objective(s) at the end of each lesson through formal or informal assessments 	<ul style="list-style-type: none"> – Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate “pulse” of the class’s understanding – Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content – Teacher sometimes allows students to “opt-out” of checks for understanding without cycling back to these students – Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments. 	<ul style="list-style-type: none"> – Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate “pulse” of the class’s understanding – Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. – Teacher frequently allows students to “opt-out” of checks for understanding and does not cycle back to these students – Teacher rarely or never assesses for mastery at the end of the lesson
2.5	Modify Instruction As Needed	<p>Teacher is highly effective at modifying instruction as needed</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> – Teacher anticipates student misunderstandings and preemptively addresses them – Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement 	<p>Teacher is effective at modifying instruction as needed</p> <ul style="list-style-type: none"> – Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students – Teacher responds to misunderstandings with effective scaffolding techniques – Teacher doesn’t give up, but continues to try to address misunderstanding with different techniques if the first try is not successful 	<p>Teacher needs improvement at modifying instruction as needed</p> <ul style="list-style-type: none"> – Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students – Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective – Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding 	<p>Teacher is ineffective at modifying instruction as needed</p> <ul style="list-style-type: none"> – Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students – Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques – Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding
2.6	Develop Higher Level of Understanding through Rigorous Instruction and Work	<p>Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p>	<p>Teacher is effective at developing a higher level of understanding through rigorous instruction and work</p> <ul style="list-style-type: none"> – Lesson is accessible and challenging to almost all students – Teacher frequently develops higher-level understanding through effective questioning 	<p>Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work</p> <ul style="list-style-type: none"> – Lesson is not always accessible or challenging for students – Some questions used may not be effective in developing higher-level 	<p>Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work</p> <ul style="list-style-type: none"> – Lesson is not aligned with developmental level of students (may be too challenging or too easy)

		<ul style="list-style-type: none"> – Lesson is accessible and challenging to all students – Students are able to answer higher-level questions with meaningful responses – Students pose higher-level questions to the teacher and to each other – Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great – Teacher encourages students’ interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) 	<ul style="list-style-type: none"> – Lesson pushes almost all students forward due to differentiation of instruction based on each student’s level of understanding – Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning – Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks 	<ul style="list-style-type: none"> – understanding (too complex or confusing) – Lesson pushes some students forward, but misses other students due to lack of differentiation based on students’ level of understanding – While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate – Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying 	<ul style="list-style-type: none"> – Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. – Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students’ level of understanding; – Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. – Teacher gives up on students easily and does not encourage them to persist through difficult tasks
2.7	Maximize Instructional Time	<p>Teacher is highly effective at maximizing instructional time</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> – Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher – Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) – Students share responsibility for operations and routines and work well together to accomplish these tasks – All students are on-task and follow instructions of teacher without much prompting – Disruptive behaviors and off-task conversations are rare; When they 	<p>Teacher is effective at maximizing instructional time</p> <ul style="list-style-type: none"> – Students arrive on-time and are aware of the consequences of arriving late (unexcused) – Class starts on-time – Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher – Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) – Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective – Almost all students are on-task and follow instructions of teacher without much prompting – Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson. 	<p>Teacher needs improvement at maximizing instructional time</p> <ul style="list-style-type: none"> – Some students consistently arrive late (unexcused) for class without consequences – Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed – There is more than a brief period of time when students are left without meaningful work to keep them engaged – Teacher may delegate lesson time inappropriately between parts of the lesson – Significant prompting from the teacher is necessary for students to follow instructions and remain on-task – Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher 	<p>Teacher is ineffective at maximizing instructional time</p> <ul style="list-style-type: none"> – Students may frequently arrive late (unexcused) for class without consequences – Teacher may frequently start class late. – There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times – There are significant periods of time in which students are not engaged in meaningful work – Teacher wastes significant time between parts of the lesson due to classroom management. – Even with significant prompting, students frequently do not follow directions and are off-task – Disruptive behaviors and off-task conversations are common and frequently cause the teacher to

		occur, they are always addressed without major interruption to the lesson		may have to stop the lesson frequently to address the problem.	have to make adjustments to the lesson.
2.8	Create Classroom Culture of Respect and Collaboration	<p>Teacher is highly effective at creating a classroom culture of respect and collaboration</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> – Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance – Students reinforce positive character and behavior and discourage negative behavior amongst themselves 	<p>Teacher is effective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> – Students are respectful of their teacher and peers – Students are given opportunities to collaborate and support each other in the learning process – Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior – Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions 	<p>Teacher needs improvement at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> – Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms – Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together – Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both – Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others 	<p>Teacher is ineffective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> – Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior – Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention – Teacher rarely or never praises positive behavior – Teacher rarely or never addresses negative behavior
2.9	Set High Expectations for Academic Success	<p>Teacher is highly effective at setting high expectations for academic success</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> – Students participate in forming academic goals for themselves and analyzing their progress – Students demonstrate high academic expectations for themselves – Student comments and actions demonstrate that they are excited about their work and understand why it is important 	<p>Teacher is effective at setting high expectations for academic success</p> <ul style="list-style-type: none"> – Teacher sets high expectations for students of all levels – Students are invested in their work and value academic success as evidenced by their effort and quality of their work – The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) – Teacher celebrates and praises academic work. – High quality work of all students is displayed in the classroom 	<p>Teacher needs improvement at setting high expectations for academic success</p> <ul style="list-style-type: none"> – Teacher may set high expectations for some, but not others – Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging – Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) – Teacher may praise the academic work of some, but not others – High quality work of a few, but not all students, may be displayed in the classroom 	<p>Teacher is ineffective at setting high expectations for academic success</p> <ul style="list-style-type: none"> – Teacher rarely or never sets high expectations for students – Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments – Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers – Teacher rarely or never praises academic work or good behavior – High quality work is rarely or never displayed in the classroom

DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to School Culture	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> – Seek out leadership roles – Go above and beyond in dedicating time for students and peers outside of class 	<p>Teacher will:</p> <ul style="list-style-type: none"> – Contribute ideas and expertise to further the schools' mission and initiatives – Dedicate time efficiently, when needed, to helping students and peers outside of class 	<p>Teacher will:</p> <ul style="list-style-type: none"> – Contribute occasional ideas and expertise to further the school's mission and initiatives <p>Teacher may not:</p> <ul style="list-style-type: none"> – Frequently dedicates time to help students and peers efficiently outside of class 	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2	Collaborate with Peers	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> – Seek out leadership roles – Go above and beyond in dedicating time for students and peers outside of class 	<p>Teacher will:</p> <ul style="list-style-type: none"> – Seek out and participate in regular opportunities to work with and learn from others – Ask for assistance, when needed, and provide assistance to others in need 	<p>Teacher will:</p> <ul style="list-style-type: none"> – Participate in occasional opportunities to work with and learn from others – Ask for assistance when needed <p>Teacher may not:</p> <ul style="list-style-type: none"> – Seek to provide other teachers with assistance when needed OR – Regularly seek out opportunities to work with others 	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3	Seeks Professional Skills and Knowledge	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> – Regularly share newly learned knowledge and practices with others – Seek out opportunities to lead professional development sessions 	<p>Teacher will:</p> <ul style="list-style-type: none"> – Actively pursue opportunities to improve knowledge and practice – Seek out ways to implement new practices into instruction, where applicable – Welcome constructive feedback to improve practices 	<p>Teacher will:</p> <ul style="list-style-type: none"> – Attend all mandatory professional development opportunities <p>Teacher may not:</p> <ul style="list-style-type: none"> – Actively pursue optional professional development opportunities – Seek out ways to implement new practices into instruction – Accept constructive feedback well 	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning
3.4	Advocate for Student Success	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> – Display commitment to the education of all the students in the school – Make changes and take risks to ensure student success 	<p>Teacher will:</p> <ul style="list-style-type: none"> – Display commitment to the education of all his/her students – Attempt to remedy obstacles around student achievement – Advocate for students' individualized needs 	<p>Teacher will:</p> <ul style="list-style-type: none"> – Display commitment to the education of all his/her students <p>Teacher may not:</p> <ul style="list-style-type: none"> – Advocate for students' needs 	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs
3.5	Engage Families in Student Learning	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p>	<p>Teacher will:</p>	<p>Teacher will:</p> <ul style="list-style-type: none"> – Respond to contact from parents 	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents

		<ul style="list-style-type: none"> – Strives to form relationships in which parents are given ample opportunity to participate in student learning – Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events 	<ul style="list-style-type: none"> – Proactively reach out to parents in a variety of ways to engage them in student learning – Respond promptly to contact from parents – Engage in all forms of parent outreach required by the school 	<ul style="list-style-type: none"> – Engage in all forms of parent outreach required by the school <p>Teacher may not:</p> <ul style="list-style-type: none"> – Proactively reach out to parents to engage them in student learning 	
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Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences	Individual has not demonstrated a pattern of unexcused absences
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g., procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g., procedures for submitting discipline referrals, policies for appropriate attire, etc)
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner



Employee HANDBOOK



January 2016

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ALOHA AND WELCOME TO GOODWILL HAWAII

On behalf of Goodwill Industries of Hawaii, Inc. and Goodwill Contract Services Hawaii, Inc. (“Goodwill Hawaii”) staff and the people we serve, I would like to welcome you to the organization. Each position within Goodwill Hawaii plays a crucial role in the fulfillment of the agency’s mission and our service to the community. We are excited to have you join us as we continuously work to partner with people with barriers to employment, helping them to achieve their full potential through skills preparation and career development.

This handbook has been developed to briefly acquaint you with the human resources policies of Goodwill Hawaii and is adopted by Goodwill Industries of Hawaii and Goodwill Contract Services Hawaii.

Please note that this handbook is not a contract, and is not intended to alter an employee’s employment at-will status. This means that the employee or the agency may end the employment relationship at any time, with or without notice or reason.

Please further note that upon the President’s written approval, Goodwill Hawaii may add, modify, suspend, or terminate any or all policies or procedures described in this handbook at any time, with or without notice. This handbook supersedes all previous handbooks, as well as all prior policies, notices, memoranda, or communications on the same subject matter.

With aloha,

Laura Smith
President/CEO
Goodwill Hawaii

INTRODUCTION TO GOODWILL HAWAII AND THE HISTORY OF GOODWILL HAWAII

Goodwill Hawaii has a long rich history and began in 1902 when the Rev. Edgar Helms organized a service providing employment and job training for disabled and disadvantaged persons. Clothing and other items were donated by residents from the community and refurbished for resale. In time the new organization became known as **Goodwill Industries**.

In 1959, Goodwill Industries of Hawaii, Inc. ("Goodwill Hawaii") was incorporated and began its services in Hawaii. The organization began to provide training and employment for people with barriers to employment and now provide these services statewide. In 2003, Goodwill Contract Services Hawaii, Inc. was incorporated to focus on providing contracted services to the community, such as custodial services and corrosion repair of military vehicles. As we continue to expand our services to meet the changing needs of our community, Goodwill Hawaii has established itself as the leader in workforce development services in the State of Hawaii.

Goodwill Hawaii continues to expand as the agency is awarded more opportunities to serve the community by assisting people to find jobs. With the constant expansion of mission services and retail store programs, Goodwill Hawaii has established itself as the leader in workforce development services in the State of Hawaii.

Our primary focus is to assist Hawaii residents towards gaining independence through employment. We believe that service to people is consistent with our mission, our direction and our present commitment. Further, service to such persons will complement community wide effort to combat such problems as crime, substance abuse, domestic violence, at-risk youth, homelessness, and illiteracy.

Goodwill Hawaii believes that the best outcomes will occur through the provision of services which are individual-centered and also place that individual at the focus of control in conceptualizing and integrating information as a basis of self-elected choices among several alternatives.

Goodwill Hawaii believes that work plays a critical role in the ability of individuals to achieve desirable life outcomes and that through work; individuals are enabled to assume, in addition to the role of worker, other roles in the community.

We recognize the complexity of the relationship of work to self-esteem, and in addition to obvious and pragmatic considerations, we seek to serve those persons served in the broadest sense by providing them with opportunities to control their own lives effectively while becoming positive, functional, interdependent members of our shared community.

GOODWILL HAWAII'S CORE VALUES

Core Values are the essential and enduring tenets of an organization – a set of guiding principles that have a profound impact on how everyone in the organization thinks and acts. They are the few extremely powerful guiding principles; the soul of the organization - the values that guide all actions. You can think of Core Values as the glue that holds an organization together through time. Core values define what an organization stands for and is consistently modeled throughout the organization.

People

Through respect, we treat all people with dignity. Through teamwork, we work together to combine our talents and maximize our strengths. Through balance, our employees are productive and have positive attitudes and healthy lifestyles. We build trust through open communication and fulfilling our commitments.

Community

Through collaboration, we strive to be a partner in community efforts. We take on leadership roles within the community in order to advocate for the people we serve. We believe in being good corporate citizens and taking care of our island home. We seek out and share current resources and knowledge for community referrals.

Leadership

Through best practices, we take on community issues that will result in helping people achieve self-sufficiency. Internally, we inspire and coach staff to become leaders in their respective areas of expertise. We support them through education and training and by providing opportunities to lead. We set goals and objectives for the organization annually and measure them to gauge how we are doing at meeting our goals. We foster a culture that expresses a clear expectation for honest, clear, and transparent behavior from everyone through leading by example, being a role model, and modeling our core values. We remain active and involved in the community with the purpose of advocating for social justice for the people that we serve.

Excellence - BEST

Accountability:	<u>B</u>uild accountability and take responsibility for our actions.
Quality:	<u>E</u>xceed agency and customer expectations.
Continuous Learning:	<u>S</u>eek opportunities to learn and replicate successes.
Innovation:	<u>T</u>hink outside the box.

EMPLOYMENT POLICIES

PURPOSE OF THIS HANDBOOK

This manual is provided for your use as a ready reference of our policies and work rules. Benefits are described in a separate Benefit Summary. You will find it to your advantage to read the entire manual promptly so that you will have a complete understanding of the material covered. The primary purposes of this Employee Handbook are:

1. To set guidelines for general conduct and behavior expected in the work environment;
2. To provide answers to questions you may have regarding your work at Goodwill Hawaii and;
3. To familiarize you with policies and procedures of the organization.

Goodwill Hawaii believes that every employee should be treated fairly and equally. The best way that we can ensure this is through the practice of open and honest communication with each other. Goodwill Hawaii's personnel policies are based on the sincere desire to recognize and respect the dignity and personal worth of each employee and to create a working environment that will allow each employee to enjoy self-development and satisfaction in Goodwill Hawaii's general success.

This Employee Handbook is intended to highlight Goodwill Hawaii's policies and practices for your personal education and does not create a contract between any employee and Goodwill Hawaii Industries of Hawaii, Inc. or Goodwill Hawaii Contract Services Hawaii, Inc. The policies described herein are offered as guidelines only, reflecting the policies of Goodwill Hawaii, and such policies may be added to, modified, or deleted by Goodwill Hawaii from time to time, with or without notice. Goodwill Hawaii has the right to amend, supplement or rescind any provisions of this manual as it deems appropriate in its sole discretion.

AFFIRMATIVE ACTION AND EQUAL EMPLOYMENT OPPORTUNITY

Goodwill Hawaii seeks to employ the best qualified individuals from the available labor force. While there are laws governing the treatment of applicants and employees, Goodwill Hawaii is fully committed to provide applicants and employees with opportunity for advancement, in a manner which does not discriminate in color, race, citizenship, religion, sex (including gender expression or gender identity), age, national origin, ancestry, citizenship, marital status, arrest and court record, disability, genetic information, sexual orientation, veteran/military status, credit history, status as a victim of domestic or sexual violence, or other grounds protected under applicable state and federal laws, regulations, and/or executive order. Any form of harassment of any employee because of protected status is prohibited. It is also an unlawful discriminatory practice to refuse to hire, train, promote, compensate or employ or to bar or discharge from employment, or otherwise to discriminate against any individual in compensation or in the terms, conditions, or privileges of employment because of the above protected bases. Such unlawful discriminatory practices are prohibited under state and federal civil rights laws.

As a federal contractor, we comply with Executive Order 11246, Section 503 of the Rehabilitation Act of 1973, and the Vietnam Era Veterans Readjustment Assistance Act. Accordingly, we not only prohibit unlawful discrimination, but we also take affirmative action to ensure that all individuals have an equal opportunity for employment, without regard to race, color, religion, sex (including gender identity or gender expression), disability, and veteran status.

In light of our policies prohibiting discrimination on the basis of disability, religion, or status as a victim of domestic or sexual violence, employees who need a reasonable accommodation for a disability, a sincerely held religious belief, or status as a victim of domestic or sexual violence should contact their supervisor or Human Resources Manager for an accommodation. It is our policy to provide a reasonable accommodation unless there is an undue hardship or direct threat to the health or safety of the employee or others in the workplace.

Retaliation against any employee who, in good faith, reports discrimination or harassment to Goodwill Hawaii in accordance with this policy, files a charge of discrimination/harassment, or who cooperates with the investigation of a charge, is prohibited. This means that no manager or supervisor will retaliate in any way against any employee because he or she reports discrimination or harassment to Goodwill Hawaii in accordance with the policy, files a discrimination charge, or cooperates and provides testimony in the course of an investigation.

Any incident of discrimination or harassment must be immediately reported, in confidence, to

the Human Resources Manager or any other supervisor. Every effort will be made to investigate allegations of discrimination and/or harassment in a prompt, thorough and impartial manner and take appropriate corrective action if warranted. Any employee who is determined, after an investigation, to have engaged in discrimination and/or harassment in violation of this policy will be subject to disciplinary action, up to and including termination.

HARASSMENT-FREE WORKPLACE POLICY

Consistent with Goodwill Hawaii's policy of equal employment opportunity, discrimination or harassment of any employee or applicant for employment by any manager, supervisor, co-employee, customer, vendor, or supplier based on a person's ancestry, citizenship, veteran/military status, color, race, sex (including gender identity or gender expression), religion, national origin, age, disability, genetic information, arrest and court record, marital status, sexual orientation, veteran / military status, credit history, status as a victim or domestic or sexual violence, or categories protected under applicable federal or state law is strictly prohibited ("Protected Classes"). Harassment is prohibited not only at our workplace, but also anywhere the agency conducts business and at agency-sponsored events.

Employees who violate our policy may be subject to discipline, up to and including discharge.

Discussed below are the types of conduct that are prohibited as well as the complaint procedures to investigate and remedy any problems which may arise.

SEXUAL AND OTHER FORMS OF HARASSMENT

Sexual harassment is defined as an unwelcome sexual advance, a request for sexual favors and other verbal/non-verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made an implicit or explicit condition of employment; (2) submission to or rejection of such conduct affects employment opportunities; or (3) the conduct interferes with an employee's work or creates an intimidating, hostile or offensive work environment.

This means that no manager, supervisor or employee shall threaten or imply, either directly or indirectly, that another employee's or applicant's refusal to submit to sexual advances or other sexual conduct will adversely affect that person's employment, performance evaluation, pay, promotion, duties, shifts, or any other conditions of employment. Similarly, no employee shall promise, imply or grant any preferential treatment in connection with another employee or applicant engaging in sexual conduct or consenting to or covering up harassment.

Examples of prohibited conduct include but are not limited to:

- **Verbal Behavior:** sexual or suggestive comments, jokes, teasing or nicknames; remarks of a sexual nature or with sexual innuendo about a person's clothing or body; gossip regarding one's sexual activities/life; using foul or obscene language; demeaning comments about women/men in general; any sexual advance or propositioning an individual or repeatedly "asking out" or attempting to establish a relationship with an individual, who by word or conduct in any way indicates that such action is not welcome; sending offensive voice-mail or e-mail messages.
- **Nonverbal Behavior:** leering, ogling, obscene gesturing, or suggestive or insulting sounds; sending/circulating/displaying materials of a sexual nature including pornographic or suggestive posters, pictures, cartoons, objects, or offensive letters, poems, or e-mail messages.
- **Physical Behavior:** any unwelcome touching, such as groping, patting, pinching, hugging, massaging, kissing, or brushing up against the body of another.
- **Abuse of Power:** conditioning an employee's receipt of a benefit or favorable working condition, or foregoing an adverse employment action (such as discipline, a pay cut, demotion, etc.) based upon an employee's submission to sexual conduct or in exchange for sexual favors. Coercing an employee into submitting to sexual conduct by providing preferential treatment.

Harassment can occur not only between fellow employees, but also between supervisors and subordinates. Harassment can also occur between employees and third-parties, such as vendors, suppliers, and customers. The victim of harassment does not have to be the person the harassing conduct is directed toward – witnessing harassment directed towards others may itself create a hostile and offensive work environment.

Any employee desiring further information about our Goodwill Hawaii's sexual harassment policy should contact their Human Resources Representative.

Other Forms of Harassment

This policy also prohibits any form of harassment of any employee, customer, vendor, supplier, or member of the public because of protected classes (defined above) or other categories protected under applicable federal or state law. Retaliatory harassment is also forbidden.

Goodwill Hawaii strictly prohibits retaliation against persons who make a complaint of discrimination or harassment, participate in an investigation of discrimination or harassment, or oppose an employment practice they reasonably believe constitutes unlawful

discrimination/harassment.

Prohibited harassment includes misconduct that undermines a positive, professional work environment. Examples of prohibited harassment include slurs, epithets, offensive jokes, physical assaults or threats, intimidation, mockery, insults, offensive objects or pictures, unreasonable interference with work performance, or other unwelcome conduct that is offensive, intimidating, and hostile. Employees who engage in inappropriate conduct in violation of our harassment policy may be subject to discipline, up to and including discharge.

Complaint and Investigation Procedures: Employee Responsibilities

Employees often can stop or prevent sexual harassment by immediately and directly expressing their disapproval of an individual's sexually oriented attention or conduct. In any case, any employee who feels that he/she has been a victim of sexual harassment, including but not limited to, any of the conduct listed above, by any supervisor, management official, other employee, customer, vendor or any other person in connection with employment at Goodwill Hawaii should:

- Report the incident immediately to the immediate supervisor, the division Director, the division Vice President, the Director of Human Resources or his/her designee.
- Record the date, time, and nature of the incident(s) and the name(s) of any witnesses.

Employees are encouraged to report any incident of sexual harassment or inappropriate sexual conduct. Publicizing information about alleged harassment without following the reporting procedures might be considered evidence of a malicious intent on the part of the accuser. Any employee who knowingly files a false sexual harassment complaint against another party will be subject to disciplinary action up to and including discharge.

Goodwill Hawaii is committed to providing a workplace free of unlawful discrimination, harassment and retaliation but can only do so if employees with concerns or questions bring them to our attention.

Discipline

Goodwill Hawaii will take prompt and effective corrective action that is reasonably calculated to end the prohibited conduct. If an individual is determined, after an investigation, to have engaged in conduct prohibited by this policy, he or she shall be subject to appropriate disciplinary action, up to and including immediate discharge of employment. An employee who touches another individual in violation of this policy shall be subject to severe disciplinary action, up to and including discharge.

Confidentiality and False Complaints

Rumors and innuendoes of discrimination or harassment may cause operational problems, poor morale and embarrassment. This is a sensitive area, and care must be taken to protect the privacy and reputation of all concerned, the alleged victim as well as the alleged offender.

Consequently, Goodwill Hawaii prohibits knowingly making a false complaint of discrimination or harassment. Employees who do so shall be subject to disciplinary action, up to and including discharge.

We believe in taking each complaint seriously by handling each report with a prompt, thorough, and impartial investigation, and by taking prompt and appropriate corrective action to end and prevent additional violations of our policy prohibiting discrimination and harassment. In every investigation, Goodwill Hawaii has a strong desire to protect witnesses from harassment, intimidation and retaliation, to keep evidence from being destroyed, to ensure that testimony is not fabricated, and to prevent a cover-up. Goodwill Hawaii may decide in some circumstances that in order to achieve these objectives, we must maintain the investigation and our role in it in strict confidence.

Prohibition of Retaliation

Goodwill Hawaii prohibits retaliation against another employee or individual who has made a good-faith complaint of sexual or other forms of harassment, conducted the investigation of a complaint, cooperated with the investigation of a complaint, or acted as a witness during the investigation of a complaint. Examples of prohibited retaliation include threats, reprimands, negative evaluations, harassment in or out of the workplace, hazing, and other types of adverse treatments, such as surveillance, exclusion from business-related activities, or “stink-eye”, that are reasonably likely to deter protected activity by that individual or other employees. Any employee who retaliates against another employee or individual in violation of this policy shall be subject to disciplinary action up to and including discharge.

INTEROFFICE RELATIONSHIPS

Goodwill Hawaii believes it is inappropriate for any individual to engage in a dating relationship with another individual that has supervisory and/or management authority over the other. Such relationships can be disruptive to the work environment. While Goodwill Hawaii has no desire to interfere with the private lives of its employees or their off-duty conduct, where such conduct either negatively affects our work environment or has a significant potential to do so,

Goodwill Hawaii reserves the right to take whatever action is appropriate, in its discretion, to protect Goodwill Hawaii's interest.

Generally, where two individuals, one of whom supervises the other, have a relationship with romantic or sexual involvement, both individuals are obligated to report their relationship to the highest manager present at either or both employees' work site or to the Human Resources Manager. Depending upon the positions held by the affected employees, Goodwill Hawaii might transfer, reassign, change a reporting relationship, discharge, or take any other action, which, in Goodwill Hawaii's discretion, will alleviate the concern. Failure to make a timely report may result in disciplinary action, up to and including discharge.

At a minimum, the employee and supervisor/manager will not thereafter be permitted to work together on the same matters (including matters pending at the time disclosure of the relationship is made), and the supervisor/manager must withdraw from participation in activities or decisions (including, but not limited to, hiring, evaluations, promotions, compensation, work assignments and discipline) that may reward or disadvantage any employee with whom the supervisor/manager has or has had such a relationship.

BUSINESS ETHICS POLICY AND CONFLICTS OF INTEREST

The successful business operation and reputation of Goodwill Hawaii is built upon the principles of fair dealing and ethical conduct of our employees. Our reputation for integrity and excellence requires careful observance of the spirit and letter of the law, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

In general, good judgment and ethical principles will guide you with respect to lines of acceptable conduct. If a situation arises where it is difficult to determine the proper course of action, the matter should be discussed openly with your immediate supervisor and, if necessary, with the Director of Human Resources for advice and consultation.

Goodwill Hawaii adheres to the highest standards of ethics, responsibility, and accountability. All employees shall at all times:

- Comply with all laws and the highest standards of business ethics and conduct in all locations where Goodwill Hawaii conducts business;
- Avoid situations which might involve a conflict between their personal interests and the interest of Goodwill Hawaii, and those situations which create the appearance of conflict;

- Protect confidential and proprietary information held by Goodwill Hawaii or entrusted to it.

Examples of conduct that could create an actual or potential conflict of interest include:

- An employee uses corporate funds, materials, supplies, or proprietary or confidential information obtained during the course of employment with Goodwill Hawaii to advance personal business, financial, or other interests (e.g., for a personal business venture, receiving compensation in exchange for disclosing Goodwill Hawaii's confidential information).
- An employee or his/her immediate family member has a significant financial interest in a competitor, supplier, or customer. For purposes of this policy, an "immediate family member" includes a spouse, civil union partner, child, stepchild, parent, step-parent, grandparent, or sibling, or step-sibling.

If you have any concerns about the business ethics of Goodwill Hawaii and its employees, we encourage you to bring them to management's attention without fear of retaliation. If you feel that you are the target of retaliation in violation of this policy, you should immediately report the problem to your immediate supervisor, department manager, or the Human Resources Manager.

WHISTLEBLOWER POLICY

Goodwill Hawaii adheres to all applicable federal, state and county laws. Employees are encouraged to immediately report observations of Goodwill Hawaii's violation of any law, or a violation of any state, county, or federal contract. The report should be made to the employee's supervisor, the department manager, the Human Resources Manager, or the President so that Goodwill Hawaii may investigate and correct the situation.

Goodwill Hawaii protects employees from discharge, threats, or discrimination because an employee or a person acting on behalf of an employee:

1. Reports or is about to report to the employer or a public body, verbally or in writing, a violation or suspected violation of a state or federal law, rule, ordinance or regulation or a contract executed by the state, a political subdivision of the state, or the United States, unless the employee know that the report is false; or
2. Is requested to participate in an investigation or hearing by a public body, including a court.

Compliance with this policy of business ethics and conduct is the responsibility of every Goodwill Hawaii employee. Failure to comply with this standard of business ethics and conduct could lead to disciplinary action, up to and including possible discharge of employment.

EMPLOYMENT AT-WILL

EMPLOYMENT WITH GOODWILL HAWAII IS AT-WILL; THAT IS, EMPLOYEES HAVE THE RIGHT TO TERMINATE THEIR EMPLOYMENT WITH GOODWILL HAWAII, WITHOUT PRIOR NOTICE OR REASON, AND GOODWILL HAWAII HAS THE RIGHT TO TERMINATE THE EMPLOYEE'S EMPLOYMENT AT ANY TIME WITHOUT PRIOR NOTICE OR REASON.

EMPLOYMENT OF RELATIVES

Goodwill Hawaii may refuse to hire relatives or live-in companions of current employees where, in Goodwill Hawaii's reasonable judgment, such hiring may create an actual or potential conflict of interest or other business problems. Further, relatives will generally not be placed in positions where they will directly or indirectly supervise or be supervised by another family member or where they will have access to sensitive information regarding family members.

For purposes of this policy, "relatives" include spouses (including civil union or domestic partners), children, parents, in-laws, aunts, uncles, cousins, brother and sisters.

EMPLOYMENT CLASSIFICATIONS

The following employment classifications define eligibility for Goodwill Hawaii's and/or statutory benefits. Statutory benefits are defined as those mandated by Federal and State laws. Goodwill Hawaii benefits are defined as those offered by Goodwill Hawaii for the benefit of its employees such as holiday, vacation, and personal leave, etc.

- a. **Regular Full-Time:** A regular full-time employee is defined as working 20 or more hours per work week. Employees under this classification are eligible for statutory and company benefits once they have completed their 90-Day Introductory Period.
- b. **Regular Part-Time:** A regular part-time employee is defined as working less than 20 hours per work week. Employees under this classification are eligible for statutory benefits but are not eligible for company benefits.
- c. **Casual Status:** Employees will be classified as casual status when they are employed by

Goodwill Hawaii on a limited assignment basis. Employees under this classification are eligible for statutory benefits but are not eligible for Goodwill Hawaii benefits.

- d. **On-Call Status:** Employees will be classified as on-call status when their hours are based on work availability. Employees under this classification are eligible for statutory benefits and some Goodwill Hawaii benefits, please see Benefits Summary for specific information.

Exempt / Non-Exempt Classifications

The Fair Labor Standards Act defines exempt and non-exempt status for the purpose of paying overtime.

Non-exempt employees are those hourly and salaried employees who are required by law to complete time records and who are eligible to earn overtime pay for work performed over 40 hours in a work week.

Exempt employees are executive and management employees who are exempt from earning overtime pay and are paid on a salary basis and regularly receive a predetermined amount of compensation each pay period. Subject to the exceptions listed below, an exempt employee will receive their full salary for any workweek in which the employee performs any work, regardless of the number of days or hours worked. Exempt employees will not be paid for any work week in which they perform no work.

Exceptions: Deductions from an exempt employee's salary may be made in the following circumstances:

- The employee is absent from work for one or more full days for personal reasons other than sickness or disability;
- For absences of one or more full days due to sickness or disability, so long as the agency maintains a paid sick leave plan or TDI coverage;
- To offset amounts employees receive as jury or witness fees, or for military pay;
- For unpaid disciplinary suspensions of one or more full days imposed in good faith for workplace conduct rule infractions;
- For partial or full days not worked during the initial or final period of employment.
- For partial or full day unpaid suspensions in good faith for infractions of safety rules of major significance;
- For partial or full days in which an exempt employee takes unpaid leave covered under the Family and Medical Leave Act; and
- For pre-planned furlough days resulting in a fixed reduction in salary effective during a

period when the agency operates a shortened workweek due to economic conditions.

Exempt employees who believe that an improper deduction has been made should immediately make a report to their supervisor, department manager, or the Human Resources Manager. It is our policy to investigate and remedy any improper deductions from pay which do not comply with the federal Fair Labor Standards Act or state law.

Other Classifications

- a. **Trainee:** A trainee is defined as any person receiving Workforce Development services and may be under the sponsorship of a government-sponsored program, or program approved by a governmental agency. Trainees are assigned a vocational rehabilitation counselor who works with them to determine their vocational goals and objectives throughout their time at Goodwill Hawaii. Trainees may be eligible for some statutory benefits. Trainees are not eligible for Goodwill Hawaii benefits.
- b. **Sheltered:** A sheltered employee is defined as a person employed and who because of limiting disabilities is disabled for the work performed which prevents the employee from obtaining regular employment. A sheltered employee's wages are under the jurisdiction of the Wage and Hour Section 14(c) of the Fair Labor Standards Act of the U.S. Department of Labor. Sheltered employees are classified as regular full-time or part-time employees for the purpose of assessing benefit eligibility.

MEDICAL EXAMINATIONS

Medical and/or functional capacity exams may be required to help ensure that employees are fit to perform the physical requirements of their position. Goodwill Hawaii may require that a medical and/or functional capacity examination be performed at Goodwill Hawaii's expense by a health professional of Goodwill Hawaii's choice after an offer has been made to an applicant entering a designated job category. The offer of employment and assignment to duties is contingent upon satisfactory completion of the exam.

Whenever you are requested to provide medical information from a physician or health care provider, including a doctor's note for sick leave, fitness for duty certificate, or victim's leave, we request that you **not** provide any genetic information when responding to the request. For purposes of this policy, "genetic information" includes the following:

- Any family medical history;
- The results of any genetic tests;

- The fact that you or a family member sought or received genetic services;
- Genetic information of a fetus carried by you or a family member or an embryo lawfully held by you or a family member receiving assistive reproductive services.

Any information or documents regarding your health condition or treatment should be submitted directly to the Human Resources Department. Information regarding your medical condition or history will be kept separate from other employee information and maintained confidentially by the Human Resources office. Access to this information will be limited to those who have a legitimate need to know.

HIPAA AUTHORIZATION POLICY

Goodwill Hawaii may need to interact with health care providers and other health care entities for purposes related to your employment, including, but not limited to administering sick leave or other benefit requests, fitness-for-duty evaluations, and reasonable accommodation assessments as required under the American with Disabilities Act and state law.

To the extent allowed by law, you may be required to sign an authorization form allowing health care providers and entities to disclose health information to Goodwill Hawaii, and allowing Goodwill Hawaii to use such information for such employment purposes. Refusal or failure to sign these authorization forms may prevent Goodwill Hawaii from making assessments regarding requests for leave due to a medical condition, or other benefit requests, or prevent Goodwill Hawaii from making determinations regarding needed accommodations.

Refusal or failure to sign these authorization forms may result in you being held out of service, being denied requests for medical leave benefits, delays in the receipt of benefits, and/or disciplinary action.

EMPLOYEE ORIENTATION

Goodwill Hawaii conducts a new hire orientation to familiarize our employees with Goodwill Hawaii and your benefits. You will attend an online new hire orientation session conducted by the Human Resources Department. You will learn about Goodwill Hawaii's mission, safety program, complete all necessary employment forms, enroll in benefits, and review relevant policies and procedures. You will also learn about Goodwill Hawaii's history, future plans and operations. Additionally, you will also receive a job-specific orientation from your supervisor at the work site during your 90-day introductory period.

INTRODUCTORY PERIOD

The first 90 days (180 days for Directors, Vice Presidents or Chief Officers) with Goodwill Hawaii is an important time for both you and Goodwill Hawaii. During this time, you and Goodwill Hawaii will have the opportunity to evaluate whether the job for which you were hired is suitable to your skills and career goals. It is during this introductory period that you have a chance to become acquainted with your supervisor, the job, and Goodwill Hawaii. At the same time your supervisor has the opportunity to evaluate your work. It is important for both you and Goodwill Hawaii to know whether the working relationship is mutually satisfactory. Goodwill Hawaii may extend your introductory period for any reason. However, whether or not your employment continues after the introductory period, **YOUR EMPLOYMENT WITH GOODWILL HAWAII IS AT-WILL; THAT IS, YOU HAVE THE RIGHT TO TERMINATE YOUR EMPLOYMENT WITH GOODWILL HAWAII, WITHOUT PRIOR NOTICE OR REASON, AND GOODWILL HAWAII HAS THE RIGHT TO TERMINATE YOUR EMPLOYMENT AT ANY TIME WITHOUT PRIOR NOTICE OR REASON.** As a new employee, you are required to complete a continuous 90-day period in order to be eligible for certain benefits.

Any questions about your duties or your performance during this period should be discussed with your supervisor. During the introductory period, regular full time and part-time employees are only eligible for statutory benefits. Eligibility for all other Goodwill Hawaii-provided benefits will commence once the employee has completed 90 days of employment. Extending the introductory period for further evaluation will not affect eligibility for benefits after the first 90-day period.

PERFORMANCE APPRAISALS

Your job performance is subject to periodic review by management, with additional performance appraisals conducted as deemed necessary. You will receive a written performance appraisal at the end of your introductory period. After your introductory period is complete, performance appraisals may be conducted on an annual basis. When you receive a performance appraisal, you should take the opportunity to discuss your performance with your supervisor/manager. You will be asked to sign the performance appraisal document to show it was reviewed with you and will be given the opportunity to submit your own comments on the appraisal.

PAY REVIEWS

Salary ranges for job classifications are subject to review regularly. Your individual rate of pay

within those ranges may be reviewed annually. However, the occurrence of a pay review does not mean that a pay adjustment will be automatically made. Pay adjustments are determined by your job performance and other factors. Pay reviews may not necessarily be conducted at the same time as performance appraisals.

PROMOTIONS AND TRANSFERS

To promote career development, Goodwill Hawaii generally promotes qualified employees from within Goodwill Hawaii into available positions based on work performance. Because the successful operations of Goodwill Hawaii require that we have the best qualified person in each job, management must be the final judge in making promotions and transfers and also has the right to recruit and hire external applicants. Goodwill Hawaii reaffirms its policy of equal employment opportunity for promotions and transfers.

The following criteria apply to be considered for a promotion or transfer:

1. Be employed in your current position for at least 90 days;
2. Receive a satisfactory performance rating on your introductory period performance review (which includes following all Goodwill Hawaii policies, procedures and Rules of Conduct);
3. Maintain attendance within the policy guidelines; and
4. Goodwill Hawaii's legitimate business needs.

Upon promotion to a higher position or transfer to a lateral position, you will be required to complete a new introductory period for management to evaluate satisfactory performance in the new position. Benefit status will not be affected during the new introductory period due to a promotion or a lateral transfer.

Transfers and promotions are also initiated by Goodwill Hawaii in response to business needs. If your assignment changes, you will be told of the reasons, the effective date, and the expected duration if it is temporary.

JOB POSTING GUIDELINES

The Human Resources Department announces job vacancies through an internal job posting system that is communicated through email, the employee newsletter, Goodwill Hawaii's website at www.hiGoodwillHawaii.org, and on designated on-site bulletin boards. Goodwill Hawaii may also advertise externally through various classified media. Based on business needs, management reserves the right to hire either an internal or external applicant in a position that

may not be posted through the internal job posting system. If you are interested in a position you think you may be qualified for, you can respond to a job posting by filling out the Internal Job Application Form, which is emailed as an attachment with the job posting. You may also obtain this document from ADP Workforce Now Self-Service portal.

YOUR PERSONNEL FILE

The Human Resources Department maintains a confidential file for each employee. The file contains such information as data provided on your application, employment records, performance evaluations, certificates and licenses, and benefit enrollment data. Correct and accurate employment records are important. It is the employee's responsibility to notify Human Resources immediately of any changes in the following:

1. Legal change of name (proof of name change must be presented);
2. Marital / Civil Union status;
3. Names, dates of birth, and TINs of any eligible dependent covered under the Goodwill Hawaii's benefit plans;
4. Number of exemptions on federal and state tax withholdings; or,
5. Changes or expiration of work authorization documents. Your employment maybe terminated if:
 - (a) you fail to provide documentation of your identity and authorization to work;
 - (b) you falsify your verification documents and/or the I-9 form;
 - (c) your authorization to work is revoked or expires.

Information in an employee's personnel file is confidential other than to persons with a need to review the employee's employment information. In light of the confidential nature of personnel files, employees are prohibited from accessing and copying their employee file.

Register by clicking the link at <https://workforcenow.adp.com> (registration code is GIOH-1234). In ADP Workforce Now Self-Service portal, employees can and must keep updated the following information:

1. Home Address
2. Telephone Numbers (Residence & Cell)
3. Emergency Contacts
4. Direct Deposit

REQUESTS FOR INFORMATION / EMPLOYMENT REFERENCES

The agency only provides employment information regarding current or former employees to third parties through designated agency representatives. To ensure uniform responses and privacy considerations, all verbal or written inquiries from outside Goodwill Hawaii about current or terminated employees are answered only by the Human Resources Department. No employee or supervisor should provide a job reference or respond to a request for employment information.

As a matter of policy, the agency will only provide information regarding dates of employment, positions held, duties performed, and rates of pay. The request for a job reference must be accompanied by a signed statement from the current or former employee authorizing the release of job-related information.

OUTSIDE EMPLOYMENT

Employees are expected to devote their best efforts to the performance of their job duties. A second job and outside employment in general is only permissible if it does not interfere with your work performance and does not conflict with the agency's business interests. If it is determined that your outside employment is interfering with your work performance, or creates a conflict with the agency's business interests, you may be required to terminate such outside employment.

Employees must notify their supervisors in writing prior to obtaining any outside employment.

SEPARATION FROM EMPLOYMENT

EMPLOYMENT AT GOODWILL HAWAII IS AT-WILL; THAT IS, EITHER YOU OR GOODWILL HAWAII MAY TERMINATE YOUR EMPLOYMENT AT ANY TIME WITH OR WITHOUT NOTICE OR REASON. If your employment is terminated by Goodwill Hawaii, you will be paid your earned wages due in full at the time of discharge but not later than the next working day following discharge.

If you decide to resign, please give two weeks' notice so we can find a replacement. This advance notice gives Goodwill Hawaii time to prepare your paycheck and for you to return any Goodwill Hawaii property issued to you. If you provide Goodwill Hawaii with a minimum of one pay period's notice of your intent to quit, you will be paid your final wages on your last day of work.

Employees who quit or resign without giving at least one pay period notice of intention to quit will be paid wages due in full not later than the next regular payday and will not be eligible for rehire.

Your name badge, uniform, keys or other items belonging to Goodwill Hawaii must be returned prior to or on your last day of employment.

YOUR PAYCHECK

COMPENSATION

It is Goodwill Hawaii's policy to pay employees in accordance with their skill, performance, productivity, and experience in the labor market. Pay is determined by an hourly rate, productivity rate, piece rate, or straight salary and is based mainly on individual performance in the specific job function. All questions regarding pay issues should be directed to your immediate supervisor.

LUNCH AND BREAK TIMES

Timing and duration of breaks is based upon department needs and actual hours worked. You should check with your supervisor to establish break and duration times. An unpaid meal break of at least 30 minutes may be scheduled in accordance to various department needs.

Nursing Mother/Lactation Breaks

Female employees who breastfeed their child (“nursing mothers”) will be provided with reasonable break periods to express milk, for a period of up to one year after the birth of their child, unless it is an undue hardship to provide lactation breaks. Breaks to express milk may be taken during existing regularly-scheduled break periods, but may also be taken at other times during the course of the work day. Employees must give notice of their need to take a lactation break to their supervisor.

Nonexempt employees taking lactation breaks should clock in and out, or record their break time.

Nursing mothers who need to express milk during work should notify their supervisor and Human Resources Manager. Goodwill Hawaii will identify an appropriate private area for such

breaks, shielded from view, and not subject to intrusion from co-workers or the public.

OVERTIME

Time and one-half is paid to “non-exempt” employees for ACTUAL HOURS WORKED over 40 hours in a standard work week. Pay for hours not actually worked will not be included in determining whether you have actually worked over 40 hours. Hours not worked on a holiday but for which an employee is paid are omitted in computing overtime. **Overtime must be authorized by your supervisor prior to being worked.** Non-exempt employees who work unauthorized overtime will be subject to disciplinary action, up to and including termination.

For purposes of calculating overtime, the standard work week begins at 12:01 a.m. Saturday and ends at midnight Friday.

TIME CARDS/SHEETS AND ETIME

If you are a non-exempt employee, you must record your daily hours worked. These hours are recorded on a time card/timesheet or through the eTime system, and you are responsible for its accuracy. You must record only **your own time** and may not record time for another employee. Any changes must be made and approved by your supervisor.

If you are using a time clock/eTime, your clock in may not occur earlier than 7 minutes before working hours and no later than 7 minutes after working hours. Do not punch in/out for other employees. Doing so, or knowingly permitting another to punch in/out for you, may result in disciplinary action. Punching in/out 10 minutes early or late will be rounded to the nearest quarter hour and you will be paid accordingly. Any time clock punching error must be reported to your immediate supervisor the same day.

Unauthorized alteration of any time card or time sheet, or the misrepresentation of hours worked, is strictly prohibited and may result in immediate disciplinary action, up to and including discharge.

PAY DAYS

Goodwill Hawaii operates on a semi-monthly pay period with the first pay period from the 1st through the 15th and second period from the 16th through the last day of the month. Pay days are usually on the 7th and the 22nd of each month. If the pay day falls on a weekend or holiday, paychecks will be distributed on the work day prior to the normal payday. Your Human

Resources Representative will provide you with a payroll schedule at your new hire orientation.

For your convenience, you may choose to receive your pay by direct deposit to the financial institution of your choice or to be paid by regular payroll check which is distributed on pay day by your immediate supervisor.

When using direct deposit, funds are usually deposited into your account on the morning of the business day the pay day falls on. You will receive an employee's statement of earnings on the regular pay day. If you wish to utilize this method of payment, please contact your Human Resources Representative for a direct deposit form.

PAYROLL DEDUCTIONS

The following deductions are made from your gross earnings each pay period: (if applicable)

- Federal and State income taxes
- Social Security Compensation
- Medicare Compensation
- Court-Ordered Garnishments

In addition, for your convenience, Goodwill Hawaii may make deductions for group health, dental, disability insurance, savings plans, Aloha United Way contributions, or any other voluntary deductions you may direct in writing on a form provided by Goodwill Hawaii.

CIVIL EMERGENCIES

In the event of a civil emergency (i.e. hurricane, earthquake, or tsunami) or facility closure, we will adhere to the directives issued by State and/or City Civil Defense authorities.

During non-working hours, if a civil disaster occurs or is imminent, follow the directives of Civil Defense Officials. Only "essential" employees will be required to "check-in" with their supervisor to see whether their services are needed at the office or any work site.

During working hours, all employees should follow the instructions of their respective department heads or an Officer of Goodwill Hawaii. "Essential" employees are required to remain at work to take whatever action is necessary at the moment. Depending on the situation, all other "non-essential" employees will be released from work.

Employees deemed "essential" will be informed by their manager; superintendent, supervisor

or the Human Resources Department.

Time off from work due to a natural disaster or civil emergency (actual or otherwise) will be considered non-compensated time. Employees wishing to be compensated during this period may use their unused vacation balance.

COMMUNICATIONS

OPEN DOOR POLICY

Goodwill Hawaii believes that employee related situations should be treated fairly, quickly and without prejudice or fear of reprisal or retaliation. The best way to ensure this is through the practice of open and honest communication. In recognizing that misunderstandings do occur, this policy provides guidelines to resolving workplace problems and complaints.

Goodwill Hawaii promotes an open door policy to provide all employees with a process for resolving problems or complaints through discussion with all levels of management. The open door policy provides a way for employees to express problems or concerns to their supervisor and, if necessary, to higher levels of management.

Any employee who has a problem/comment/concern on any matter regarding Goodwill Hawaii that needs to be addressed, should first discuss the matter with his/her immediate supervisor. It is expected that most complaints will be resolved at this level. Reports of employment discrimination or harassment should be handled in accordance with their respective policies.

If the employee feels that the proposed solution is not acceptable, the employee may request a meeting with the Department Director and/or the Vice-President of his/her division. Once this has been accomplished, the Department Director or Vice-President will recommend a solution.

If after the above steps have been taken and the problem has not been solved, the matter may then be brought to the attention of the Chief Administrative Officer or his/her designee. The Chief Administrative Officer will speak with all employees involved, and act as mediator to resolve the conflict and/or recommend a solution.

If this solution is not acceptable to the employee and disciplinary action has occurred, a formal written request may be made to the Chief Administrative Officer to have the matter reviewed by a committee consisting of the Department Director and/or the Vice-President of his/her division, the Chief Administrative Officer, and a Director from a different department or

division.

The committee will collect information from all parties and make a decision within a reasonable amount of time.

If the decision of the committee is not satisfactory to the employee, he/she may appeal the decision to the President/CEO. The decision of the President/CEO is final in all circumstances.

NO SOLICITATION / NO DISTRIBUTION POLICY

Goodwill Hawaii has an interest in keeping our premises free of activity which does not related to our business. With this in mind, solicitation of employees or visitors by non-employees and the distribution of literature, pamphlets or other materials by non-employees on agency premises is prohibited.

Employees shall not distribute literature or solicit other Goodwill Hawaii employees when either the employee soliciting or distributing the literature or the employee being solicited or given literature, is on working time (either employee should be working). "Working time" does not include break or meal periods, or other times when the employees are not required to perform work duties. This prohibition applies to printed or electronic solicitations.

Employees shall not solicit in areas where the public is likely to be present. Employees shall not distribute literature at any time in any work area.

Persons other than our employees shall not distribute literature or solicit our employees at any time on Goodwill Hawaii property.

This rule applies to any solicitation, including lotteries, magazine clubs, labor or social organizations, lodges and the like. This includes solicitations over social media, company email or by any other company channel. Any violation should be reported to your supervisor.

BULLETIN BOARDS

Special notices and other information of interest to employees are posted on Goodwill Hawaii bulletin boards. From time to time, important notices are made concerning Goodwill Hawaii policies, organization and procedures. The bulletin board is the customary place for posting these notices as well as job openings, work schedules and government regulations. You are encouraged to check the bulletin board regularly. In the interest of neatness and fairness, the bulletin board is for the sole and exclusive use for Goodwill Hawaii matters. **Employees may**

not post or remove items on the bulletin board unless directed to do so by their supervisor or the Human Resources Department.

CONFIDENTIALITY

Employees are expected not to disclose to persons outside the agency any business information which is confidential or proprietary in nature.

Proprietary information is any information that derives independent economic value, actual or potential, from not being generally known to the public or to other persons or competitors who can obtain economic value from its disclosure, and is subject to efforts that are reasonable under the circumstances to maintain the secrecy of the proprietary information.

No parts of our operations are immune to competition. We have an obligation to protect the resources of the business from being carelessly or deliberately given away to others who could use them to Goodwill Hawaii's disadvantage.

Employees are also expected to respect the privacy of other employees and to avoid disclosing information of a private nature with respect to health or financial information as discussed in the examples below. Finally, employees should strive to maintain the safety and security of our premises and property, and avoid disclosing information which might compromise that security.

Examples of types of proprietary and confidential information include:

- Product information, including development and pricing
- Confidential client information, including protected health information under the HIPAA guidelines
- Sales figures
- Marketing goals and/or margins
- Customer lists and any information related to customer contacts
- Customer preferences, and past purchase information
- Profit margins
- Merchandise mark-up
- All company reports such as sales, operating and marketing reports
- Employee health-related and medical information obtained from the employee records; social security numbers; information relating employee personal financial accounts (e.g.

bank, pension, 401(k)).

This list is not an exhaustive list. If you are in doubt about as to whether particular business information is confidential or proprietary, you should consult with your supervisor before disclosing any information to third parties.

EMPLOYEE BENEFITS

Goodwill Hawaii provides, in addition to salaries, a wide range of benefits to help meet employees' present and future needs. Some benefits are offered to all employees and others depend on how long you have worked for Goodwill Hawaii or how many hours you work. The Human Resources Department is available to answer any questions about benefits that you may have.

This section of the handbook contains brief summaries of Goodwill Hawaii's benefits. **The summaries do not provide detailed, technical, or exhaustive explanations of the benefits available, and are not intended to be a contract. Instead, the summaries are merely intended to provide general descriptions of some of our benefits, and you should refer to the applicable Summary Plan Descriptions ("SPDs") for more information. In case of conflict between the explanations of benefits in the handbook and the applicable SPD, the terms of the SPD shall prevail. SPDs may be obtained from the Human Resources Department or on ADP Workforce Now Self-Service Portal.**

At any time, with or without notice, Goodwill Hawaii may add new employee benefits; modify, change, or discontinue current benefits, in whole or in part; and increase, decrease, or eliminate company contributions or employee contributions to a benefit plan. Goodwill Hawaii has the right to interpret its benefit plans and its interpretation shall be final.

HEALTH AND WELFARE BENEFITS

Medical, Drug and Vision Insurance

Goodwill Hawaii offers medical insurance to employees who work twenty (20) or more hours per week for four (4) consecutive weeks. Goodwill Hawaii pays for most of the insurance premium and you are responsible for only a portion of the premium (up to 50% of the premium, but not more than 1.5% of gross wages). Eligible employees have the option of covering qualified dependents in Goodwill Hawaii's medical plan at their own expense.

Eligible employees may choose to decline Goodwill Hawaii-provided medical insurance by completing Form HC-5 Waiver with proof of coverage. Employees who decline enrollment for themselves or for their dependents when they become eligible for coverage may subsequently enroll in the health plans during the annual open enrollment period. Employees who become eligible, but do not fill out an HC-5 Waiver with proof of coverage will be automatically enrolled in our base medical plan.

If an employee is hospitalized or otherwise prevented by sickness from working, Goodwill Hawaii will continue paying its share of the premium while the employee is unable to work, for up to three (3) months after the month in which the employee is hospitalized or prevented by sickness from working.

Details of our medical plans are outlined in the Summary Plan Description distributed during our benefit orientation programs. If you have additional questions, you may ask your supervisor or contact the Human Resources Department.

Dental Insurance

Full time employees who have completed (3) months of employment are eligible to participate in Goodwill Hawaii's dental plan. Eligible employees have the option of covering qualified dependents in Goodwill Hawaii's dental plan. The cost of this coverage is wholly paid by the employee.

If you do not enroll yourself or your dependents when you first become eligible, you will only be able to enroll during the month of April during our open enrollment period. Enrollment at any other time will require that you pay all premiums retroactive to the time you first became eligible.

COBRA

Under the Consolidated Omnibus Budget Reconciliation Act ("COBRA") employees and their dependents may elect to continue coverage under Goodwill Hawaii's group health care plan if either the employee, spouse, or dependent children would otherwise lose coverage for certain qualifying events such as voluntary or involuntary job loss, reduction in the hours worked, death, divorce, and other life events. Individuals using COBRA are responsible for the entire cost of the premium, plus a 2% administrative fee.

COBRA is available for medical, dental, and vision, Under the Consolidated Omnibus Budget Reconciliation Act ("COBRA") employees and their dependents may elect to continue coverage under Goodwill Hawaii's group health care plan if either the employee, spouse, or dependent

children would otherwise lose coverage for certain qualifying events such as voluntary or involuntary job loss, reduction in the hours worked, death, divorce, and other life events. Individuals using COBRA are responsible for the entire cost of the premium, plus a 2% administrative fee.

COBRA is available for medical, dental, vision, and flex spending plans, but is not available for life insurance and disability plans. See the Human Resources Manager for further details.

Flexible Spending Accounts

Goodwill Hawaii offers full-time employees who have completed their introductory period employees the ability to use pre-tax payroll deductions for medical/dental premium costs, childcare, and other qualifying out of pocket medical expenses. Additional information about the program is available from the Human Resources Department

Temporary Disability Insurance

Goodwill Hawaii provides temporary disability insurance (“TDI”) benefits to employees as required under the Hawaii Temporary Disability Insurance Law. TDI benefits are available to eligible employees who are unable to work because of a non-work related illness or injury, including sickness, pregnancy, organ donation, or accident. Eligible employees may receive fifty-eight (58%) of their average weekly earnings, up to a maximum set by the State. TDI benefits are available from the eighth (8th) day of disability up to a maximum of twenty-six (26) weeks. Eligible employees may use their available personal leave bank during the 7-day waiting period.

Goodwill Hawaii pays for most of the cost for this insurance benefit. We may require you to pay for a small portion of the premium cost for TDI insurance.

If an employee is eligible for FMLA leave, a leave of absence during which TDI benefits are taken will also be designated as FMLA leave.

Claim forms for benefits are available in the Human Resources Office. It is your responsibility to timely complete the claim form, which includes obtaining a doctor’s certification. Failure to promptly file the claim may result in loss of benefits.

Workers’ Compensation

Goodwill Hawaii covers the entire cost of workers’ compensation insurance, which pays for medical expenses and provides up to 2/3 of your normal base pay up to a maximum set by State law. You are eligible for workers’ compensation benefits if you become ill or injured as a

result of your job. Therefore, it is important that you report all work related accidents immediately so a report can be filed with our insurance carrier. The information is required to complete Form WC-1 according to Workers' Compensation Regulations and to provide information necessary to comply with any applicable State and Federal OSHA reporting requirements.

An employee who suffers a work-related illness or injury must undergo a three-day waiting period before wage replacement begins. You may use your available personal time balance to cover the first three days of disability.

Leaves of absence for workers' compensation purposes may be designated as FMLA leave, if applicable.

Employee Assistance Program

The Employee Assistance Program ("EAP") has been established as a confidential, individual program available to all employees and their family members whenever assistance with non-medical personal problems is needed. This service deals with, but is not limited to, financial, marital and psychological problems, stress reactions, alcoholism, and drug abuse.

Meetings with a representative from our professional counseling service are held in the strictest confidence. If you have a problem you would like to discuss, please contact a representative from this service directly. Their services are paid for by Goodwill Hawaii.

Your job or promotional opportunities will not be jeopardized as a result of utilizing this service.

Worklife Hawaii – Your Local EAP can be contacted at (808) 543-8445 or After Hours (800) 994-3571. You may also visit them online at www.WorklifeHawaii.org.

TIME AWAY FROM WORK

Family and Medical Leave

Employees with at Least Six Months of Service

Under the Hawaii Family Leave Law ("HFLL"), employees who have completed six (6) consecutive months of service with Goodwill Hawaii are eligible to take up to four (4) weeks of leave each calendar year, not to exceed more than four (4) weeks each [calendar/fiscal/anniversary year, rolling 12-month period measured forward from the employee's first FMLA leave, or rolling 12-month period measured backward from the date the

employee uses FMLA leave], for any of the following reasons:

- For the birth of a child and to care for the newborn;
- Because of the placement of a child with you for adoption, or
- To care for your spouse, civil union partner, reciprocal beneficiary, child (natural, step, adopted or foster), parent (natural, step, adopted or foster), parent-in-law, legal guardian, grandparent, or grandparent-in-law with a serious health condition.

Employees qualifying for leave under the HFLL may also qualify for concurrent leave under the federal Family and Medical Leave Act, when the leave is to care for a qualifying family member. Leave taken because of an employee's own serious health condition is not covered by the HFLL, but may qualify as FMLA leave.

Employees with Twelve Months of Service or More

Under the federal Family and Medical Leave Act ("FMLA"), employees who have completed 12 months of service with Goodwill Hawaii (which need not be consecutive months), have worked a minimum of 1,250 hours during the 12 months preceding the leave, and work at a site having at least 50 employees within a 75 mile radius may take up to 12 weeks of leave each rolling 12-month period measured backward from the date the employee uses FMLA leave for any of the following reasons:

- Because of the employee's incapacity due to pregnancy, prenatal medical care, or child birth;
- For the birth of a child and to care for the newborn, or placement of a child with the employee for adoption or foster care;
- To care for the employee's spouse, son or daughter, or parent, who has a serious health condition; or
- Because of a serious health condition that makes the employee unable to perform the functions of his/her job.
- In addition, employees who are eligible under the FMLA may take Military Family Leave for qualifying exigencies, or to care for a covered service member.

Employees may contact the Human Resources Office for additional information regarding eligibility for Family and Medical Leave.

Leave for Organ, Bone Marrow or Stem Cell Donors

Employees with at least one year of service with Goodwill Hawaii may take up to 7 days of

unpaid leave for bone marrow or peripheral blood stem cell donation and up to 30 days of unpaid leave for organ donation, during each calendar year.

Written Verification Required: Employees who wish to take leave under this policy must submit written verification that (1) the employee is an organ, bone marrow or stem cell donor and (2) there is a medical necessity for such donation.

Relationship to Other Leaves: While leave taken for organ, bone marrow or stem cell donation is generally unpaid, employees may elect to use available paid leave while taking leave under this policy. Leave taken under this policy will not be charged against an employee's available leave under the Family and Medical Leave Act or Hawaii Family Leave Law, as discussed in this handbook.

Return to Work: Employees who take leave for organ, bone marrow or stem cell donation will be restored to the position they held when the leave began, or to an equivalent position (except in cases where Goodwill Hawaii declines to restore the employee to the position or equivalent position due to reasons unrelated to the employee's leave).

If you have any questions or concerns regarding this policy, please contact the Human Resources Office.

Victims Leave Policy

As provided in the Hawaii Victims Leave Act ("HVLA" or "the Act"), employees with six (6) consecutive months of service may take up to thirty (30) days of unpaid victims leave per calendar year, if the employee or the employee's minor child is a victim of domestic or sexual violence (i.e. domestic abuse, sexual assault, or stalking). For purposes of this policy, "child" means an individual who is a biological, adopted, foster child, stepchild, or a legal ward of an employee.

Purpose of Leave: Victims leave may be for one of the following reasons:

- to seek medical attention for the employee or the employee's minor child for physical or psychological injury or disability caused by domestic or sexual violence;
- to obtain services from a victim services organization;
- to obtain psychological or other counseling;
- to relocate;
- to take legal action or participate in any criminal or civil proceeding related to the domestic or sexual violence; or

- to take other actions to enhance the health and safety of the employee, the employee's minor child, co-workers and business associates (e.g., obtain restraining orders).

Relationship to Other Leaves: Prior to taking unpaid victims leave, employees must exhaust all other applicable and accumulated unpaid and paid leaves, including any accrued paid time off or temporary disability leave, if eligible. All leaves, paid or unpaid, that are taken for a purpose covered under the HVLA will be counted against the leave time that is available under the Act. The combined total of paid and unpaid leave may not exceed thirty (30) days in most cases.

Reasonable Accommodation: Goodwill Hawaii will provide reasonable accommodation for a domestic or sexual violence victim, which may include, but is not limited to, such things as increasing security, screening phone calls or allowing flexible hours, absent undue hardship.

Notice to Goodwill Hawaii: The employee must provide reasonable advance notice of the need for leave, unless doing so is not practicable due to imminent danger to the employee or the employee's minor child. While on leave, employees may be asked to provide weekly reports on the employee's status and whether they intend to return to work.

Certification of Leave: At Goodwill Hawaii's request, the employee must provide appropriate certification of the need for leave. If requested certification is not provided, the request for protected leave may be denied. The type of certification that may be required will depend on the reason for taking the leave.

- Employee takes leave for medical attention for him or herself: If the employee is a victim of domestic or sexual violence and seeks leave for medical attention caused by the domestic or sexual violence incident(s), Goodwill Hawaii may ask the employee to provide: (a) doctor's certification estimating the length of leave and the beginning and ending dates of the leave; and (b) another doctor's certification approving the employee's return to work.
- Employee takes five (5) days or less of leave for a reason other than his or her own medical care: If an employee takes victims leave for five (5) days or less for a reason other than to seek medical care for his or her own injuries caused by domestic or sexual violence, Goodwill Hawaii may request that the employee provide a signed statement that: (a) the employee or the employee's minor child is a victim of domestic or sexual violence; and (b) the leave is for a reason approved by the HVLA.
- Employee takes more than five (5) days of leave for a reason other than his or her own medical care:

- (a) A signed written statement from: (i) the victim services organization; (ii) the employee's or the minor child's attorney or advocate; or (iii) a medical or other professional who has assisted the employee or the minor child with the domestic or sexual violence; or
- (b) A police or court record.

Return to Work: It is Company policy to place employees returning from victims leave into the same position held prior to the leave or to a comparable position, without loss of service credits or benefits accumulated prior to the leave.

Confidentiality: Due to the sensitive nature of information related to an employee's request for or taking of victims leave, Goodwill Hawaii treats such information as confidential. Our policy prohibits disclosure of such information unless: (1) the employee requests or consents to the disclosure; (2) a court or administrative agency orders the disclosure; or (3) the disclosure is otherwise required by federal or state law.

If you have any questions or concerns regarding victims leave, please contact the Human Resources Manager.

Maternity Leave

Female employees who are unable to work because of pregnancy, childbirth, or related medical conditions may take maternity leave for a reasonable period of time, as determined by the treating physician. The employee may be asked to provide a doctor's note estimating the length of leave, as well as its beginning and end dates. Upon return to work following maternity leave, the employee may also be requested to provide a doctor's note approving her ability to return to work.

Employees on maternity leave may use their paid time off benefits and temporary disability insurance benefits, if eligible. After those paid leave benefits are exhausted, maternity leave shall be unpaid. Maternity leave that qualifies as FMLA leave may be designated as such. Please refer to our FMLA policy for more details on this benefit.

Military Leave

Eligibility: It is Company policy to grant employees in the uniformed services (Army, Navy, Marines, Air Force, Army or Air National Guard, the reserves, the commissioned corps of the Public Health Service, or any other uniformed services designated by the President in time of war or emergency) a leave of absence for military service.

Pay: Military leave is generally considered an unpaid leave of absence. However, salaried exempt employees who perform work during a week in which they perform military service receive the difference in their regular salary and military pay for that workweek. All employees may use their accrued and available vacation or PTO for military leave, upon their request.

Group Health Care Benefits: For absences of less than 30 days, Goodwill Hawaii will continue group health care benefits as if the employee has not been absent. For absences exceeding 30 days, employees may elect continued coverage for up to twenty four (24) months, at the employee's own expense which is up to 102% of the full premium. Upon return to work, the employee's health insurance will be reinstated with no waiting period.

Other Benefits: Non-seniority benefits such as paid time off, and life insurance are generally not continued while employees are on military leave, unless the benefits are offered to other employees on similar non-military leaves. Thus, you generally will not accrue paid time off nor earn holiday pay during your absence. Your military leave, however, will count towards your length of employment so that upon your return to work, you will earn paid time off at a rate designated for your employment period.

Upon reinstatement, you will also be entitled to seniority-based benefits that are rewards for length of service. Goodwill Hawaii's contributions to retirement benefits will also be made to your retirement accounts upon reinstatement, to the extent required by law. Goodwill Hawaii credits your time spent on military leave when calculating its contribution amount. You will also have an opportunity to make up your missed contributions after you are reinstated.

Notice: Employees must provide Goodwill Hawaii with reasonable advance notice of military duty, unless military necessity prevents the employee from giving proper notice or it is impossible or unreasonable for the employee to do so. We also request that a copy of your military orders or other document verifying your military-necessitated leave be given to Human Resources.

Return to Work: If an employee does not return to work within the time required by federal law after his/her military leave has expired, the absence shall be treated as an unexcused absence and the employee may be deemed voluntarily terminated under our no call no show policy.

Employees must return to or reapply for work in accordance with the following schedule, depending upon the length of military service. For all leaves exceeding 30 days, please submit your application for reemployment to the Human Resources Manager and provide documentation that your application is timely, you have not exceeded the five-year limit on the duration of service while working at Goodwill Hawaii, and that your separation/dismissal from

service was not disqualifying (e.g., dishonorable discharge).

Period of Service	Time to Report or Apply for Reemployment
1 to 30 days	Employee must report for work at the beginning of the first full regularly-scheduled work period on the first full calendar day following the completion of the period of service and eight (8) hours following a safe transportation home.
31-180 days	Employee must apply for reemployment (written or verbal) no later than 14 days after completing service, unless it is impossible or unreasonable to do so.
More than 180 days	Employee must apply for reemployment (written or verbal) no later than 90 days after completing service.

Upon your return from military leave, it is Goodwill Hawaii policy to promptly place you in a position depending upon length of your military leave and your qualifications. Your position may be (a) a position you would have retained if had you been continuously employed (“escalator position”); (b) your pre-service position; (c) a position of like seniority status and pay to the escalator position or the pre-service position; or (d) a position that is the nearest approximation to the escalator position or the pre-service position. Goodwill Hawaii will make reasonable efforts to help the employee become qualified for the appropriate position.

Unpaid Personal Leave of Absence

Goodwill Hawaii recognizes that circumstances may arise which require an employee to be away from work for a limited period of time. Therefore, to allow employees to maintain their working relationship with Goodwill Hawaii, an unpaid leave of absence may be granted for medical or compelling personal reasons at the discretion of Goodwill Hawaii.

The exact amount of leave time granted in each case will be determined based on the circumstances of the request and the workload of the affected department.

Each case will be reviewed on an individual basis, taking into consideration the length of leave request and the position involved.

Leaves mandated by state or federal laws will be granted in accordance with those laws.

Funeral Leave

Eligible full time employees who have completed their introductory period are qualified to take up to three (3) days of paid funeral leave per year to make funeral arrangements or attend services for the loss of an immediate family member. For purposes of this policy, an

“immediate family member” includes your spouse or civil union partner, child, parent, legal guardian, sibling, in-law, grandparent or grandchild. Please notify your supervisor or the Human Resources Department should you need funeral leave. Goodwill Hawaii may require the employee to provide a copy of the death certificate prior to payment of this benefit. This does not apply to On-Call or Part Time employees. Please see individual Benefits Summary for more specific eligibility information.

Jury Duty

If you are called to serve on a jury, please notify your supervisor as soon as possible of your need to take a jury duty leave of absence. Eligible full time employees may be paid the difference between the jury pay and their regular rate of pay for up to ten (10) days. If your services are not required for a full day, you should notify your supervisor, who will determine whether you should return to work for the remainder of your shift. To receive payment, submit the jury duty receipt form to your supervisor. This does not apply to On-Call or Part Time employees. Please see individual Benefits Summary for more specific eligibility information.

Time Off to Vote

Voting polls are open from 7:00 a.m. to 6:00 p.m. on Election Day. We encourage you to make every effort to vote prior to your arrival at work or after working hours. If you need additional time to vote, up to two hours with pay will be given to you at the beginning or end of the day. If you require time off in order to vote, notify your supervisor at least one week before Election Day. You must present your voter receipt in order to be paid for the period of absence.

MISCELLANEOUS BENEFITS

Employee Discount

All employees of Goodwill Hawaii may shop at any Goodwill Hawaii store and receive a 25% discount on their entire purchase, excluding new items. Employees must show their Driver’s License or ID Card at the time of purchase.

Discounts are reserved for employee personal use only and cannot be combined with any other discounts. Shopping must be conducted during the employee’s non-working time (e.g. breaks, lunch period, and before/after the employee’s shift).

Goodwill Hawaii encourages employees to shop and purchase items at any of its store locations; however, merchandise cannot be reserved or special arrangements made at any time. All items to be purchased must be priced, and any item not priced will be rejected.

Merchandise may only be removed from the store with evidence of purchase in the form of a cash register receipt. Retail store employees may not wait on themselves, relatives or friends when making purchases.

From time to time, other discounts and privileges are announced by management. These will become effective on the dates stated in these announcements.

Federal Credit Union

Regular full- and part-time employees are eligible to enroll in the Hawaii Central Credit Union; Hawaii USA Federal Credit Union; and Hawaii Federal Credit Union as of their date of hire.

There are a number of exciting banking benefits available to credit union members. These include insured savings, interest checking, holiday club account, individual retirement accounts, VISA credit card, loans and more. If you are interested in Joining the Credit Union, please contact the Human Resources Department.

EMPLOYEE CONDUCT

RULES OF CONDUCT

The following Rules of Conduct have been adopted to ensure that all employees understand what conduct is expected of them in the workplace. These rules also are designed to create and maintain a work environment where everyone treats others with dignity and respect.

These rules do not cover all circumstances for which an employee may be disciplined. Also, additional rules may be added from time to time, and existing rules may be amended. The order in which they are listed does not reflect the importance or weight placed on any particular rule.

Employees are required to familiarize themselves with these Rules and to adhere to them. Violation of the Rules of Conduct may subject an employee to disciplinary action, up to and including reprimand, suspension, or discharge.

1. Violation of any Company policies, rules, or procedures, including those set forth in this handbook and Goodwill Hawaii's rules against discrimination and sexual or other harassment.
2. Insubordination or failure or refusal to obey instructions or to perform work as required

or assigned or a deliberate slowdown of work.

3. Use of profane or abusive language towards another employee or a customer.
4. Fighting or attempting to inflict bodily injury to another employee. Threats of violence or harm against another employee.
5. Neglect, carelessness, or mischief that results in loss, damage, or destruction of Company property.
6. Pilferage of Company property, the property of fellow employees, or the property of customers or visitors.
7. Falsification of a time card or punching a time card for a co-worker. Repeated failure to punch time card.
8. Falsification of employment applications, or other Company records or reports. Providing false or misleading information prior to or during your employment.
9. Failure to report accidents, breakage, or damage to equipment (which occurs when assigned to drive or use such equipment) or falsifying or refusing to give testimony when accidents are being investigated or during any Company investigation.
10. Repeated tardiness, absenteeism, or unexcused absences. Abusing Goodwill Hawaii's leave of absence policies.
11. Leaving the job without permission from your supervisor.
12. Refusal to work assigned overtime.
13. Failure to obtain proper authorization prior to working overtime.
14. Sleeping on the job, or giving the appearance of sleeping during working time.
15. Failure to observe safety rules.
16. Gambling on Company premises.
17. Smoking in prohibited areas. All enclosed or partially enclosed areas are non-smoking areas.
18. Using/operating Company-owned equipment for purposes other than Company business without authorization.
19. Conduct that could reasonably be viewed as malicious, obscene, threatening, bullying, unlawful harassment, or conduct that is in violation of state or federal laws.
20. Conviction of a crime that bears a rational relationship to the employee's job duties and responsibilities.

21. Failure to obtain or maintain a license or certificate required by state, federal, or local law to perform the employee's job duties. Failure to pass any examination, background check, security check, or other authorization required by state, federal, or local law to perform the employee's job duties.
22. Changes in schedule or switches with other employees that did not receive proper authorization from the employees' supervisor.
23. Possession, use, or promotion of illegal drugs or intoxicating liquors during working time, or reporting for duty under the influence of illegal drugs or intoxicating liquors.
24. Possession of firearms or weapons of any kind on Company property.
25. Posting notices or other material on Company bulletin boards or elsewhere on Company premises without permission, and/or removing same without permission.

The above list is not intended to be all-inclusive. Also, the order of these rules is not indicative of importance or severity of violations.

HONESTY

Honesty, trustworthiness, and integrity are absolute requirements for all Goodwill Hawaii employees and job applicants. Dishonest acts which harm Goodwill Hawaii are certain to be detected and will result in discipline. It is Goodwill Hawaii's policy to prosecute any customer or employee who misappropriates or steals money, merchandise, or property. It is your responsibility to report any dishonest acts to your supervisor immediately--failure to do so may result in disciplinary action. You are also required to fully cooperate in any investigation, whether or not you are directly involved. Dishonesty or failure to fully cooperate in any Goodwill Hawaii investigation is a violation of this policy.

APPEARANCE / WORK ATTIRE

We are judged by our consumers and customers not only by what we do, but how professionally we present ourselves. We all must look neat and use good taste and common sense in our grooming, dress and hygiene. Our appearance is important to our business. Employees of certain departments may be required to follow specific requirements and dress codes.

Our dress policy emphasizes cleanliness, neatness and good taste. Our objective is to make a favorable impression on our consumers, customers, and visitors by being well-groomed, cheerful and courteous. If you are assigned to wear a uniform while on duty, you must show up

at the start of your work period wearing a clean and neat uniform with your nametag placed in the proper location on your uniform. Uniforms are company property and may not be altered except with Goodwill Hawaii's authorization. In addition, it is your responsibility to wash and maintain the uniforms issued to you.

Office staff employees must wear business or aloha attire that is appropriate for the business atmosphere of the work place. Business attire means clothes that are neither casual attire nor evening wear. Clothing should be appropriate for the job performed. Jewelry and other accessories should coordinate with the style of apparel and be consistent with a businesslike appearance. If management feels your appearance is inappropriate for work, you may be sent home without pay.

Extremes in makeup and hair styles and colors should be avoided by all employees.

If you have any questions about Goodwill Hawaii's dress code, consult with your supervisor.

WORK SCHEDULE AND ATTENDANCE

Your supervisor will assign your working hours and it is your responsibility to know your work schedule. No changes in the work schedule may be made without prior approval of your supervisor.

As an integral part our team, it is important that you are on the job, appropriately dressed and ready to work, at the beginning of each shift that you are scheduled to work. Regular attendance is an essential function of your job. Failure to meet regular attendance requirements could result in discipline, up to and including suspension or termination.

Goodwill Hawaii's attendance policy is as follows:

1. Employees are expected to be ready to work at their scheduled time and attend work on a daily basis unless they have been granted permission through some appropriate form of leave to be away from work.
2. It is the employee's responsibility to first notify the supervisor of his/her absence by speaking directly to their supervisor by phone no later than 60 minutes before the start of their shift, unless arrangements have been made in advance. Text messages, emails and other similar means of communication are not acceptable forms of notification.
3. If your supervisor or Department Director is not available, contact any other management personnel in your department or the Human Resources Department. **DO NOT LEAVE PHONE MESSAGES WITH FELLOW EMPLOYEES. YOU MUST SPEAK DIRECTLY**

TO YOUR SUPERVISOR OR OTHER DESIGNATED STAFF.

4. Employees who do not show up for work and/or call their supervisor for three (3) consecutive work days will be classified as a no call/no show. A no call/no show is considered a resignation and the employee may be discharged on the third day when no contact has been made by the employee.
5. Family Medical Leave, Jury Duty, or other Federal or State mandated time off is not counted as an attendance incident.
6. In line with Goodwill Hawaii's Personal Leave ("PL") policy, scheduled approved leave recorded as a PL on a timesheet is not considered an attendance incident. However, an unscheduled absence recorded as a Personal Unscheduled ("PU") on a timesheet is considered an attendance incident and will count against the employee's attendance record for evaluation purposes in the chart below.
7. Goodwill Hawaii requires employees to provide a physician's note for absences of **three (3)** or more days. In addition, Goodwill Hawaii may require a physician's note for absences occurring under "questionable circumstances," which include, but are not limited to, an unexplained pattern of absence from work (e.g., preceding or following a holiday, every Monday, etc.); a pattern of tardiness in conjunction with a pattern of absenteeism; or repeated instances of absences lasting less than three (3) days.

Five absences within a six month period is considered excessive and may be subject to disciplinary action up to and including discharge.

SOCIAL NETWORKING

Goodwill Hawaii understands that employees use the Internet and social networks for both business-related and personal purposes. While the Internet and social networks are important tools for education, networking, business development, and pursuing personal interests, they also create some potential risks. The following policy is intended to promote responsible use of the Internet and social networking, and to protect Goodwill Hawaii's legitimate business interests.

This policy applies to employees who post on Internet blogs (either their own or others); Internet discussion forums; message boards; chat rooms; social networking sites (such as Facebook, LinkedIn, Twitter, MySpace, Google+, etc.); media sharing sites (such as Flickr, YouTube, Instagram, etc.); and any communications made on similar sites. Posting on such sites is referred to herein as an "Internet posts."

1. **Abide by All Company Policies:** Whether you post on the Internet at work or during personal time, your posts must not violate any policies contained in this Employee Handbook. You must follow all of Goodwill Hawaii's handbook policies including, but not limited to, our policies on the following:

- disclosure of confidential business information,
- discrimination and harassment,
- workplace violence;
- no-solicitation; and
- conflicts of interest and ethical violations.
- HIPAA privacy requirements

2. **Do Not Hold Yourself Out as Speaking for Goodwill Hawaii:** Do not represent yourself on Internet posts as a spokesperson for Goodwill Hawaii or as speaking on behalf of Goodwill Hawaii.

Refrain from making Internet postings during working time or on Goodwill Hawaii equipment, unless it is work-related and you have received prior authorization from your supervisor. Do not use your Goodwill Hawaii e-mail address to register on social media, social networking sites, or other Internet sites which you visit for personal (rather than work-related) purposes.

3. **Understand Your Liability:** When you express your opinions or ideas on an Internet post, you can be held legally responsible by others for your statements. For example, you may be held personally liable for statements that are defamatory, abusive, and harassing, involve copyright violations, or which disclose confidential and proprietary business information. In light of the potential risks, you should use good judgment and exercise caution when posting.

As a general matter, you should show proper respect for the laws governing copyright, fair use of copyrighted material owned by others, trademarks, and other intellectual property. You are prohibited from using Goodwill Hawaii's trademarks and logos for commercial purposes (in other words, to further a personal business interest or the business interest of a third party.)

4. **Act Responsibly:** When you post on the Internet, you should act in a manner consistent with our company's values and philosophy. You should be courteous, honest, and check your facts. If you refer to your co-workers in your postings, you should be thoughtful

about how they may be affected by your statements. Statements regarding co-workers which are threatening, harassing (e.g., in violation of the sexual and other harassment policy or the workplace violence policy), obscene, malicious, or abusive are a violation of Goodwill Hawaii policy.

Similarly, if your posting relates to Goodwill Hawaii's business operations, you must not violate our policy prohibiting the disclosure of confidential or proprietary business information. Confidential and proprietary business information includes our confidential business plans and strategies, business opportunities, non-public financial information (e.g., balance sheet, profit and loss statement, investment reports) , customer lists, customer contact information, internal reports and documents, internal procedures, and similar non-public business confidential information.

You must not post or otherwise disclose confidential personal information regarding co-workers which you have obtained from company records or files, such as social security numbers, dates of birth, personal financial information (e.g., bank account numbers, tax withholding information) or personal health information.

Any violation of this Social Networking – Internet Posting policy may subject employees to discipline, up to and including discharge.

APPROPRIATE USE OF TECHNOLOGY

In keeping up with technological advances, Goodwill Hawaii provides computers and maintains an electronic mail (e-mail) system and in some cases internet access to assist in the conduct of business within Goodwill Hawaii. While employees are provided this new technology, its use carries important responsibilities. Goodwill Hawaii employees are expected to exhibit the same high level ethical and business standards when using this technology as they do with more traditional workplace communication resources.

Computer Usage

Computers, computer systems and electronic media equipment (including computer accounts, laptop computers, handheld devices, printers, networks, software, electronic mail, Internet and World Wide Web access connections) at Goodwill Hawaii are provided for business related use. These systems, including the equipment and the data stored in the system, are and remain at all times the property of Goodwill Hawaii whether they are located in your home, at a remote location, or in the office. As such, all messages created, sent, received or stored in the system as well as all information and materials downloaded into company computers are and remain

the property of Goodwill Hawaii.

Therefore, employees may not use Goodwill Hawaii property, including email, for non-business purposes during working time. "Working time" is time when the employee should be working and does not include rest or meal breaks, or periods of time before and after a work shift.

Goodwill Hawaii reserves the right to establish uniform and consistently enforced controls over its email system to the extent such controls are necessary to maintain production and discipline.

To ensure the proper use of its electronic communication systems and business equipment, Goodwill Hawaii may monitor the use of these systems and equipment at any time, and may inspect, access, copy, disclose, or erase any communications, information, computer files, and other data on such systems and equipment.

By using Goodwill Hawaii's computer, computer networks, electronic and telephone communications systems, data storage devices, and other business equipment, you consent to Goodwill Hawaii's monitoring of your communications and activities involving such equipment. Employees should have no expectation of privacy in any messages, e-mails, information, pictures, data, internet search history, or materials which are stored, received, or transmitted on Goodwill Hawaii's computers, computer network, servers, voice mail system, or other communication or data systems.

Subject to the restrictions contained in this policy, Goodwill Hawaii prohibits non-job-related uses of its software and business equipment, which includes facsimiles, telecopiers, computers, and copy machines, such as utilizing Company equipment and software for personal gain, to violate any Company rules (including but not limited to harassment of other employees), or for any illegal purpose.

All codes, log-in identification, or passwords used for security purposes on Company computer equipment or programs must be disclosed to and registered with your supervisor and the IT department. No employee may use pass codes or security codes for Company computer equipment or software programs which are unknown to Goodwill Hawaii.

USE OF GOODWILL HAWAII TELEPHONE SYSTEMS AND PERSONAL CELL PHONES

All of Goodwill Hawaii's telephone communication systems are company property, and may be used only for job-related purposes.

We understand there may be occasions where an employee needs to make or receive an emergency telephone call. Except in an emergency, personal calls should not be made during

your work time (excluding break periods and before/after your shift) using Goodwill Hawaii phones.

At no time are employees to use business phones for personal long-distance calls.

In order to ensure that we are providing effective customer service, and for quality control purposes, all employee phone calls on Goodwill Hawaii phones may be monitored. Employees should also have no expectation of privacy in their use of Company phones.

Camera Phones

To protect the privacy of the individuals we serve, Goodwill Hawaii prohibits picture-taking of clients, program participants, shelter participants and volunteers at all times. This includes pictures taken via personal cameras, cell phones, and other electronic devices. The only except to this policy is limited to public relations events where Goodwill Hawaii has obtained signed releases from individuals who consent to be included in the photos.

Driving and Cell Phone Use

Employees whose job responsibilities include regular or occasional driving and who use a cell phone are prohibited from using their cell phone, or any other electronic device, while driving. Safety must come before all other concerns.

Regardless of the circumstances, employees are to abide by the following:

- **No phone calls while driving on company business.** If you need to make or receive a business-related call while driving, or are driving on a business-related errand, you must safely park your vehicle before using the cell phone or electronic device.
- **No work-related cell phone calls when driving at any time.** If you receive a work-related cell phone call while driving during non-work periods, you should either wait until you reach your destination to return the call, or safely park your vehicle before returning the call.

Employees are expected to obey all traffic and safety laws while driving. Goodwill Hawaii assumes no responsibility for fines or penalties imposed on employees who are charged with traffic violations resulting from their use of cell phones while driving. Liability for any such traffic violations are the responsibility of the employee.

Violations of this policy will be subject to the highest forms of discipline, including termination.

EMPLOYEE PURCHASE POLICY

Donated merchandise is vital to the success of Goodwill Hawaii. The resale of donated goods makes up a significant portion of Goodwill Hawaii's revenues and is the basis of all of our pay checks. It is, therefore, crucial to the performance and the reputation of our retail system that there is a constant supply of quality donations flowing to the stores.

For this reason, Goodwill Hawaii prohibits the sale of merchandise to employees before it is priced, put on display, and made available to the public in one of our retail stores. This policy includes all merchandise designated as "dump" or unusable. Additionally, production and store employees may not hold merchandise for other employees or make any special deals or arrangements of any kind. Employees may not route merchandise to a store of their choice. Employees may not purchase any items until it has been on the sales floor for at least 48 hours. Questions regarding this policy should be directed to your supervisor or manager.

Employees should report any violations of this policy to their supervisor or manager. Reported incidents of non-compliance with this policy will be investigated. Anyone found violating this policy may be subject to disciplinary action, up to and including suspension or discharge. The above policy applies equally to all levels of employees at Goodwill Hawaii.

ACCEPTANCE OF GIFTS

In order to maintain professional business relations with suppliers, vendors and others, Goodwill Hawaii does not allow employees to accept gifts, gratuities, material considerations, or other things of value from anyone doing business, or seeking to do business, with Goodwill Hawaii. Any gifts received must be reported to the employee's supervisor and returned to the giver with a note explaining Goodwill Hawaii's policy. Exceptions: gifts of candy or flowers may be accepted, but must be shared with other employees and may not be taken home.

CONFLICTS OF INTEREST

A conflict of interest is generally defined as a business activity or relationship with another company or individual that, in Goodwill Hawaii's judgment, may result in questionable business ethics or a compromise in the employee's loyalty to Goodwill Hawaii. It is expected that employees will use sound judgment at all times to avoid actions or commitments that might create a conflict of interest or the appearance of a conflict of interest with Goodwill Hawaii's business position. Generally, no employee may directly or indirectly maintain outside business and/or financial interests or engage in any other outside business or financial activity that

conflicts with the interest of Goodwill Hawaii.

The following rules are aimed at preventing conflicts of interest and is not an exhaustive listing of conduct that could create an actual or potential conflict of interest:

- Employees and members of their immediate families may not serve as directors or officers or have a substantial investment in a business with a competitor, customer, supplier or employee of any company which could create a divided loyalty. Employees who have access to confidential information of another corporation may not buy or sell stock in that corporation.
- Employees and members of their immediate family may not solicit or accept from an outside concern which does business with, seeks to do business with, or competes with Goodwill Hawaii, any compensation, gift or discount of more than nominal value.
- Employees may not be employed by, or perform services for, any competitor or supplier of Goodwill Hawaii.
- Employees may not perform services which may cause embarrassment to or jeopardize the interest of Goodwill Hawaii, interfere with its work schedules, or adversely affect its productivity or that of its employees.

For purpose of the policy, “immediate family members” include: spouse/civil union partner, parent/stepparent, sibling/stepsibling, child/stepchild, or grandparent.

Check with your supervisor for clarification or approval before you become involved in a situation which you feel may be a conflict of interest. Each calendar year, you must disclose in writing any potential conflicts of interest.

VISITORS IN THE WORKPLACE

Personal visits by friends and family of employees should be kept brief and must not disrupt work operations. Please let your supervisor know if you are expecting visitors during the work day. Due to the potential liability and/or distraction to your co-workers, you should avoid having your children, family members, or friends visit with you on company premises.

ASSOCIATION WITH GOODWILL HAWAII CLIENTS/PROGRAM PARTICIPANTS

This policy is applicable to all Mission Services employees and any employees from other divisions who may have contact with Goodwill Hawaii’s participants.

In the interests of all persons receiving services through Goodwill Hawaii, as well as to meet the standards of Goodwill Hawaii, fraternization between participants or sheltered employees and all levels of Goodwill Hawaii employees is restricted outside of the normal work environment.

The following rules shall apply:

1. Any employee of Goodwill Hawaii is prohibited from dating participants, or having any actions generally associated with dating participants.
2. Any Goodwill Hawaii employee must have the approval of the Vice President of Mission Services prior to having any financial relationships with participants outside the scope of services that Goodwill Hawaii provides. This includes providing Personal Assistance services for a participant as an independent contractor or through another agency and paid consulting services.
3. Staff may participate in any organized activities as a spectator or a volunteer through the sponsoring organization, including Goodwill Hawaii, without prior approval. Examples of such activities would include sponsored dances, Special Olympics, Very Special Arts, art classes, piano lessons, etc.
4. Other socializations between Goodwill Hawaii employees and a participant, such as movies, shopping etc. are generally prohibited except with prior approval from the Vice President of Mission Services. Exceptions to this will be evaluated on a case-by-case basis. Examples of exceptions to this policy include a pre-existing friendship or relationship between a Goodwill Hawaii employee and a participant before joining the program (e.g. family member), and Goodwill Hawaii employees who are also receiving services from Goodwill Hawaii programs participating in employees activities or participant activities that are described in his/her program plan.
5. Providing staff home or personal phone numbers to participants is discouraged in all cases, unless necessary for program services. Providing staff personal phone numbers is not allowed for the establishment of a social relationship outside of work duties and responsibilities. Exceptions to this must be evaluated on a case-by-case basis by the Vice President of Mission Services.
6. This policy applies to all levels of employees and participants of Goodwill Hawaii, regardless of the employees' or the person receiving services' gender.

Violations of this policy are subject to disciplinary action, up to and including discharge of employment.

SAFETY AND HEALTH

Our employees are required to observe all Goodwill Hawaii safety requirements, as well as all state and federal safety rules and regulations. Our purpose is to prevent accidents and to protect you and your fellow employees from personal injuries.

If you observe any hazard, condition, or work practice which is or may pose a danger to yourself or others in the workplace, you should immediately report the situation to your supervisor or to Human Resources. If you observe a co-worker working in an unsafe manner you should likewise report the incident to your supervisor or to Human Resources. Goodwill Hawaii prohibits retaliation against any employee who, in good faith, makes a report of unsafe working conditions.

If you have an accident or incur an injury in the course of performing work for Goodwill Hawaii, you should report the accident or injury immediately to Human Resources.

The following rules apply to all employees and are minimum requirements for safety and health.

- Report all unsafe conditions to your supervisor immediately. If you are in doubt whether something is safe, ask your supervisor.
- Horseplay and practical jokes on the job are prohibited.
- Keep all walking areas clear and dry. Do not overload electrical sockets. Always turn off electrical equipment before leaving for the day.
- Report every injury or illness, however slight immediately to your supervisor.
- Know where the first-aid kits are located in your work areas.
- If medical attention is necessary, call 911 for an ambulance and then notify your supervisor.
- Do not attempt to treat any employee or customer.
- If a fire occurs, warn your fellow employees and customers to exit the area. Immediately call 911 for the Fire Department and alert the main receptionist to do an emergency code on the paging system. Assess the situation. If possible, put out the fire with the available fire extinguisher. Begin immediate evacuation procedures if the fire gets out of control. Do not risk injury. Never stack material so that it blocks exit doors, exit ways or fire-fighting equipment. Know where fire-fighting equipment is located and how to use it. Practice fire prevention by keeping your work area clean, obeying all "No Smoking" signs and not storing flammable in work areas.
- When lifting heavy objects, lift with your legs or better yet, ask for help.

- Do not leave the scene of a traffic accident until the police has completed an accident report. Do not admit liability. Contact your supervisor immediately. Your supervisor will report the accident to the Director of Human Resources.

If you are involved in an accident, no matter how minor, it will be thoroughly investigated, and corrective action will be taken to insure that accidents do not recur. **An accident/illness report is required for all accidents and/or work injuries.**

Each manager and supervisor is responsible for insuring that all operations are performed with the utmost regard for the safety and health of all personnel involved, including themselves.

All employees are responsible for all aspects of the safety and health program, including compliance with all the rules and regulations, reporting unsafe conditions and practices, and for continually practicing safety while performing their duties.

DRUG AND ALCOHOL FREE WORK PLACE POLICY

Goodwill Hawaii is committed to protecting the safety, health and well-being of all employees and other individuals in our workplace. We recognize that alcohol abuse and drug use pose a significant threat to our goals. We have established a drug-free workplace program that balances our respect for individuals with the need to maintain an alcohol- and drug-free environment. We encourage employees to voluntarily seek help with drug and alcohol problems.

All individuals who are applying for a position with Goodwill Hawaii, as well as all individuals employed by and conducting business for Goodwill Hawaii, are covered by our drug-free workplace policy. Our policy includes, but is not limited to, managers, supervisors, full-time employees, part-time employees, volunteers, interns, contractors, and applicants.

Our drug-free workplace policy is intended to apply whenever anyone is representing or conducting business for the organization. Therefore, this policy applies during all working hours, whenever conducting business or representing the organization, and at all times while on company property or job sites.

It is a violation of our drug-free workplace policy to be under the influence of alcohol during work time, or to unlawfully use, possess, manufacture, sell, trade, and/or offer for sale controlled substances, as defined by federal or state law, at any time (whether on or off-duty). "Controlled substances" include, but are not limited to, the following: marijuana and marijuana derivatives, heroin and opiates, cocaine, amphetamines (including methamphetamine), PCP,

and hallucinogens.

Any employee who is convicted of a criminal drug violation in the workplace must notify the organization in writing within five (5) calendar days of the conviction. Goodwill Hawaii will then notify the granting agency within 10 days of receiving this notice of the covered employee's conviction. Within 30 days of receiving notification of the criminal drug violation in the workplace conviction, Goodwill Hawaii may permit the employee to satisfactorily participate in a drug assistance [or may impose appropriate personnel action up to and including discharge].

One of the goals of our drug-free workplace program is to encourage employees to voluntarily seek help with alcohol and/or drug problems. If, however, an individual violates the policy, the consequences are serious. If a job applicant is found to be in violation of this policy, the offer of employment may be withdrawn. Current employees found to be in violation may be subject to discipline, up to and including termination of employment.

Goodwill Hawaii recognizes that alcohol and drug abuse and addiction are treatable illnesses. We also realize that early intervention and support improve the success of rehabilitation. To support our employees, our drug-free workplace policy encourages employees to seek help if they are concerned that they or their family members may have a drug and/or alcohol problem.

Treatment for alcoholism and/or other drug use disorders may be covered in part by our employee benefit plan. Employees should contact the Human Resources Department for further information.

All information received by the organization through the drug-free workplace program is confidential. Access to this information is limited to those who have a legitimate need to know in compliance with relevant laws and management policies.

A safe and productive drug-free workplace is achieved through cooperation and shared responsibility. Both employees and management have important roles to play. All employees must not report to work or be subject to duty while their ability to perform job duties is impaired due to on or off duty use of alcohol or other drugs. In addition, employees are encouraged to report dangerous behavior to their supervisor.

It is the supervisor's responsibility to investigate reports of dangerous practices and counsel employees as to expected performance improvement.

Communicating our drug-free workplace policy to both supervisors and employees is critical to our success. To ensure all employees are aware of their role in supporting our drug-free workplace program, all employees will receive a written copy of the policy.

DRUG TESTING

Goodwill Hawaii, as a matter of law and general industrial practice, has the right to implement reasonable rules governing the conduct and fitness of its employees at work or on Goodwill Hawaii property. Because substance abuse is often difficult to detect and can lead to serious injuries, property damage, and work performance deterioration, the establishment of this policy and Goodwill Hawaii's position regarding substance abuse has been determined to be appropriate and compelling.

The purpose of this policy is to:

1. Protect the health, safety, and property of employees, Goodwill Hawaii, and the general public; and to ensure the fitness and ability of employees to perform their jobs.
2. Inform employees and applicants of Goodwill Hawaii's policy on substance abuse.
3. Ensure consistent treatment of employees who are substance abusers.

Pre-Employment Drug Testing

All applicants for employment with Goodwill Hawaii must undergo testing for drugs after a conditional offer of employment has been made. An applicant who refuses to undergo drug testing or is detected as having unauthorized or illegal drugs present in this/her body shall not be employed.

Employee Drug Testing

Drug testing will be required in the following situations:

- As part of a medical examination;
- Where there is reasonable cause to believe or reasonable suspicion to conclude that substance abuse is taking place as evidenced by various factors such as, but not limited to, the following:
 - Unexplained or excessive absenteeism;
 - Frequent or unexplained absences from the job site;
 - Poor or interpersonal relations on the job;
 - Abnormal work performance or personal behavior;
 - Repeated failure to follow instructions or operating procedures;

- Violation of Goodwill Hawaii's safety policies;
 - Discovery of drugs or paraphernalia in an employee's possession or near the employee's workplace;
 - Physical condition, indicators, or symptoms of potential drug abuse; or
 - Objective evidence of illegal drug use or sale provided by any federal, state, or local enforcement agency; or
 - At the discretion of management where an individual is involved in a fight, an accident, a near-accident, or injury.
- Goodwill Hawaii may conduct unannounced and random drug testing of its employees. The random selection will result in an equal probability that any employee from a group of employees will be tested. The testing schedule for random drug testing shall be determined solely by Goodwill Hawaii.

Administration of the Policy

- Urine samples will be taken only under the direction of a licensed physician designated by Goodwill Hawaii or under the direction of a designated medical laboratory facility.
- Employees are prohibited from possessing, selling, or attempting to sell illegal drugs and/or paraphernalia or alcohol while on duty or on Goodwill Hawaii's property or job site.
- Goodwill Hawaii has the right, wherever there is a reasonable cause to believe, or reasonable suspicion to conclude, that contraband may be present, to search an employee's personal property or job sites without prior warning. Any employee refusing to such a search will be considered in violation of this policy. Any contraband or suspected contraband will be impounded and turned over to authorities for examination and/or analysis. A receipt will be issued for any seized property.
- Time spent by any employee who undergoes a drug screen test under this policy or a search under this policy, shall be considered compensable time worked.
- Goodwill Hawaii has the right to amend or terminate this policy in its discretion.

Discipline

- An employee whose drug screen has a positive reading may receive disciplinary action up to and including discharge of employment.
- An employee who refuses to sign a release and authorization to submit to any drug test, or who refuses to undergo such a test, fails to cooperate in the testing or search

procedures, or refuses to permit the medical facility to provide the results to Goodwill Hawaii will be considered in violation of the policy and may be subject to immediate discharge.

WORKPLACE VIOLENCE POLICY

Goodwill Hawaii provides a safe workplace for all employees and has adopted a Zero Tolerance Policy towards any acts or threats of physical violence, verbal and/or physical intimidation, harassment, coercion, and carrying or using weapons on Goodwill Hawaii property.

Prohibited Conduct

Goodwill Hawaii is committed to providing a safe environment for employees, customers, vendors, and visitors. Any type of workplace violence committed by or against employees will not be tolerated and will result in disciplinary actions, including immediate termination.

Employees are prohibited from making threats or engaging in violent activities. The following list of behaviors, while not inclusive, provides examples of conduct that is prohibited:

- Causing physical injury to another person;
- Jokes or horseplay involving violence or threats of violence;
- Hitting or shoving an individual;
- Threatening to harm an individual or his/her family, friends, associates, or their property;
- Aggressive or hostile behavior that creates a reasonable fear of injury to another person or subjects another individual to emotional distress;
- Intentional destruction or threat of destruction of property owned or operated by Goodwill Hawaii;
- Possession and/or use of a weapon while on Goodwill Hawaii property or while conducting company business;
- Committing acts motivated by, or related to, sexual harassment or domestic violence;
- Intimidating or attempting to coerce an employee to do wrongful acts that would affect Goodwill Hawaii's business interests;
- Willful, malicious and repeated following of another person and making a credible threat with intent to place the other person in reasonable fear of his/her safety.

Reporting Procedures

Any potentially dangerous situations must be reported immediately to a supervisor and the

Director of Human Resources. Reports or incidents warranting confidentiality will be handled appropriately and information will be disclosed to others on a need-to-know basis. All parties involved in a situation will be counseled and the results of the investigation will be discussed with them. Goodwill Hawaii will actively intervene at any indication of a possibly hostile or violent situation.

Risk Reduction Measures

While we don't expect employees to be skilled at identifying potentially dangerous persons, employees are expected to exercise good judgment and to inform the Human Resources Department if any employee exhibits behavior which could be a sign of a potentially dangerous situation. Such behavior includes but is not limited to:

- Discussing weapons or bringing them to the workplace;
- Displaying overt signs of extreme stress, resentment, hostility, or anger;
- Making threatening remarks;
- Sudden or significant deterioration of performance;
- Displaying irrational or inappropriate behavior.

Dangerous / Emergency Situations

Employees who confront or encounter an armed or dangerous person should not attempt to challenge or disarm the individual. Employees should remain calm, make constant eye contact and talk to the individual. If a supervisor can be safely notified of the need for assistance without endangering the safety of the employee or others, such notice should be given. Otherwise, cooperate and follow the instructions given.

Enforcement

Threats, threatening conduct, or any other acts of aggression or violence in the workplace will not be tolerated. Any employee determined to have committed such acts will be subject to disciplinary action, up to and including termination. Non-employees engaged in violent acts on the employer's premises will be reported to the proper authorities and fully prosecuted.

SMOKING POLICY

Research shows that smoking is a health hazard to smokers and those exposed to second hand smoke and is extremely costly to any employer in terms of absenteeism and productivity. Goodwill Hawaii's smoking policy and intent is to provide a healthy work environment for all concerned. All employees, trainees, consultants, contractors, applicants, visitors, and

customers are covered by this policy.

Smoking (including electronic cigarettes) and the use of tobacco products is strictly prohibited within all Goodwill Hawaii vehicles, buildings and any partially enclosed areas. Smoking is also prohibited outdoors on Goodwill Hawaii premises within 20 feet of any entrance, exit, window that can be opened, or ventilation intake for the building. Goodwill Hawaii has identified areas which are designated smoking areas, and smokers may only smoke in those marked areas.

It is the responsibility of all supervisors and managers to enforce this policy and be alert to smoking problems occurring within their immediate areas of jurisdiction. Supervisors and managers also have the responsibility to see that the spirit and intent of the policy are complied with and to enlist the cooperation of employees in accomplishing the objective of recognizing the needs of both non-smokers and smokers, and to provide a safe and healthy work environment. If a problem persists notify the Human Resources department.

Goodwill Hawaii does not sell any type of smoking materials at any of its facilities in accordance with the regulations of the State Department of Health.

SECURITY / SEARCHES

To protect you, your fellow employees, our customers, and Goodwill Hawaii from personal injury or the loss or damage of property or false accusations of dishonest or unlawful conduct, management has the right to examine any person or object while on company premises.

Accordingly, as a condition of hire and continued employment with Goodwill Hawaii, every employee is subject to a company search for the following:

1. any vehicle brought on company premises;
2. any pocket, package, purse, briefcase, tool box, lunch box or other container brought onto company premises including company vehicles;
3. any desk, file, locker or other stationary container provided by Goodwill Hawaii, whether or not locked.

Goodwill Hawaii provides lockers for the convenience of our employees at designated sites. Goodwill Hawaii may conduct random locker searches. As a general rule, we recommend that you do not bring personal, confidential or private information, documents, or other belongings to work.

The results of any search shall be kept confidential and disclosed only to the persons performing the search or test and those Goodwill Hawaii representatives responsible for the employee's supervision, security and employee safety and discipline, unless otherwise required

by law. Goodwill Hawaii reserves the right to seize, and either retain or destroy as appropriate, any property found on company premises which Goodwill Hawaii determines to be stolen, illegal or hazardous to the health or safety of its employees, customers and clients.

All employees are expected to cooperate fully concerning any company inspection or investigation, and failure to cooperate may result in disciplinary action, up to and including discharge. It must be emphasized, however, that no stigma should be attached to routine spot investigations of personal effects or company-supplied containers or equipment. Any employee may be subject to a requested inspection, and being selected does not suggest suspicion of a violation of any company rule. We appreciate your cooperation in helping Goodwill Hawaii prevent theft and eliminate hazardous material, alcohol and illegal drugs from our workplace.

Employees bringing personal items of either financial or sentimental value to work do so at their own risk. Goodwill Hawaii is not responsible for personal property brought onto the premises that is lost, stolen, damaged or misplaced.

BUILDING HOURS

To guard against access to work areas by unauthorized persons, all employees and trainees must observe requirements relating to the security of the facility in which they work. For the main facility located at 2610 Kilihau Street, the following applies:

1. **Entering:** The front door to the reception area will be open at 7:30 a.m. The entrance door to the time clock will be open at 7:00 a.m. Unauthorized employees are not to go back into the plant area prior to 7:30 a.m.
2. **Leaving:** All employees and trainees are required to be out of the building by 4:30 p.m. on work days unless prior approval has been obtained. Employees who have approval to remain in the building after 4:30 p.m., or on weekends, must leave the premises when the last Executive Staff member leaves and secures the building.

For other locations, please see your supervisor for proper procedures.

PARKING FACILITIES

Parking is available on a limited basis at various facilities. In some facilities, no parking is available. All employee parking at the main facility is coordinated by the Human Resources Department. Parking availability is not guaranteed and in some cases there may be wait list.

Contact your Human Resources Representative for more information.

Parking in other areas, including the area designated as parking for its disabled persons, by any employee who is not disabled, is strictly prohibited and subject to disciplinary action.

Goodwill Hawaii cannot assume responsibility for damage to a vehicle or for the loss of its contents when parked on company property.

EMPLOYEE ACKNOWLEDGEMENT

I have received a copy of Goodwill Hawaii’s Employee Handbook dated January 2016. I understand that the Handbook is not a contract, but rather a general overview of some of Goodwill Hawaii’s personnel policies.

I understand that it is my responsibility to read the guidelines and procedures contained in this Handbook. If I do not understand anything in the Handbook, I will seek clarification from my supervisor or the Human Resources Department. I understand that violation of these policies and guidelines constitute reason for disciplinary actions up to and including discharge.

I understand that Goodwill Hawaii, in its sole discretion, may add, modify or cancel this handbook and any of its contents at any time.

I understand that this version of the Employee Handbook replaces and supersedes all previous versions and any other communications related to the same subject matter. If a previous policy, notice or communication conflicts with any provision of this handbook, I understand the provision in this handbook shall govern.

I understand that I am employed at-will, and that either Goodwill Hawaii or I may terminate my employment at any time, without prior notice, and without cause. I understand that nothing in this handbook changes my at-will status. In addition, I understand that only the President of Goodwill Hawaii has the authority to enter into any contractual agreements with me concerning my employment and that any such agreement must be in writing and signed by the President and me, and I agree that no such representation has been made to me.

I understand Goodwill Hawaii will evaluate my work performance and continued employment based upon the policies and guidelines contained in this Handbook.

Name: _____ (Print Employee's Name)

Signed: _____ (Employee’s Signature) Date: _____

2017-2018

School Year Calendar

July 17						
Su	M	Tu	W	Th	F	Sa
						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	29
30	31					

August 17						
Su	M	Tu	W	Th	F	Sa
		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	29	30	31		

September 17						
Su	M	Tu	W	Th	F	Sa
					1	2
3	B	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 17						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 17						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	B	B
23	24	25	26	27	28	29

December 17						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	B	B	23
24	B	B	B	B	B	30
31						

January 18						
Su	M	Tu	W	Th	F	Sa
	B	B	B	4	5	6
7	8	9	10	11	12	13
14	B	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 18						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	B	20	21	22	23	24
25	26	27	28			

March 18						
Su	M	Tu	W	Th	F	Sa
				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	B	28	29	30	31

April 18						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	B	14
15	B	B	B	B	B	21
22	23	24	25	26	27	28
29	30					

May 18						
Su	M	Tu	W	Th	F	Sa
		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	29	30	31		

June 18						
Su	M	Tu	W	Th	F	Sa
					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	29	30

July 18						
Su	M	Tu	W	Th	F	Sa
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
29	30	31				

August 18						
Su	M	Tu	W	Th	F	Sa
			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	29	30	31	

	School Closed
	Immersion Week
	First Day of Trimester
	Last Day of Trimester
	Report Cards Issued
	School Break/Holiday - -No classes
	Staff Development Day -No classes
	Optional Staff Development (Stipend available)
Aug 7 - 1st day of Trimester 1	
Sept 4 - Labor Day	
Oct 30 - Staff Development Day	
Oct 31 - 1st day of Trimester 2	
Nov 23-24 - Thanksgiving Break	
Dec 11 - Staff Development Day	
Dec 21-Jan 3 - Winter Break	
Jan 15 - Martin Luther King Jr. Day	
Feb 9 - Last day of Trimester 2	
Feb 12 - Staff Development Day	
Feb 13 - 1st day of Trimester 3	
Feb 19 - Presidents Day	
Mar 23 - Staff Development Day	
Mar 27 - Prince Jonah Kuhio Kalaniana'ole Day	
Apr 13-20 - Spring Break	
May 22 - Last Student Day	
May 23 - Last Teacher Day	
180 Student Days / 190 Teacher Days	

Attachment L

Sample Student Schedule – Grade 9

Trimester One					
Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Math Workshop/Algebra IA	English Language Arts 1A	Physical Science A	Modern Hawaiian History	Health	Advisory/PTP
Trimester Two					
Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Math Workshop/Algebra IB	English Language Arts 1B	Physical Science B	Participation in a Democracy	PE – Lifetime Fitness	Advisory/PTP
Trimester Three					
Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Math Workshop/Algebra IB	English Language Arts 1B	Community-Based Project: Science	Community-Based Project: Social Studies	PE - Elective	Advisory/PTP

Sample Student Schedule – Grade 12

Trimester One					
Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Economics	Credit Recovery Lab: (as needed)	Algebra II A	Group Communication and Leadership	Internship	Advisory/PTP
Trimester Two					
Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
American Problems	Credit Recovery Lab: (as needed)	Algebra II B	Argumentation & Debate	Internship	Advisory/PTP
Trimester Three					
Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Algebra II C	Credit Recovery Lab: (as needed)	Certification	Certification	Certification	Advisory/PTP

Attachment M

Goodwill Education Initiatives provides a menu of various services to schools, including: data performance analysis, finance and accounting (for Indiana-based charter schools), state compliance and reporting (for Indiana-based schools), special education support, and other customizable services. GEI will provide academic services to the Kapolei Charter School by Goodwill Hawaii in the form of school design assistance, curriculum development, and professional development and training for school staff. Below is a complete list of all of the schools in GEI’s portfolio. The highlighted schools are schools that are owned, operated, and managed by GEI.

Name of School	Years in Operation	Nature of Services Provided
Indianapolis Metropolitan High School	12	GEI-owned and operated
The Excel Center – Michigan Street	6	GEI-owned and operated
The Excel Center - Richmond	3	GEI-owned and operated
The Excel Center – West	3	GEI-owned and operated
The Excel Center – Kokomo	3	GEI-owned and operated
The Excel Center – Lafayette	3	GEI-owned and operated
The Excel Center – Franklin Road	4	GEI-owned and operated
The Excel Center – Meadows	5	GEI-owned and operated
The Excel Center – Decatur	5	GEI-owned and operated
The Excel Center - Anderson	5	GEI-owned and operated
The Excel Center – University Heights	<i>Open in fall 2015</i>	GEI-owned and operated
The Excel Center – Noblesville	<i>Open in fall 2015</i>	GEI-owned and operated
The Excel Center – Austin (Texas)	2	Excel Center license*
The Excel Center – Memphis (Tennessee)	<i>Open in fall 2015</i>	Excel Center license*
The Excel Center – South Bend	<i>Open in fall 2015</i>	Excel Center license*
The Excel Center – Washington, D.C.	<i>Open in fall 2016</i>	Excel Center license*
ACE Preparatory Academy Charter School	<i>Open in fall 2016</i>	Finance and accounting
Avondale Meadows Academy	10	HR assistance
Vision Academy	2	Finance and accounting
Community Montessori School	14	Performance analysis
Thea Bowman Leadership Academy	13	Performance analysis
Xavier School of Excellence	7	Performance analysis
The Bloomington Project School	7	Performance analysis
New Community School	14	Performance analysis
Inspire Academy	3	Special Education, finance and accounting
Canaan Community Academy	4	Performance analysis
Neighbors New Vista High School	4	Performance analysis
North Daviess Community Schools	11	Performance analysis
Marion Academy	<i>Open in fall 2015</i>	School design, curriculum development, professional

		development, HR assistance, special education, finance and accounting, state compliance and reporting, performance analysis
KIPP Indianapolis, Inc.	11	Finance and accounting, state compliance and reporting
Irvington Community School	14	Finance and accounting
Indianapolis Academy of Excellence	2	Special education
Christel House DORS	3	Performance analysis
Wa-Nee School Corporation	N/A	Performance analysis
Purdue Polytechnic Indianapolis High School	<i>Open in fall 2017</i>	School design, performance analysis, finance and accounting

*Excel Center license includes provision of Excel Center trademark, provision of curriculum, professional development and training, HR support, school start-up assistance, performance analysis, and ongoing school support.

Pass rates or equivalent for the state’s mandated assessments in English Language Arts and Mathematics

Excel Centers

The Excel Centers are designed for young adults who have been pulled away from the traditional K-12 system; the Centers serve students who have previously dropped out of a traditional high school and have been out of school for one or more years. Despite this, The Excel Centers had 56% of its students pass the English 10 End-of-Course Assessment (ECA) and 80% pass the Algebra I ECA during the 2012-13 school year. However, the State Board of Education has determined that the main ECA measure of success for Adult High Schools in Indiana should be the percentage of graduates that pass both portions of the ECA, which the Excel Center did during the 2014-15 school year at a rate of 95%.

By the time a typical student enrolls in an Excel Center, he or she has been officially purged from the traditional K-12 system, as 80% of Excel Center enrollees are no longer in an active cohort. Put another way the Excel Centers, almost exclusively, serves students that have previously been determined as dropouts, only 20% of our student population falls into an "active" cohort. As a result, DOE has developed an alternative accountability model that looks at the “graduation rate” of an Adult High School as well as the College & Career Readiness of its graduates. Under this model the Excel Center has over 90% of graduates earn either an Industry Certification or Dual Credit and performs well on the “Graduation Rate”. The “Graduation Rate” is determined by taking the number of graduates for the school year *divided by* the number of students the school receives funding for.

School	Free or Reduced Lunch%	Non-White %	ECAEnglish/LA ¹	ECA Math	ECA Both 2014-15	Graduation Rate ²
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¹ Figures based on total number of students who completed testing while enrolled during the 2012-13 school year.

²The Graduation Rate is calculated in the manner pursuant to Adult High School Accountability Model: 511 IAC 6.3-1-3.

Excel Center - Michigan	84%	85%	52.2% ³	78.2% ⁴	N/A ⁵	74.4%
Excel Center - Meadows	84%	95%	52.2%	78.2%	N/A	92.5%
Excel Center - Decatur	84%	66%	52.2%	78.2%	N/A	63.1%
Excel Center - Franklin	84%	79%	52.2%	78.2%	N/A	75.9%
Excel Center - Anderson	58%	58%	56.7%	83.3%	N/A	53.9
Excel Center - Kokomo	89%	23%	75.5%	77.8%	N/A	86.1%
Excel Center - Richmond	77%	21%	50.9%	70.5%	N/A	91.0%
Excel Center - Lafayette	77%	39%	58.1%	77.0%	N/A	90.3%
Excel Center - West	78%	91%	64.8%	97.1%	N/A	66.1%

Indianapolis Metropolitan High School

During the 2013-14 school year, the Indy Met had 36% of its 10th grade cohort pass the English 10 ECA and 45% pass the Algebra I ECA.

Performance of students on statewide assessments compared to students in nearby traditional public schools

Excel Centers

Because of the design and the target academic market for the Excel Centers, there is only one school that a comparison can be made at this time; however that school is much smaller with very limited data on which to make any comparisons.

Indianapolis Metropolitan High School and non-GEI partner schools

School	Free or Reduced Lunch%	Non-White %	ECA English/LA ⁶	ECA Math	ECA Both 2013-14	Graduation Rate 2013-14
Indianapolis Metropolitan ⁷	88.0%	88.5%	35.0%	23.2%	22.4%	52.2%
Emmerich Manual	28.1%	39.7%	60.9%	38.3%	47.1%	73.6%
<i>Fall Creek Academy</i>	89.8%	94.3%	46.2%	34.6%	30.8%	87.9%
<i>Community Montessori</i>	29.4%	12.8%	66.7%	51.9%	35.3%	92.6%
<i>Thea Bowman</i>	77.7%	99.9%	73.8%	64.2%	62.8%	88.4%
<i>Xavier School of Excellence</i>	88.0%	86.3%	N/A	N/A	N/A	N/A

³ This figure is a combined figure for Michigan, Meadows, Decatur, and Franklin.

⁴ This figure is a combined figure for Michigan, Meadows, Decatur, and Franklin.

⁵ This figure is N/A since a high percentage of Excel Center students have ECAs/GQE results spanning several years.

⁶ Figures based on total number of students who completed testing while enrolled during the 2012-13 school year.

⁷ The schools below are offered as comparisons for Indianapolis Metropolitan

<i>Phalen Leadership Academies</i>	87.8%	96.3%	N/A	N/A	N/A	N/A
<i>Bloomington Project School</i>	32.8%	22.9%	100.0%	N/A	N/A	N/A
<i>New Community School</i>	53.9%	20.4%	N/A	N/A	N/A	N/A
<i>Hammond Academy for Science and Technology</i>	49.6%	79.4%	74.7%	51.7%	51.4%	87.5
<i>Inspire Academy</i>	81.0%	48.5%	N/A	N/A	N/A	N/A
<i>Canaan Community Academy</i>	51.9%	2.8%	N/A	N/A	N/A	N/A
<i>Gary Middle College</i>	96.0%	97.5%	24.1%	40.9%	16.0%	8.0%
<i>Neighbors New Vista</i>	70.1%	47.4%	42.1%	3.6%	15.8%	27.4%
<i>North Daviess Community Schools</i>	41.6%	3.9%	81.3%	72.9%	76.0%	95.7%
<i>Wa-Nee School Corporation</i>	34.1%	13.8%	90.9%	92.9%	88.9%	90.5%

Graduation rates for every year the school has had graduates

Excel Centers

Only 20% of the student population of Excel Centers falls into an "active" cohort (students who first entered high school within a timeframe of less than 4 years ago). As a result, DOE has developed an alternative cohort/graduation rate for schools such as the Excel Center. The Excel Centers have also made a conscious effort to ensure that every graduate is prepared for whatever path - college or career - is next. As a part of this effort, the Excel Center has placed a self-imposed limit on no more than 10% of graduates receiving waivers annually and requiring that all students that receive a waiver diploma also receive an industry certification as well; thus ensuring that our students have the proper credentials whether pursuing higher education or future employment.

Indianapolis Metropolitan High School

Pursuant to the IDOE Four Year Cohort Graduation Rate Trend the Indianapolis Metropolitan High School has produced the following graduation rates: 2007-08: 57.6%; 2008-09: 63.5%; 2009-10: 61.4%; 2010-11: 45.5%; 2011-12: 66.4%; 2012-13: 64.0%; 2013-14: 52.2%.

Post-graduation degree attainment

Excel Centers

While GEI does not track degree attainment after students exit the Excel Center, 75% of graduates last year completed an industry certification pathway while enrolled at the Excel Center. These are industry certifications in "at need" industries that should better prepare Excel Center students to re-enter the workforce at a higher wage level.

Indianapolis Metropolitan High School

The Indy Met has also placed a focus on career and technical education, with 26% of all students annually earning at least one college and career readiness credit (either through dual credit - for college bound students - or CTE courses - for career bound students).

Additional evidence showing that schools are serving student populations similar to the target population

Goodwill's mission, through GEI, is to reach out to challenging populations and provide them with meaningful skills and certifications that will permit them to lead productive adult lives. Successfully serving such a population requires creativity (such as that required to conceive of and implement a non-traditional school calendar that permits an acquisition of credit following an eight week term) and persistence. Overall students make significantly more progress at GEI schools than at a traditional high school. During the 2012-13 school year students at the Excel Center earned an average of more than two years' worth of credits (22.5) and students at the Indy Met earned 1.5 years' worth of credits (15.5). This is part of a concentrated effort to get students up to grade level as soon as possible.

Attachment N

Goodwill Education Initiatives has not had any management contract terminations, charter revocations, non-renewals, or withdrawals or non-openings in its history.

Below is a complete list of all of the schools in GEI's portfolio. The highlighted schools are schools that are owned, operated, and managed by GEI.

Name of School	Years in Operation	City and State	Authorizer	Nature of Services Provided
Indianapolis Metropolitan High School	12	Indianapolis, Indiana	Indianapolis Mayor's Office	GEI-owned and operated
The Excel Center – Michigan Street	6	Indianapolis, Indiana	Indianapolis Mayor's Office	GEI-owned and operated
The Excel Center - Richmond	3	Richmond, Indiana	Indiana Charter School Board	GEI-owned and operated
The Excel Center – West	3	Indianapolis, Indiana	Indianapolis Mayor's Office	GEI-owned and operated
The Excel Center – Kokomo	3	Kokomo, Indiana	Indiana Charter School Board	GEI-owned and operated
The Excel Center – Lafayette	3	Lafayette, Indiana	Indiana Charter School Board	GEI-owned and operated
The Excel Center – Franklin Road	4	Indianapolis, Indiana	Indianapolis Mayor's Office	GEI-owned and operated
The Excel Center – Meadows	5	Indianapolis, Indiana	Indianapolis Mayor's Office	GEI-owned and operated
The Excel Center – Decatur	5	Indianapolis, Indiana	Indianapolis Mayor's Office	GEI-owned and operated
The Excel Center - Anderson	5	Anderson, Indiana	Indiana Charter School Board	GEI-owned and operated
The Excel Center – University Heights	<i>Open in fall 2015</i>	Indianapolis, Indiana	Indianapolis Mayor's Office	GEI-owned and operated
The Excel Center – Noblesville	<i>Open in fall 2015</i>	Noblesville, Indiana	Indiana Charter School Board	GEI-owned and operated
The Excel Center – Austin (Texas)	2	Austin, Texas	Texas Education Agency	Excel Center license*
The Excel Center – Memphis (Tennessee)	<i>Open in fall 2015</i>	Memphis, Tennessee	Shelby County Schools	Excel Center license*
The Excel Center – South Bend	<i>Open in fall 2015</i>	South Bend, Indiana	Indiana Charter School Board	Excel Center license*
The Excel Center – Washington, D.C.	<i>Open in fall 2016</i>	Washington, DC	District of Columbia Public Charter School Board	Excel Center license*
ACE Preparatory Academy Charter School	<i>Open in fall 2016</i>	Indianapolis, Indiana	Indiana Charter School Board	Finance and accounting

Avondale Meadows Academy	10	Indianapolis, Indiana	Indianapolis Mayor's Office	HR assistance
Vision Academy	2	Indianapolis, Indiana	Indianapolis Mayor's Office	Finance and accounting
Community Montessori School	14	New Albany, Indiana	Ball State University	Performance analysis
Thea Bowman Leadership Academy	13	Gary, Indiana	Ball State University	Performance analysis
Xavier School of Excellence	7	South Bend, Indiana	Ball State University	Performance analysis
The Bloomington Project School	7	Bloomington, Indiana	Ball State University	Performance analysis
New Community School	14	Lafayette, Indiana	Ball State University	Performance analysis
Inspire Academy	3	Muncie, Indiana	Ball State University	Special Education, finance and accounting
Canaan Community Academy	4	Canaan, Indiana	Ball State University	Performance analysis
Neighbors New Vista High School	4	Portage, Indiana	Ball State University	Performance analysis
North Daviess Community Schools	11	Elnora, Indiana	N/A (traditional school district)	Performance analysis
Marion Academy	<i>Open in fall 2015</i>	Indianapolis, Indiana	Indianapolis Mayor's Office	School design, curriculum development, professional development, HR assistance, special education, finance and accounting, state compliance and reporting, performance analysis
KIPP Indianapolis, Inc.	11	Indianapolis, Indiana	Indianapolis Mayor's Office	Finance and accounting, state compliance and reporting
Irvington Community School	14	Indianapolis, Indiana	Indianapolis Mayor's Office	Finance and accounting
Indianapolis Academy of Excellence	2	Indianapolis, Indiana	Indiana Charter School Board	Special education
Christel House DORS	3	Indianapolis, Indiana	Indianapolis Mayor's Office	Performance analysis
Wa-Nee Community Schools	N/A	Nappanee, Indiana	N/A (traditional school district)	Performance analysis

Purdue Polytechnic Indianapolis High School	<i>Open in fall 2017</i>	Indianapolis, Indiana	Indianapolis Mayor's Office	School design, performance analysis, finance and accounting
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Authorizer Contact Information

Ball State University

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765-285-1336
rmarra@bsu.edu

District of Columbia Public Charter School Board

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Indiana Charter School Board

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Indianapolis Mayor's Office

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Shelby County Schools

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Texas Education Agency

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1707 North Congress Avenue
Austin, Texas 78701
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Evaluation of the Indianapolis Mayor Sponsored Charter Schools

The Excel Center Sixth-year Charter Review

2015-2016 School Year

Mary Jo Rattermann, Ph.D.

OFFICE OF EDUCATION INNOVATION

Office of the Mayor of Indianapolis SIXTH YEAR CHARTER REVIEW

The Excel Center

August 3 – September 3, 2015

The Indianapolis Mayor's Office Sixth Year Charter Review (SYCR) is designed to assess the fourth year of the school as it fully implements the policies and procedures developed in the previous academic years. The Sixth Year Charter Review Protocol is based on the *Performance Framework*, which is used to determine a school's success relative to a common set of indicators, as well as school-based goals.

Consistent with the Indianapolis Mayor's Office Performance Framework, the following four core questions and sub-questions are examined to determine a school's success:

Is the educational program a success?

- 1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?*
- 1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth model?*
- 1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?*
- 1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds?*
- 1.5. Is the school's attendance rate strong?*
- 1.6. Is the school outperforming schools that the students would have been assigned to attend?*
- 1.7. Is the school meeting its school-specific educational goals?*

Is the organization in sound fiscal health?

- 2.1. Short term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?*
- 2.2. Long term Health: Does the organization demonstrate long term financial health?*
- 2.3. Does the organization demonstrate it has adequate financial management and systems?*

Is the organization effective and well-run?

- 3.1. Is the school leader strong in his or her academic and organizational leadership?*
- 3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?*
- 3.3. Is the school's board active, knowledgeable and abiding by appropriate policies, systems and processes in its oversight?*
- 3.4. Does the school's board work to foster a school environment that is viable and effective?*
- 3.5. Does the school comply with applicable laws, regulations and provision of the charter agreement relating to the safety and security of the facility?*

Is the school providing the appropriate conditions for success?

- 4.1. *Does the school have a high-quality curriculum and supporting materials for each grade?*
- 4.2. *Are the teaching processes (pedagogies) consistent with the school's mission?*
- 4.3. *For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?*
- 4.4. *Does the school effectively use learning standards and assessments to inform and improve instruction?*
- 4.5. *Has the school developed adequate human resource systems and deployed its staff effectively?*
- 4.6. *Is the school's mission clearly understood by all stakeholders?*
- 4.7. *Is the school climate conducive to student and staff success?*
- 4.8. *Is ongoing communication with students and parents clear and helpful?*
- 4.9. *Is the school properly maintaining special education files for its special needs students?*
- 4.10. *Is the school fulfilling its legal obligations related to access and services to English as Second Language (ESL) students?*

COMPLETION OF THE FOURTH YEAR CHARTER REVIEW

As part of its oversight of charter schools, the Mayor's Office authorized Research & Evaluation Resources (RER) to conduct site visits of schools in their fourth year of operation. The purpose is to present the school and the Mayor's Office a professional judgment on conditions and practices at the school, which are best provided through an external perspective. This report uses multiple sources of evidence to understand the school's performance. Evidence collection begins before the visit with the review of key documents and continues on-site through additional document review, classroom visits and interviews with any number of stakeholders. Findings provided by the site visit team can be used to celebrate what the school is doing well and prioritize its areas for improvement in preparation for renewal. It is the task of the site visit team to report on the following pre-identified aspects of the *Performance Framework* and to assist the Mayor's Office in its completion of the FYCR Protocol: ***Responses to sub-questions 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 and 4.10 of Core Question 4.***

The outcome of this review will provide the school with a written report that includes a judgment and supporting evidence on various aspects of the school, based on a rubric of indicators¹ developed for each of the four core questions and sub-questions in the *Performance Framework*. The assessment system utilizes the following judgments:

Does not meet standard

Approaching standard

Meets standard

¹ Rubric indicators are subject to revision by the Mayor's Office.

Background and History of The Excel Center

The charter application submitted by The Excel Center stated as the mission of the school:

The mission of The Excel Center is to provide adults the opportunity and support to earn a high school diploma and begin post-secondary education while developing career paths in sectors of the local economy that offer better-than-average employment and growth opportunities. The school will “meet students where they are” in their education by providing a flexible structure and supportive relationships to help them manage work, life and family concerns as they achieve their educational goals.

The Excel Center opened its original campus on Michigan Street in the late summer of 2010 and easily met the predicted initial enrollment of 200 students. There has been a waiting list for positions at The Excel Center since its opening day and the initial successes of the original Michigan Street location led to the opening of two new campuses in the 2011-2012 school year—one in the Meadows neighborhood on the near east side, and another in Decatur Township on the west side of Indianapolis. These campuses were quickly followed by Franklin Road, Anderson, Kokomo, Lafayette, Richmond, and The Excel Center-West.

The school specific goals proposed for The Excel Center are motivated by the philosophy of “relationships, relevance, and rigor.” These same “three R’s” are also the focus of the Indianapolis Metropolitan High School, which is also managed by the Goodwill Education Initiatives. The original curriculum of The Excel Center was an online curriculum delivered through A+nywhere Learning System, which was available to students at all times. All students were given netbooks and progressed through learning modules that were designed to teach content aligned to Indiana Academic Standards. Licensed teachers validated the content of this material and assessed students’ mastery of the coursework. Students were able to contact staff through e-mail and instant messaging during the school’s operating hours. Students progressed through on-line material at their own pace and covered only the material that is relevant to their own personal learning plan.

While this original vision of curriculum delivery achieved some success in student achievement data, it was not as successful as expected. With input from the students themselves, The Excel Center leadership came to the conclusion that a more traditional schedule of classes would provide students with the structure to enable them to move more rapidly through their coursework. Specifically, leadership noted that many of their students were either unemployed or underemployed and had the flexibility to take a full set of classes during the day, and that when a more structured schedule was in place the students responded by working more steadily toward their degree. To that end, the leadership at The Excel Center modified their curriculum to include 8-week courses that met for up to three hours per class, four days per week. While the online curriculum remains for those students who wish to use it, the majority of Excel Center students take their courses on the 8-week schedule.

While the structure of the curriculum has undergone dramatic changes, the underlying philosophy of The Excel Center has not changed and is still based on the three “R’s:” relationships, relevance and rigor as described in The Excel Center’s charter application:

- Students in The Excel Center will develop supportive **relationships** with staff and fellow students to encourage their progress and academic engagement. They will be grouped into teams that meet bi-weekly to support each other, debrief challenges of balancing school and life concerns, and celebrate learning achievements and milestones. In addition, Excel Center coaches will facilitate these teams and meet with students to promote their continued education. These coaches will monitor progress, and where necessary, work with students to find solutions to particular life challenges that might hinder student progress.
- Students’ education will be **relevant** to their educational and career goals. Every student will develop an individual learning plan based upon his or her unique interests and abilities. The Excel Center will provide students the opportunity to connect the material they learn to skills that are helpful and necessary in work environments. Remedial and basic high school coursework will be balanced with tangible skills training that focuses on improving students’ employability. Students will enroll in local post-secondary institutions and take the first steps towards earning some form of post-secondary degree or credential. Students – many of whom will be first-time college students – will benefit from The Excel Center’s support and encouragement as they learn to navigate and succeed in post-secondary learning environments.
- The **rigor** of The Excel Center coursework is designed to prepare students to graduate from high school and be prepared for post-secondary learning environments. Students who participate in The Excel Center will complete all requirements of one of the recognized State of Indiana high school diplomas. In addition, students will prepare for and demonstrate skills necessary to be successful in post-secondary education.

Additional Student Supports

In addition to providing academic and life skills supports, The Excel Center also offers students assistance with managing their educational goals while fulfilling the needs of their families and themselves. Specifically, The Excel Center provides:

- A Learning Well health clinic for all students is provided by The Marion County Health Department. Students can receive health screenings and treatment for health concerns. A Learning Well nurse is physically present in school administrative offices to meet students for appointments during the school day.
- Goodwill Education Initiatives operates a food pantry where students and their families can pick up food, personal hygiene items and other staple goods. Students can use these resources to meet short-term needs if food security is a barrier to student success.

- Cummins Behavioral Health provides students with comprehensive mental health services. GEI contracts with Cummins to provide these assessment and treatment services for any students in need of additional health supports.
- The Excel Center provides a resource area that is open six days a week, beginning as early as 7am and closing as late as 10pm. The room is staffed by licensed teachers, resource staff and volunteers to answer students' questions and provide one-on-one instruction.
- The Excel Center provides a daycare center for the children of students currently working toward their degree.

The Four Campuses of The Excel Center authorized by the Office of Education Innovation

The success of the original Excel Center program at the Michigan Street location has led to the expansion of The Excel Center into 5 more locations that are authorized by the Office of Education Innovation: University Heights, TEC West, and the three additional sites included in this review: Meadows Street, Decatur Blvd. and Franklin Road. Each campus has its own distinct identity, despite being part of a very cohesive system. The Michigan Street campus is the original site of the first Excel Center. The students attending the Michigan Street location range from teenagers to grandmothers, and are usually from the neighborhoods adjacent to the Goodwill campus where The Excel Center is located. The Meadows Street location closely resembles the Michigan Street location but appears to be drawing a somewhat younger demographic from the near-eastside neighborhoods where The Excel Center-Meadows campus is located. The Excel Center on Decatur Blvd. educates a unique population among the four campuses, drawing heavily from the immigrant populations in Indianapolis, although many have transferred to the University Heights site due to its more convenient location in relation to their homes. There appeared to be a concomitant increase in Hispanic and Latino/a students at this site. The Franklin Road location is located on the east side of Indianapolis in the former Stonegate Early College High School. Franklin Road draws students from across the city who are drawn to the strong college preparatory focus of this campus, as well as for the friendly and welcoming staff.

The Excel Center Method

The Curriculum. Based on experiences in the first year of operation at the Michigan Street location, the curriculum of The Excel Center was dramatically changed from a focus on individual learners using online curriculum, to more structured 8-week long courses that include direct instruction, group work and independent projects. These 8-week courses offer accelerated coursework and allow students to complete anywhere from 4 to 16 credits in one 8-week session. In addition to the more traditional courses such as Algebra I and English 10, The Excel Center staff has designed hybrid, cross-discipline courses, such as American Studies and World Studies that address several of the requirements for a Core 40 diploma.

iExcel. The iExcel program is an intensive orientation and matriculation process that has been implemented since the 2011-12 academic year. The iExcel program incorporates traditional orientation activities such as course selection, standardized testing and academic counseling, with a unique set of activities designed to give the teaching staff the opportunity to get to know each student as an individual and to allow the students to get acquainted with their classmates. iExcel, which occurs over two days, also gives The Excel Center staff the opportunity to impress upon prospective students the amount of work required and the commitment necessary to succeed at The Excel Center.

Life Coaches. The Life Coaches provide essential support for students by removing roadblocks to academic progress through counseling, social support and everyday advice on topics as diverse as transportation, finding safe housing, childcare, and healthy diet. In addition to these vital services, the Life Coaches also play a substantial role in the academic life of the students. The Life Coaches meet regularly with the teaching staff and are important partners with the teaching staff to the benefit of the students.

College/Career Counselors & Goodwill Guides. As Excel Center students progressed through their education, their need for information regarding opportunities after graduation increases. In response to this need, all Excel Centers sites have College and Career Counselors to help students navigate post secondary opportunities. Part of the College and Career Counselors responsibilities is to help students determine which of the many certifications offered by The Excel Centers fit with their career goals, whether college is a good choice, and how to determine which college is right for them, as well as helping with crucial steps along the way, such as writing a resume, developing interview skills, finding financial aid, and choosing a college. Additional support for students is provided by the Goodwill Guides, who work with the coaches and students during their last term at The Excel Centers, and provide support for up to a year after graduation.

The Evaluation Process

This report represents an evaluation about performance in each of the standards and indicators that are the responsibility of RER to evaluate. These indicators: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 and 4.10 are outlined in the Performance Framework.

Research & Evaluation Resources staff engaged in a number of evidence-collecting activities. The focus of this evaluation was to gauge perceptions of key stakeholders at the school in relation to the areas of the performance framework that are part of the evaluation. RER conducted focus group discussions with students, staff, and parents, as well as interviews with the school administration. These focus groups and interviews were conducted at the four different campuses over a one month period, with the review of the Meadows campus taking place on August 3 & 4, 2015, at the Franklin St. location on August 14 & 15, 2015, at the Decatur Blvd. location on August 13 & 14, 2015, and the Michigan Street Location on September 17 & 18, 2015. Dr. Janet Rummel, Chief Academic Officer for the Indiana Network of Independent Schools was interviewed on August 27, 2015, Tonya Taylor, Director of Special Education, and Laura Cope, Assistant Director of Special Education at Indiana Network of Independent Schools were interviewed on August 24, 2015, and

Mr. Scott Bess, Chief Operating Officer of Goodwill Education Initiatives, was interviewed on August 3, 2015. Classroom observations were performed on site at each of the four campuses using the classroom observation instrument provided by the Office of Education Innovation. The on site observations lasted approximately 30 minutes, and the majority of the teaching staff was observed once.

In the following report, standards and indicators are listed with relevant evidence given related to the performance criteria. Following the discussion of each indicator, a summary of strengths and areas for attention are provided for the core question. The Excel Center sites each operate with a remarkable degree of autonomy; however, there are aspects of their operations that are the responsibility of Goodwill Educational Initiatives. In recognition of this arrangement, Standards 4.1, 4.3, 4.4,4.5, and 4.6 will be evaluated at the level of GEI and the supports it provides to The Excel Center sites, while standards 4.2, 4.7, 4.9 and 4.10 will be evaluated individually for the each of the four Excel Center locations.

SUMMARY OF FINDINGS

THE EXCEL CENTERS

<i>Core Question 1: Is the educational program a success?</i>	<i>N/A</i>
<i>Core Question 2: Is the organization effective and well-run?</i>	<i>N/A</i>
<i>Core Question 3: Is the school meeting its operations and access obligations?</i>	<i>N/A</i>
<i>Core Question 4: Is the school providing the appropriate conditions for success?</i>	<i>Finding</i>
<i>4.1. Does the school have a high-quality curriculum and supporting materials for each grade?</i>	Meets Standard
<i>Meadows</i>	
<i>4.2. Are the teaching processes (pedagogies) consistent with the school's mission?</i>	Meets Standard
<i>Franklin Road</i>	
<i>4.2. Are the teaching processes (pedagogies) consistent with the school's mission?</i>	Meets Standard
<i>Decatur Boulevard</i>	
<i>4.2. Are the teaching processes (pedagogies) consistent with the school's mission?</i>	Meets Standard
<i>Michigan Street</i>	
<i>4.2. Are the teaching processes (pedagogies) consistent with the school's mission?</i>	Meets Standard
<i>4.3 For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?</i>	Meets Standard
<i>4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?</i>	Meets Standard
<i>4.5. Has the school developed adequate human resource systems and deployed its staff effectively?</i>	Meets Standard
<i>4.6. Is the school's mission clearly understood by all stakeholders?</i>	Meets Standard
<i>Meadows</i>	
<i>4.7. Is the school climate conducive to student and staff success?</i>	Meets Standard
<i>Franklin Road</i>	
<i>4.7. Is the school climate conducive to student and staff success?</i>	Meets Standard
<i>Decatur Boulevard</i>	
<i>4.7. Is the school climate conducive to student and staff success?</i>	Meets Standard
<i>Michigan Street</i>	
<i>4.7. Is the school climate conducive to student and staff success?</i>	Meets Standard
<i>4.8. Is ongoing communication with students and parents clear and helpful?</i>	Not Applicable
<i>4.9 Is the school properly maintaining special education files for its special needs students?</i>	Meets Standard
<i>Meadows</i>	
<i>4.10 Is the school fulfilling its legal obligations related to access and services to English as Second Language (ESL) students?</i>	Meets Standard
<i>Franklin Road</i>	
<i>4.10 Is the school fulfilling its legal obligations related to access and services to English as Second Language (ESL) students?</i>	Meets Standard
<i>Decatur Boulevard</i>	
<i>4.10 Is the school fulfilling its legal obligations related to access and services to English as Second Language (ESL) students?</i>	Meets Standard
<i>Michigan Street</i>	
<i>4.10 Is the school fulfilling its legal obligations related to access and services to English as Second Language (ESL) students?</i>	Meets Standard

Standard 4: Is the school providing the appropriate conditions for success?

4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Meets standard	The school: a) curriculum aligns with the state standards; b) conducts systematic reviews of its curriculum to identify gaps based on student performance; c) the school regularly reviews scope and sequence to ensure presentation of content in time for testing; d) has a sequence of topics across grade levels and content areas that is prioritized and focuses on the core learning objectives; e) the staff understands and uniformly uses curriculum documents and related program materials to effectively deliver instruction; f) programs and materials are available to deliver the curriculum effectively.

No significant concerns were found.

The curriculum at The Excel Centers is actively adapted to the needs of the student population at each of the diverse campuses. The curriculum is common across all Excel Center campuses, with the core learning objectives for each course and the basic objectives designed collaboratively with the teaching staff and leadership from all campuses participating. While the curriculum at The Excel Centers is updated on a regular basis, the update performed during the 2014-2015 academic year took on an added complexity due to the adoption of the new Indiana state standards, as well as planned changes in the Indiana testing requirements.

The curriculum has continued to be improved and refined through a collaborative process that is overseen by Janet Rummel, Chief Academic Officer for the Indiana Network of Independent Schools, and includes a team of lead teachers from each of The Excel Center locations. An examination of the curriculum maps revealed that these courses are aligned to the Indiana state standards (indicator a), and are consistently being reviewed and revised. The revision and alignment of the curriculum to the state standards was carried out through an intentional process that began in the summer of 2014 and continues to this day. Mrs. Rummel explained that the process for revamping the curriculum included representatives from all of the Excel Center campuses, including lead teachers as well as volunteer members of the teaching staff. Groups were formed based on subject area taught and area of expertise and these groups met monthly prior to a spring retreat at

French Lick, IN. At the retreat all members of the curriculum working groups met together and took a "deep dive" into the differences between the previous and the current Indiana state standards. The teams examined sample assessments, prior student outcomes and compared the rigor of the new standards to the previous standards. Based on this information, the new curriculum was designed to prepare Excel Center students for the rigors of the new assessments. This was accomplished through a process of revising and improving all of the courses across the Excel Centers curriculum, with a focus on aligning and revising courses to provide a scaffolded learning experience for the students. These revisions and improvements began during the French Lick retreat, and were completed during the 2014-15 school year. The Excel Center leadership and staff were exhaustive in their work to prepare their students for the new standards and assessments, going so far as to acquiring test items from PARC and other national assessments, examining ISTEP items to ensure that the Math A and Math B sequence provided Excel students with the foundational knowledge needed for high school level mathematics courses, and using the new national standards for adult education to ensure that their students are fully prepared to graduate high school. In addition to this foundational work on the new curriculum, Excel Center leadership and staff engage in continuous improvement on the curriculum during the school year using Blackboard discussion strings as well as regular meetings, with the curriculum workgroups posting documents, making revisions, and using discussion threads to cover any changes being made. The efficacy of this process was supported by examination of the curriculum documents provided by The Excel Center which revealed that the curriculum has clearly prioritized core-learning objectives, and that the sequence of topics across grade levels and content areas is logical and cohesive (indicator d). The curriculum of The Excel Center undergoes rigorous review and revision on a frequent basis to ensure that the instruction is focused on core learning objectives and that the assessments used to determine student knowledge are accurate.

During focus groups, the teaching staff noted that they were comfortable with the process that resulted in the new curriculum, and felt that they had ample opportunity to have input into the process, regardless of whether they were part of the working groups. One teacher noted, "It's a relationship thing--we are close as a staff-- and they (the staff in the working groups) were open and free with what was going on." Another noted, "we are very opinionated people...we do not want to become a credit mill... so we had some good conversations about how to make this an effective combination of credits."

The leadership at Goodwill Education Initiatives, as well as the Directors at each campus, encourage the teaching staff to adapt the curriculum maps to the needs of their students. During focus group interviews at each site, the teaching staff reported that they felt comfortable adjusting the scope and sequencing of the content to ensure that their students' needs are met. Additionally, the teaching staff reported a focus on ensuring that the material was presented in time for testing (indicator c), with End-of-Course assessment being a particular focus. In those classes that conclude with ECA tests (Algebra I, Biology, and English 10), the curriculum maps are designed to present the information in time for testing, as well as giving the students the skills needed to pass these assessments. When asked about the challenge of both ensuring that all students fully understand the

material and presenting all of the standards in time for testing, the teaching staff noted that there are several mechanisms built in to the curriculum to allow for extra time with a particular topic, in particular time on Fridays when there is no instruction and several "extra" days built in to the curriculum schedule. As noted by one teacher, " We can't always follow the curriculum exactly. You can tell me on day 7 that I need to be covering something, but if I have a student that didn't learn what comes before I can't move on.. so I follow the students." Another noted, "that's the thing-- I love the way we have flexibility-- we have to be at one point at the end of the term, but we can go over and make sure it gets done. And we always have extra time on Friday."

As in the past, Excel Center leadership and staff have made an effort to ensure that their students are familiar with the format of the ECA's and also with the computerized administration of the exam. The teaching staff makes it a priority to present information in the same formats that will appear on the ECA's in order to familiarize the students with the types of questions they will encounter on the test, and there is a focus on ensuring that the appropriate content is covered. Each campus offers after school tutoring in both content and test taking strategies. A systematic review of The Excel Center curriculum is performed on a regular basis, with a particular focus placed on student performance on End-of-Course Assessments (indicator b). Student assessment data from all of The Excel Center sites is aggregated and examined for gaps in student knowledge and performance. This data includes student performance on the End-of-Course Assessments, as well as the data from the common assessments used across The Excel Center sites. This data is examined with the goal of providing information specific to each site, as well as for weaknesses and strengths with the curriculum as a whole.

The staff at all campuses regularly uses curriculum documents and related materials to effectively deliver instruction (indicator e). The Excel Center curriculum combines a focus on accelerated credit recovery, ECA preparation, with an additional school-wide focus on life skills and job placement. The Excel Center leadership and staff have designed a comprehensive program to deliver quality instruction while also removing barriers that may cause the students to stop their education. The faculty at each site are given some freedom to modify the individual lesson plans that instantiate the curriculum; however, the teaching staff must maintain the accelerated pace of instruction needed to finish the course in eight weeks, and they must include all the skills and knowledge needed to pass a series of common assessments. These assessments were designed to incorporate the core learning objectives for that course, and cannot be modified by the teaching staff. This arrangement ensures that the teaching staff takes full advantage of the curriculum documents provided by The Excel Center, while still giving them the freedom to use related program materials of their own choosing to differentiate their instruction for the students in their class.

Site visits to all four campuses revealed that there are sufficient materials in the classrooms to deliver the curriculum effectively (indicator f). The classrooms at all four sites were modern and well-lit, there were computer labs available for the students to use, as well as computers in most classrooms. Focus group interviews at all four sites did not reveal faculty concerns regarding curricular or other materials. Teaching staff did note that ongoing improvements in the Blackboard online system have led to the website becoming a valuable tool. Specifically, it was noted that lesson plans, videos of

classroom lectures, as well as class assignments are now available on Blackboard for many of the courses offered at The Excel Centers. As one teacher noted, "it's a good support for the students to get the class materials. They can go online and see the lesson plans for the whole term, or if they are absent they can go over it and the material covered when they return won't be new."

The development of Blackboard system is particularly beneficial given the accelerated nature of The Excel Center curriculum. It was noted both by students and by the teaching staff that if a student misses a Monday class, there will be a great deal of material covered before they have an opportunity to meet with their teachers on Friday. Consequently, they will be "playing catch up" all week and may miss crucial details of the information presented on Tuesday, Wednesday and Thursday. The availability of classroom materials on Blackboard helps to mitigate this problem.

Areas of Strength: The curriculum designed by the staff and leadership of The Excel Center is of very high quality and fulfills the unique needs of the staff and students. The combination of a common curricular core, with the flexibility given to the instructional staff to modify the lessons to meet the needs of their students has proven to be very successful.

Excel Center leadership and staff have worked extensively to revise their curriculum to meet the new Indiana state standards, utilizing several sources of information and strategies to ensure that their students are prepared to graduate with a full complement of academic and life skills.

The improvements to the Blackboard online system have been beneficial to students and staff, and should be continued.

Recommendations: None at this time.

Meadows

4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Meets standard	The school exhibits the following characteristics: a) the curriculum is implemented in the majority of classrooms according to its design; b) as delivered, instruction is focused on core learning objectives; c) the pace of instruction/lessons and content delivery possesses the appropriate rigor and challenge; d) instructional activities possess variety and/or use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) supplies sufficient feedback to staff on instructional practices.

No significant concerns were found.

Classroom observations of five classroom teachers revealed that 100% (or 5 out of 5) instructors were implementing the curriculum as it was described in their lesson plans (indicator a). A comparison of these lesson plans to the curriculum maps provided showed that the lesson plan maintained the core learning objectives, which were also reflected in the classroom lessons as delivered in 100% of classrooms. Classroom objectives were clearly posted in all of the classrooms observed, and an examination of the lesson plans provided clearly showed core objectives for the lesson, often in the form of objectives or as “students will be able to” (SWBAT’s). The pace of instruction and content delivery was of the appropriate rigor in all of the classes in which it was applicable (5 out of 5) (indicator c). Differentiated instruction, in the form of differentiation in the classroom or differentiation strategies specifically detailed in the lesson plans, was seen in 5 out of 5 classes (indicator d). Direct observation of differentiated instruction occurred during one of the five observation sessions, suggesting that there are more opportunities for the differentiation planned for in the lesson plans to occur during the class sessions. The teaching staff reported that they received sufficient feedback on instructional practices (indicator e), noting that they received consistent feedback from peers. Regarding the RISE system, they noted that they were given good feedback after classroom observations were performed by The Excel Center leadership, and that they fully understand the RISE system, having covered it during professional development.

Areas of Strength: The quality of instruction was uniformly high, with a commendable focus on core learning objectives seen in the classroom.

Recommendations: Integrating the use of differentiated instruction into more of the class time would benefit Excel Center students.

Franklin Road

4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Meets standard	The school exhibits the following characteristics: a) the curriculum is implemented in the majority of classrooms according to its design; b) as delivered, instruction is focused on core learning objectives; c) the pace of instruction/lessons and content delivery possesses the appropriate rigor and challenge; d) instructional activities possess variety and/or use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) supplies sufficient feedback to staff on instructional practices.

No significant concerns were found.

Classroom observations of six classroom teachers revealed that 100% (or 6 out of 6) instructors were implementing the curriculum as it was described in their lesson plans (indicator a). A comparison of these lesson plans to the curriculum maps provided showed that the lesson plan maintained the core learning objectives, which were also reflected in the classroom lessons as delivered or were clearly posted in 100% (6 out of 6) of classrooms (indicator b). The pace of instruction and content delivery was of the appropriate rigor 100% of classrooms (4 out of 6) (indicator c). Differentiated instruction was seen in 100% of the classes, with the differentiation strategies being implemented in the classroom during the classroom observation, or specifically noted in the lesson plan (indicator d). Direct observation of differentiated instruction occurred during two of the six observation sessions, suggesting that there are more opportunities for the differentiation planned for in the lesson plans to occur during the class sessions. The teaching staff reported that they received sufficient feedback on instructional practices (indicator e), noting that they were comfortable with the RISE system and the professional development opportunities implemented to help them learn about RISE. They also noted weekly professional development ensuring that they understand the RISE system and how it is applied to their practices.

Areas of Strength: The instruction observed in the classroom fully implemented the curriculum as designed.

Recommendations: Integrating the use of differentiated instruction into more of the class time would benefit Excel Center students.

Decatur Boulevard

4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Meets standard	The school exhibits the following characteristics: a) the curriculum is implemented in the majority of classrooms according to its design; b) as delivered, instruction is focused on core learning objectives; c) the pace of instruction/lessons and content delivery possesses the appropriate rigor and challenge; d) instructional activities possess variety and/or use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) supplies sufficient feedback to staff on instructional practices.

No significant concerns were found.

Classroom observations of four classroom teachers revealed that 100% (or 5 out of 5) instructors were implementing the curriculum as it was described in their lesson plans (indicator a). A comparison of these lesson plans to the curriculum maps provided showed that the lesson plan maintained the core learning objectives, which were also reflected in the classroom lessons as delivered in 100% of classrooms (indicator b). Classroom objectives were clearly posted in 5 of the 5 classrooms observed. The pace of instruction and content delivery was of the appropriate rigor in 5 of the 5 classes observed (indicator c). Differentiated instruction was seen in 4 out of 5 with the differentiation strategies being implemented in the classroom during the classroom observation or specifically noted in the lesson plan (indicator d). Direct observation of differentiated instruction occurred during one of the five observation sessions, suggesting that there are more opportunities for the differentiation planned for in the lesson plans to occur during the class sessions. The teaching staff reported that they were knowledgeable in the RISE evaluation system, and noted that their professional development included covering the domains of the RISE system (indicator e).

Areas of Strength: The instruction observed in the classroom fully implemented the curriculum as designed.

Recommendations: Integrating the use of differentiated instruction into more of the class time would benefit Excel Center students.

Michigan Street

4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Meets standard	The school exhibits the following characteristics: a) the curriculum is implemented in the majority of classrooms according to its design; b) as delivered, instruction is focused on core learning objectives; c) the pace of instruction/lessons and content delivery possesses the appropriate rigor and challenge; d) instructional activities possess variety and/or use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) supplies sufficient feedback to staff on instructional practices.

No significant concerns were found.

Classroom observations of four classroom teachers revealed that 100% (or 7 out of 7) instructors were implementing the curriculum as it was described in their lesson plans (indicator a). A comparison of these lesson plans to the curriculum maps provided showed that the lesson plan maintained the core learning objectives, which were also reflected in the classroom lessons as delivered in 100% of classrooms (indicator b). Classroom objectives were clearly posted in 7 of the 7 classrooms observed. The pace of instruction and content delivery was of the appropriate rigor in 6 of the 7 classes observed (indicator c). Differentiated instruction was seen in 7 out of 7 with the differentiation strategies being implemented in the classroom during the classroom observation or specifically noted in the lesson plan (indicator d). Direct observation of differentiated instruction occurred during two of the seven observation sessions, suggesting that there are more opportunities for the differentiation planned for in the lesson plans to occur during the class sessions. The teaching staff reports that they are evaluated at least four times a year, and that these evaluations are part of the RISE system. They expressed satisfaction with the RISE teacher evaluation system and also with their understanding of the system (indicator e).

Areas of Strength: The instruction observed in the classroom fully implemented the curriculum as designed.

Recommendations: Integrating the use of differentiated instruction into more of the class time would benefit Excel Center students.

4.3 For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	
Does not meet standard	The school presents significant concerns in two or more of the following areas: a) the school's academic program lacks challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) there is a lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance are available to inform students of post-secondary options; d) limited opportunities exist for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) the school does not meet Indiana Core 40 graduation standard requirements.
Approaching standard	The school presents significant concerns in one of the following areas: a) the school's academic program lacks challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) there is a lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance are available to inform students of post-secondary options; d) limited opportunities exist for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) the school does not meet Indiana Core 40 graduation standard requirements.
Meets standard	The school: a) has challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) has high expectations to motivate and prepare students for post-secondary academic opportunities; c) has sufficient material resources and personnel guidance available to inform students of post-secondary options; d) presents opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) meets or exceeds Indiana Core 40 graduation standard requirements.

No significant concerns were found.

The common curriculum shared across the four Excel Center sites meets or exceeds the Core 40 graduation requirements, and students are encouraged to excel and move ahead in their goal of attaining a high school diploma (indicator e).

The focus on post-secondary opportunities at The Excel Centers includes job placement, technical or associates degrees, or attending community or 4-year colleges. The Excel Centers are providing opportunities for their students to achieve certifications in career areas that are currently showing growth in job opportunities such as Customer Service, Forklift Operation, Pharmacy Technician, Certified Nurse's Assistant, Early Childhood, CompTIA A+, Safety and Manufacturing Logistics, and Hire Technology (through Conexus), Aviation (through FedEx), Dental Assistant, Medical Billing, and Phlebotomy, to name just a few. All of these certifications are offered at no cost to the students, with the cost of the programs (some up to \$1,500 per student) either waived by the certification providers, paid for by the Department of Workforce Development, or covered through donations from The Excel Center stakeholders. In addition to the certifications requiring challenging coursework, students are also encouraged to pursue high-level college coursework through the A+ system (indicators a & d). The Excel Centers all have high expectations for their students in regard to post-secondary academic and vocational opportunities (indicator b). The College and Career Readiness Coaches encourage students to pursue post-secondary education by providing assistance

with college applications, filling out the FAFSA form, and providing trips to college campuses and College Nights.

In addition to providing Excel students with the opportunity to earn a high school diploma and professional certification, the four Excel Centers are now offering their students education in the “soft skills” that they may lack. Many Excel Center students have benefitted from this new focus on the skills needed to interview successfully, behave professionally, and retain a job once employed. During the students' last term, they attend a 4 week Senior Seminar, taught by either a Goodwill Guide or a College and Career Coach, where they develop skills such as resume development, interview skills, how to apply for jobs online, and how to dress and speak at interviews. In addition to providing instruction in soft skills, the Senior Seminar also gives students the opportunity to practice their interview techniques. The final week of the course is a mock interview, complete with Excel Center staff to conduct the interviews, as well as staff from Talent Source, another Goodwill initiative, and Excel Center teachers and coaches to observe the student during the mock interview.

Currently, all four of The Excel Centers have been fully staffed with Life Coaches and College and Career Coaches. In addition to the supports for post-secondary opportunities offered by the coaching staff, students at The Excel Centers have can consult with a Goodwill Guide who will work with them both during their time at The Excel Centers as well as post-graduation. It is worth noting that Excel Center students have had access to the Goodwill Guides program for several years, but a recent focus on improving the academic and life coaches have brought their services to the forefront. At least one site (Franklin St.) has a Goodwill Guide on site full time, and another full-time guide is shared between the other sites. The job description of the Goodwill Guides is similar to that of the Life Coaches provided by The Excel Centers, with the Guides beginning to work with a student during the last 8 weeks of their time at the The Excel Center and then following up with that student for the next year. During this year the Guide will stay in contact with the Excel graduate, help them find employment if they need a job, or help them to change jobs if they need to change. The Goodwill Guides also organize neighborhood Hiring Fairs, where employers with positions to be filled can meet Excel Center graduates with the skill set they need. Hiring Fairs have averaged 40 Excel Center graduates and, on average, 15 employers attending. One recent Hiring Fair resulted in 6 Excel Center grads being hired on the spot, and 9 more graduates being offered jobs at a later date.

As noted above, all of The Excel Centers have adequate staff and materials to inform students of post-secondary options (indicator c). The Life Coaches and College and Career Counselors provide information to students regarding their options after graduation, while the Goodwill Guides provide crucial follow-up with students post-graduation. As the system of supports for The Excel Center students has grown, it became clear to The Excel Center leadership that all the resources offered to Excel Center students needed to be fully integrated and managed as a whole. Consequently, during this academic year the support services offered to Excel Center students will be supervised by Betsy Delgado, who will ensure that the coaching and student support staff at The Excel Centers receive high quality professional development, as well as evaluation and feedback on their performance at the Excel Centers.

Because of the unique nature of The Excel Center students, there is very little need for extra-curricular activities such as athletics and clubs, although each of The Excel Center sites provides opportunities for students to interact socially and build community. Recent activities have included a prom, family reading nights, and potluck dinners (indicator d). The Excel Center also provides activities that relate to college and career success, such as campus trips to local universities and colleges and, as noted above, Hiring and Job Fairs.

Areas of Strength: The staff at all four The Excel Center sites are helpful and supportive of the students achieving their goal of earning a high school diploma, and equally important, the staff encourages the students to set ambitious goals for their lives after they have their diploma.

Recommendations: Increase the presence of the Goodwill Guides program at all Excel Center sites.

4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	
Does not meet standard	The school presents significant concerns in two or more of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Approaching standard	The school presents significant concerns in one of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Meets standard	The school: a) standardized and/or classroom assessments are accurate and useful measures of established learning standards/objectives; b) assessment results are received by classroom teachers in a timely and useful manner to influence instructional decisions; c) assessments have sufficient variety to guide instruction for a wide range of student learning abilities; d) there is sufficient frequency or use of assessments to inform instructional decisions effectively; e) assessment results are used to guide instruction or make adjustments to curriculum.

No significant concerns were found.

The Excel Center effectively uses standardized assessments throughout a student’s education. The SRI standardized assessment is administered to each student during the iExcel orientation process, and that data is used to design a remediation plan (if necessary) and the student’s course schedule. There is an effective focus on the End-of-Course Assessments, and if students are required to take or retake the test the data from their previous testing is used to better prepare them for the ECA. These results are shared with both the teaching and coaching staff and are provided in time to be useful in planning the best educational course for each individual student (indicator b).

In addition to using standardized testing data, summative assessments based on the common Excel Center curriculum are administered by all classroom instructors. Classroom instructors design their own ongoing assessments and exams that are given with sufficient frequency to inform instructional decisions (indicator d). Further, each course assesses students’ knowledge of the course objectives and standards using a common final exam that is administered at all of The Excel Center sites. These final exams are written by the staff teaching in each course area across all The Excel Center sites and are based upon the core learning objectives and goals that are laid out in the common curriculum map. The process of aligning the curriculum to the Indiana state standards described in Standard 4.1 also serves to ensure that assessments are accurate and useful measures of established learning standards (indicator a). The exams are reviewed and updated as needed, with any revisions to the exams, or to the courses themselves, reviewed by Mrs. Rummel. The results of the exams are used to inform curricular adjustments at each Excel Center site, as well as in the curriculum being

implemented across all sites. The teaching staff at each site meets periodically to examine student data and to review the current curriculum. If several of the teaching staff notes the same trend in the data, an adjustment is made to the system-wide curriculum map and that revised curriculum map is sent to all the teaching staff teaching that course (indicator e). This process is well designed and is particularly important to the success of The Excel Center. This curricular revision based on student data appears to be an ongoing process at The Excel Center and allows for the flexibility needed to maintain the responsiveness of the curriculum.

In addition to the written exams administered as part of the overall course curriculum, the teaching staff reported that they are encouraged to use a variety of assessments (indicator c). Focus group interviews with the teaching and coaching staff reinforced the importance of gathering and sharing student data, with the teachers and coaches describing a mix of standardized assessments and in-class assessments. Teaching staff at all four sites noted that they use the SRI data from the IExcel program to help determine students' course requirements or need for remediation. Additional standardized data comes from an Acuity diagnostic test for math skills that was developed with Mrs. Rummel for use across The Excel Center sites. The diagnostic was designed by a team of math instructors from across the different sites, with a focus on presenting students with the type of math problems they will be presented with during their time at The Excel Centers. This data is shared with coaches and teachers and is used to determine if a student needs to be placed in Math Lab, or if they can proceed directly to the Algebra/Geometry sequence. In addition to the use of standardized assessment, it is common practice at all four sites for teaching staff to begin class with a "do now" to serve as a diagnostic of what was retained from previous lessons, and "exit tickets" to be used as data to design the lesson for the next day. The use of these formative assessments was also noted during classroom observations at all four sites. These are in addition to the unit tests or quizzes designed by individual instructors and the end of course exams designed to be used with The Excel Center curriculum, thus providing sufficient frequency of assessments to inform instructional decisions (indicator d).

All of this classroom data, as well as data regarding students' developing soft skills, outlook towards their education, and any barriers that might have arisen are shared on a regular basis with the school leadership, classroom teachers and student support staff. The teaching staff described a process of data use that incorporates their classroom assessments with data from SRI, Acuity, and Accuplacer, which is then combined to form data trackers for each student. Each site has developed a system to share data between teachers, coaches, and school leadership, with two sites, Franklin St. and Decatur, using a Google Doc initially developed at Franklin St., to track students progress, and the other sites using their own student tracking system. At each site assessment data, as well as insights into the student's life circumstances and any barriers that could interrupt the student's education, are available for the Excel Center staff. Crucially, at all four sites the coaches, teachers and leadership all expressed a reliance on these common student data documents, and have established site-wide practices for their use. At Decatur., the teaching and coaching staff meet weekly to examine the trends in the GoogleDoc and in Harmony, as well as discuss individual students and their progress. The entire staff meets weekly to review a summary of student data for the site as a whole, with each

staff member choosing one or two students they are most concerned about to discuss in depth. The staff at Franklin Road described a slightly different process. Rather than relying on weekly meetings, the teachers review student progress through Harmony and the GoogleDoc, and use time during the school day to talk to coaches and other teachers about their students. This more informal, but continuous, monitoring of the students data fits well with the culture of the Franklin Street location and has proven to be very effective. Finally, at the Meadows the staff employs "student slides" which are snapshots of each student that are shared with the entire Meadows staff. The data on the slides is used to drive discussions regarding the students every Friday. The use of the student data slides is appreciated by the Meadows staff, with teachers noting that "everyone in the school knows what is happening (with the student). We can see how they are performing in other classes, and we can put a plan together and work as a team." They also noted that "the coaches usually already know what is happening because they (the students) have come to their coach."

Areas of Strength: Assessment results at The Excel Center are used to revise the curriculum in a very responsive and effective fashion. The system currently in place allows for flexibility in curriculum based on student data, but also ensures that there is a framework in place to provide a quality curriculum.

Recommendations: None at this time.

4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) hiring processes are not organized to support the success of new staff members; b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; c) faculty and staff are not certified/trained in areas to which they are assigned; d) professional development (PD) does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) hiring processes are not organized to support the success of new staff members; b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; c) faculty and staff are not certified/trained in areas to which they are assigned; d) professional development (PD) does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Meets standard	The school exhibits the following characteristics: a) hiring processes are organized and used to support the success of new staff members; b) the school deploys sufficient number of faculty and staff to maximize instructional time and capacity; c) faculty and staff are certified/trained in areas to which they are assigned; d) professional development (PD) is related to demonstrated needs for instructional improvement; e) PD opportunities are determined through analyses of student attainment and improvement; f) the teacher evaluation plan is explicit and regularly implemented with a clear process and criteria.

No significant concerns were found.

All teachers at all four sites of The Excel Center are certified or credentialed in their teaching area, or have the appropriate licensure to teach. The teachers are teaching a course load that is manageable, and the various staff members have distinct roles (indicator b). The teachers are all teaching in areas in which they are certified (indicator c). Overall, the staff is deployed to best utilize their skills and training. The Excel Centers have experienced substantial growth since their original authorization, and many of the new leadership positions at the new Excel Center sites have been filled by promoting from within the ranks of the talented teaching and coaching. This practice has allowed the new sites to quickly hit their stride, but has sometimes left the more established sites to hire new staff who do not have the experience and knowledge of The Excel Centers possessed by their predecessors. To counter this problem, leadership at The Excel Centers have begun a “Leadership Academy” that identifies and trains potential leaders from within the ranks of current Excel Center employees who can quickly move into new leadership positions at new sites, or into leadership at established sites in the case of staff turnover. The development of the Leadership Academy has also been a tool for staff retention by providing talented staff members with the opportunity for advancement within The Excel Center’s structure.

The student population at The Excel Center sites represents a wide diversity of age, socio-economic background, ethnicities and cultures. Further, the 8-week courses, the interdisciplinary teaching, and the close relationships that develop between the students, coaches, and teaching staff means that the

hiring process is crucial for the success of The Excel Centers. There have been several advances in the processes used to hire staff for The Excel Centers. Most notably, the Employee and Organizational Development Department from Goodwill Industries plays a less prominent role in the selection of job candidates, with the leadership of The Excel Center heavily involved in the initial filtering of job candidates. An onsite interview protocol that includes representatives from the teaching and coaching staff, in addition to the school leadership team, is still being implemented across The Excel Center sites. This process has continued to be extremely successful and has led to The Excel Centers to hire extremely talented and dedicated faculty and support staff. The success of the hiring processes is particularly evident in the quality of the staff members that have been promoted to leadership positions across the nine Excel Center sites. The processes used to hire new school leaders, or promote current Excel Center staff to leadership positions has also been improved. The current procedures include the job candidates developing a 5 year plan specific to The Excel Center site they hope to lead, as well as the traditional interviews with staff and students at the site. The process of developing a 5 year plan has allowed school leaders to "hit the ground running" at the new site based on their work developing their plan. This process also allows The Excel Center leadership to determine if there is a good fit between the vision and goals of the prospective school leader and the site he or she hopes to lead.

The professional development provided by The Excel Center has adapted and grown as the needs of The Excel Centers have changed. Professional development for the teaching staff at all of The Excel Center sites occurs during regular meetings across all the sites. During focus group interviews the teachers described a series of professional development opportunities that ranged from The Excel Center conference that included all staff and leadership from The Excel Center sites gathering to discuss best-practices in adult education and credit recovery, to Friday afternoon meetings at each site attended by the teaching and coaching staff where individual student needs are discussed. The teaching staff reported that they found all the professional development activities provided by The Excel Centers to be valuable and to move them forward professionally. In addition to the opportunities afforded by The Excel Center conference, there are also opportunities for the teaching staff within a subject area from all of the Excel campuses to meet and share their experiences. Recognizing the need for quality professional development, the leadership at The Excel Center has adapted the eight-week schedule to provide breaks between sessions for the staff to participate in further professional development. The staff at all four sites found The Excel Center conference, which included staff from all of The Excel Centers across the state, to be particularly rewarding. Mrs. Rummel also provides valuable professional development at each Excel Center site, visiting each several times a year to present to the staff on topics as varied as the use of placement scores and school transcripts for student scheduling, the details of the teacher evaluation system in place at The Excel Centers, a "gallery walk" of The Excel Center curriculum for the teaching staff, and sessions on the use of assessments in the context of The Excel Center model.

The Excel Center is already implementing the RISE evaluation program, and focus group interviews and discussions with school leaders revealed that the staff and leadership are happy with the frequency and content of the teacher evaluation system (indicator f). The teaching staff has the opportunity to provide feedback regarding the teacher evaluation system during the professional

development sessions, through discussions with their school leader, or on BlackBoard discussion groups.

Areas of Strength: The leadership has developed a very effective hiring process that has allowed them to hire a staff of dedicated and mission-driven instructors.

Recommendations: None at this time.

4.6. Is the school's mission clearly understood by all stakeholders?	
Does not meet standard	The school presents significant concerns in <u>both</u> of the following areas: a) significant disagreements exist among stakeholders about the school's mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school's mission.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) significant disagreements exist among stakeholders about the school's mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school's mission.
Meets standard	The school: a) has a mission that is shared by all stakeholders; b) has stakeholders possessing widespread knowledge and commitment to the intentions of the school's mission.

No significant concerns were found.

Focus group interviews with staff, students, and leadership at each of the four sites evaluated revealed that all stakeholders in The Excel Center are knowledgeable and committed to the school's mission (indicators a & b). Interviews with stakeholders revealed that they fully understand and agree with The Excel Center mission to provide students who have found it difficult to finish their high school diploma with the opportunity to finish their diploma in an environment that is flexible and respectful of their needs, takes into consideration the stresses of work and family, and can accommodate students who need three credits to graduate as well as those who only have three credits completed.

When asked about the school mission, one member of the teaching staff summarized it as "working to enrich the community by providing that second chance to adults to get their education." Another noted that the goal is to "break the cycle of poverty by providing a diploma and help them to be college and career ready."

Areas of Strength: The School Mission is compelling and reflects what is happening every day at The Excel Center. The teachers are fully committed to the school vision, and both teaching staff and school leadership are in agreement as to the vision of the school.

Recommendations: None at this time.

Meadows Street

4.7. Is the school climate conducive to student and staff success?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas with no evidence of a credible plan to address them: a) The school does not have clearly stated rules that enforce positive behavior; b) the school's discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and/or unproductive.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas with no evidence of a credible plan to address it: a) The school does not have clearly stated rules that enforce positive behavior; b) the school's discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and /or unproductive.
Meets standard	The school exhibits the following characteristics: a) the school has clearly stated rules that enforce positive behavior; b) the school's discipline approach possesses high expectations for student behavior; c) interactions between faculty and students are respectful and supportive and faculty and students are clear about processes for resolution of conflicts; d) interactions between faculty and administration are professional and constructive.

The Excel Center leadership, staff and students have created an environment that fully supports and encourages the success of their students. Interactions between faculty and students are respectful and supportive, and most importantly, conducive to the success of each individual student. The student culture is one of hard work, support for each other, and a focus on the goal of the high school diploma. The students at The Excel Center are, for the most part, adults who are there by choice and they recognize that this is a unique opportunity to finish their education.

Essential to the school climate at the Meadows site, as well as to the other Excel Center sites, is the role of the Life Coaches. The teaching staff appreciates the role of the Coaches, noting that "the Coaches are a tremendous help. They free up time for me to teach." Another teacher noted that "The coaches help with my classroom management. If a student is stressed or tired, they are in class but not on task, I call their coach." It was noted that the Coaches have a unique relationship with their students, specifically, "they always encourage the students to advocate for themselves. The students dropped out for a reason, they may have communication issues with the teacher, and the Coach is their advocate."

There is a common Code of Conduct in place at all Excel Center sites, with each Director given the leeway to adapt the implementation of the code to their specific needs. Each student signs a Code of Conduct agreement to ensure that they know what is acceptable and what is not (indicator a & b). The Code of Conduct is not a cumulative system, focusing instead on the type of behaviors, rather than their frequency. The teachers at the Meadows location noted that they will often see new students exhibiting Stage 1 behaviors (for example, disrupting instruction) requiring the student's Coach and the classroom instructors to work with them. One teacher noted "we remind them that something got them (the students) here... this is why you were not successful before...do you want the diploma? and then a light will go off and they realize they have to adjust their behavior"

(indicator c). The students also reported that they value the relationships that they have built with the teaching staff.

The Meadows site also employs the Professional & Interpersonal Competencies Assessment (PICA), a rubric for evaluating students based on characteristics such as “grit,” “adaptability,” “Emotional Intelligence,” as well as attendance and goal setting, with a member of the staff who knows the student well assigning the scores. The scale used runs from 0 (Never) to 3 (Always) on items such as “Grit: persistently working towards completion of goals in spite of obstacles, difficulties or discouragement.” Every Monday at the Meadows site there is a school-wide presentation on one of the character traits in the PICA. The chosen trait is then woven through the activities for the week, both to illustrate what is meant by that trait and to encourage the students to display that trait in their school and in their lives. The students are then evaluated by the Meadows staff for these character traits prior to being transitioned to the College and Career Counselors prior to graduation. (Interactions between faculty and leadership at the Meadows are professional and constructive (indicator d). The teaching staff reported that Ms. Warren is responsive to their needs and "provides great leadership at the Meadows site. ”

Areas of Strength: The staff at The Excel Center-Meadows have created a school culture that fosters respect and individual growth. As a consequence, staff, students and the school leadership are all in agreement regarding the positive behaviors expected of the students. The students themselves strive to create a positive school culture; very few disciplinary incidents have been noted.

Recommendations: None at this time.

Franklin Road

4.7. Is the school climate conducive to student and staff success?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas with no evidence of a credible plan to address them: a) The school does not have clearly stated rules that enforce positive behavior; b) the school's discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and/or unproductive.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas with no evidence of a credible plan to address it: a) The school does not have clearly stated rules that enforce positive behavior; b) the school's discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and /or unproductive.
Meets standard	The school exhibits the following characteristics: a) the school has clearly stated rules that enforce positive behavior; b) the school's discipline approach possesses high expectations for student behavior; c) interactions between faculty and students are respectful and supportive and faculty and students are clear about processes for resolution of conflicts; d) interactions between faculty and administration are professional and constructive.

The Excel Center-Franklin Road uses the Code of Conduct that is implemented across The Excel Center sites. This Code of Conduct is explained to students during the iExcel process and is well understood by staff and students alike (indicators a & b). Interactions between faculty and students at Franklin Road were observed to be respectful and supportive (indicator c). The staff has noted that "we have a family at Franklin. We are constantly outside of our comfort zone because the (the students) push you to should who you are... you can't be anything but yourself at The Excel Center." Part of the successful culture at the Franklin Rd. site is the use of "Excel Bucks." Excel Bucks are awarded to students by the staff for a variety of different reasons, such as exemplifying a PICA trait, exceeding expectations in their schoolwork, or gaining a long sought goal. The staff see the Excel Bucks as "a way to encourage students to move forward. There are guidelines for what they get Excel Bucks for, and it gives us the change to talk them (The Excel Center values) over with students." The teachers report that they have some autonomy in how the Excel Bucks are distributed in their classroom and they will use them to encourage the students to work longer on a difficult problem or increase their attendance, for example. As for the students, they value The Excel Bucks both as a way to motivate them to succeed and as a source of day to day needs. They noted that items that could be bought with the Excel Bucks included gas cards, grooming items and food.

Interactions between the faculty and administration are professional and constructive at the Franklin Street Excel Center (indicator d). Observations made during the site visit revealed that the teaching staff works well together and that all of the staff felt that the school leadership was open and available. As one staff member noted " we always have open door with Kristen and Corey. Compared to a traditional school, they are always available. By the time I saw the principal at my old school it was always too late!"

Areas of Strength: The staff at The Excel Center-Franklin Road have created a school culture that fosters respect and individual growth. As a consequence, staff, students and the school leadership are all in agreement regarding the positive behaviors expected of the students. The students themselves strive to create a positive school culture; very few disciplinary incidents have been noted.

Recommendations: None at this time.

Decatur Boulevard

4.7. Is the school climate conducive to student and staff success?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas with no evidence of a credible plan to address them: a) The school does not have clearly stated rules that enforce positive behavior; b) the school's discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and/or unproductive.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas with no evidence of a credible plan to address it: a) The school does not have clearly stated rules that enforce positive behavior; b) the school's discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and /or unproductive.
Meets standard	The school exhibits the following characteristics: a) the school has clearly stated rules that enforce positive behavior; b) the school's discipline approach possesses high expectations for student behavior; c) interactions between faculty and students are respectful and supportive and faculty and students are clear about processes for resolution of conflicts; d) interactions between faculty and administration are professional and constructive.

The Excel Center-Decatur Boulevard uses the Code of Conduct that is implemented across The Excel Center sites. This Code of Conduct is explained to students during the iExcel process and is well understood by staff and students alike (indicators a & b). Interactions between faculty and students at Decatur Boulevard were observed to be respectful and supportive. The Decatur Blvd. Excel Center has recently undergone leadership change, with the School Director who opened the site retiring. During focus group interviews the staff reported that they had experiences a change in the school culture and that the transition had been difficult. Currently, however, the staff reported that the culture at the Decatur Boulevard site has improved under the leadership of Ms. Quinn. Of particular note is the strong relationship between the coaching and the teaching staff, with the teachers describing their coaches role as "involved in planning (the student's schedule) and they have a different relationship with the students. They have to make sure that everything is falling into place for them...and remove barriers for them. I don't know what we would do without them..." Interactions between faculty and The Excel Center-Decatur Boulevard leadership are professional and constructive (indicator d), with The Excel Center-Decatur teaching and support staff all expressing their confidence in the Director, and also that they found the Decatur Boulevard site to have a professional and respectful culture, describing it as "a relationship thing-- we are close as a staff-and the leadership is open about what is going on."

Areas of Strength: The staff at The Excel Center-Decatur Boulevard have created a school culture that fosters respect and individual growth. As a consequence, staff, students and the school leadership are all in agreement regarding the positive behaviors expected of the students. The students themselves strive to create a positive school culture; very few disciplinary incidents have been noted.

Recommendations: None at this time.

Michigan Street

4.7. Is the school climate conducive to student and staff success?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas with no evidence of a credible plan to address them: a) The school does not have clearly stated rules that enforce positive behavior; b) the school's discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and/or unproductive.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas with no evidence of a credible plan to address it: a) The school does not have clearly stated rules that enforce positive behavior; b) the school's discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and /or unproductive.
Meets standard	The school exhibits the following characteristics: a) the school has clearly stated rules that enforce positive behavior; b) the school's discipline approach possesses high expectations for student behavior; c) interactions between faculty and students are respectful and supportive and faculty and students are clear about processes for resolution of conflicts; d) interactions between faculty and administration are professional and constructive.

The Excel Center-Michigan Street uses the Code of Conduct that is implemented across The Excel Center sites. This Code of Conduct is explained to students during the iExcel process and is well understood by staff and students alike (indicators a & b). Interactions between faculty and students at Michigan Street were observed to be respectful and supportive. The students noted their relationship with the Life Coaches as being a particularly valuable aspect of the Michigan Street Excel Center. One student noted that "the best thing about The Excel Center are the coaches." The teaching staff also views the Life Coaches as a valuable asset, noting that the Coaches are essential to the success of Excel Center students. One teacher noted that "if they (the student) are not in class, the coaches will get them to class." Another added "the most important thing the Coaches do is help the student and help us (the teachers) help the student."

Interactions between faculty and The Excel Center-Michigan Street leadership is professional and constructive (indicator d). The culture at the Michigan Street site was described as "really positive--I was at (other schools) and it's a different world here--I smile a lot now." Another staff member came to the school expecting to "be tested by fire.. but I found that everyone was working, just working...the school runs really well. The respect is mutual here and everyone feeds off each other in a positive way."

Areas of Strength: Staff, students and the school leadership are all in agreement regarding the positive behaviors expected of the students. The students themselves strive to create a positive school culture; very few disciplinary incidents have been noted.

Recommendations: None at this time.

4.8. Is ongoing communication with students and parents clear and helpful?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school's communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents' native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school's communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents' native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Meets standard	The school: a) has active and ongoing communication between the school and parents; b) utilizes communications that are both timely and relevant to the parental concerns; c) communicates student academic progress and achievement in reports that are understood by parents; d) the school's communication methods are designed to meet the needs of a diverse set of parents (e.g., communicating in parents' native languages, not communicating only in writing when many parents cannot read, holding meetings at convenient times for parents).

The student population of The Excel Center is predominantly over 18, and there are very few whose parents are involved in their education, consequently this particular standard does not apply to The Excel Center as a whole.

4.9. Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	
Does not meet standard	The school's special education files present concerns in <u>two or more</u> of the following areas: a) services outlined within Individualized Education Plans (IEPs) do not adequately match the exceptional needs of the student; b) each need identified within the IEP does not have a corresponding goal and plan for assessment; c) all goals are not rigorous or based on state or national learning standards; d) evidence does not demonstrate that goals have evolved each year as the student developed; e) specifically designed curriculum is not outlined.
Approaching standard	The school's special education files present concerns in <u>one</u> or more of the following areas: a) services outlined within Individualized Education Plans (IEPs) do not adequately match the exceptional needs of the student; b) each need identified within the IEP does not have a corresponding goal and plan for assessment; c) all goals are not rigorous or based on state or national learning standards; d) evidence does not demonstrate that goals have evolved each year as the student developed; e) specifically designed curriculum is not outlined.
Meets standard	All of the following are evident in the school's special education files: a) services outlined within Individualized Education Plans (IEPs) adequately match the exceptional needs of the student; b) each need identified within the IEP has a corresponding goal and plan for assessment; c) each goal is rigorous and is based on state and national learning standards; d) explicit evidence exists to demonstrate that goals have evolved each year as the student develops; e) specifically designed curriculum is outlined.

Excel Center Sites (Decatur, Franklin Road, Michigan Street, Meadows)

Fall, 2015

Azure DS Angelov, Ph.D.

This report compiles a review of all practices and procedures specific to special education services at the Excel Center sites of Decatur, Michigan Street, Franklin Road, and Meadows (EC). The results of this evaluation are based on the following pieces of data collected onsite: classroom observations, review of internal processes and procedural manuals, interviews with general education and special education staff, students with IEPs, review of 25% of IEPs housed at EC, DOE data bases, EC website, and follow up interviews with eligible families of students with IEPs at EC.

All of the following are evident in the school's special education files: (a) services outlined within Individualized Education Plans (IEPs) adequately match the exceptional needs of the student; (b) each need identified within the IEP has a corresponding goal and plan for assessment; (c) each goal is rigorous and is based on state and national learning standards; (d) explicit evidence exists to demonstrate that goals have evolved each year as the student develops; (e) specifically designed curriculum is outlined.

The Excel Centers included in this report are doing amazing work. Each site has a highly qualified special education teacher, their students with IEPs are making impressive academic growth, and their special education files are legally compliant. Currently, EC meets all the indicators outlined in standard 4.9.

Meadows Road

4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	
Does not meet standard	The school is <u>not</u> fulfilling its legal obligations regarding ESL students, and requires substantial improvement in order to achieve conditions such as the following: a) appropriate staff have a clear understanding of current legislation research and effective practices relating to the provision of ESL services; b) relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Approaching standard	The school is not yet completely fulfilling all of its legal obligations regarding ESL students, and requires <i>some</i> (but not considerable) improvement to fully achieve conditions such as the following: a) appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; b) relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Meets standard	The school is fulfilling its legal obligations regarding ESL students, as indicated by conditions such as the following: a) appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; b) relationships with students, parents, and external providers that are well-managed and comply with law and regulation.

Mr. **Oscar ??** is the ESL coordinator for The Excel Center-Meadows, and is supported in his work with ESL students by Ms. **Patrice ??**, who is also WEDA trained . Currently there are approximately 13 ESL students identified at the Meadows location. Mr. Oscar was interviewed during the Meadows site visit and was knowledgeable about current legislation regarding the education of ESL students and is familiar with Indiana’s English Language Proficiency Standards. Mr. Oscar reported that he has participated in professional development opportunities relating to effective best practices in the field of ESL through the Indiana Department of Education in ESL education, as well as several webinars on the topic, as has Ms. Patrice.

Mr. Oscar is also very familiar with the Indiana Department of Education Office of English Language Learning & Migrant Education Guidelines to Satisfy Legal Requirements of Title VI of the Civil Rights Act of 1964, and Mr. Oscar employs effective ESL practices to ensure that The Excel Center- Meadows is in compliance with these standards. The Excel Center-Meadows students are tested during the IExcel program using WEDA Access, which identifies their level of proficiency. This testing occurs within the mandated 30 days. Students are placed into the appropriate courses, regardless of their language competency, using the same process applied to all of The Excel Center students at the Meadows. Meadows students are provided with both push-in and pull-out services, and supports and services are provided to help with their socio-emotional adjustments as well (indicator a). Specific programs currently being used to educate the ESL students and provide remediation for them are System 44 and READ 180.

Mr. Oscar also ensures that relationships with students, parents and external providers are well-managed and comply with the law (indicator b). As noted above, Mr. Oscar provides services that comply with Indiana state law, as well as with the standards and best practices required by the Indiana Department of Education.

Mr. Oscar, as well as the ESL Coordinators at the other Excel Center sites, benefit from the expertise of Tonya Taylor, Director of Special Education, and Laura Cope, Assistant Director of Special Education at the Indiana Network of Independent Schools, who have been providing assistance to onsite ESL staff at The Excel Centers. Ms. Taylor and Ms. Cope have designed a standardized Individual Learning Plan (ILP) for ESL students that includes basic student information such as assessment data, proficiency levels in listening, speaking, reading, and writing in English, as well as list of accommodations that the student is entitled to during state required assessments, and modifications and adaptations that the student requires during classroom instruction. Finally, the ILP's contain learning goals specific to each student in the areas of listening, speaking, reading and writing. The ILP form is comprehensive and informative, and ensures that all ESL students at The Excel Centers will receive a high quality education that meets their needs as English language learners.

Franklin Road

4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	
Does not meet standard	The school is <u>not</u> fulfilling its legal obligations regarding ESL students, and requires substantial improvement in order to achieve conditions such as the following: a) appropriate staff have a clear understanding of current legislation research and effective practices relating to the provision of ESL services; b) relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Approaching standard	The school is not yet completely fulfilling all of its legal obligations regarding ESL students, and requires <i>some</i> (but not considerable) improvement to fully achieve conditions such as the following: a) appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; b) relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Meets standard	The school is fulfilling its legal obligations regarding ESL students, as indicated by conditions such as the following: a) appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; b) relationships with students, parents, and external providers that are well-managed and comply with law and regulation.

Ms. Heather ?? is the ESL coordinator for The Excel Center-Franklin Road. Currently there are approximately 52 ESL students identified at Franklin Road. Ms. Heather is knowledgeable of current legislation regarding the education of ESL students and is familiar with Indiana’s English Language Proficiency Standards. Ms. Heather reported that she has participated in professional development opportunities relating to effective best practices in the field of ESL through the Indiana Department of Education in ESL education, as well as several webinars on the topic.

Ms. Heather is also very familiar with the Indiana Department of Education Office of English Language Learning & Migrant Education Guidelines to Satisfy Legal Requirements of Title VI of the Civil Rights Act of 1964. Ms. Heather employs effective ESL practices to ensure that The Excel Center at Franklin Road is in compliance with these standards. Franklin Road ESL students are identified during the iExcel program through the WEDA assessment, which identifies their level of proficiency. This testing occurs within the mandated 30 days. Students are placed into the appropriate courses, regardless of their language competency, using the same process applied to all of The Excel Center students at Franklin Road. Franklin Road students are provided with both push-in and pull-out services, and supports and services are provided to help with their socio-emotional adjustments as well (indicator a). Specific programs currently being used to educate the ESL students and provide remediation for them are System 44 and READ 180.

Ms. Heather also ensures that relationships with students, parents and external providers are well-managed and comply with the law (indicator b). As noted above, Ms. Heather provides services that comply with Indiana state law, as well as with the standards and best practices required by the Indiana Department of Education.

Decatur Boulevard

4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	
Does not meet standard	The school is <u>not</u> fulfilling its legal obligations regarding ESL students, and requires substantial improvement in order to achieve conditions such as the following: a) appropriate staff have a clear understanding of current legislation research and effective practices relating to the provision of ESL services; b) relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Approaching standard	The school is not yet completely fulfilling all of its legal obligations regarding ESL students, and requires <i>some</i> (but not considerable) improvement to fully achieve conditions such as the following: a) appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; b) relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Meets standard	The school is fulfilling its legal obligations regarding ESL students, as indicated by conditions such as the following: a) appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; b) relationships with students, parents, and external providers that are well-managed and comply with law and regulation.

Ms. Quin Fratzke is the ESL coordinator for The Excel Center-Decatur Boulevard. Ms. Fratzke is currently working toward her ESL certification with coursework and professional development. Ms. Fratzke is very knowledgeable in current legislation regarding the education of ESL students and is familiar with Indiana’s English Language Proficiency Standards. Ms. Fratzke has a Masters degree in teaching English as a second language, and has also participated in professional development opportunities relating to effective best practices in the field of ESL through the Indiana Department of Education in ESL education, as well as several webinars on the topic. Ms. Fratzke's expertise in ESL has made her a valuable resources for other ESL coordinators in The Excel Center system, with several ESL coordinators specifically noting Ms. Fratzke's willingness to share her knowledge of ESL best practices during their on-site interviews.

Ms. Fratzke is also very familiar with the Indiana Department of Education Office of English Language Learning & Migrant Education Guidelines to Satisfy Legal Requirements of Title VI of the Civil Rights Act of 1964. Ms. Fratzke employs effective ESL practices to ensure that The Excel Center at Decatur Blvd. is in compliance with these standards, including (but not limited to) providing students with the mandated language proficiency testing within 30 days, notification of parents of the results of these tests, and their student’s placement. Placement of ESL students is based on the grade level that is appropriate for their age rather than their language competency. Students are provided with both push-in and pull-out services and supports and services to help students with their socio-emotional adjustments as well (indicator a). She is well-versed in the READ 180 and System 44 programs currently being used to remediate ESL students at The Excel Center sites.

Ms. Fratzke also ensures that relationships with students, parents and external providers are well-managed and comply with the law (indicator b). As noted above, Ms. Fratzke provides services that comply with Indiana state law, as well as with the standards and best practices required by the Indiana Department of Education.

Michigan Street

4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	
Does not meet standard	The school is <u>not</u> fulfilling its legal obligations regarding ESL students, and requires substantial improvement in order to achieve conditions such as the following: a) appropriate staff have a clear understanding of current legislation research and effective practices relating to the provision of ESL services; b) relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Approaching standard	The school is not yet completely fulfilling all of its legal obligations regarding ESL students, and requires <i>some</i> (but not considerable) improvement to fully achieve conditions such as the following: a) appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; b) relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Meets standard	The school is fulfilling its legal obligations regarding ESL students, as indicated by conditions such as the following: a) appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; b) relationships with students, parents, and external providers that are well-managed and comply with law and regulation.

Mr. Kevin Wiley is the ESL coordinator for the Michigan Street Excel Center. Mr. Wiley is knowledgeable in current legislation regarding the education of ESL students, and is familiar with Indiana’s English Language Proficiency Standards. Mr. Wiley reported that he has participated in professional development opportunities relating to effective best practices in the field of ESL. Mr. Wiley has completed courses offered by the Indiana Department of Education in ESL education, as well as several webinars on the topic. He has also completed the professional development designed to enhance the use of READ 180 and System 44, both of which are being used to remediate ESL learners English language development (ELD) and academic knowledge.

Mr. Wiley is also very familiar with the Indiana Department of Education Office of English Language Learning & Migrant Education Guidelines to Satisfy Legal Requirements of Title VI of the Civil Rights Act of 1964. Mr. Wiley has employs effective ESL practices to ensure that The Excel Center at Michigan Street is in compliance with these standards, including (but not limited to) providing students with the mandated language proficiency testing within 30 days, notification of parents of the results of these tests, and their student’s placement. ESL students are placed in the grade level that is appropriate for their age rather than their language competency. Students are provided with both push-in and pull-out services and are provided supports and services to help students with their socio-emotional adjustments as well (indicator a).

Mr. Wiley also ensures that relationships with students, parents and external providers are well-managed and comply with the law (indicator b). As noted above, Mr. Wiley provides services that comply with Indiana state law, as well as with the standards and best practices required by the Indiana Department of Education.

LICENSING AND SERVICES AGREEMENT

THIS LICENSING AND SERVICES AGREEMENT (this "Agreement") is made and entered into as of January 20, 2016 (the "Effective Date") by and between GOODWILL EDUCATION INITIATIVES, INC., an Indiana non-profit corporation with its principal offices located at 1635 W. Michigan St., Indianapolis, IN 46222 ("Licensor"), and Goodwill Industries of Hawaii, Inc. a Hawaii non-profit corporation with its principal offices located at 2610 Kilihau Street, Honolulu, Hawaii 96819 ("Licensee") (each a "Party," and collectively, the "Parties").

RECITALS

WHEREAS, Licensee desires to use Licensor's Intellectual Property, Know How, and Services in connection with the Licensee's operation of a school to be located in Kapolei, Hawaii (the "School") pursuant to the terms of this Agreement; and

WHEREAS, Licensor is able and willing to provide said services as hereinafter set forth, pursuant to the terms of this Agreement;

NOW, THEREFORE, in consideration of the mutual covenants and understandings contained in this Agreement and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereby agree as follows:

1. DEFINITIONS.

i. "Confidential Information" means all information not generally known to the public, and not readily ascertainable through proper means by outsiders, including without limitation information constituting or comprising trade secrets and other Intellectual Property, private employee information, private student information, this Agreement, Licensed Content, Content Guidelines, or other information generally deemed to be of a private or personal nature in which the general public has no right of access under applicable state law. Confidential Information does not include information (i) previously known by the Licensee, any of its officers, directors, employees, agents or representatives or (ii) disclosed to Licensee by any third person not under a duty not to disclose such information.

ii. "Content Guidelines" shall mean the School's content guidelines attached hereto as Appendix B, as may be amended or modified from time to time by Licensor.

iii. "Data Sharing Agreement" shall mean the Data Sharing and Access to License Agreement between Licensee and Indiana Network of Independent Schools, LLC attached hereto as Appendix E, as may be amended or modified from time to time by written agreement of Licensee and Indiana Network of Independent Schools, LLC.

iv. "Intellectual Property" shall mean the following subsisting throughout the world: (a) Patents; (b) copyrights, designs, data and database rights and registrations and applications for registration thereof, including moral rights of authors; (c) inventions, invention disclosures, statutory invention registrations, trade secrets and confidential business information, Know-How, product processes, procedures and techniques, specifications, research and development information, formulae, financial,

marketing and business data, pricing and cost information, business and marketing plans and strategies and customer and supplier lists and information, whether patentable or nonpatentable, whether copyrightable or noncopyrightable and whether or not reduced to practice; and (e) other proprietary rights relating to any of the foregoing.

v. “Know-How” shall mean all proprietary knowledge, information, and expertise, whether or not covered by any patent, patent application or future patent application, copyright, trade secret, other industrial or Intellectual Property rights, or other operation of law, including without limitation ideas, concepts, inventions, discoveries, data, samples, designs, formulas, specifications, procedures, protocols, and testing.

vi. “Licensed Content” shall mean (i) any and all Intellectual Property or Know How that Licensor makes available to Licensee; and (ii) any associated metadata, Intellectual Property or other information specifically included or incorporated in the foregoing. Licensed Content shall include, without limitation, curriculum maps, lesson plans, and other materials that Licensor owns or has assignable rights to that are made available by Licensor to Licensee.

vii. “Licensing and Services Payment” shall mean the payment of compensation by Licensee for the Services and the Licensed Content pursuant to the schedule in Appendix C.

viii. “Patents” shall mean all patents, all filed or pending patent applications, patent disclosures, utility models, design registrations and certificates of invention and other governmental grants for the protection of inventions or industrial designs, including all related continuations, continuations-in-part, divisionals, reissues and reexaminations and foreign counterparts throughout the world.

ix. “Services” shall mean the services described on Appendix A.

x. “Technology Services” shall mean the Services related to the data warehouse and dashboards described in Section 4 of Appendix A.

xi. “Trademarks” means and includes all trademarks and service marks, trade names, trade dress, logos, symbols, proprietary indicia, Internet domain names, corporate names and doing business designations (and all translations, adaptations, derivations and combinations of the foregoing), whether registered, unregistered and/or under common law, and applications for registration of the foregoing, together with the goodwill associated therewith, throughout the world.

2. REPRESENTATIONS AND WARRANTIES.

i. Organization, Good Standing and Corporate Power. Licensor and Licensee hereby represent and warrant to each other that each is a corporation duly organized and validly existing and has all corporate power and authority required (a) to carry on its business as presently conducted and as presently proposed to be conducted and (b) to execute and perform its obligations under this Agreement.

ii. Compliance with Other Instruments and Laws. Licensor and Licensee hereby represent and warrant to each other that each is not in violation or default (a) of any judgment, order, writ or decree of any court or governmental entity, (b) under any agreement, instrument, contract, lease, note, indenture, mortgage or purchase order to which it is a party, or, (c) to its knowledge, of any provision of federal or state statute, rule or regulation materially applicable to it, including without limitation the Family Educational Rights and Privacy Act ("FERPA"), set forth in Title 20 U.S. Code Section 1232(g) and its regulation at Title 34 CFR Part 99 (as amended). Further the Parties each hereby represent and warrant that the execution and performance of this Agreement will not result in any such violation or default, or constitute, with or without the passage of time and giving of notice, either (i) a default under any such judgment, order, writ, decree, agreement, instrument, contract, lease, note, indenture, mortgage or purchase order or (ii) an event which results in the suspension, revocation, forfeiture, or nonrenewal of any material permit or license applicable to it.

iii. Necessary Support. Licensee hereby represents and warrants that it will seek the necessary financial and community support to implement the School's model and this Agreement and that it will seek the necessary permits, licenses, authorizations and governmental approval to operate the School pursuant to the terms of this Agreement.

3. LICENSE GRANT AND RESTRICTIONS.

i. As of the Effective Date, and subject to the terms and conditions of this Agreement, Licensor hereby grants to Licensee a non-transferable, non-sublicenseable and non-exclusive license to use, reproduce and display the Licensed Content solely in connection with the School. The Licensed Content shall only be used in compliance with the Content Guidelines. Licensor reserves the sole and exclusive right at its discretion to assert claims against third parties for infringement or misuse of its Intellectual Property. Licensor shall fund the costs of prosecuting such claims against third parties for infringement or misuse of its Intellectual Property, and Licensee shall provide reasonable assistance to and cooperate with Licensor in connection therewith as may be necessary. If Licensor elects to initiate any action or proceeding in connection with the Licensed Content, it may do so in its own name alone or may elect to join Licensee as a party. In the event that Licensor joins Licensee as a party, Licensee shall not object to such joinder, provided, however, Licensor shall indemnify and hold Licensee harmless from and against any and all costs, expenses (including reasonable attorneys' fees), and liabilities that Licensee may incur in connection with such action or proceeding.

ii. Licensee expressly agrees and acknowledges that Licensor retains any and all right, title and interest in all of Licensor's Intellectual Property and other rights, including but not limited to the Licensed Content and Licensor's Trademarks and all components thereof, and that Licensee shall never directly or indirectly contest this ownership or the validity of Licensor's Intellectual Property. Licensee shall, at Licensor's expense, assist and cooperate with Licensor to perfect, enforce or acquire Licensor's rights, titles and interests in Licensor's Intellectual Property, and shall, at Licensor's expense, use its best efforts to protect Licensor's Intellectual Property and to report promptly to Licensor any infringement of any of Licensor's Intellectual Property of which it has become aware. The license granted herein is not intended to be (and shall not be construed as) an assignment, and nothing herein confers on

Licensee any right, title or interest in the Licensed Content other than the limited rights of usage in accordance with this Agreement.

iii. In the event that (a) there is a claim or demand made against Licensor or Licensee with respect to any Licensed Content, or (b) there is a determination in any court of competent jurisdiction or by any other governing authority that Licensor lacks any necessary rights to Intellectual Property included in the Licensed Content, or (c) Licensor reasonably believes that it may be unable to obtain or maintain the right to use Intellectual Property included in the Licensed Content, or (d) Licensor reasonably believes that the use of Intellectual Property included in the Licensed Content could subject Licensor or Licensee to a claim for infringement or any other liability, Licensor may notify Licensee in writing that it is terminating or modifying Licensee's right to use the relevant Intellectual Property. In the event of such a notice of termination or modification, Licensee shall be permitted a reasonable period of time, not to exceed thirty (30) days, to comply with such notice. Within thirty (30) days after notification of the termination or modification of the Licensee's right to use any of the Licensed Content, Licensor shall either (a) replace the affected portion of the Licensed Content with new content; or (b) make an appropriate reduction in the Annual Fee. Licensee shall be solely responsible and liable for any claim, demand, penalty or damages arising from its continued use of any Intellectual Property after this period of time and shall indemnify and hold Licensor harmless from and against any and all costs, expenses (including reasonable attorneys' fees), and liabilities that Licensor might incur as a result of such continued use.

4. ASSIGNMENT OF DERIVATIVE WORKS. Licensee agrees to assign and hereby assigns to Licensor all Intellectual Property or other rights in any derivative works of, improvements in, or developments of the Licensed Content or other materials Licensor provides to Licensee. Licensee agrees to include work-for-hire and assignment provisions in all employee or independent contractor contracts, and, with regard to employees who do not have an employment contract, to place work-for-hire and assignment provisions in Licensee's employee handbook, requiring individuals with access to the Licensed Content or other materials provided by Licensor to assign all Intellectual Property or other rights in any derivative works of, improvements in, or developments of the Licensed Content to Licensor. Licensee and Licensor expressly agree that all derivative works, improvements and developments related to the Licensed Content or other materials Licensor provides to Licensee that are copyrightable subject matter will be "works made for hire" for the benefit of Licensor under applicable law. Licensee waives any moral or attribution rights in any derivative works of, improvements in, or developments of the Licensed Content or other materials Licensor provides to Licensee. Licensee waives and/or assigns to Licensor, subject to any right of any governmental entity, all Intellectual Property or other rights to non-student specific data, scores, assessments or other information developed, compiled, collected, transmitted, aggregated or created for the School or the Services described on Appendix A.

5. SERVICES. Licensee hereby engages Licensor on the terms and conditions hereinafter set forth to provide the Services to Licensee, and Licensor hereby agrees to provide the Services to Licensee. Licensee agrees and acknowledges that the Technology Services will be provided through Indiana Network of Independent Schools, LLC pursuant to and solely in compliance with the Data Sharing Agreement. Licensee

agrees that the foregoing appointment is exclusive and that it will obtain Licensor's written consent prior to engaging any person or entity in connection with any services that are materially similar in any fashion to the Services (which consent may be withheld in the Licensor's sole discretion). Licensee agrees that Licensor shall have a right of first refusal to perform Services for any subsequent schools that use any of Licensor's Intellectual Property, and shall provide Licensor with written notice of its intent to operate or manage any additional schools, including the locations, estimated enrollments, anticipated curricula and any other material features of the schools, at least 180 days prior to commencing such operation or management. Nothing in the foregoing shall be construed to limit Licensor from offering other services to Licensee, the School, or any other person or entity. Licensor agrees that during the term of this agreement and any subsequent or related agreements it will not license the Licensed Contents or provide the Services to any other entity operating in Licensee's Goodwill territory without written permission of Licensee. Furthermore, Licensor agrees that at no time will it license the Licensed Contents or provide the Services to any other entity operating in Licensee's Goodwill territory in violation of the Goodwill territory rules.

6. LICENSEE OBLIGATIONS.

i. **Payment.** Licensee shall be responsible for making the Licensing and Services Payment as described in Appendix C. If the Licensing and Services Payment is not paid in full within the timeframes established in Appendix C, without limiting Licensor's other remedies under this agreement or at law or in equity, Licensor reserves the right to add a late charge of 1% per month of the amount due, but not greater than permitted by law.

ii. **Operation and Minimum Requirements.** Licensee acknowledges that it will be required to provide, at its own expense all facilities, technology, staffing, and other materials and resources necessary for the formation and operation of the School except for the materials and resources being provided by Licensor under this Agreement. Licensee will establish, operate and manage the School according to high ethical standards and consistent with the Content Guidelines. Licensee agrees that the School will meet the Content Guidelines and the minimum operating requirements set forth in Appendix D to this Agreement.

iii. **Cooperation.** Licensee shall cooperate with Licensor to ensure the successful implementation of the Licensed Content. Licensee shall notify Licensor in writing prior to communicating with current employees or contractors of Licensor regarding potential employment, contracting, or any other business relationship. Licensee shall cooperate with Licensor in any transfer or use of Licensor's employees or contractors. Licensor shall notify Licensee in writing prior to communicating with current employees or contractors of Licensee regarding potential employment, contracting, or any other business relationship. Licensor shall cooperate with Licensee in any transfer or use of Licensee's employees or contractors.

iv. **Data Sharing Agreement.** Licensee and Indiana Network of Independent Schools, LLC shall execute the Data Sharing Agreement as of the Effective Date. Licensee shall comply with the provisions of the Data Sharing Agreement throughout the term of this Agreement.

v. Data Collection. Licensee shall facilitate the collection of performance information, records, statistics, reports and other data for use in evaluating the effectiveness of the School, supporting grant applications and other financing, and conducting research and academic work. Licensee shall take all steps necessary to comply with applicable privacy, intellectual property and other laws and regulations, including without limitation FERPA, in the collection of any and all performance information, records, statistics, reports and other data and any transmission thereof, including without limitation transmission to Indiana Network of Independent Schools, LLC pursuant to the Data Sharing Agreement. Licensee hereby represents, warrants and covenants that its transmission and use of such performance information, records, statistics, reports and other data outside the scope of the Data Sharing Agreement will not violate any Intellectual Property rights or privacy requirements, including without limitation FERPA. Licensee agrees to indemnify and hold Licensor harmless with respect to any liability arising out of the use of such performance information, records, statistics, reports and other data.

vi. Provision of Materials. Licensee shall provide educational materials it develops related to the Licensed Content to Licensor. Licensee shall take all steps necessary to comply with applicable privacy, intellectual property and other laws and regulations in the creation and provision of such materials to Licensor and hereby represents, warrants and covenants that such data will not violate any Intellectual Property rights or privacy requirements. Licensee agrees to indemnify and hold Licensor harmless with respect to any liability arising out of the use of such materials.

7. TERM AND TERMINATION.

i. This Agreement shall be effective as of the Effective Date, continue for an initial term of five years, and automatically renew for additional one-year terms annually thereafter unless notice of non-renewal is provided by one Party to the other Party, no later than 90 days prior to the then current initial or renewal term, and subject to the termination provisions set forth herein.

ii. Licensor may terminate this Agreement following its initial five-year term by notifying Licensee in a written notice of non-renewal no later than 90 days prior to the expiration of the initial five year term or any subsequent one-year term. Licensor may terminate this Agreement, including any license granted by Licensor herein, or any rights granted by Licensor with respect to any Licensed Content, at any time in the event of any of the following with respect to which Licensor believes Licensee has not taken adequate steps to cure following 30 days written notice from Licensor: (a) a breach by Licensee of this Agreement, (b) breach of a term or restriction applicable to the Licensed Content or to this Agreement, (c) if Licensee fails to obtain or maintain a sufficient comprehensive general liability insurance policy as defined by Hawaii State Public Charter School Commission, (d) if Licensee ceases to use the Licensed Content, or (e) if Licensee fails to maintain its tax exempt status under Internal Revenue Code 501(c)(3). Licensee may terminate this Agreement at any time in the event of a breach by Licensor of this Agreement with respect to which Licensee believes Licensor has not taken adequate steps to cure following 30 days written notice from Licensee. Notwithstanding the foregoing, Licensor may immediately terminate this Agreement, including any license granted herein or rights granted by Licensor with respect to any Licensed Content, if Licensee (a) files a petition in bankruptcy or is adjudicated as bankrupt or insolvent, or if a receiver is appointed for

Licensee or for Licensee's business; (b) discontinues its operations, (c) loses its charter.

iii. Licensee may terminate this Agreement following its initial five-year term by notifying Licensor in a written notice of non-renewal no later than 90 days prior to the expiration of any subsequent one-year term.

iv. Upon termination of this Agreement, the license granted hereunder shall terminate immediately and Licensee shall, except as otherwise required by law, within 10 days permanently remove and destroy or otherwise make unavailable for future use all such Licensed Content and return to Licensor any property, including Intellectual Property, belonging to Licensor. No termination of this Agreement shall affect any accrued rights or obligations of either Party as of the effective date of such termination, nor shall it affect any rights or obligations of either Party that are intended by their nature to survive any such termination. In the event the Agreement is terminated by Licensor and Licensee continues to operate the School, the Parties shall negotiate in good faith for an agreement to cover a transition period that will allow Licensee a reasonable opportunity to replace the Licensed Content with content that does not infringe Licensor's rights with respect to the Licensed Content.

8. **SURVIVAL BEYOND TERMINATION.** Notwithstanding any expiration or termination of this Agreement, Licensee shall never directly or indirectly contest this ownership or the validity of Licensor's Intellectual Property and will continue to honor the Confidentiality (Section 12) provisions of this Agreement. For avoidance of doubt, the assignments and waivers in Section 4 of this Agreement are irrevocable and shall not be affected by any expiration or termination of this Agreement.
9. **AUTHORITY TO SUBCONTRACT.** Licensor may subcontract any function or service it is obligated to provide hereunder, provided, however, that no such subcontract shall relieve or discharge Licensor from any obligation or liability under this Agreement.
10. **AUTHORITY OF THE LICENSEE'S BOARD OF DIRECTORS.** Licensee and Licensor agree that no provision of this Agreement shall be construed to interfere with the duty of Licensee's Board of Directors (the "Board") to exercise its statutory, contractual, and fiduciary responsibilities in governing Licensee and overseeing the activities of Licensor conducted pursuant to this Agreement.
11. **INDEPENDENT CONTRACTOR.** The Parties hereto are independent contractors, and nothing in this Agreement shall be construed as creating an agency, partnership, joint venture or any other form of legal association between the Parties.
12. **CONFIDENTIALITY.** This Agreement creates a relationship of confidence and trust between the Parties with respect to any Confidential Information, as defined in this Agreement, which either Party learns in connection with this Agreement. Each Party hereby covenants and agrees that, except as expressly permitted by this Agreement or as required by law or the request of a government official, it will not at any time: (i) use Confidential Information of the other Party except as reasonably required to comply with the terms of this Agreement; or (ii) disclose Confidential Information of the other Party to any third party, without the prior written authorization of the other Party. Furthermore, without limiting the foregoing, each Party will at all times protect the other Party's Confidential Information with the same degree of care, but no less

than a reasonable degree of care, as it treats or protects its own confidential information of a like nature. If either Party becomes legally required to disclose the other Party's Confidential Information, or any part thereof, then that Party will give the other Party prompt notice of such requirement, cooperate with the other Party to the extent reasonable in taking legally available steps to narrow such required disclosure and disclose only that portion of the Confidential Information necessary to ensure compliance with such legal requirement. In the event of any breach or threatened breach of this provision, each Party will be entitled to seek an injunction restraining the other Party from using or disclosing such Confidential Information in addition to any other remedy, at law or equity that may be available to the affected party. Unless specifically identified for use and distribution outside of the School, all Licensed Content are deemed to be the Confidential Information of Licensor.

13. **LIMITATION OF LIABILITY.** In no event will Licensor's liability to Licensee arising out of or related to this Agreement or the license or the Services provided hereunder, whether based on an action or claim in contract or tort or otherwise, including negligence, strict liability, or warranty, exceed the compensation Licensor receives for the license or the Services provided under this Agreement during the most-recent 12-month period. In no event will Licensor be liable to Licensee for any indirect, incidental, special or consequential damages (including, without limitation, any damages arising from loss of use or lost business, revenue, profits, data or goodwill) arising out of or related to this Agreement or the license or the Services provided hereunder even if advised of the possibility of such damages.

LICENSOR REPRESENTS AND WARRANTS THAT THE SERVICES WILL BE PERFORMED IN A WORKMANLIKE MANNER AND THAT THE CURRICULUM MEETS THE REQUIREMENTS OF APPLICABLE LAW. EXCEPT AS EXPRESSLY PROVIDED FOR IN THIS SECTION, LICENSOR DOES NOT MAKE ANY WARRANTY, EXPRESSED OR IMPLIED, WITH RESPECT TO THE SERVICES OR ANY GOODS PROVIDED UNDER THIS AGREEMENT, INCLUDING, WITHOUT LIMITATION, ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, OR TITLE, ALL OF WHICH ARE EXPRESSLY DISCLAIMED.

THE LICENSED CONTENT IS PROVIDED "AS IS" WITHOUT WARRANTY OF ANY KIND, AND LICENSOR DISCLAIMS ANY REPRESENTATIONS OR WARRANTIES, WHETHER EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, WITH RESPECT TO THE LICENSED CONTENT, INCLUDING, WITHOUT LIMITATION, ANY WARRANTY OF MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE.

14. **INDEMNIFICATION.** Notwithstanding the Limitation of Liability above, Licensor agrees to fully indemnify, defend and hold harmless Licensee and its affiliates, employees, agents and their respective successors and assigns from and against any and all losses, claims, assessments, demands, damages, liabilities, obligations, costs and expenses arising from third party claims (including such claims arising under any federal, state or other statutes, regulations, ordinances, or common law, together with reasonable attorneys' fees and costs) (collectively "Losses"), arising from or in connection with (i) breach of this Agreement by Licensor; and/or (ii) violation of any law or third party right by Licensor, including the Licensed Content's infringement of the Intellectual Property rights and/or any other right of any third party. Licensee

agrees to fully indemnify, defend and hold harmless Licensor and its affiliates, employees, agents and their respective successors and assigns from and against any and all Losses arising from or in connection with (i) breach of this Agreement or the license by Licensee; and/or (ii) infringement of the Intellectual Property rights of third parties by Licensee other than through use of the Licensed Content.

15. **GOVERNING LAW.** This Agreement shall be governed by and construed in accordance with the laws of the State of Indiana, without regard to Indiana conflict of laws principles.
16. **SEVERABILITY.** Should any provision of this Agreement prove to be invalid, void or illegal, it shall in no way affect, impair or invalidate any other provision hereof and such other provision shall remain in full force and effect.
17. **MODIFICATION OR AMENDMENT.** No amendment, change, or modification to this Agreement shall be valid unless it is in writing and signed by both Parties.
18. **ASSIGNMENT.** No Party may assign its rights or obligations under this Agreement (whether by operation of law or otherwise) without the prior written consent of the other Party, which consent shall not be unreasonably withheld, provided however, that Licensor may assign this Agreement and its rights and obligations hereunder to any successor to its business by merger or consolidation or to any person or entity acquiring substantially all of Licensor's assets.
19. **MERGER AND INTEGRATION.** This Agreement and exhibits attached hereto are the final understanding between the Parties and supersede all other agreements, negotiations and understandings, oral or written, between the Parties involved.
20. **MULTIPLE COUNTERPARTS.** This Agreement may be executed in several counterparts, all of which taken together shall constitute one single Agreement between the Parties.

(signature page to follow)

IN WITNESS WHEREOF, Licensee and Licensor have caused this Agreement to be executed as of the day and year first above written.

FOR LICENSOR



Signature



Signature

Scott Bess
President

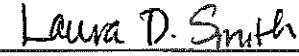


Date

FOR LICENSEE



Signature



Signature

Laura Smith
President/CEO



Date

APPENDIX A: SERVICES

Services include Licensor's monitoring of the implementation of the Licensed Content through the School's educational programs, Head of School and staff, as well as a reasonable amount of assistance in connection with the administration of the School's business affairs, including the following. In all of the Services, Licensor will be not just consulting with Licensee, but will be actively working the process with Licensee.

1. Charter Application Assistance

- Assistance in preparing academic and curricular sections of application for Charter, including providing materials describing the framework of School, operational principles, design elements, and curriculum
- Assistance and counsel in preparing operational sections of application for Charter
- Assistance and counsel regarding budget priorities, budget development, and preparation of financial sections of application for Charter
- Participation in conference calls with stakeholders, as needed, regarding charter application writing and submission
- Presence at Evaluation Team interview with Hawaii State Public Charter School Commission
- Assistance in preparing written responses to any Request for Clarification from Hawaii State Public Charter School Commission
- Assistance in preparing written responses to Recommendation Report from Hawaii State Public Charter School Commission

2. Pre-Opening Assistance

- Provision of school design and staffing model
- Consultation of staff hiring process and assistance with staff interviews
- Provision of curriculum maps and lesson plans based on The Excel Center model
- Curriculum development, as needed
- Development of tool to assist with scheduling students for classes
- Consultation regarding curriculum and technology purchasing
- One week of on-site professional development, on-boarding of school staff, and school leader training
- Hosted lead teacher and lead coach training
- Hosted training of student orientation process
- Option to attend The Excel Center annual conference with leadership and staff from other schools
- Consultation with Licensee to ensure that Licensee identifies and accomplishes all pre-opening tasks required by the Hawaii State Public Charter School Commission

3. Ongoing Support

- Ongoing support for School leadership on planning, teacher development, board development, and technology development and individually for each teacher on Excel Center practices and system
- Option to attend The Excel Center annual conference with leadership and staff from other schools
- Peer mentoring for School Director
- Provision of additional curriculum maps and lesson plans based on The Excel Center model
- Limited support and training on The Excel Center systems
-
- One week of on-site professional development and/or technical assistance, as needed

4. **Technology Services Provided Pursuant to Data Sharing Agreement**

- Access and connections to and usage of Licensor's data warehouse to accurately assess current performance and assist in future planning (one login per educator and administrator)
- Access to and usage of dashboard reports to track performance based on data uploaded to the Licensor's data warehouse through School's interoperable information technology
- Access to and usage of curriculum resources and lesson plans based on the Excel Center model
- Access to and usage of additional classroom materials and resources for teachers and administrators based on the Excel Center model

APPENDIX B: CONTENT GUIDELINES

Use of the Licensed Content under this Agreement shall comply with the following guidelines and quality control provisions (as modified from time to time by Licensor in its sole discretion):

1. All use of the Licensed Content licensed under this Agreement shall inure solely to the benefit of, and on behalf of, Licensor and Licensee during the term of this Agreement.
2. Licensee shall not use or apply to register any Intellectual Property that incorporates, includes, is a derivative of, or would tend to dilute any Licensor Intellectual Property without the prior written approval of Licensor. Licensee shall not apply for registration of any Licensor Trademark or for any Trademark or other designation that Licensor believes, in good faith, to be confusingly similar to or to dilute the distinctiveness of any Licensor Trademark, including without limitation, "EXCEL CENTER."
3. Licensee shall not transfer, sublicense or permit any third party the right to use any of the Licensed Content, in whole or in part, without the prior written approval of the Licensor.
4. Licensee shall comply with, and be committed to, Licensor's standards and minimum operating requirements as defined in Appendix D.
5. Licensee agrees that the nature and quality of all educational activities undertaken at the School and in connection with the Licensed Content shall conform to the standards set by Licensor. Licensee agrees that these standards may include performance requirements related to enrollment, retention, credit attainment, state assessment performance, graduation, college and career readiness, school accountability, and other school-specific factors. Licensee agrees that Licensor may require quality control tests and standards of financial viability, and shall have the sole right to determine in its reasonable discretion whether the Licensee's use of the Licensed Content is satisfactory.
6. Licensee shall comply with all applicable laws relating to the implementation, performance, production, promotion or distribution of any products or services related to the School.
7. Licensee shall comply will all applicable laws relating to the privacy of its students' and teachers' data and information, including without limitation FERPA.
8. Licensor or its authorized representatives shall have the right, at any time and from time to time, to visit and inspect the School, and Licensee shall allow Licensor or its authorized representatives to review and observe Licensee's programs, budgets, procedures, operations and all educational activities undertaken at the School and in connection with the Licensed Content.
9. Licensee shall participate in and cooperate with a multi-day formal school evaluation conducted from time to time by a team designated by Licensor. This evaluation team

will assess the quality of Licensee's academic program and its compliance with Licensor's standards and philosophy of education as set forth in the Licensed Content.

10. Licensee shall maintain complete records of its activities and allow Licensor or its designee to review and inspect such records to confirm Licensee's compliance with this Agreement.
11. Licensee shall collect and maintain data on the academic achievement level of its students sufficient to allow Licensor to evaluate the progress of these students and the effectiveness of the Licensee's educational activities, including maintaining an accurate and up-to-date record of student and teacher performance with information technology interoperable with and mapped to Licensor's data warehouse. Said data shall include, but not be limited to, enrollment data, retention data, data on student credit attainment, graduation rates, college and career readiness data, appropriate and timely longitudinal data on the academic achievement level of its students using state-mandated criterion-referenced tests, commercially available standardized tests, and/or other similar assessment tools requested by Licensor, and state school accountability information. Licensee shall promptly record such data and test results in its systems and provide any and all of the above-referenced data and test results to Licensor upon availability and Licensor's request.
12. Licensee shall record, respond to and resolve any unsatisfactory reviews from the School's charter authorizer, and shall provide Licensor, upon request, with full information and access to documents relating to any such reviews.
13. Licensee shall record, respond to and resolve any complaints by students, teachers, or their representatives regarding all educational activities undertaken at the School and in connection with the Licensed Content, and shall provide Licensor, upon request, with full information and access to documents relating to any such complaints that are, or have been, subject to review by Licensee.
14. Licensee shall submit reasonable and necessary additional information related to all educational activities undertaken at the School and in connection with the Licensed Content to Licensor at its request, unless otherwise prohibited by law.
15. Licensee must promptly seek approval from Licensor for any proposed material change in its programs or educational activities, its use of the Licensed Content, or of any change in its governance.
16. Licensee shall promptly implement and follow school-improvement recommendations from Licensor.

If Licensor determines, in its reasonable discretion, that Licensee has failed to comply with any of the above provisions, Licensor may notify Licensee and require it to take corrective and/or remedial action. Such notice and requirement may include any action that Licensor deems reasonably necessary for Licensee to comply with the provisions of this Agreement, including but not limited to alterations or additions to all educational activities undertaken at the School and in connection with the Licensed Content, including the School's leadership and management structure. With respect to a determination by Licensor that Licensee does not comply with the provisions of this Agreement, Licensor will provide school-improvement

recommendations and consultation, including performance goals to be met in the next school term. Upon a subsequent determination by Licensor that Licensee has not taken adequate steps to implement corrective action within two school terms, Licensor may recommend new School leadership or other structural changes to the School. Upon a determination by Licensor that Licensee has not taken adequate steps to implement corrective action within four school terms, Licensor may unilaterally terminate this Agreement.

APPENDIX C: PAYMENT SCHEDULE

Licensee shall pay Licensor Start-up Fees to assist in school opening and Annual Fees for each school year beginning in year 1 during the term of this Agreement as set forth below.

Start-up Fees: A total of \$50,000.

- \$25,000 will be payable within 30 days of the Effective Date of this Agreement
- \$25,000 will be payable within 30 days of the date the School is chartered.

Annual Fees: Beginning Year 1 of school operation, Licensee will pay an annual fee of \$250 per student, with a minimum fee of \$25,000 and a maximum fee of \$50,000. Licensee shall pay the then current Annual Fee pursuant to the terms of an invoice sent to Licensee by Licensor no later than July 1 of the then current year; invoices of July 1 through December 1 shall be calculated using the base Annual Fee of \$25,000 equating to monthly installments of \$2,083. A student count shall be performed on October 1 of each year beginning in Year 1. As a result of the October 1 count, the Annual Fee may be adjusted upward thereby increasing the monthly installments of the Annual Fee starting with the January 1 invoice, provided, however, that any such adjustment shall not result in the Annual Fee being greater than \$50,000 during the initial Term of this Agreement. In addition, Licensee shall hold in reserve and commit to expend up to \$6,000 for travel-related expenses incurred during Year 1 by either Licensor or Licensee to facilitate fulfillment of the charter and the obligations herein.

If additional services beyond the scope of those listed in Appendix A are requested by Licensee, Licensor, with the prior approval of Licensee, will provide such services at an hourly rate of \$75, plus documented expenses.

To the extent additional travel-related expenses are necessary for the fulfillment of the charter or this Agreement, Licensor and Licensee shall negotiate the allocation of such expenses among the parties.

APPENDIX D: MINIMUM OPERATING REQUIREMENTS

In addition to the requirements, representation and warranties contained in the Agreement, Licensee commits to meet the following minimum requirements for implementing the School.

1. Facilities and Governance

- School facilities are physically separate from other schools, even if they share a single building. The school facilities must support the unique needs of the School's students.
- The school has classroom space for face-to-face instruction.
- School has fully functioning information technology capable of stably interfacing with Licensor's systems.
- School has an identified information technology point of contact responsible for implementing the Technology Services and support the School.
- School must operate a financial and accounting system that meets all requirements of the Hawaii State Public Charter School Commission and the requirements of other regulatory entities to which the School is subject.
- Licensee will operate School in a manner that conforms with its requirements of its charter agreement with the Hawaii State Public Charter School Commission, pursuant to Section 2(ii) of this Agreement.
- Licensee will adopt the staffing plan for the School provided by Licensor.
- Licensor will assign a National Director to serve as Licensor's key point of contact with Licensee throughout the Term of this Agreement; Licensee agrees to promote and ensure a consistent stream of open communication between the Parties regarding all School matters, including but not limited to the use of the Licensed Content.
- Licensor and Licensee will work together to identify, screen, interview and hire the staff of the School before it opens, and will continue to work together on the implementation of the staffing model required for the School and ongoing staffing needs of the School during the Term of this Agreement.

2. Instruction

- Licensee shall, at its expense, ensure that the School Director attend four (4) consecutive weeks of orientation provided by Licensor in Indianapolis, Indiana, prior to the opening of the School.
- The staffing model developed by Licensor and adopted by Licensee will include the positions of Lead Teacher and Lead Coach; both the selected Lead Teacher and Lead Coach shall attend two (2) consecutive weeks of orientation provided by Licensor in Indianapolis, Indiana, prior to the opening of the School. All expenses of such orientation shall be borne by Licensee.
- All courses will comply with the Content Guidelines.
- All courses will be taught by appropriately licensed teachers whose dedication, skill and subject matter knowledge conform to the expectations of applicable law and the terms of the charter agreement.
- School will have a full-time school leader with staffing authority.
- School management will conduct regular data reviews to evaluate student performance, program effectiveness, and comparisons with Licensor's.

- School management will rigorously evaluate staff and provide structured feedback to improve the staff's performance, including measures of student learning.
- School will have sufficient teachers and coaches for face-to-face student instruction, maintaining a student:teacher full-time employee ratio of no less than 40:1 and a student:staff full-time employee ratio of no less than 15:1.
- School will have a coaching program to identify student barriers and keep students engaged.
- School will provide time, facilities and staff necessary for weekly one-on-one meetings between students and staff.
- School will have a career and college transition center with staff sufficient to support students in career pathways, postsecondary education, and credentialing opportunities.
- School will provide a multi-day orientation for new students to learn about the School, its culture and its expectations.

APPENDIX E: DATA ACCESS AGREEMENT



DATA SHARING AND ACCESS TO LICENSE AGREEMENT

This Data Sharing and Access to License Agreement (“Agreement”) is entered into between Indiana Network of Independent Schools, LLC (“INISchools”) and the school operated by Goodwill Industries of Hawaii, Inc. located in Kapolei, Hawaii (“School”). INISchools and School may hereinafter be referred to as the “Parties.”

RECITALS

WHEREAS, Licensee has entered into a Licensing and Services Agreement with Goodwill Education Initiatives, Inc. (“GEI”), the purpose of which is to set forth terms and conditions upon which GEI will assist Licensee with Licensee’s operation of the School, with its administration of instruction; INISchools operates under GEI’s nonprofit designation and provides services to schools such as School.

WHEREAS, the Parties wish to establish a relationship to increase the ability of School to analyze and interpret data to improve School’s educational performance.

WHEREAS, the Family Educational Rights and Privacy Act (“FERPA”), set forth in Title 20 U.S. Code Section 1232(g) and its regulation at Title 34 CFR Part 99 (as amended in 2012), generally prohibits the disclosure of personally identifiable information without consent, subject to certain exceptions;

WHEREAS, the purpose of this Agreement is to share information between the Parties so that the Parties may conduct an evaluation of the State supported education program in a manner consistent with FERPA;

WHEREAS, the nature of School’s request and research may include personally identifiable information of individual students;

WHEREAS, School is an “educational agency or institution” as contemplated by 34 CFR §99.31 34 CFR §99.31(a)(6);

WHEREAS, 34 CFR §99.31(a)(6)(i) permits educational agencies or institutions to distribute personally identifiable information to authorized representatives of organizations conducting studies for, or on behalf of, educational agencies or institutions;

WHEREAS, 34 CFR §99.31(a)(6)(v) provides that the term “organization” includes, but is not limited to, Federal, State, and local agencies, and independent organizations;

WHEREAS, INIschools is an “organization,” as defined and contemplated by 34 CFR §99.31(a)(6)(v), for the purposes of this study and this Agreement;

WHEREAS, 34 CFR §99.31(a)(6)(iii)(A) requires information to be provided in a format that does not permit personal identification of parents or students by individuals other than employees, officers, or agents of the Parties;

WHEREAS, 34 CFR §99.31(a)(6)(iii)(B) provides that, if any Party that is allowed access to personally identifiable information does not destroy information pursuant to the terms of this Agreement, when no longer needed for the purposes for which the study was conducted, then that Party may be prohibited from access to future personally identifiable information from educational records for at least five (5) years, pursuant to 34 CFR §99.67(c);

WHEREAS, 34 CFR §99.31(a)(6)(iii)(C) requires that School enter into a written agreement with the organization that (1) specifies the purpose, scope, and duration of the study; (2) requires the organization to use the information provided only for the purposes specified in the written agreement; (3) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization; and (4) requires the organization to destroy the information provided pursuant to 34 CFR §99.31(a)(6)(iii)(B);

WHEREAS, School agrees to make information available to INIschools in the following format: file format transfer from School’s school information system;

WHEREAS, School seeks to provide INIschools with such data for the purposes of research and evaluation of student attainment and improving School’s educational instruction;

WHEREAS, The data provided to INIschools and any personally identifiable information contained therein and listed below, may hereinafter be referred to as the “data.” The data requested by INIschools and provided by School is as follows:

All data residing in School’s school information system.

WHEREAS, INIschools has entered into a licensing arrangement with Tableau for software to be employed in analyzing the data disclosed to INIschools and, as a condition of said licensing arrangement, must impose upon School terms and conditions of usage that are at least as restrictive as those terms and conditions as those imposed upon INIschools by Tableau.

NOW THEREFORE, in consideration of the foregoing premises, the mutual agreements herein contained, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

I. TERM OF AGREEMENT

This Agreement shall take effect upon signature by the authorized representatives of the Parties, and shall remain in effect for the duration of the Licensing and Services Agreement.

II. RESPONSIBILITIES OF INISCHOOLS

1. INIschools agrees to use the data provided by School to conduct ongoing research to prepare analyses, reports and other information to assist School in improving educational instruction to the students it serves.
2. INIschools shall not commence any additional research or change the scope of research unless authorized in writing by School.
3. Pursuant to and only for the purposes asserted in this Agreement, INIschools agrees not to disclose or redisclose any personally identifiable information obtained, including de-identified information, in a manner that could identify, or reasonably lead to the identification of, an individual student, to any other individual, institution, organization, government, or entity, without the prior written consent of School. This includes data that may not have been provided in a personally identifiable format, but would still permit public identification of students due to small cell sizes (i.e., subgroups of 10 or fewer students). Such information and data elements may only be used in the aggregate or other manner consistent with generally accepted statistical principles that does not permit identification of students.
4. INIschools agrees to establish and maintain secure procedures, networks, and systems to ensure that all data obtained, processed, and/or transmitted under the terms of this Agreement, is stored in a secure facility that prevents further disclosure of data, including the interception, diversion, duplication, or other unauthorized access. Transmission of data must be by secure electronic systems and/or networks. INIschools agrees to establish and maintain secure procedures to ensure that access to the data is restricted to authorized INIschools personnel only.
5. INIschools agrees to maintain an appropriate firewall between all data obtained pursuant to this Agreement and all other data files that INIschools possesses.
6. School may seek to review or seek written assurances from INIschools, and INIschools agrees to permit School access to review or to provide written assurances regarding the use of data transmitted under this Agreement. The purpose of this provision is to ensure that appropriate policies and procedures are in place to protect the data.
7. INIschools shall promptly, that is, within one (1) business day of learning, report to School any incidents in detail of any personally identifiable information received from School whose confidentiality was breached, released, or is believed to have been breached or released.
8. Pursuant to 34 CFR §99.31(6)(iii)(B), INIschools agrees to destroy all data, including de-identified information, received pursuant to this Agreement when it is no longer needed for the purpose for which it was obtained.
9. INIschools acknowledges that it may be required to submit to an audit of research and related access to records at their respective offices at all reasonable times during this Agreement and for one (1) year after the termination date.

10. INIschools agrees to provide School the following, thirty (30) days before publication: an abstract of conclusions and findings, a complete copy of publication(s), a summary of the data used, and the manner in which the data was used during research.
11. INIschools is required to designate a key person(s) responsible for the administration of this project. If the key person(s) leaves employment during the term of this Agreement, INIschools will provide a written statement as to the basis for this change, an alternative key person(s), and their qualifications for continuing the originally stated purpose.

Nothing in this section shall be construed to prevent INIschools from using the services of others to perform tasks under this Agreement. INIschools shall, at all times, remain responsible for the performance of all necessary tasks, whether performed by a key person(s) or others.

Key person(s) to this Agreement is/are: **Jeffrey M. Lozer**

III. TERMS OF ACCESS TO LICENSES

1. Subject to the restrictions herein, INIschools grants to School and School accepts a nonassignable, nontransferable, nonsublicensable and nonexclusive right to access one of its Tableau licenses. The following restrictions apply to such usage and the defined terms referenced herein may be found on the Tableau website at <http://mkt.tableausoftware.com/files/eula.pdf>.
2. School shall not (and shall not allow any third party to): (a) decompile, disassemble, or otherwise reverse engineer the Tableau Software or Media Elements or attempt to reconstruct or discover any source code, underlying ideas, algorithms, file formats or programming interfaces of the Software or Media Elements by any means whatsoever (except and only to the extent that applicable law prohibits or restricts reverse engineering restrictions); (b) distribute, sell, sublicense, rent, lease or use the Software, Media Elements or Sample Code (or any portion thereof) for time sharing, hosting, service provider or like purposes, except as expressly permitted under this Agreement; (c) remove any product identification, proprietary, copyright or other notices contained in the Software, Media Elements or Sample Code; (d) modify any part of the Software, Media Elements or Sample Code, create a derivative work of any part of the Software, Media Elements, or Sample Code, or incorporate the Software, Media Elements or Sample Code into or with other software, except to the extent expressly authorized in writing by Tableau; (e) publicly disseminate performance information or analysis (including, without limitation, benchmarks) from any source relating to the Software, Media Elements or Sample Code; (f) utilize any equipment, device, software, or other means designed to circumvent or remove any form of Product Key or copy protection used by Tableau in connection with the Software, or use the Software together with any authorization code, Product Key, serial number, or other copy protection device not supplied by Tableau or through an Authorized Partner; (g) use the Software to develop a product which is competitive with any Tableau product offerings; (h) use the Software to develop a product that converts any Tableau file format to an alternative report file format used by any

general-purpose report writing, data analysis or report delivery product that is not the property of Tableau; or (i) use unauthorized Product Keys or keycode(s) or distribute or publish keycode(s) except as may be expressly permitted by Tableau in writing.

3. Notwithstanding anything to the contrary contained herein, except for the limited access to license rights expressly provided herein, Tableau and its suppliers have and will retain all rights, title and interest (including, without limitation, all patent, copyright, trademark, trade secret and other intellectual property rights) in and to the Software, Sample Code, Media Elements, and all copies, modifications and derivative works thereof.
4. INIschools PROVIDES NO WARRANTY TO THE SOFTWARE THAT School WILL ACCESS. NEITHER INIschools NOR TABLEAU SHALL BE LIABLE FOR ANY LOSS OF USE, LOST DATA, FAILURE OF SECURITY MECHANISMS, INTERRUPTION OF BUSINESS, OR ANY INDIRECT, SPECIAL, INCIDENTAL, OR CONSEQUENTIAL DAMAGES OF ANY KIND (INCLUDING LOST PROFITS OR COSTS OF COVER), REGARDLESS OF THE FORM OF ACTION, WHETHER IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY OR OTHERWISE, EVEN IF INFORMED OF THE POSSIBILITY OF SUCH DAMAGES IN ADVANCE.

IV. OWNERSHIP OF DOCUMENTS AND MATERIALS

School retains ownership of data throughout the term of this Agreement. Under no circumstance shall INIschools become owners, proprietors, or custodians of any personally identifiable information provided by School. School represents that it has full right and title to the student information residing on its school information system and that it is solely responsible for the accuracy of the data it enters into its school information system and its other systems which may be accessed by INIschools under the terms of this Agreement. School acknowledges that INIschools may use and aggregate data of School to provide benchmarking analyses to other INIschools clients with the understanding that INIschools will not identify School or that such data is that of School.

INIschools retains all right title and interest in the methods it employs to extract, convert and map data from School's student information system to the INIschools data warehouse and to the INIschools data warehouse and all configurations thereof. INIschools hereby grants to School the right to retrieve its data from the INIschools data warehouse during the term of this Agreement. The right shall be nonassignable, nontransferable and nonsublicensable without INIschools permission, which permission shall not be unreasonably withheld. Notwithstanding anything herein to the contrary, INIschools asserts no right or title to the School's data, which shall remain the property of the School and shall at any time upon the written request of the School be purged from the INIschools data warehouse.

V. NOTICE TO PARTIES

Whenever any notice, statement or other communication is required under this Agreement, it shall be sent to the following addresses, unless otherwise specifically advised.

A. Notices to School shall be sent to:
2610 Kilihau Street
Honolulu, HI 96819

B. Notices to INIschools shall be sent to: Jeffrey M. Lozer
1635 W. Michigan Street
Indianapolis, IN 46222

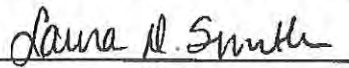
IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed on the year and date indicated, with the effective date being the date of the most recent signature.

Indiana Network of Independent Schools, LLC

By: 
Jeffrey M. Lozer

Date: _____, 2016

Goodwill Industries of Hawaii, Inc.

By: 

Laura Smith, President/CEO

Date: 1/20/14

LICENSING AND SERVICES AGREEMENT

THIS LICENSING AND SERVICES AGREEMENT (this "Agreement") is made and entered into as of January 20, 2016 (the "Effective Date") by and between GOODWILL EDUCATION INITIATIVES, INC., an Indiana non-profit corporation with its principal offices located at 1635 W. Michigan St., Indianapolis, IN 46222 ("Licensor"), and Goodwill Industries of Hawaii, Inc. a Hawaii non-profit corporation with its principal offices located at 2610 Kili Hau Street, Honolulu, Hawaii 96819 ("Licensee") (each a "Party," and collectively, the "Parties").

RECITALS

WHEREAS, Licensee desires to use Licensor's Intellectual Property, Know How, and Services in connection with the Licensee's operation of a school to be located in Kapolei, Hawaii (the "School") pursuant to the terms of this Agreement; and

WHEREAS, Licensor is able and willing to provide said services as hereinafter set forth, pursuant to the terms of this Agreement;

NOW, THEREFORE, in consideration of the mutual covenants and understandings contained in this Agreement and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereby agree as follows:

1. DEFINITIONS.

i. "Confidential Information" means all information not generally known to the public, and not readily ascertainable through proper means by outsiders, including without limitation information constituting or comprising trade secrets and other Intellectual Property, private employee information, private student information, this Agreement, Licensed Content, Content Guidelines, or other information generally deemed to be of a private or personal nature in which the general public has no right of access under applicable state law. Confidential Information does not include information (i) previously known by the Licensee, any of its officers, directors, employees, agents or representatives or (ii) disclosed to Licensee by any third person not under a duty not to disclose such information.

ii. "Content Guidelines" shall mean the School's content guidelines attached hereto as Appendix B, as may be amended or modified from time to time by Licensor.

iii. "Data Sharing Agreement" shall mean the Data Sharing and Access to License Agreement between Licensee and Indiana Network of Independent Schools, LLC attached hereto as Appendix E, as may be amended or modified from time to time by written agreement of Licensee and Indiana Network of Independent Schools, LLC.

iv. "Intellectual Property" shall mean the following subsisting throughout the world: (a) Patents; (b) copyrights, designs, data and database rights and registrations and applications for registration thereof, including moral rights of authors; (c) inventions, invention disclosures, statutory invention registrations, trade secrets and confidential business information, Know-How, product processes, procedures and techniques, specifications, research and development information, formulae, financial,

marketing and business data, pricing and cost information, business and marketing plans and strategies and customer and supplier lists and information, whether patentable or nonpatentable, whether copyrightable or noncopyrightable and whether or not reduced to practice; and (e) other proprietary rights relating to any of the foregoing.

v. “Know-How” shall mean all proprietary knowledge, information, and expertise, whether or not covered by any patent, patent application or future patent application, copyright, trade secret, other industrial or Intellectual Property rights, or other operation of law, including without limitation ideas, concepts, inventions, discoveries, data, samples, designs, formulas, specifications, procedures, protocols, and testing.

vi. “Licensed Content” shall mean (i) any and all Intellectual Property or Know How that Licensor makes available to Licensee; and (ii) any associated metadata, Intellectual Property or other information specifically included or incorporated in the foregoing. Licensed Content shall include, without limitation, curriculum maps, lesson plans, and other materials that Licensor owns or has assignable rights to that are made available by Licensor to Licensee.

vii. “Licensing and Services Payment” shall mean the payment of compensation by Licensee for the Services and the Licensed Content pursuant to the schedule in Appendix C.

viii. “Patents” shall mean all patents, all filed or pending patent applications, patent disclosures, utility models, design registrations and certificates of invention and other governmental grants for the protection of inventions or industrial designs, including all related continuations, continuations-in-part, divisionals, reissues and reexaminations and foreign counterparts throughout the world.

ix. “Services” shall mean the services described on Appendix A.

x. “Technology Services” shall mean the Services related to the data warehouse and dashboards described in Section 4 of Appendix A.

xi. “Trademarks” means and includes all trademarks and service marks, trade names, trade dress, logos, symbols, proprietary indicia, Internet domain names, corporate names and doing business designations (and all translations, adaptations, derivations and combinations of the foregoing), whether registered, unregistered and/or under common law, and applications for registration of the foregoing, together with the goodwill associated therewith, throughout the world.

2. REPRESENTATIONS AND WARRANTIES.

i. Organization, Good Standing and Corporate Power. Licensor and Licensee hereby represent and warrant to each other that each is a corporation duly organized and validly existing and has all corporate power and authority required (a) to carry on its business as presently conducted and as presently proposed to be conducted and (b) to execute and perform its obligations under this Agreement.

ii. Compliance with Other Instruments and Laws. Licensor and Licensee hereby represent and warrant to each other that each is not in violation or default (a) of any judgment, order, writ or decree of any court or governmental entity, (b) under any agreement, instrument, contract, lease, note, indenture, mortgage or purchase order to which it is a party, or, (c) to its knowledge, of any provision of federal or state statute, rule or regulation materially applicable to it, including without limitation the Family Educational Rights and Privacy Act ("FERPA"), set forth in Title 20 U.S. Code Section 1232(g) and its regulation at Title 34 CFR Part 99 (as amended). Further the Parties each hereby represent and warrant that the execution and performance of this Agreement will not result in any such violation or default, or constitute, with or without the passage of time and giving of notice, either (i) a default under any such judgment, order, writ, decree, agreement, instrument, contract, lease, note, indenture, mortgage or purchase order or (ii) an event which results in the suspension, revocation, forfeiture, or nonrenewal of any material permit or license applicable to it.

iii. Necessary Support. Licensee hereby represents and warrants that it will seek the necessary financial and community support to implement the School's model and this Agreement and that it will seek the necessary permits, licenses, authorizations and governmental approval to operate the School pursuant to the terms of this Agreement.

3. LICENSE GRANT AND RESTRICTIONS.

i. As of the Effective Date, and subject to the terms and conditions of this Agreement, Licensor hereby grants to Licensee a non-transferable, non-sublicenseable and non-exclusive license to use, reproduce and display the Licensed Content solely in connection with the School. The Licensed Content shall only be used in compliance with the Content Guidelines. Licensor reserves the sole and exclusive right at its discretion to assert claims against third parties for infringement or misuse of its Intellectual Property. Licensor shall fund the costs of prosecuting such claims against third parties for infringement or misuse of its Intellectual Property, and Licensee shall provide reasonable assistance to and cooperate with Licensor in connection therewith as may be necessary. If Licensor elects to initiate any action or proceeding in connection with the Licensed Content, it may do so in its own name alone or may elect to join Licensee as a party. In the event that Licensor joins Licensee as a party, Licensee shall not object to such joinder, provided, however, Licensor shall indemnify and hold Licensee harmless from and against any and all costs, expenses (including reasonable attorneys' fees), and liabilities that Licensee may incur in connection with such action or proceeding.

ii. Licensee expressly agrees and acknowledges that Licensor retains any and all right, title and interest in all of Licensor's Intellectual Property and other rights, including but not limited to the Licensed Content and Licensor's Trademarks and all components thereof, and that Licensee shall never directly or indirectly contest this ownership or the validity of Licensor's Intellectual Property. Licensee shall, at Licensor's expense, assist and cooperate with Licensor to perfect, enforce or acquire Licensor's rights, titles and interests in Licensor's Intellectual Property, and shall, at Licensor's expense, use its best efforts to protect Licensor's Intellectual Property and to report promptly to Licensor any infringement of any of Licensor's Intellectual Property of which it has become aware. The license granted herein is not intended to be (and shall not be construed as) an assignment, and nothing herein confers on

Licensee any right, title or interest in the Licensed Content other than the limited rights of usage in accordance with this Agreement.

iii. In the event that (a) there is a claim or demand made against Licensor or Licensee with respect to any Licensed Content, or (b) there is a determination in any court of competent jurisdiction or by any other governing authority that Licensor lacks any necessary rights to Intellectual Property included in the Licensed Content, or (c) Licensor reasonably believes that it may be unable to obtain or maintain the right to use Intellectual Property included in the Licensed Content, or (d) Licensor reasonably believes that the use of Intellectual Property included in the Licensed Content could subject Licensor or Licensee to a claim for infringement or any other liability, Licensor may notify Licensee in writing that it is terminating or modifying Licensee's right to use the relevant Intellectual Property. In the event of such a notice of termination or modification, Licensee shall be permitted a reasonable period of time, not to exceed thirty (30) days, to comply with such notice. Within thirty (30) days after notification of the termination or modification of the Licensee's right to use any of the Licensed Content, Licensor shall either (a) replace the affected portion of the Licensed Content with new content; or (b) make an appropriate reduction in the Annual Fee. Licensee shall be solely responsible and liable for any claim, demand, penalty or damages arising from its continued use of any Intellectual Property after this period of time and shall indemnify and hold Licensor harmless from and against any and all costs, expenses (including reasonable attorneys' fees), and liabilities that Licensor might incur as a result of such continued use.

4. ASSIGNMENT OF DERIVATIVE WORKS. Licensee agrees to assign and hereby assigns to Licensor all Intellectual Property or other rights in any derivative works of, improvements in, or developments of the Licensed Content or other materials Licensor provides to Licensee. Licensee agrees to include work-for-hire and assignment provisions in all employee or independent contractor contracts, and, with regard to employees who do not have an employment contract, to place work-for-hire and assignment provisions in Licensee's employee handbook, requiring individuals with access to the Licensed Content or other materials provided by Licensor to assign all Intellectual Property or other rights in any derivative works of, improvements in, or developments of the Licensed Content to Licensor. Licensee and Licensor expressly agree that all derivative works, improvements and developments related to the Licensed Content or other materials Licensor provides to Licensee that are copyrightable subject matter will be "works made for hire" for the benefit of Licensor under applicable law. Licensee waives any moral or attribution rights in any derivative works of, improvements in, or developments of the Licensed Content or other materials Licensor provides to Licensee. Licensee waives and/or assigns to Licensor, subject to any right of any governmental entity, all Intellectual Property or other rights to non-student specific data, scores, assessments or other information developed, compiled, collected, transmitted, aggregated or created for the School or the Services described on Appendix A.

5. SERVICES. Licensee hereby engages Licensor on the terms and conditions hereinafter set forth to provide the Services to Licensee, and Licensor hereby agrees to provide the Services to Licensee. Licensee agrees and acknowledges that the Technology Services will be provided through Indiana Network of Independent Schools, LLC pursuant to and solely in compliance with the Data Sharing Agreement. Licensee

agrees that the foregoing appointment is exclusive and that it will obtain Licensor's written consent prior to engaging any person or entity in connection with any services that are materially similar in any fashion to the Services (which consent may be withheld in the Licensor's sole discretion). Licensee agrees that Licensor shall have a right of first refusal to perform Services for any subsequent schools that use any of Licensor's Intellectual Property, and shall provide Licensor with written notice of its intent to operate or manage any additional schools, including the locations, estimated enrollments, anticipated curricula and any other material features of the schools, at least 180 days prior to commencing such operation or management. Nothing in the foregoing shall be construed to limit Licensor from offering other services to Licensee, the School, or any other person or entity. Licensor agrees that during the term of this agreement and any subsequent or related agreements it will not license the Licensed Contents or provide the Services to any other entity operating in Licensee's Goodwill territory without written permission of Licensee. Furthermore, Licensor agrees that at no time will it license the Licensed Contents or provide the Services to any other entity operating in Licensee's Goodwill territory in violation of the Goodwill territory rules.

6. LICENSEE OBLIGATIONS.

i. **Payment.** Licensee shall be responsible for making the Licensing and Services Payment as described in Appendix C. If the Licensing and Services Payment is not paid in full within the timeframes established in Appendix C, without limiting Licensor's other remedies under this agreement or at law or in equity, Licensor reserves the right to add a late charge of 1% per month of the amount due, but not greater than permitted by law.

ii. **Operation and Minimum Requirements.** Licensee acknowledges that it will be required to provide, at its own expense all facilities, technology, staffing, and other materials and resources necessary for the formation and operation of the School except for the materials and resources being provided by Licensor under this Agreement. Licensee will establish, operate and manage the School according to high ethical standards and consistent with the Content Guidelines. Licensee agrees that the School will meet the Content Guidelines and the minimum operating requirements set forth in Appendix D to this Agreement.

iii. **Cooperation.** Licensee shall cooperate with Licensor to ensure the successful implementation of the Licensed Content. Licensee shall notify Licensor in writing prior to communicating with current employees or contractors of Licensor regarding potential employment, contracting, or any other business relationship. Licensee shall cooperate with Licensor in any transfer or use of Licensor's employees or contractors. Licensor shall notify Licensee in writing prior to communicating with current employees or contractors of Licensee regarding potential employment, contracting, or any other business relationship. Licensor shall cooperate with Licensee in any transfer or use of Licensee's employees or contractors.

iv. **Data Sharing Agreement.** Licensee and Indiana Network of Independent Schools, LLC shall execute the Data Sharing Agreement as of the Effective Date. Licensee shall comply with the provisions of the Data Sharing Agreement throughout the term of this Agreement.

v. Data Collection. Licensee shall facilitate the collection of performance information, records, statistics, reports and other data for use in evaluating the effectiveness of the School, supporting grant applications and other financing, and conducting research and academic work. Licensee shall take all steps necessary to comply with applicable privacy, intellectual property and other laws and regulations, including without limitation FERPA, in the collection of any and all performance information, records, statistics, reports and other data and any transmission thereof, including without limitation transmission to Indiana Network of Independent Schools, LLC pursuant to the Data Sharing Agreement. Licensee hereby represents, warrants and covenants that its transmission and use of such performance information, records, statistics, reports and other data outside the scope of the Data Sharing Agreement will not violate any Intellectual Property rights or privacy requirements, including without limitation FERPA. Licensee agrees to indemnify and hold Licensor harmless with respect to any liability arising out of the use of such performance information, records, statistics, reports and other data.

vi. Provision of Materials. Licensee shall provide educational materials it develops related to the Licensed Content to Licensor. Licensee shall take all steps necessary to comply with applicable privacy, intellectual property and other laws and regulations in the creation and provision of such materials to Licensor and hereby represents, warrants and covenants that such data will not violate any Intellectual Property rights or privacy requirements. Licensee agrees to indemnify and hold Licensor harmless with respect to any liability arising out of the use of such materials.

7. TERM AND TERMINATION.

i. This Agreement shall be effective as of the Effective Date, continue for an initial term of five years, and automatically renew for additional one-year terms annually thereafter unless notice of non-renewal is provided by one Party to the other Party, no later than 90 days prior to the then current initial or renewal term, and subject to the termination provisions set forth herein.

ii. Licensor may terminate this Agreement following its initial five-year term by notifying Licensee in a written notice of non-renewal no later than 90 days prior to the expiration of the initial five year term or any subsequent one-year term. Licensor may terminate this Agreement, including any license granted by Licensor herein, or any rights granted by Licensor with respect to any Licensed Content, at any time in the event of any of the following with respect to which Licensor believes Licensee has not taken adequate steps to cure following 30 days written notice from Licensor: (a) a breach by Licensee of this Agreement, (b) breach of a term or restriction applicable to the Licensed Content or to this Agreement, (c) if Licensee fails to obtain or maintain a sufficient comprehensive general liability insurance policy as defined by Hawaii State Public Charter School Commission, (d) if Licensee ceases to use the Licensed Content, or (e) if Licensee fails to maintain its tax exempt status under Internal Revenue Code 501(c)(3). Licensee may terminate this Agreement at any time in the event of a breach by Licensor of this Agreement with respect to which Licensee believes Licensor has not taken adequate steps to cure following 30 days written notice from Licensee. Notwithstanding the foregoing, Licensor may immediately terminate this Agreement, including any license granted herein or rights granted by Licensor with respect to any Licensed Content, if Licensee (a) files a petition in bankruptcy or is adjudicated as bankrupt or insolvent, or if a receiver is appointed for

Licensee or for Licensee's business; (b) discontinues its operations, (c) loses its charter.

iii. Licensee may terminate this Agreement following its initial five-year term by notifying Licensor in a written notice of non-renewal no later than 90 days prior to the expiration of any subsequent one-year term.

iv. Upon termination of this Agreement, the license granted hereunder shall terminate immediately and Licensee shall, except as otherwise required by law, within 10 days permanently remove and destroy or otherwise make unavailable for future use all such Licensed Content and return to Licensor any property, including Intellectual Property, belonging to Licensor. No termination of this Agreement shall affect any accrued rights or obligations of either Party as of the effective date of such termination, nor shall it affect any rights or obligations of either Party that are intended by their nature to survive any such termination. In the event the Agreement is terminated by Licensor and Licensee continues to operate the School, the Parties shall negotiate in good faith for an agreement to cover a transition period that will allow Licensee a reasonable opportunity to replace the Licensed Content with content that does not infringe Licensor's rights with respect to the Licensed Content.

8. **SURVIVAL BEYOND TERMINATION.** Notwithstanding any expiration or termination of this Agreement, Licensee shall never directly or indirectly contest this ownership or the validity of Licensor's Intellectual Property and will continue to honor the Confidentiality (Section 12) provisions of this Agreement. For avoidance of doubt, the assignments and waivers in Section 4 of this Agreement are irrevocable and shall not be affected by any expiration or termination of this Agreement.
9. **AUTHORITY TO SUBCONTRACT.** Licensor may subcontract any function or service it is obligated to provide hereunder, provided, however, that no such subcontract shall relieve or discharge Licensor from any obligation or liability under this Agreement.
10. **AUTHORITY OF THE LICENSEE'S BOARD OF DIRECTORS.** Licensee and Licensor agree that no provision of this Agreement shall be construed to interfere with the duty of Licensee's Board of Directors (the "Board") to exercise its statutory, contractual, and fiduciary responsibilities in governing Licensee and overseeing the activities of Licensor conducted pursuant to this Agreement.
11. **INDEPENDENT CONTRACTOR.** The Parties hereto are independent contractors, and nothing in this Agreement shall be construed as creating an agency, partnership, joint venture or any other form of legal association between the Parties.
12. **CONFIDENTIALITY.** This Agreement creates a relationship of confidence and trust between the Parties with respect to any Confidential Information, as defined in this Agreement, which either Party learns in connection with this Agreement. Each Party hereby covenants and agrees that, except as expressly permitted by this Agreement or as required by law or the request of a government official, it will not at any time: (i) use Confidential Information of the other Party except as reasonably required to comply with the terms of this Agreement; or (ii) disclose Confidential Information of the other Party to any third party, without the prior written authorization of the other Party. Furthermore, without limiting the foregoing, each Party will at all times protect the other Party's Confidential Information with the same degree of care, but no less

than a reasonable degree of care, as it treats or protects its own confidential information of a like nature. If either Party becomes legally required to disclose the other Party's Confidential Information, or any part thereof, then that Party will give the other Party prompt notice of such requirement, cooperate with the other Party to the extent reasonable in taking legally available steps to narrow such required disclosure and disclose only that portion of the Confidential Information necessary to ensure compliance with such legal requirement. In the event of any breach or threatened breach of this provision, each Party will be entitled to seek an injunction restraining the other Party from using or disclosing such Confidential Information in addition to any other remedy, at law or equity that may be available to the affected party. Unless specifically identified for use and distribution outside of the School, all Licensed Content are deemed to be the Confidential Information of Licensor.

13. **LIMITATION OF LIABILITY.** In no event will Licensor's liability to Licensee arising out of or related to this Agreement or the license or the Services provided hereunder, whether based on an action or claim in contract or tort or otherwise, including negligence, strict liability, or warranty, exceed the compensation Licensor receives for the license or the Services provided under this Agreement during the most-recent 12-month period. In no event will Licensor be liable to Licensee for any indirect, incidental, special or consequential damages (including, without limitation, any damages arising from loss of use or lost business, revenue, profits, data or goodwill) arising out of or related to this Agreement or the license or the Services provided hereunder even if advised of the possibility of such damages.

LICENSOR REPRESENTS AND WARRANTS THAT THE SERVICES WILL BE PERFORMED IN A WORKMANLIKE MANNER AND THAT THE CURRICULUM MEETS THE REQUIREMENTS OF APPLICABLE LAW. EXCEPT AS EXPRESSLY PROVIDED FOR IN THIS SECTION, LICENSOR DOES NOT MAKE ANY WARRANTY, EXPRESSED OR IMPLIED, WITH RESPECT TO THE SERVICES OR ANY GOODS PROVIDED UNDER THIS AGREEMENT, INCLUDING, WITHOUT LIMITATION, ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, OR TITLE, ALL OF WHICH ARE EXPRESSLY DISCLAIMED.

THE LICENSED CONTENT IS PROVIDED "AS IS" WITHOUT WARRANTY OF ANY KIND, AND LICENSOR DISCLAIMS ANY REPRESENTATIONS OR WARRANTIES, WHETHER EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, WITH RESPECT TO THE LICENSED CONTENT, INCLUDING, WITHOUT LIMITATION, ANY WARRANTY OF MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE.

14. **INDEMNIFICATION.** Notwithstanding the Limitation of Liability above, Licensor agrees to fully indemnify, defend and hold harmless Licensee and its affiliates, employees, agents and their respective successors and assigns from and against any and all losses, claims, assessments, demands, damages, liabilities, obligations, costs and expenses arising from third party claims (including such claims arising under any federal, state or other statutes, regulations, ordinances, or common law, together with reasonable attorneys' fees and costs) (collectively "Losses"), arising from or in connection with (i) breach of this Agreement by Licensor; and/or (ii) violation of any law or third party right by Licensor, including the Licensed Content's infringement of the Intellectual Property rights and/or any other right of any third party. Licensee

agrees to fully indemnify, defend and hold harmless Licensor and its affiliates, employees, agents and their respective successors and assigns from and against any and all Losses arising from or in connection with (i) breach of this Agreement or the license by Licensee; and/or (ii) infringement of the Intellectual Property rights of third parties by Licensee other than through use of the Licensed Content.

15. **GOVERNING LAW.** This Agreement shall be governed by and construed in accordance with the laws of the State of Indiana, without regard to Indiana conflict of laws principles.
16. **SEVERABILITY.** Should any provision of this Agreement prove to be invalid, void or illegal, it shall in no way affect, impair or invalidate any other provision hereof and such other provision shall remain in full force and effect.
17. **MODIFICATION OR AMENDMENT.** No amendment, change, or modification to this Agreement shall be valid unless it is in writing and signed by both Parties.
18. **ASSIGNMENT.** No Party may assign its rights or obligations under this Agreement (whether by operation of law or otherwise) without the prior written consent of the other Party, which consent shall not be unreasonably withheld, provided however, that Licensor may assign this Agreement and its rights and obligations hereunder to any successor to its business by merger or consolidation or to any person or entity acquiring substantially all of Licensor's assets.
19. **MERGER AND INTEGRATION.** This Agreement and exhibits attached hereto are the final understanding between the Parties and supersede all other agreements, negotiations and understandings, oral or written, between the Parties involved.
20. **MULTIPLE COUNTERPARTS.** This Agreement may be executed in several counterparts, all of which taken together shall constitute one single Agreement between the Parties.

(signature page to follow)

IN WITNESS WHEREOF, Licensee and Licensor have caused this Agreement to be executed as of the day and year first above written.

FOR LICENSOR



Signature




Signature

Scott Bess
President

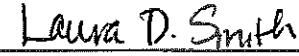


Date

FOR LICENSEE



Signature



Signature

Laura Smith
President/CEO



Date

APPENDIX A: SERVICES

Services include Licensor's monitoring of the implementation of the Licensed Content through the School's educational programs, Head of School and staff, as well as a reasonable amount of assistance in connection with the administration of the School's business affairs, including the following. In all of the Services, Licensor will be not just consulting with Licensee, but will be actively working the process with Licensee.

1. Charter Application Assistance

- Assistance in preparing academic and curricular sections of application for Charter, including providing materials describing the framework of School, operational principles, design elements, and curriculum
- Assistance and counsel in preparing operational sections of application for Charter
- Assistance and counsel regarding budget priorities, budget development, and preparation of financial sections of application for Charter
- Participation in conference calls with stakeholders, as needed, regarding charter application writing and submission
- Presence at Evaluation Team interview with Hawaii State Public Charter School Commission
- Assistance in preparing written responses to any Request for Clarification from Hawaii State Public Charter School Commission
- Assistance in preparing written responses to Recommendation Report from Hawaii State Public Charter School Commission

2. Pre-Opening Assistance

- Provision of school design and staffing model
- Consultation of staff hiring process and assistance with staff interviews
- Provision of curriculum maps and lesson plans based on The Excel Center model
- Curriculum development, as needed
- Development of tool to assist with scheduling students for classes
- Consultation regarding curriculum and technology purchasing
- One week of on-site professional development, on-boarding of school staff, and school leader training
- Hosted lead teacher and lead coach training
- Hosted training of student orientation process
- Option to attend The Excel Center annual conference with leadership and staff from other schools
- Consultation with Licensee to ensure that Licensee identifies and accomplishes all pre-opening tasks required by the Hawaii State Public Charter School Commission

3. Ongoing Support

- Ongoing support for School leadership on planning, teacher development, board development, and technology development and individually for each teacher on Excel Center practices and system
- Option to attend The Excel Center annual conference with leadership and staff from other schools
- Peer mentoring for School Director
- Provision of additional curriculum maps and lesson plans based on The Excel Center model
- Limited support and training on The Excel Center systems
-
- One week of on-site professional development and/or technical assistance, as needed

4. **Technology Services Provided Pursuant to Data Sharing Agreement**

- Access and connections to and usage of Licensor's data warehouse to accurately assess current performance and assist in future planning (one login per educator and administrator)
- Access to and usage of dashboard reports to track performance based on data uploaded to the Licensor's data warehouse through School's interoperable information technology
- Access to and usage of curriculum resources and lesson plans based on the Excel Center model
- Access to and usage of additional classroom materials and resources for teachers and administrators based on the Excel Center model

APPENDIX B: CONTENT GUIDELINES

Use of the Licensed Content under this Agreement shall comply with the following guidelines and quality control provisions (as modified from time to time by Licensor in its sole discretion):

1. All use of the Licensed Content licensed under this Agreement shall inure solely to the benefit of, and on behalf of, Licensor and Licensee during the term of this Agreement.
2. Licensee shall not use or apply to register any Intellectual Property that incorporates, includes, is a derivative of, or would tend to dilute any Licensor Intellectual Property without the prior written approval of Licensor. Licensee shall not apply for registration of any Licensor Trademark or for any Trademark or other designation that Licensor believes, in good faith, to be confusingly similar to or to dilute the distinctiveness of any Licensor Trademark, including without limitation, "EXCEL CENTER."
3. Licensee shall not transfer, sublicense or permit any third party the right to use any of the Licensed Content, in whole or in part, without the prior written approval of the Licensor.
4. Licensee shall comply with, and be committed to, Licensor's standards and minimum operating requirements as defined in Appendix D.
5. Licensee agrees that the nature and quality of all educational activities undertaken at the School and in connection with the Licensed Content shall conform to the standards set by Licensor. Licensee agrees that these standards may include performance requirements related to enrollment, retention, credit attainment, state assessment performance, graduation, college and career readiness, school accountability, and other school-specific factors. Licensee agrees that Licensor may require quality control tests and standards of financial viability, and shall have the sole right to determine in its reasonable discretion whether the Licensee's use of the Licensed Content is satisfactory.
6. Licensee shall comply with all applicable laws relating to the implementation, performance, production, promotion or distribution of any products or services related to the School.
7. Licensee shall comply will all applicable laws relating to the privacy of its students' and teachers' data and information, including without limitation FERPA.
8. Licensor or its authorized representatives shall have the right, at any time and from time to time, to visit and inspect the School, and Licensee shall allow Licensor or its authorized representatives to review and observe Licensee's programs, budgets, procedures, operations and all educational activities undertaken at the School and in connection with the Licensed Content.
9. Licensee shall participate in and cooperate with a multi-day formal school evaluation conducted from time to time by a team designated by Licensor. This evaluation team

will assess the quality of Licensee's academic program and its compliance with Licensor's standards and philosophy of education as set forth in the Licensed Content.

10. Licensee shall maintain complete records of its activities and allow Licensor or its designee to review and inspect such records to confirm Licensee's compliance with this Agreement.
11. Licensee shall collect and maintain data on the academic achievement level of its students sufficient to allow Licensor to evaluate the progress of these students and the effectiveness of the Licensee's educational activities, including maintaining an accurate and up-to-date record of student and teacher performance with information technology interoperable with and mapped to Licensor's data warehouse. Said data shall include, but not be limited to, enrollment data, retention data, data on student credit attainment, graduation rates, college and career readiness data, appropriate and timely longitudinal data on the academic achievement level of its students using state-mandated criterion-referenced tests, commercially available standardized tests, and/or other similar assessment tools requested by Licensor, and state school accountability information. Licensee shall promptly record such data and test results in its systems and provide any and all of the above-referenced data and test results to Licensor upon availability and Licensor's request.
12. Licensee shall record, respond to and resolve any unsatisfactory reviews from the School's charter authorizer, and shall provide Licensor, upon request, with full information and access to documents relating to any such reviews.
13. Licensee shall record, respond to and resolve any complaints by students, teachers, or their representatives regarding all educational activities undertaken at the School and in connection with the Licensed Content, and shall provide Licensor, upon request, with full information and access to documents relating to any such complaints that are, or have been, subject to review by Licensee.
14. Licensee shall submit reasonable and necessary additional information related to all educational activities undertaken at the School and in connection with the Licensed Content to Licensor at its request, unless otherwise prohibited by law.
15. Licensee must promptly seek approval from Licensor for any proposed material change in its programs or educational activities, its use of the Licensed Content, or of any change in its governance.
16. Licensee shall promptly implement and follow school-improvement recommendations from Licensor.

If Licensor determines, in its reasonable discretion, that Licensee has failed to comply with any of the above provisions, Licensor may notify Licensee and require it to take corrective and/or remedial action. Such notice and requirement may include any action that Licensor deems reasonably necessary for Licensee to comply with the provisions of this Agreement, including but not limited to alterations or additions to all educational activities undertaken at the School and in connection with the Licensed Content, including the School's leadership and management structure. With respect to a determination by Licensor that Licensee does not comply with the provisions of this Agreement, Licensor will provide school-improvement

recommendations and consultation, including performance goals to be met in the next school term. Upon a subsequent determination by Licensor that Licensee has not taken adequate steps to implement corrective action within two school terms, Licensor may recommend new School leadership or other structural changes to the School. Upon a determination by Licensor that Licensee has not taken adequate steps to implement corrective action within four school terms, Licensor may unilaterally terminate this Agreement.

APPENDIX C: PAYMENT SCHEDULE

Licensee shall pay Licensor Start-up Fees to assist in school opening and Annual Fees for each school year beginning in year 1 during the term of this Agreement as set forth below.

Start-up Fees: A total of \$50,000.

- \$25,000 will be payable within 30 days of the Effective Date of this Agreement
- \$25,000 will be payable within 30 days of the date the School is chartered.

Annual Fees: Beginning Year 1 of school operation, Licensee will pay an annual fee of \$250 per student, with a minimum fee of \$25,000 and a maximum fee of \$50,000. Licensee shall pay the then current Annual Fee pursuant to the terms of an invoice sent to Licensee by Licensor no later than July 1 of the then current year; invoices of July 1 through December 1 shall be calculated using the base Annual Fee of \$25,000 equating to monthly installments of \$2,083. A student count shall be performed on October 1 of each year beginning in Year 1. As a result of the October 1 count, the Annual Fee may be adjusted upward thereby increasing the monthly installments of the Annual Fee starting with the January 1 invoice, provided, however, that any such adjustment shall not result in the Annual Fee being greater than \$50,000 during the initial Term of this Agreement. In addition, Licensee shall hold in reserve and commit to expend up to \$6,000 for travel-related expenses incurred during Year 1 by either Licensor or Licensee to facilitate fulfillment of the charter and the obligations herein.

If additional services beyond the scope of those listed in Appendix A are requested by Licensee, Licensor, with the prior approval of Licensee, will provide such services at an hourly rate of \$75, plus documented expenses.

To the extent additional travel-related expenses are necessary for the fulfillment of the charter or this Agreement, Licensor and Licensee shall negotiate the allocation of such expenses among the parties.

APPENDIX D: MINIMUM OPERATING REQUIREMENTS

In addition to the requirements, representation and warranties contained in the Agreement, Licensee commits to meet the following minimum requirements for implementing the School.

1. Facilities and Governance

- School facilities are physically separate from other schools, even if they share a single building. The school facilities must support the unique needs of the School's students.
- The school has classroom space for face-to-face instruction.
- School has fully functioning information technology capable of stably interfacing with Licensor's systems.
- School has an identified information technology point of contact responsible for implementing the Technology Services and support the School.
- School must operate a financial and accounting system that meets all requirements of the Hawaii State Public Charter School Commission and the requirements of other regulatory entities to which the School is subject.
- Licensee will operate School in a manner that conforms with its requirements of its charter agreement with the Hawaii State Public Charter School Commission, pursuant to Section 2(ii) of this Agreement.
- Licensee will adopt the staffing plan for the School provided by Licensor.
- Licensor will assign a National Director to serve as Licensor's key point of contact with Licensee throughout the Term of this Agreement; Licensee agrees to promote and ensure a consistent stream of open communication between the Parties regarding all School matters, including but not limited to the use of the Licensed Content.
- Licensor and Licensee will work together to identify, screen, interview and hire the staff of the School before it opens, and will continue to work together on the implementation of the staffing model required for the School and ongoing staffing needs of the School during the Term of this Agreement.

2. Instruction

- Licensee shall, at its expense, ensure that the School Director attend four (4) consecutive weeks of orientation provided by Licensor in Indianapolis, Indiana, prior to the opening of the School.
- The staffing model developed by Licensor and adopted by Licensee will include the positions of Lead Teacher and Lead Coach; both the selected Lead Teacher and Lead Coach shall attend two (2) consecutive weeks of orientation provided by Licensor in Indianapolis, Indiana, prior to the opening of the School. All expenses of such orientation shall be borne by Licensee.
- All courses will comply with the Content Guidelines.
- All courses will be taught by appropriately licensed teachers whose dedication, skill and subject matter knowledge conform to the expectations of applicable law and the terms of the charter agreement.
- School will have a full-time school leader with staffing authority.
- School management will conduct regular data reviews to evaluate student performance, program effectiveness, and comparisons with Licensor's.

- School management will rigorously evaluate staff and provide structured feedback to improve the staff's performance, including measures of student learning.
- School will have sufficient teachers and coaches for face-to-face student instruction, maintaining a student:teacher full-time employee ratio of no less than 40:1 and a student:staff full-time employee ratio of no less than 15:1.
- School will have a coaching program to identify student barriers and keep students engaged.
- School will provide time, facilities and staff necessary for weekly one-on-one meetings between students and staff.
- School will have a career and college transition center with staff sufficient to support students in career pathways, postsecondary education, and credentialing opportunities.
- School will provide a multi-day orientation for new students to learn about the School, its culture and its expectations.

APPENDIX E: DATA ACCESS AGREEMENT



DATA SHARING AND ACCESS TO LICENSE AGREEMENT

This Data Sharing and Access to License Agreement (“Agreement”) is entered into between Indiana Network of Independent Schools, LLC (“INISchools”) and the school operated by Goodwill Industries of Hawaii, Inc. located in Kapolei, Hawaii (“School”). INISchools and School may hereinafter be referred to as the “Parties.”

RECITALS

WHEREAS, Licensee has entered into a Licensing and Services Agreement with Goodwill Education Initiatives, Inc. (“GEI”), the purpose of which is to set forth terms and conditions upon which GEI will assist Licensee with Licensee’s operation of the School, with its administration of instruction; INISchools operates under GEI’s nonprofit designation and provides services to schools such as School.

WHEREAS, the Parties wish to establish a relationship to increase the ability of School to analyze and interpret data to improve School’s educational performance.

WHEREAS, the Family Educational Rights and Privacy Act (“FERPA”), set forth in Title 20 U.S. Code Section 1232(g) and its regulation at Title 34 CFR Part 99 (as amended in 2012), generally prohibits the disclosure of personally identifiable information without consent, subject to certain exceptions;

WHEREAS, the purpose of this Agreement is to share information between the Parties so that the Parties may conduct an evaluation of the State supported education program in a manner consistent with FERPA;

WHEREAS, the nature of School’s request and research may include personally identifiable information of individual students;

WHEREAS, School is an “educational agency or institution” as contemplated by 34 CFR §99.31 34 CFR §99.31(a)(6);

WHEREAS, 34 CFR §99.31(a)(6)(i) permits educational agencies or institutions to distribute personally identifiable information to authorized representatives of organizations conducting studies for, or on behalf of, educational agencies or institutions;

WHEREAS, 34 CFR §99.31(a)(6)(v) provides that the term “organization” includes, but is not limited to, Federal, State, and local agencies, and independent organizations;

WHEREAS, INIschools is an “organization,” as defined and contemplated by 34 CFR §99.31(a)(6)(v), for the purposes of this study and this Agreement;

WHEREAS, 34 CFR §99.31(a)(6)(iii)(A) requires information to be provided in a format that does not permit personal identification of parents or students by individuals other than employees, officers, or agents of the Parties;

WHEREAS, 34 CFR §99.31(a)(6)(iii)(B) provides that, if any Party that is allowed access to personally identifiable information does not destroy information pursuant to the terms of this Agreement, when no longer needed for the purposes for which the study was conducted, then that Party may be prohibited from access to future personally identifiable information from educational records for at least five (5) years, pursuant to 34 CFR §99.67(c);

WHEREAS, 34 CFR §99.31(a)(6)(iii)(C) requires that School enter into a written agreement with the organization that (1) specifies the purpose, scope, and duration of the study; (2) requires the organization to use the information provided only for the purposes specified in the written agreement; (3) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization; and (4) requires the organization to destroy the information provided pursuant to 34 CFR §99.31(a)(6)(iii)(B);

WHEREAS, School agrees to make information available to INIschools in the following format: file format transfer from School’s school information system;

WHEREAS, School seeks to provide INIschools with such data for the purposes of research and evaluation of student attainment and improving School’s educational instruction;

WHEREAS, The data provided to INIschools and any personally identifiable information contained therein and listed below, may hereinafter be referred to as the “data.” The data requested by INIschools and provided by School is as follows:

All data residing in School’s school information system.

WHEREAS, INIschools has entered into a licensing arrangement with Tableau for software to be employed in analyzing the data disclosed to INIschools and, as a condition of said licensing arrangement, must impose upon School terms and conditions of usage that are at least as restrictive as those terms and conditions as those imposed upon INIschools by Tableau.

NOW THEREFORE, in consideration of the foregoing premises, the mutual agreements herein contained, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

I. TERM OF AGREEMENT

This Agreement shall take effect upon signature by the authorized representatives of the Parties, and shall remain in effect for the duration of the Licensing and Services Agreement.

II. RESPONSIBILITIES OF INISCHOOLS

1. INIschools agrees to use the data provided by School to conduct ongoing research to prepare analyses, reports and other information to assist School in improving educational instruction to the students it serves.
2. INIschools shall not commence any additional research or change the scope of research unless authorized in writing by School.
3. Pursuant to and only for the purposes asserted in this Agreement, INIschools agrees not to disclose or redisclose any personally identifiable information obtained, including de-identified information, in a manner that could identify, or reasonably lead to the identification of, an individual student, to any other individual, institution, organization, government, or entity, without the prior written consent of School. This includes data that may not have been provided in a personally identifiable format, but would still permit public identification of students due to small cell sizes (i.e., subgroups of 10 or fewer students). Such information and data elements may only be used in the aggregate or other manner consistent with generally accepted statistical principles that does not permit identification of students.
4. INIschools agrees to establish and maintain secure procedures, networks, and systems to ensure that all data obtained, processed, and/or transmitted under the terms of this Agreement, is stored in a secure facility that prevents further disclosure of data, including the interception, diversion, duplication, or other unauthorized access. Transmission of data must be by secure electronic systems and/or networks. INIschools agrees to establish and maintain secure procedures to ensure that access to the data is restricted to authorized INIschools personnel only.
5. INIschools agrees to maintain an appropriate firewall between all data obtained pursuant to this Agreement and all other data files that INIschools possesses.
6. School may seek to review or seek written assurances from INIschools, and INIschools agrees to permit School access to review or to provide written assurances regarding the use of data transmitted under this Agreement. The purpose of this provision is to ensure that appropriate policies and procedures are in place to protect the data.
7. INIschools shall promptly, that is, within one (1) business day of learning, report to School any incidents in detail of any personally identifiable information received from School whose confidentiality was breached, released, or is believed to have been breached or released.
8. Pursuant to 34 CFR §99.31(6)(iii)(B), INIschools agrees to destroy all data, including de-identified information, received pursuant to this Agreement when it is no longer needed for the purpose for which it was obtained.
9. INIschools acknowledges that it may be required to submit to an audit of research and related access to records at their respective offices at all reasonable times during this Agreement and for one (1) year after the termination date.

10. INIschools agrees to provide School the following, thirty (30) days before publication: an abstract of conclusions and findings, a complete copy of publication(s), a summary of the data used, and the manner in which the data was used during research.
11. INIschools is required to designate a key person(s) responsible for the administration of this project. If the key person(s) leaves employment during the term of this Agreement, INIschools will provide a written statement as to the basis for this change, an alternative key person(s), and their qualifications for continuing the originally stated purpose.

Nothing in this section shall be construed to prevent INIschools from using the services of others to perform tasks under this Agreement. INIschools shall, at all times, remain responsible for the performance of all necessary tasks, whether performed by a key person(s) or others.

Key person(s) to this Agreement is/are: **Jeffrey M. Lozer**

III. TERMS OF ACCESS TO LICENSES

1. Subject to the restrictions herein, INIschools grants to School and School accepts a nonassignable, nontransferable, nonsublicensable and nonexclusive right to access one of its Tableau licenses. The following restrictions apply to such usage and the defined terms referenced herein may be found on the Tableau website at <http://mkt.tableausoftware.com/files/eula.pdf>.
2. School shall not (and shall not allow any third party to): (a) decompile, disassemble, or otherwise reverse engineer the Tableau Software or Media Elements or attempt to reconstruct or discover any source code, underlying ideas, algorithms, file formats or programming interfaces of the Software or Media Elements by any means whatsoever (except and only to the extent that applicable law prohibits or restricts reverse engineering restrictions); (b) distribute, sell, sublicense, rent, lease or use the Software, Media Elements or Sample Code (or any portion thereof) for time sharing, hosting, service provider or like purposes, except as expressly permitted under this Agreement; (c) remove any product identification, proprietary, copyright or other notices contained in the Software, Media Elements or Sample Code; (d) modify any part of the Software, Media Elements or Sample Code, create a derivative work of any part of the Software, Media Elements, or Sample Code, or incorporate the Software, Media Elements or Sample Code into or with other software, except to the extent expressly authorized in writing by Tableau; (e) publicly disseminate performance information or analysis (including, without limitation, benchmarks) from any source relating to the Software, Media Elements or Sample Code; (f) utilize any equipment, device, software, or other means designed to circumvent or remove any form of Product Key or copy protection used by Tableau in connection with the Software, or use the Software together with any authorization code, Product Key, serial number, or other copy protection device not supplied by Tableau or through an Authorized Partner; (g) use the Software to develop a product which is competitive with any Tableau product offerings; (h) use the Software to develop a product that converts any Tableau file format to an alternative report file format used by any

general-purpose report writing, data analysis or report delivery product that is not the property of Tableau; or (i) use unauthorized Product Keys or keycode(s) or distribute or publish keycode(s) except as may be expressly permitted by Tableau in writing.

3. Notwithstanding anything to the contrary contained herein, except for the limited access to license rights expressly provided herein, Tableau and its suppliers have and will retain all rights, title and interest (including, without limitation, all patent, copyright, trademark, trade secret and other intellectual property rights) in and to the Software, Sample Code, Media Elements, and all copies, modifications and derivative works thereof.
4. INIschools PROVIDES NO WARRANTY TO THE SOFTWARE THAT School WILL ACCESS. NEITHER INIschools NOR TABLEAU SHALL BE LIABLE FOR ANY LOSS OF USE, LOST DATA, FAILURE OF SECURITY MECHANISMS, INTERRUPTION OF BUSINESS, OR ANY INDIRECT, SPECIAL, INCIDENTAL, OR CONSEQUENTIAL DAMAGES OF ANY KIND (INCLUDING LOST PROFITS OR COSTS OF COVER), REGARDLESS OF THE FORM OF ACTION, WHETHER IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY OR OTHERWISE, EVEN IF INFORMED OF THE POSSIBILITY OF SUCH DAMAGES IN ADVANCE.

IV. OWNERSHIP OF DOCUMENTS AND MATERIALS

School retains ownership of data throughout the term of this Agreement. Under no circumstance shall INIschools become owners, proprietors, or custodians of any personally identifiable information provided by School. School represents that it has full right and title to the student information residing on its school information system and that it is solely responsible for the accuracy of the data it enters into its school information system and its other systems which may be accessed by INIschools under the terms of this Agreement. School acknowledges that INIschools may use and aggregate data of School to provide benchmarking analyses to other INIschools clients with the understanding that INIschools will not identify School or that such data is that of School.

INIschools retains all right title and interest in the methods it employs to extract, convert and map data from School's student information system to the INIschools data warehouse and to the INIschools data warehouse and all configurations thereof. INIschools hereby grants to School the right to retrieve its data from the INIschools data warehouse during the term of this Agreement. The right shall be nonassignable, nontransferable and nonsublicensable without INIschools permission, which permission shall not be unreasonably withheld. Notwithstanding anything herein to the contrary, INIschools asserts no right or title to the School's data, which shall remain the property of the School and shall at any time upon the written request of the School be purged from the INIschools data warehouse.

V. NOTICE TO PARTIES

Whenever any notice, statement or other communication is required under this Agreement, it shall be sent to the following addresses, unless otherwise specifically advised.

A. Notices to School shall be sent to:
2610 Kilihau Street
Honolulu, HI 96819

B. Notices to INIschools shall be sent to: Jeffrey M. Lozer
1635 W. Michigan Street
Indianapolis, IN 46222

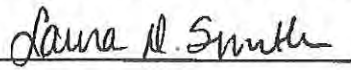
IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed on the year and date indicated, with the effective date being the date of the most recent signature.

Indiana Network of Independent Schools, LLC

By: 
Jeffrey M. Lozer

Date: _____, 2016

Goodwill Industries of Hawaii, Inc.

By: 

Laura Smith, President/CEO

Date: 1/20/14

KAPOLEI CHARTER SCHOOL BY GOODWILL HAWAII, INC.

ADMINISTRATIVE POLICIES & PROCEDURES

TITLE: By-Laws of the Corporation

Mandated by: Board of Directors	Policy No. XX	Page No. Page 1 of 5
Authorized by: Board of Directors	Date Issued:	Date Reviewed/Revised:

Policy:

Kapolei Charter School by Goodwill Hawaii, Inc. has, in accordance with Federal and State regulations, established and filed By-Laws of the Corporation. These By-Laws of the Corporation are the governing documents to assure that Kapolei Charter School by Goodwill Hawaii, Inc. fulfills its mission to the community, and conducts business applicable to Federal and State regulations.

Responsibility:

The Board of Directors of Kapolei Charter School by Goodwill Hawaii, Inc. is empowered with all authority reasonably necessary to maintain this policy.

Monitoring and Review:

A review of this policy will be conducted at least once every 3 years as part of the administrative policies and procedures review. The policy review will be conducted by the Chair of the Board of Directors, or his/her delegate.

Reporting:

The Board Chair shall report to the Board of Directors at least once every 3 years the results of an assessment of this policy. Any changes to this policy will be communicated as required by the current By-Laws.

Implementation:

1. The organization has current By-Laws regarding its structure, governance and authorities that will help to provide effective and ethical leadership and stability for the organization.
2. These By-Laws are reviewed as needed by the Executive Committee of the Board of Directors in order to be assured of their appropriateness and adherence to their specifications.
3. The organization is governed by a Board of Directors who meet on a regular basis throughout the year.
4. The Board of Directors shall meet four times a year. In addition, standing committees, may meet on an as-needed basis.

5. Minutes will be kept and approved of each meeting held, approved by the Board Chairman of the Board.
6. In addition, the corporation has Policy #XX Board of Directors Principles of Ethical Conduct and Annual Declaration of Conflicts of Interest.
7. Provisions for revisions to the agency's By-Laws are included in the By-Laws themselves.

KAPOLEI CHARTER SCHOOL BY GOODWILL HAWAII, INC.		
ADMINISTRATIVE POLICIES & PROCEDURES		
TITLE: Policy on Board Structure and Performance		
Mandated by: Board of Directors	Policy No. XX	Page No. Page 3 of 5
Authorized by: BOD	Date Issued:	Date Reviewed/Revised:

Policy:

Kapolei Charter School by Goodwill Hawaii, Inc. is established as a non-profit corporation conducting business under the laws of the State of Hawaii. Kapolei Charter School by Goodwill Hawaii, Inc. is governed by a Board of Directors who sets policy for the organization and provides the leadership and stability to enable the agency to meet its stated goals and objectives.

It is the policy of Kapolei Charter School by Goodwill Hawaii, Inc. that the Board of Directors, as established in the agency By-Laws work to properly plan, govern, and implement the stated goals and objectives of the agency.

Responsibility:

The Board of Directors is empowered with all authority reasonably necessary to maintain this policy.

Monitoring and Review:

A review of this policy will be conducted at least once every 3 years as part of the administrative policies and procedures review. The policy review will be conducted by the Chair of the Board of Directors, or his/her delegate.

Reporting:

The Board Chair shall report to the Board of Directors at least once every three (3) years the results of an assessment of this policy. Any changes to this policy will be communicated as required by the current By-Laws.

- 1.0 Board Structure
 - 1.1 The Board of Directors shall, according to Kapolei Charter School by Goodwill Hawaii, Inc.'s By-Laws, consist of not less than five (5) and not more than fifteen (15) directors.
 - 1.2 The Board of Directors shall be elected for a term of three (3) years and shall be representative of the broad community as well as supportive of the purpose and goals of Kapolei Charter School by Goodwill Hawaii, Inc.

- 1.3 Board terms are renewable every three (3) years with a maximum limit of three consecutive three-year terms.
 - 1.4 Board members shall be independent and unrelated in their representation for Kapolei Charter School by Goodwill Hawaii, Inc. By this, a board member shall not have a direct or indirect material relationship that could, in the view of the board, be reasonably expected to interfere with the exercise of a board member's independent judgment, as further detailed and procedures defined in Policy: Board of Directors Principles of Ethical Conduct and Annual Declaration of Conflicts of Interest. Members shall be supportive of the mission of Kapolei Charter School by Goodwill Hawaii, Inc. and willing to give of their time and talents to the organization.
 - 1.5 There shall be no financial transactions between a board member and the organization that includes compensation or loans.
 - 1.6 Board members may be reimbursed for reasonable and expected expenses incurred in the fulfillment of their board responsibilities. Board members are not reimbursed for gasoline or mileage expenses incurred to attend board meetings.
 - 1.7 The Board of Directors shall meet regularly, but not less than monthly. There shall be at least three (3) days notice given for each meeting, unless other provisions are made, in accordance to the By-Laws.
 - 1.8 Regular and written minutes of each board and any established committee meetings shall be kept as part of the permanent record of the organization.
 - 1.9 The presence of one-third (1/3), but not less than three (3), of the directors shall constitute a quorum.
 - 1.10 All new Board of Directors members shall receive an orientation by the Chairman of the Board, which includes a written Board of Directors Manual.
 - 1.11 This orientation shall include the review of a number of policies, and in particular the policy on Conflict of Interest/Ethical Code of Conduct, which must be signed by each board member annually. See Policy: Board of Directors Principles of Ethical Conduct and Annual Declaration of Conflicts of Interest for more information.
- 2.0 Board Leadership
- 2.1 The Board of Directors shall elect a Chairman of the Board, Vice Chair, (who shall be Chairman elect), Secretary, and Treasurer annually.
 - 2.2 The board officers shall serve as the members of the Executive Committee. The Executive Committee shall possess the powers as ascribed to them through the By-laws and will report any decisions made or actions taken to the full Board of Directors. This committee may meet with varying degrees of frequency.
- 3.0 Strategic Planning

- 3.1 The Board of Directors shall engage every three (3) years in a strategic planning effort, which will produce a written plan for the agency for the next three-year period.
 - 3.2 The Board Chairman, in consultation with the School Director, shall present annually to the Board of Directors an annual Operational Plan designed to meet the goals of the strategic plan.
- 4.0 Annual Statements Required
- 4.1 Each board member shall review and must sign Goodwill's policy on Conflict of Interest and Principles of Ethical Conduct on an annual basis. See Policy: Board of Directors Principles of Ethical Conduct and Annual Declaration of Conflicts of Interest for more information.
- 5.0 Interaction with Outside Parties
- 5.1 Each board member shall maintain confidentiality regarding proprietary agency operations and financial information when interacting with outside parties. As required by law and the accepted standards of nonprofit stewardship, the agency releases public information in its prescribed manner.

**BYLAWS OF
KAPOLEI CHARTER SCHOOL BY GOODWILL HAWAII**

Article 1. Name

SECTION 1 - Adoption. These bylaws have been adopted pursuant to the authority evidenced by the Articles of Incorporation of the state of Hawaii, filed with the state of Hawaii and recorded in the office of the Department of Commerce and Consumer Affairs, Business Registration Division.

SECTION 2 - Name. This corporation is named Kapolei Charter School by Goodwill Hawaii, Inc. Hereafter the corporation will be referred to throughout these bylaws as Kapolei Charter School.

SECTION 3 - Location. The corporation will operate within the state of Hawaii. The principal offices of Kapolei Charter School shall be located in the city and county of Honolulu, in the state of Hawaii, with the street address of: 2140 Lauwiliwili Street, Kapolei, Hawaii 96707. Kapolei Charter School may have such other offices as the board of directors may, from time to time, establish by resolution.

Article 2. Purpose

SECTION 1 - Purpose. The purpose of Kapolei Charter School is to:

“Interrupt generational poverty by providing customized, meaningful, and alternative educational opportunities to students who may not be successful in the traditional educational system.”

SECTION 2 – Non Profit. Kapolei Charter School is not organized for profit nor shall any of its net earnings inure in whole or in part to private stockholders, shareholders, employees, or other individuals or corporations.

Article 3. Meetings

SECTION 1 – Annual Meeting. The time and place of the annual meeting shall be set by the board of directors.

SECTION 2 – Regular Meetings. Regular meetings of the board of directors shall be held at least monthly at such time and place as may be designated by the Chair.

SECTION 3 – Special Meetings. A special meeting of the board of directors may be called at any time and for any purpose by the Chair or by any three (3) members of the board. Notice of a special meeting shall be given to each director at least three (3) days prior to the day of the meeting.

SECTION 4 – Notice of Meetings. Except as otherwise provided by law, or in these bylaws, notice of each meeting of the board of directors, stating the date, time and place, shall be given to each director by telephone call, electronic mail, facsimile, mail or personal delivery at least 24 hours before the time of the meeting. The failure of any director to receive actual notice of the meeting shall in no way invalidate the meeting or any proceedings thereat, if notice shall have been given as provided herein.

Article 4. Board of Directors

SECTION 1: Board Size. The number of directors shall be at least five (5), but not more than fifteen (15) members.

SECTION 2: Initial Board. The initial board shall be appointed by the incorporators and elected at the first meeting for a term of three (3) years. Initial board officers shall be elected for a term of two (2) years.

SECTION 3: Board Elections and Terms. Election of new directors or election of current directors to additional terms will occur as the first item of business at the annual meeting of the corporation. Directors will be elected by a majority vote of the current directors. Directors shall hold office for a term of three (3) years or until others are chosen and qualified in their stead. Board officers shall be elected for a term of two (2) years.

SECTION 4 – Quorum. One-third (1/3) of the directors, but not less than three (3) shall constitute a quorum for the purpose of conducting the business and exercising the powers of the corporation, and for any other purpose.

SECTION 5 – Manner of Acting. At a meeting of the board when a quorum is present, the affirmative vote of a majority of the directors present is the act of the board.

SECTION 6 – Duties of the Board. The board is responsible for overall policy and direction and management of the business and affairs of Kapolei Charter School, and delegates responsibility for day-to-day operations to the School Director. The directors shall serve without compensation, other than reimbursement of reasonable expenses actually incurred by a director in the performance of his/her duties.

SECTION 7 – Officers and Duties. Officers of Kapolei Charter School shall consist of a Chairman of the Board, a Vice Chair, Secretary, and a Treasurer.

1. Chairman of the Board. The Chairman of the Board shall preside or arrange for other members to preside at all meetings of the board of directors in the following order: Vice Chair, Secretary, Treasurer. The Chairman of the Board shall have other powers and perform other duties as needed.

2. Vice Chair. The Vice Chair shall assume and perform the duties of the Chairman of the Board in the absence of the chairman and will perform the functions that are assigned by the Chairman of the Board.

3. Secretary. The Secretary will perform the functions that are customary to the office of the secretary, including keeping records of board actions; overseeing the taking of minutes, sending out meeting announcements, distributing copies of the agenda and minutes to each board member, and assuring that corporate records are kept.

4. Treasurer. The Treasurer will perform the functions that are customary to the office of the treasurer, including making a report at each board meeting, assisting in the preparation of the budget and making financial information available to Board members and the public.

SECTION 8 – Vacancies and Absences. Should a vacancy on the Board exist, the Board of Directors may elect a successor at the next regular meeting for the unexpired term of office. In case of temporary absence of any officer or director, the board of directors may appoint a member to perform the duty or duties of such director or officer during such absence or vacancy.

SECTION 9 – Resignation or Termination. Resignation from the Board must be received in writing. A board member may be removed by three-fourth's (3/4) vote of the remaining directors.

Article 5. Committees

SECTION 1 – Appointment of Committees. The board of directors may authorize committees as shall be necessary to carry out the duties and responsibilities under the Articles of Incorporation and these Bylaws. Any authorized committee shall keep minutes of its meetings and shall file the same in the office of the corporation. It shall submit to the board of directors a report of its work. Minutes of meetings may serve as a report. No committee, except the executive committee shall enter into any contract or incur indebtedness or financial obligations.

SECTION 2 – Executive Committee. The officers shall serve as the members of the Executive Committee. Except for the power to amend the Articles of Incorporation and Bylaws, the Executive Committee shall have all of the powers and authority of the Board of Directors in the intervals between meetings. The executive committee will report any decisions made or actions taken at subsequent board meetings.

Article 6. Disposition of Earnings

SECTION 1 – Fiscal Year. Kapolei Charter School shall operate on a calendar basis or on such other basis as the board may authorize.

SECTION 2 – Disposition of Earnings. Kapolei Charter School is a not-for-profit corporation and no part of its income or profits shall be distributed to its directors or officers or shall inure to the benefit of any individual, firm, or corporation.

Article 7. Indemnification

SECTION 1 - Indemnification. Any person who at any time shall serve or has served as a director or officer of Kapolei Charter School, and the heirs, executors, and administrators of such person shall be indemnified and held harmless by the corporation, for acts as such directors or officers, to the fullest extent permitted by law.

SECTION 2 - Insurance. At its discretion, the board may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee, or agent of the corporation to any extent permitted by law.

Article 8. Conflicts of Interest

SECTION 1 - Conflict. Members of the board of directors shall not conduct private business in a manner that places them at a special advantage because of their association with Kapolei Charter School. The following guidelines shall prevail concerning duality and conflict of interest:

1. Any duality of interest or possible conflict of interest on the part of any board member should be disclosed to the other members and made a matter of record when the interest becomes a matter of board action.
2. Any board member having a duality of interest or possible conflict of interest on any matter should not vote or use his/her personal influence on the matter, and he/she should not be counted in determining the quorum for the meeting.

Article 9. Amendments

SECTION 1 - Amendments. These bylaws may be amended, by a majority of two-thirds (2/3) of the Board of Directors. Proposed amendments must be submitted to the Secretary and sent to board members no less than five (5) days prior to the meeting.

These Bylaws were approved and ratified at a meeting of the Board of Directors of Kapolei Charter School by Goodwill Hawaii, Inc. this ____ day of _____.

Statement of Assurances

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

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

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

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

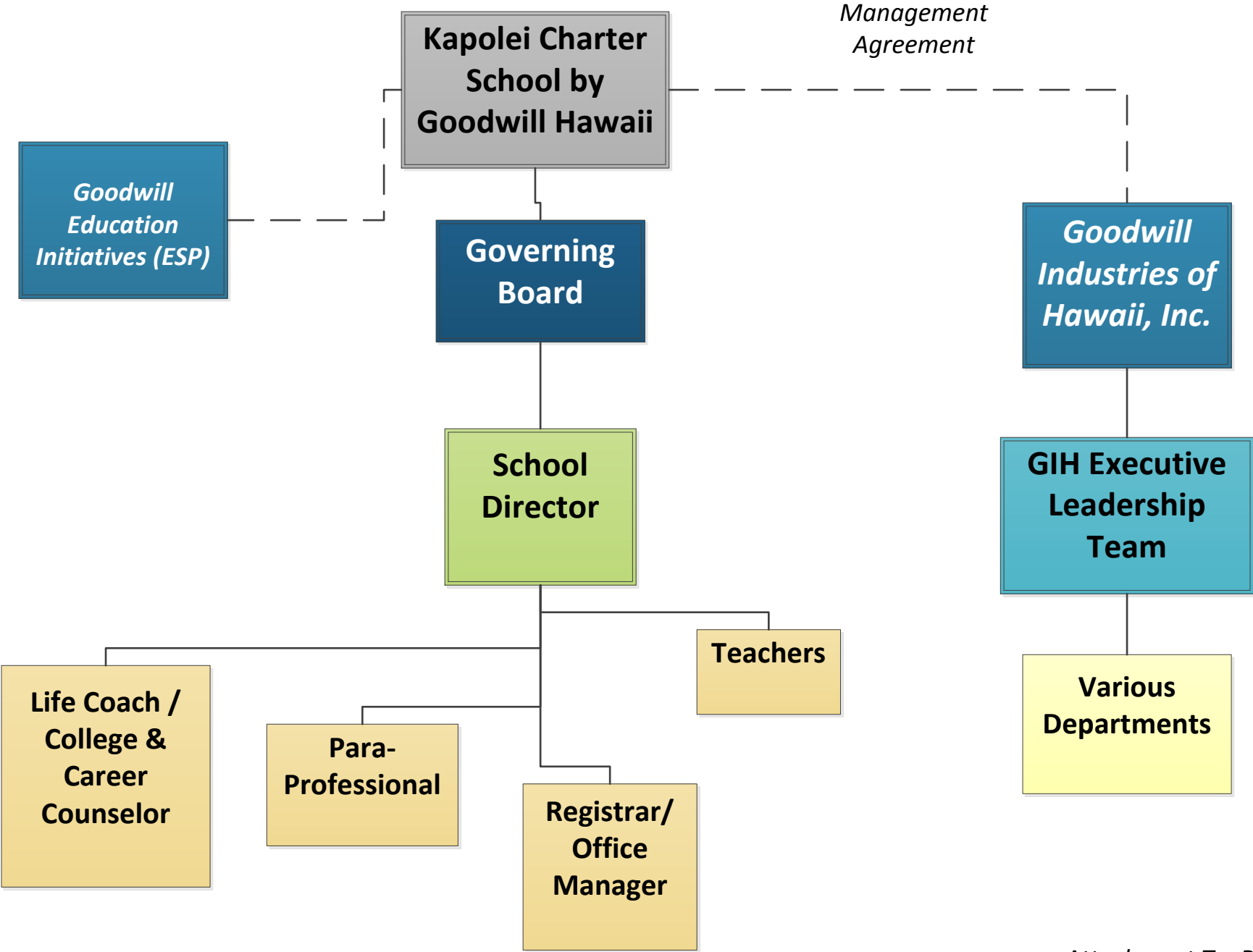
Certification

Name of Proposed School: Kapolei Charter School by Goodwill Hawaii
 Name of Authorized Representative: Laura D. Smith

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

Laura D. Smith 2/16/16
 Signature of Authorized Representative Date

Organizational Chart



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: **Kapolei Charter School by Goodwill Hawaii**

2. Contact information:



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

Resume and professional bio are attached to this form.

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

Does not apply to me Yes

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

As an educator and a strong advocate of education in the Leeward area, I have noticed a growing need for an alternative high in this particular area. What Goodwill Hawaii is proposing is exciting and needed for all high school students. Students need opportunities to receive the necessary training to succeed at employment immediately after graduation, but more important attend higher education. The idea of students graduating from high school with either a certification or college credits is exactly what schools need to do to prepare our future generations. I have also recognized that many students require close coaching and counseling to stay on track especially when experiencing hardships. The life coaching component is what many students need to succeed. Being able to affect change at the high school level is important. My contribution as a board member is to provide the necessary guidance, education, and knowledge to ensure success of the charter school.

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

As a charter school governing board member, it is my understanding that I must ensure the school is in good financial and academic standings. Provide the necessary support, oversight, and knowledge to ensure the success of the school's performance. More importantly, uphold the school's mission and vision and that the school is adhering to or exceeding all the necessary requirements to graduate successful students and contributing members of our communities.

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 Hakipu'u Learning Center as a board member for 3 number of years. I am an active board member of the Native Hawaiian Education Association and have been involved in numerous programs that support college access and financial aid for Native Hawaiians and underrepresented minority students.

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

I have over twenty years in administration, teaching, counseling, and leadership positions in the education field. Along with strong academic management and professional experiences with student affairs, especially with the underrepresented or underserved student populations. As an educator my role is to provide education, curriculum, and higher education knowledge and expertise. I also have extensive experience with college programs funded through federal and private grants.

School Mission and Plan

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

Goodwill Hawaii has an impressive reputation for their mission services and helping individual through to employment. It my understanding that the school's mission is to ensure students in high school get the necessary skills they need to be self-sufficient. May it be through achieving a skill to enter the workforce immediately or realizing that higher education is attainable? Many students in the leeward area experience some level of poverty and by providing these students the customized and alternative education opportunities, families will succeed. By providing that life coach to remove barriers, it is my hope that all students get a diploma, get a skill, get a job, and attend college.

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

The proposed academic plan has three key components that I believe will produce successful results. The first is the academic curriculum will meet the needs of all students especially the students who may experience difficulties and can take remedial courses along with student who may be accelerating and can start the career and college prior to graduating. Secondly, the unique focus on college and career readiness through the introduction of college course or certification in high school is wonderful. More impressive, the academic plan has a life coaching component. The ability for students who are experiencing challenges beyond the academic needs is what many of our students need.

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

As an educator the characteristics of a successful school is that the students are engaged, progressing, and looking forward to the future. They are also participating and being active contributing members of their communities. More importantly the school is graduating students who are optimistic about their future and want to attend college.

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

The success of the school will be determined by the high school graduation rates, number of students with a skill or certifications at graduation, employment opportunities, and college bound students.

Governance

1. Describe the role that the governing board will play in the school's operation.
The governing board will provide the required support and advise the school leadership team with respect to the schools operation. The board will also provide the necessary recommendations needed to safeguard organizational structures and processes are adhered to; mission, academic plan, and meeting the needs of the community.
2. How will you know if the school is successful at the end of the first year of operation?
 - Students, faculty, families, and the community are happy.
 - High performing, passionate, and engaged staff.
 - Students are achieving performance measures.
 - The school is financially stable.
 - The school is at enrollment capacity.
3. How will you know at the end of five years if the school is successful?
 - Students, faculty, families, and the community are happy.
 - High performing, passionate, and engaged staff.
 - Students are achieving performance measures.
 - Certification and College admissions rates
 - Employment rates
 - The school is financially stable.
 - The school is at enrollment capacity.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
 - Provide strong leadership and infrastructure with respect to policies and procedures
 - Uphold the guiding mission of the school
 - Enhance and grow the school's public image
 - Ensure the school has the needed resources to succeed.
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 first try to speak with the board member to ensure there is misunderstanding. If I still believe they are not acting in the best interest of the school, I would speak with the entire board to see if further action is necessary.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I/we do not know any such persons Yes

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

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I/we do not know any such persons Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I/we have no such interest Yes

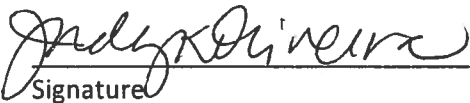
7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A I/we or my family do not anticipate conducting any such business Yes

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family Yes

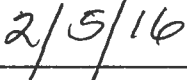
9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
 None Yes

Certification

I, Judy Oliveira, 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



 Date

Judy K. Oliveira, Ed.D.

OBJECTIVE

Vice Chancellor for Student Affairs at University of Hawaii- West Oahu.

SUMMARY

Over twenty years experience in administration, teaching, counseling, and leadership positions. Strong academic and professional experiences within student affairs, working in programs that serve underrepresented or underserved populations. Relevant knowledge of college programs funded through federal or private grants.

EDUCATION

DOCTOR OF EDUCATION, EDUCATIONAL LEADERSHIP

University of Southern California-Hawaii, Los Angeles, California, May 2005

Dissertation: Native Hawaiian Success in Higher Education: Predictive Factors and Bachelor's Degree Completion

GRADUATE CERTIFICATE IN MANAGEMENT OF COLLEGE STUDENT SERVICES

University of Southern California-Hawaii, Los Angeles, California, December 2003

GRADUATE CERTIFICATE IN COMMUNITY COLLEGE LEADERSHIP

University of Southern California-Hawaii, Los Angeles, California, December 2002

MASTER IN EDUCATIONAL ADMINISTRATION, CURRICULUM, INSTRUCTION

Gonzaga University-Hawaii, Spokane, Washington, August 2000

PROFESSIONAL TEACHING DIPLOMA

University of Hawaii, Honolulu, Hawaii, December 1993

BACHELOR OF ELEMENTARY EDUCATION

University of Hawaii, Honolulu, Hawaii, December 1992

WORK EXPERIENCE

WINDWARD COMMUNITY COLLEGE, Kaneohe, Hawaii, February 2014 - Present

Interim Vice Chancellor for Student Affairs

TRIO Educational Talent Search and Student Support Services, Principal Investigator

WINDWARD COMMUNITY COLLEGE, Kaneohe, Hawaii, September 2007 - February 2014

TRIO Educational Talent Search, Director

HAWAII COMMUNITY FOUNDATION, Honolulu, Hawaii, March 2005-August 2007

Senior Scholarship Officer

WINDWARD COMMUNITY COLLEGE, Kaneohe, Hawaii, February 2003-March 2005

Academic Counselor for the Ke Ala Pono Program-Native Hawaiian Strengthening Institutions Grant

MARYKNOLL SCHOOL, Honolulu, Hawaii, August 1994-February 2003

Pre-Kindergarten-Grade 12 Substitute Teacher, June 2001-February 2003

Grade 5 Teacher, August 1994-June 2001

JUDY K. OLIVEIRA, Ed.D.

HIGHLIGHTS

LEADERSHIP

- Serve as Interim Vice Chancellor at Windward Community College; supervised over 50 Student Affairs staff, including tenured Instructor/Counselors, APT staff, RCUH specialists, and student mentors in Admissions and Records, Financial Aid, Counseling/Academic Advising, Transfer/Career Center, First Year Experience, Mental Health and ASUH units; managed Student Affairs and TRIO budgets; hired and evaluated personnel; served on UH System Early College High School task force; investigated Title IX student cases as a certified Deputy.
- Lead and participate in numerous committees focused on college access and college completion for low income, first generation and Native Hawaiian students. Direct Educational Talent Search federal grants, for 12 schools and over 1500 students. Served as Board member for Castle High School Community Council and Hakipu'u Learning Center. Co-Chair for the World Indigenous Peoples Conference on Education 2014, and Education Chair for the Association of Hawaiian Civic Clubs.
- Partner through a parallel study to evaluate outcomes for a college scholarship program that serves 3000+ students; studied relationship between predictive factors of success and bachelor's degree completion; focused on the role of parent encouragement, high school curriculum, Hawaiian sense of belonging and college financial aid
- Create counseling, tutoring and mentoring program targeting Native Hawaiian population and provided retention and persistence services campus wide for 2500 students; co-authored chapter with Dr. Lui Hokoana, reviewing factors related to Native Hawaiian student success in college.
- Lead classroom teacher for seven years. Coordinated curriculum and activities for 300+ students with nine partner teachers as Division Coordinator for nine grade level classes at Maryknoll School, Coalition of Essential Schools. Articulated curriculum for accreditation as co-chairperson for Pre K-12 system. Served on numerous committees in leadership roles.

RELEVANT EXPERIENCE

- Secured and carried out performance objectives as the Principal Investigator for five U.S. Department of Education grants totally over \$4 million dollars - TRIO Educational Talent Search, TRIO Student Support Programs, GEAR UP College Access Challenge Program. Assisted with programs and services administered under three Native Hawaiian Strengthening Institutions Grants (Title III) at WCC.
- Managed budgets within UH compliance guidelines and federal grant regulations. Evaluated grants and student affairs programs and implemented effective strategies and best practices. Administered over \$3 million dollars in scholarship programs serving 1500 recipients attending colleges in Hawaii and U.S. seeking post secondary degrees.
- Strong networks within UH System student affairs and state-wide college planning programs, P-20 Hawai'i and Pacific Financial Aid Association; and Native Hawaiian organizations, Office of Hawaiian Affairs, Kamehameha Schools, Native Hawaiian Education Association and Native Hawaiian Education Council.

PROFESSIONAL REFERENCES

1. Keala Monaco, Executive Assistant to UH President David Lassner, [REDACTED]
2. Dr. Lui Hokoana, UHWO Vice Chancellor Student Affairs, [REDACTED]
3. Kevin Ishida, WCC Vice Chancellor for Administrative Services, [REDACTED]
4. Dr. Louis Kealoha, Honolulu Police Department, Chief, [REDACTED]

Board Member Information


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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: **Kapolei Charter School by Goodwill Hawaii**
2. Contact information:

3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes
5. Why do you wish to serve on the governing board of the proposed charter school?

Having served on the Board for Goodwill Industries of Hawaii, Inc. for the past 7 years and on the Board for the Hawaii Youth Symphony for the past 4 years, I have been able to learn the challenges in Hawaii's educational landscape and the importance of providing educational access to what I would consider to be disadvantaged segments.

The statistical data on education in Hawaii is glaring. Less than one-third (30.5%) of adults in Hawaii, ages 25 or more, have a Bachelor's degree or higher (2010-2014 data). Only 55% of high school seniors in the City & County of Honolulu reported being accepted into higher education or training; only 39% of Honolulu public high school seniors reported planning to attend a 4-year college or university (2008 data).

The Excel Center model has proven to be effective at re-engaging at-risk youth and young adults to complete their secondary education, to obtain industry credentials, to access post-secondary education, and to successfully enter the workforce in above-minimum wage jobs.

I am confident that the school would benefit students, the West Oahu community, and the overall local economy. In addition, the proposed school would be able to expand partnerships between Hawaii's secondary and post-secondary educational institutions.

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

My understanding is that the Governing Board is an Independent Board that establishes the school's charter performance contract with the Hawaii State Public Charter Commission. The Governing Board is primarily responsible for the school's financial, organizational, and academic performance, and for the execution of the charter. This is accomplished through the creation and support of an infrastructure that will insure adherence and compliance to all applicable requirements, while enabling the school's vision and mission to come to fruition. Each Governing Board member lends specific expertise to provide oversight and to ensure the success of the school's performance.

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 currently sit as an Executive Board member for *Goodwill Industries of Hawaii, Inc.* (7 years) and as an Executive Board member for the *Hawaii Youth Symphony* (4 years). I also served as an Executive Board member for *Music Is Good Medicine*. My involvement in the aforementioned Boards have allowed me to meet a myriad of professionals within the community, gain additional strategic management skills, and gain expertise on salient issues such as community development, education, job growth, and the promotion of the arts to name a few. This additional lens has allowed me to sharpen my business acumen and to help me to become a better leader.

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

I will be able to provide sound financial management guidance as a Governing Board Member. I have 25 years of finance, banking, financial planning, and leadership experience. I have experience with procurement, allocation, and the control of financial resources of an organization.

School Mission and Plan

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

The Kapolei Charter School's mission will be to interrupt generational poverty by providing customized, meaningful, and alternative educational opportunities to students who are not successful in the traditional educational system. With high academic standards, the Kapolei Charter School by Goodwill Hawaii will assist 9th - 12th grade level students to graduate with a High School diploma in an accelerated time frame. Students attending the school will also graduate with a post-secondary certification or community college enrollment to ensure a smooth transition to enter the skilled workforce and to be contributing citizens of their local communities through the power of education and work.

The guiding beliefs of The Excel Center Model, on which the school is based, encompass a focus on addressing non-academic challenges through individual learning plans and life coaching; and the pursuit of post-secondary education and career pathways to enable long-term self-sufficiency.

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

The Excel Center Model’s academic plan will be built on three main pillars: (1) an academic philosophy that meets the goals and needs of at-risk students, (2) a concentrated focus on College and Career Readiness, and (3) a coaching platform designed to address barriers which impede a student’s continued educational success.

Every student at the Kapolei Charter School by Goodwill Hawaii will have a unique educational plan that fits his/her specific needs. The students will participate in fixed-time classes where key academic subjects such as language arts, mathematics, social studies and science are covered. In addition, remediation classes will also be offered.

We will also avail a Postsecondary Education and College and Career Readiness program to prepare students to learn the skills necessary to become successful in 21st-century workplaces. Students’ educational plans will build towards post-secondary certificates and/or advanced degrees that lead to high growth and high demand careers with better-than-average growth potential in the local economy.

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

There are 3 key characteristics that I believe will make for a successful school:

1. Flexibility: The ability to meet students “where they are”.
2. Capacity: Sufficient expanse to address students’ non-academic challenges.
3. Support: Well-prepared and Grounded to the needs of the local communities and to the economy.

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

The true measure of the school’s success can be assessed by many factors including but not limited to: 1) the high school graduation and college-going rates 2) Enrollment Trends 3) Brand Equity as defined by the strong reputation of the school over time and 4) fulfilling the school’s public obligations and all terms of the Charter Contract. Through data analytics and the like, we should be able to ascertain whether the school has achieved its mission of helping its students complete their secondary education and continue into post-secondary education and career pathways.

Governance

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

The Governing Board has the independent authority to define the school’s administrative structure, management, and its curriculum. The Board will collectively advise the school’s leadership team on the recommended organizational structures and processes, and the foci of the academic plan to ensure it remains grounded in local community and workforce needs.

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

The success of the school at the end of Year 1 will be reflected in the:

1. Recruitment and retention of projected number of students;
2. Attainment of the performance measures as proposed in the application;
3. Financial stability of the school (i.e. positive financial performance, expense-to-revenue ratio);
4. Successful recruitment and retention of high-quality staff.

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

The school will be deemed successful at the end of 5 years if the following are attained:

1. Incremental expansion to serve more students each year.
2. Continued financial stability.
3. Consistent and growing rate of College-going graduates.
4. Multiple, strong partnerships with post-secondary institutions and community organizations.

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

- Establish strong infrastructure (e.g. Policies and Procedures) to ensure all requirements and laws (i.e. Federal, State) are met;
- Recruit and retain high-quality, experienced staff with a passion for, and dedication to, the school model;
- Build strong connections within the community to ensure adequate student interest and community support.

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?

As with any organization, if there exists reasonable cause to believe a member/members was/were acting unethically, I would:

- First inform the member(s) of basis for such belief and allow s/he/them opportunity to provide an explanation;
- If, after hearing the response/explanation and further investigation has been undertaken as warranted, and the Governing Board has determined there was an unethical act, the Board should take appropriate disciplinary and corrective action.

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

On a professional basis, I know Laura Smith, CEO of Goodwill Industries of Hawaii, Inc. and Katy Chen, Chief Administrative Officer for Goodwill Industries of Hawaii, Inc., as I currently serve as an Executive Board member for Goodwill Industries of Hawaii, Inc. I also know on a professional basis Christina Enoka, who served with me as a Board Member at Goodwill Industries of Hawaii, Inc. and Judy Oliveira Vice Chancellor for Student Affairs, University of Hawaii West Oahu.

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

There is a proposed contractual relationship, by way of a Management Agreement, between the charter school and Goodwill Industries of Hawaii, Inc. (GIH). I currently serve on the Board of Directors for GIH. I

have reviewed the Ethics Commission Memo and understand the requirements; I will take action to avoid any potential conflict, including recusing myself from any matter in which a conflict of interest, or perceived conflict of interest may occur.

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, Malcolm Lau, 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.

Malcolm Lau

Signature

2/4/16

Date

Malcolm Lau

Profile

Senior Banking Executive with skills, experience and expertise regarding Strategic Planning, tactical Administrative coordination, Small Business Development and Initiatives, and Training for large financial institution with presence in the State of Hawaii, Guam, Palau, and Saipan.

Skills Summary

- ◆ Leadership & Management
 - ◆ Strategic Visioning & Implementation
 - ◆ Financial Planning (Procurement, Allocation, Control)
 - ◆ Relationship Management
 - ◆ Marketing & Sales
- Banking*
- ◆ Retail, Business & Private Banking
 - ◆ Branch Management
 - ◆ Business Sales & Management
 - ◆ Training

Employment History

BANK OF HAWAII – Honolulu, HI, 1991 to Present

Senior Vice President and Branch Division Administration & Small Business Manager

Other Positions Held: Branch Loan Officer, Assistant Branch Manager, Business Banking Officer, District Business Sales Manager, Small Business Manager, Retail Banking Center Manager, Branch Sales Manager, Business Banking Market Manager, Personal Banking Division Manager

KUAKINI HEALTH SYSTEM – Honolulu, HI, 1983 to 1990

Storeroom and Purchasing Manager

Other Positions Held: Medical Supply Specialist

Community Service Experience

- ◆ Executive Board Member – Goodwill Industries of Hawaii, Inc.
- ◆ Executive Board Member – Hawaii Youth Symphony
- ◆ Member, Navy League
- ◆ Member, UH Foundation-Na Koa Football Club

Education

UNIVERSITY OF HAWAII, MANOA – Honolulu, HI

Bachelor's Degree, Finance & International Business, 1990

PACIFIC COAST BANKING SCHOOL, UNIVERSITY OF WASHINGTON – Seattle, WA

Honors Graduate, 2002

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: Kapolei Charter School by Goodwill Hawaii

2. Contact information:



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

Resume and professional bio are attached to this form.

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

Does not apply to me Yes

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

I strongly believe in the value of education, and its ability to affect one's life trajectory. Goodwill's proposed charter school is a different approach to public education, one that understands and promotes the importance of addressing issues in the students' lives outside of the classroom, and preparing them to truly succeed in life after graduation. The model of the proposed school – that introduces the concept of career planning early on – is very much needed here in Hawaii, where only 4 in 10 public high school seniors have plans to attend college or university. I feel the school's emphasis on career path planning – both in terms of curricula as well as accessing post-secondary institutions and credentialing programs – will have such a great benefit for the students.

I have always done community service, including serving as a literacy tutor. I am also very involved in community service in the Kapolei area, serving in the Kapolei Rotary Club. I understand the need for innovative education and economic planning in West Oahu, and feel I can contribute as a Board member both in terms of my professional expertise and personal experience.

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

I understand that the school's Governing Board is an independent board which establishes the charter performance contract. I understand the Board members are primarily responsible for overseeing the main aspects of the school's operations, including financial, organizational, and academic performance. I feel we, as a Board, can accomplish these activities by developing and maintaining a strong infrastructure that will ensure we are complying with all requirements and allowing the school to meet its mission.

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 currently serve on the Board of Directors of Goodwill Contract Services Hawaii, Inc., and am a long-time member of the Society for Human Resource Management. I also currently volunteer with both Lanakila Meals on Wheels and the Rotary Club of Kapolei; thus have knowledge and experience working with non-profit organizations and community service.

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

I am an experienced Executive with extensive knowledge and skills in setting and implementing strategic direction, while simultaneously managing the Human Resource components of organizational initiatives, employee and labor relations, and coordinating and facilitating all aspects of Risk Management, Corporate Compliance, Privacy and management of Support Services.

School Mission and Plan

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

I understand the mission of the school is as follows: The Kapolei Charter School by Goodwill Hawaii will interrupt generational poverty by providing customized, meaningful, and alternative educational opportunities to students who are not successful in the traditional educational system.

The tenets that guide the school, that are derived from the Excel Center Model, include a focus on addressing non-academic challenges by providing life coaching and individualizing learning plans for each student; as well as prioritizing the pursuit of post-secondary education and career pathways to enable long-term self-sufficiency.

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

The school's academic plan will be based on the Excel Center Model, and incorporate a strong focus on College and Career Readiness. The school will utilize scheduling that is more flexible than that found in a traditional public school environment, and also provide "life coaching" that will help the students and their families deal with barriers outside the classroom. The academic plan will include the major academic subjects – language arts, mathematics, social studies and science, and will also offer remediation classes for those students entering the school below

grade level. Each student will have an “individual learning plan” that will reflect their specific needs and academic levels.

In addition to the regular class subjects and remediation classes, the school will also focus on preparing students for college and career. Students will work on planning their career path, and be able to simultaneously take classes at local community colleges, therefore starting to earn credit toward postsecondary degrees and credentials while receiving support from the Goodwill school.

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

I believe schools are successful when they are able to be flexible and meet students’ unique needs; understanding the students do not live in silos, but may have challenges in their families and communities that affect their ability and capacity to succeed academically. I also feel schools will be most successful when they reflect the needs of their local communities and economy – and prepare students to succeed in life beyond secondary education.

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

Due to the focus on post-secondary education and career planning, we believe the school will be succeeding if the high school graduation and college-going rates are meeting or exceeding goals.

Governance

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

The Governing Board will recommend and oversee organizational structures and processes to the school’s leadership team, and also influence the focus of the academic plan to ensure it remains grounded in local community and workforce needs while meeting the students’ educational needs and addressing all stated standards.

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

The Governing Board and school leadership will use the established metrics to ascertain the success of the school at the end of Year 1:

- ◆ Recruitment and retention of projected number of students;
- ◆ Attainment of the proposed performance measures;
- ◆ Financial stability of the school (i.e. positive financial metrics);
- ◆ Successful recruitment and retention of high-quality staff.

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

The Governing Board and school leadership will use the outcomes listed below to assess the success of the school at the end of five years:

- Expanded to serve more students each year (as projected in the Enrollment Plan).
- Continued financial stability.
- College-going rate of graduates.
- Strong relationships with community colleges and other community organizations.

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

The Governing Board will be strongly involved to ensure the school is successful. Some of the key steps to ensure this success will include:

- Establish and implement strong menu of Policies and Procedures that will help ensure all requirements are met;
- Assist with proactive recruitment and prioritize retention of high-quality, experienced staff with a passion for the school model;
- Maintain strong connections within the community that will support student recruitment and overall support for the school.

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

If I had reasonable cause to suspect an unethical act or situation, I would do the following:

- First inform my fellow board member of the basis for my belief and allow them the opportunity to respond and provide an explanation;
- If, after hearing their response and further investigation has been completed, the Governing Board has determined there was an unethical act, the Board should take appropriate disciplinary and corrective action. This process will be outlined in our Board policies.

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 on the Goodwill Industries of Hawaii Board of Directors for 9 years and know Malcolm Lau and Laura Smith.

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

I/we do not know any person who is, or has been, an employee of the proposed 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

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, Christina Enoka, 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.

Christina Enoka

 Signature

2/8/16

 Date

Christina Enoka, MA

Strategic Executive with extensive experience as a Senior Leader. Skilled in setting and implementing strategic direction while simultaneously managing the Human Resource components of organizational initiatives, employee and labor relations, coordinating and facilitating all aspects of Risk Management, Corporate Compliance, Privacy and management of Support Services.

Sutter Health Pacific dba Kahi Mohala– 677-2527

2004 – Present: Director Human Resources, Support Services and Risk Management

2001 – 2004: Director Human Resources and Support Services

1994 – 2001: Director Human Resources and Communications

1991 – 1994: Employment Manager

1988 – 1991: HR Assistant

Senior Leadership: As a member of senior management, actively participate in strategic planning and implementation of the organization's business objectives. This includes management of assets, fiscal responsibility, internal efficiencies with human resources and operating budgets, business development, contracting, compliance with all regulatory agencies and external relationships. Continually monitor operations and effectively initiate changes as needed.

Human Resources Management: Provide leadership and guidance to management and staff as it relates to employee relations, counseling and discipline, grievances and performance conference reviews. Ensure consistent application of personnel policies, programs and procedures. Maintain statistical documentation of trends, interventions and solutions. Manage recruitment and retention initiatives, employee orientation and staff development, wage compensation programs and benefit plans. Negotiate union contracts and set the direction for the organization's labor relation initiatives. Develop and maintain positive physician relations. Effectively manage the Employee Total Health and Wellness Program, which includes Workers Compensation, Temporary Disability, Safety and Employee Health.

Support Services: Provide leadership, guidance and supervision to the Communications, Food Service, and Facility Management Departments, which includes Housekeeping and Maintenance staff, to ensure compliance with all regulatory agencies, i.e., JCAHO, Department of Health, OSHA, and quality service delivery.

Corporate Compliance Liaison: Serve as the Corporate Compliance Liaison investigating complaints, recommending corrective action, facilitate annual training and provide quarterly and annual reports to the governing body.

Risk Management: Maintain the organization's Risk Management Program to improve safety and prevent or mitigate losses. Monitor/investigate incident reports and other information regarding occurrences in the facility. Analyze actual and potential risk to the organization. Assess liability and probability of legal action. Review collected data to identify trends and recommend corrective action. Provide quarterly and annual reports to the governing body.

Privacy Officer: Provide oversight and operation of compliance program activities related to the confidentiality, access, use and disclosure of Protected Health Information (PHI) and other confidential information for the facility.

Education:

Master of Arts in Organizational Management, University of Phoenix
Bachelor of Science in Business Management, University of Phoenix
Associate of Science in Business Management, Leeward Community College
Certified Zenger Miller (Achieve Global) Trainer
Advanced Toastmaster Bronze

Volunteer / Professional Associations

2013 – Present: Lanakila Meals on Wheels
2010 – 2012: Hawaii Literacy Tutor
2006 - Present: Rotary Club of Kapolei
 2011-2012: Club President
 2012-2013: Foundation Director
 2013-present: International Services Director
 2016-2017: Incoming Assistant District Governor

2002 – Present: Contract Services, Goodwill Industries of Hawaii, Board of Directors
2013 – Present: American Society for Healthcare Risk Management
1994 – Present: Hawaii Healthcare Human Resources Association (HHHRA)
1991 – Present: Society for Human Resource Management (SHRM)

Board Member Information

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

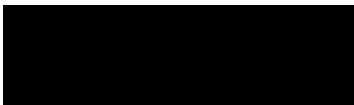
Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its 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: Kapolei Charter School by Goodwill Hawaii
2. Contact information:



3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes

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

Having been with Goodwill Industries of Hawaii as its President/CEO for many years, I have witnessed first-hand how strongly the power of work impacts people's lives on a daily basis and can interrupt the poverty cycle. I became very interested several years ago as my colleagues in Goodwill throughout North America began to incorporate into our service menu educational programs that lead towards employment. Their success was an inspiration to myself, our Goodwill team and our Board of Directors to consider applying to operate a Public Charter School, which could replicate the impact we have seen throughout the US.

6. What is your understanding of the appropriate role of a public charter school governing board member?
The Governing board will provide governance and oversight to the charter school. The board must be familiar with Hawaii State Laws as well as best practices of charter school

management. Additionally, the board will set the strategic vision, monitor the performance, and assure that good governance, and due diligence are in place for the charter 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.

Currently, I serve on several community boards. These include Goodwill Industries International which oversees all member Goodwill in North America; the Hawaii Alliance of Non Profit Organizations (HANO) and the Hawaii Public Housing Authority. I also currently serve as a temporary trustee for the King Lunalilo Trust, one of the legacy Ali'i trusts.

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

I have experience with the start-up, implementation and evaluation of many types of social service programs and small businesses through my work with Goodwill. Additionally, I am an administrative surveyor for a national accreditation company: CARF: The Commission on Accreditation of Rehabilitation Facilities. In that role, I travel throughout the US leading a team of accreditation specialists in applying the required standards and determining if accreditation requirements have been met.

Additionally, I have extensive fundraising experience for both programs, as well as capital improvements such as equipment and facilities. This includes raising \$18M for Goodwill's Kapolei Building where the charter school will be located.

School Mission and Plan

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

We seek to provide excellence in education and in doing so, to interrupt intergenerational poverty with students in grades 9-12 who need a different learning environment from the traditional school setting.

Using Goodwill's Excel Center curriculum, we plan to combine high school education with the choice of a career path and assist our students to make gains in both areas to increase their earnings and success in the adult work place.

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

The school's academic plan will be based on the Excel Center Model, and incorporate a strong focus on College and Career Readiness. The school will provide "life coaching" that will help the students and their families deal with barriers outside the classroom. The academic plan will include the major academic subjects – language arts, mathematics, social studies and science, and will also offer remediation classes for those students entering the school below grade level. Each student will have an "individual learning plan" that will reflect their specific needs and academic levels.

In addition to the regular class subjects and remediation classes, the school will also focus on preparing students for college and career. Students will work on planning their career path,

and be able to simultaneously take classes at local community colleges, therefore starting to earn credit toward postsecondary degrees and credentials while receiving support from the Goodwill school.

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

A successful school meets the needs of the students served resulting in successful learning which can be applied to everyday life. We think the individualized curriculum, in addition to the non-traditional learning environment, will provide the right culture for many students who are not successful in the traditional school model to earn their high school diploma while starting on their chosen career path.

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

Due to the focus on post-secondary education and career planning, we believe the school will be succeeding if the high school graduation and college-going rates are meeting or exceeding goals.

Governance

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

The Governing Board will recommend and oversee organizational structures and processes to the school's leadership team, and also influence the focus of the academic plan to ensure it remains grounded in local community and workforce needs while meeting the students' educational needs and addressing all stated standards.

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

The Governing Board and school leadership will use the established metrics to ascertain the success of the school at the end of Year 1:

- ◆ Recruitment and retention of projected number of students;
- ◆ Attainment of the proposed performance measures;
- ◆ Financial stability of the school;
- ◆ Successful recruitment and retention of high-quality staff.

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

The Governing Board and school leadership will use the outcomes listed below to assess the success of the school at the end of five years:

- Expanded to serve more students each year (as projected in the Enrollment Plan).
- Continued financial stability.
- College-going rate of graduates.
- Strong relationships with community colleges and other community organizations.

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

The Governing Board will be strongly involved to ensure the school is successful. Some of the key steps to ensure this success will include:

- Establish and implement strong menu of Policies and Procedures that will help ensure all requirements are met;
- Assist with proactive recruitment and prioritize retention of high-quality, experienced staff with a passion for the school model;
- Maintain strong connections within the community that will support student recruitment and overall support for the school.

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

If I had reasonable cause to suspect an unethical act or situation, I would do the following:

- First inform my fellow board members of the basis for my belief and allow them the opportunity to respond and provide an explanation;
- If, after hearing their response and further investigation has been completed, the Governing Board has determined there was an unethical act, the Board should take appropriate disciplinary and corrective action. This process will be outlined in our Board policies.
- We understand the need to abide by the State of Hawaii ethics rules for Charter Schools. We plan to hold frequent training on this with the governing board to assure that each member understands the expectations and requirements.

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 had business relationships through Goodwill Industries of Hawaii, Inc. with each member of the governing 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

There is a proposed Management Agreement between the charter school and Goodwill Industries of Hawaii, Inc (GIH). I currently serve as President/CEO of GIH. I understand the State Ethics Commission requirements and would take action to avoid any potential conflict, including recusing myself from any matter in which a conflict of interest, or perceived conflict of interest may occur.

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
 I am the President/CEO of Goodwill Industries of Hawaii, Inc. which will have a contractual relationship with the Charter School through a management agreement to provide various services for the charter school.
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
 None that I know of at this time, however, I understand the Ethics requirement and would recuse myself from any matter in which a conflict of interest, or perceived conflict of interest may occur.

Certification

I, **Laura Smith**, 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.

Laura R Smith
 Signature

2/10/16
 Date

WORK EXPERIENCE

Goodwill Industries of Hawaii, Inc., Honolulu, Hawaii, President/CEO, 1994-Present

- President/CEO of two large human services agencies, Goodwill Industries (\$25M) and Goodwill Contract Services (\$4.5M) which includes management of daily operations in a variety of Human Service Programs for people with barriers to employment.
- Operation of businesses within the organization to provide financial support to allow the agency to operate its human service programs. Business lines include operations of retail stores, with gross revenues of \$8 million, 26 federal/state/city service contracts with revenues of \$7 million, community employment contracts such as Corrosion Repair Services for Kaneohe Marine Corps Base Hawaii; Custodial services at PJKK Federal Building; Hickam Air force Base; Waikiki Business Improvement District Association, Recycling services at Schofield Barracks, and five Certified Hi-5 Redemption Centers.
- Completed \$15 million dollar capital campaign to establish expanded operations through the Ohana Career and Learning Center in Kapolei, Hawaii. Building construction completion in February 2010. Established and funded a \$2 million endowment program to support the operations of the agency.
- Successfully led the organization through three 5-year strategic plans with the agency board of directors.
- Established service programs in 4 counties, Oahu, Maui, Big Island and Kauai.
- Expanded services statewide to over 13,000 persons served annually staffed by over 500 employees.

Goodwill Industries of Hawaii, Inc., Honolulu, Hawaii, Executive Vice President, 1991-1994

- Supervised 4 divisions of the agency.
- Obtained \$250,000 funding for renovation of the main training facility.
- Active in state legislation regarding issues related to the organization.
- Designed and implemented a 5-year plan for the retail division to renovate stores and increase sales by 22%.

Goodwill Industries of the Inland Counties, Inc., San Bernardino, California Vice President of Vocational Services, 1989-1991

- Completed Internship for Chief Executive Officer Certification Training Program.
- Planned, developed and administered all vocational programs within the agency. Provided professional case management supervision to a staff of 20 rehabilitation counselors.
- Established two additional vocational service offices in the Victorville and Hemet areas.
- Doubled the number of persons receiving services.
- Expanded funding bases to include JTPA, Veterans Administration and Private Rehabilitation sources.

Goodwill Industries of Hawaii, Inc., Honolulu, Hawaii, Director of Rehabilitation, 1982–1988

- Directed and managed all rehabilitation services of the organization, including the role of supervising case work manager to a staff of professional and paraprofessional counselors.
- Established and expanded programs for persons ranging from mild to profound disabilities.
- Established community based employment services for persons with severe disabilities.

Other and Previous Employment:

- YWCA of O'ahu, Children's Program Coordinator
- State of Hawaii, Child Protective Services, Social Worker
- Association for Retarded Citizens of Hawaii, Group Home Relief Manager

EDUCATION

- Post Graduate Work, University of Hawaii at Manoa, 2001.
- Post Graduate Work, Utah State University, 2001.
- Master's of Rehabilitation Administration, University of San Francisco, 2130 Fulton Street, San Francisco, California, GPA 4.0, 1998
- Bachelor of Social Work, University of Hawaii, GPA 3.8, 1982

CERTIFICATE AND LICENSURES

- CRC (Certified Rehabilitation Counselor) License # 50383, The Commission on Rehabilitation Counselor Certification, 2001 - present.
- Senior Professional of Human Resources (SPHR), HR Certification Institute, 2013 -present
- Chief Executive Officer Certification, Goodwill Industries International, 1994
- Surveyor/Consultant, CARF: The Commission on Accreditation of Rehabilitation Facilities. 1993–present.

COMMUNITY SERVICE

- **State of Hawaii, Hawaii Public Housing Authority**, Appointed by Governor David Ige, Term: 2015 – 2019
- **Estate of King William Charles Lunalilo**, Temporary Trustee, Appointed by State of Hawaii Circuit Court, Term: 2015 – 2016.
- **Hawaii Alliance of Nonprofit Organizations (HANO)**, Past Chairman of the Board, Past Treasurer, Board Member 2015 - present.
- **Goodwill Industries International Board**, Member, Board of Directors, Chairperson, Membership Standards Committee, 2014-present.
- **Punawai 'O Pu'uhonua Advisory Board**, Member, Board of Directors, 2014-present.
- **Hawaii Employers Council, Board of Governors**, Executive Committee member 2013-2015.
- **Governor's Task Force on Sequestration**, Appointed by Governor Neil Abercrombie, Term: 2013.
- **HUI KUPAA - COLLECTIVE IMPACT PROJECT**: Oversight Committee, Co-Leader, Working Poor/Unemployed Work Group, Governance Council, 2011 – 2014.
- **PHOCUSED**: (Protecting Hawaii's O'hana, Children, Underserved, Elderly and Disabled) Board member, 2011 - 2014
- **Community Council on the Purchase of Health and Human Services**, Appointed by Governor Linda Lingle, Term: 2008 – 2012
- **Goodwill Industries International**, Chair, Membership Standards Policy Review Committee 2006-2008,
- **City and County of Honolulu, Mayor's Taskforce on Homelessness**, Appointed by Mayor Mufi Hanneman/Mayor Peter Carlisle, 2008-2010.
- **Community Council on the Purchase of Health and Human Services**, Appointed by Governor Linda Lingle, Term: 2008 – 2012
- **City and County of Honolulu, Community Development Block Grant Review Committee**, Appointed by Mayor Mufi Hanneman, 2007.
- **Hawaii Alliance of Nonprofit Organizations (HANO)**, Past Chairman of the Board, Past Treasurer, Board Member 2006 - 2013.
- **Goodwill Industries International**, Chair, Membership Standards Policy Review Committee 2006-2008
- **Hawaii Employers Council**, Board Member, 2001 – 2008.

- **SourceAmerica**, Northwest Region Advisory Committee Member, 2007-Present.
- **Goodwill Industries International**, Board Member, Executive Council Member, Secretary to the Executive Council 2004-2007.
- **Hawaii Waiver Providers Association (HWPAA)** Chairman of the Board, 2000–2004.
- **Better Business Bureau**, Board Member, 2000–2003.
- **Homeless Solutions**, Board Member, Treasurer, 1998-2003.
- **State of Hawaii, Rehabilitation Advisory Council**, Appointed by Governor Benjamin J. Cayetano, 1992-1999.
- **State of Hawaii, State Planning Council on Developmental Disabilities**, Appointed by Governor Benjamin J. Cayetano, 1996-2004.
- **Rehabilitation Facilities of Hawaii**, President of the Board, 1992– 1996.
- **Mayor’s Committee on Employment of People with Disabilities**, Member, San Bernardino, CA 1991.

AWARDS, PROGRAM ACCOMPLISHMENTS AND BUSINESS AFFILIATIONS (Sampling)

- YWCA of O’ahu, Women’s Leadership Award, 2015.
- Pacific Business News, The Cades Schutte Non Profit Leadership Award, 2012.
- Speaker: Wahine Forum: “Secrets of a Well Run Non Profit,” 2011.
- Hawaii Business Magazine Top 250 Companies: 2008, 2009, 2010, 2011, 2012, 2013, 2014.
- Pacific Business News, Book of Lists, Top 10 Nonprofit Service Providers, 2007 - Present.
- Pacific Rim Conference: Co-Presenter “AbilityOne Disability Job Creation Strategies) with Mr. Andrew Houghton, Chairman, AbilityOne Commission and Mr. David Dubinsky, Executive Director, NISH Pacific West Region, 2010.
- Hawaii Community Foundation 2009 Ho’okele Award Winner.
- Pacific Business News: Finalist: American Savings Bank Business Leader of the Year, 2008.
- Honolulu Advertiser: Leadership Corner, Feature Article, “Spreading Goodwill Throughout Hawaii, October 28, 2008
- Speaker, Pacific Business News: “Surviving the Economic Storm, Economic Impact on Nonprofit Organizations” 2008.
- Speaker, Project Sustainability, “The Essentials of Government Grants, Workshop sponsored by U.S. Congressman Neil Abercrombie, Housing and Urban Development (HUD) and Kapiolani Community College, 2008.
- Pacific Business News, Forty Under Forty, Honoree, 1999.

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: **Kapolei Charter School by Goodwill Hawaii**

2. Contact information:
Name: *Katy Y. Chen*


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?
 - ♦ Less than one-third (30.5%) of adults in Hawaii, ages 25 or more, have a Bachelor's degree or higher (2010-2014 data).
 - ♦ Only 55% of high school seniors in the City & County of Honolulu reported being accepted into higher education or training; only 39% of Honolulu public high school seniors reported planning to attend a 4-year college or university (2008 data).
 - ♦ The Excel Center model has proven effective at re-engaging at-risk youth and young adults to complete their secondary education, obtain industry credentials, access post-secondary education, and enter the workforce in above-minimum wage jobs;
 - ♦ The school would benefit students, the West Oahu community, and the overall economy;

- ♦ Expand partnerships between Hawaii’s secondary and post-secondary educational institutions.
6. What is your understanding of the appropriate role of a public charter school governing board member?
 The Governing Board is an independent board that establishes the school’s charter performance contract with the Hawaii State Public Charter Commission.
 The Governing Board is primarily responsible for the school’s financial, organizational, and academic performance, and for the execution of the charter. This is accomplished through the creation and support of an infrastructure that will insure adherence and compliance to all applicable requirements, while enabling the school’s vision and mission to come to fruition.
 Each Governing Board member lends specific expertise to provide oversight and ensure the success of the school’s performance.
 7. Describe any previous experience you have that is relevant to serving on the charter school’s governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
 I have been a founding member of nonprofits and served as a board member and/or officer of many local and national nonprofits for nearly 30 years. These nonprofits include those that have a focus on credentialed training, education and literacy – all with missions that embrace the goal of having more educational opportunities for Hawaii’s people, consistent with the charter school envisioned here.
 I have also worked with nonprofit Boards while serving as the chief executive of charities focused on education, particularly, Hawaii Literacy (whose mission is to improve adult literacy), and PATCH (whose mission is to improve early education and care). In total, I have 17 years of experience working with Boards as a nonprofit executive to ensure the effective operation of a nonprofit.
 8. Describe the specific knowledge and experience that you would bring to the governing board.
 I have worked as a corporate attorney with a focus on nonprofit law. I helped many groups just starting out to gain their formal tax-exempt status as a legitimate 501(c)(3) nonprofit. I continue to assist organizations on their compliance with nonprofit governance statutes on a pro bono basis, and have served as a conference speaker on best practices of the same. I remain a licensed attorney in the State of Hawaii.

School Mission and Plan

1. What is your understanding of the school’s mission and guiding beliefs?
 Mission: The Kapolei Charter School by Goodwill Hawaii will interrupt generational poverty by providing customized, meaningful, and alternative educational opportunities to students who are not successful in the traditional educational system. With high academic standard, the Kapolei Charter School will assist 9th - 12th grade level students to graduate with a High School diploma in an accelerated time frame. Students attending the school will also graduate with a post-secondary certification or community college enrollment to ensure smooth transition to enter the skilled workforce and be contributing citizens of their local communities through the power of education and work.
 The guiding beliefs of The Excel Center Model, on which the school is based, encompass a focus on addressing non-academic challenges through individual learning plans, life coaching; and pursuit of post-secondary education and career pathways to enable long-

term self-sufficiency.

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

The Excel Center Model's academic plan has three main pillars: (1) an academic philosophy that meets the goals and needs of at-risk students, (2) a concentrated focus on College and Career Readiness, and (3) a coaching platform designed to address barriers which impede a student's continued educational success.

Every student at the Kapolei Charter School will have a unique education plan that fits his/her specific needs. Students participate in fixed-time classes where they cover key academic subjects in language arts, mathematics, social studies and science; remediation classes will also be offered.

Postsecondary Education and College and Career Readiness prepare students to learn the skills necessary to become successful in 21st-century workplaces. Students' educational plans will build towards post-secondary certificates and/or advanced degrees that lead to high growth, high demand careers with better-than-average growth potential in the local economy.

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

- ♦ Flexible- ability to meet students "where they are".
- ♦ Capacity to address students' non-academic challenges.
- ♦ Grounded in the needs of the local communities and economy.

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

The true measure of the school's success will be the high school graduation and college-going rates; reflecting the school has achieved its mission of helping its students complete their secondary education and continue into post-secondary education and career pathways.

Governance

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

The Governing Board has the independent authority to define the school's administrative structure and management, and its curriculum/a. The Board will collectively advise the school's leadership team on recommended organizational structures and processes; foci of the academic plan to ensure it remains grounded in local community and workforce needs.

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

The success of the school at the end of Year 1 will be reflected in the:

- ♦ Recruitment and retention of projected number of students;
- ♦ Attainment of the performance measures as proposed in the application;
- ♦ Financial stability of the school (i.e. positive financial performance, expense-to-revenue ratio);
- ♦ Successful recruitment and retention of high-quality staff.

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

- ♦ Incrementally expanded to serve more students each year.
- ♦ Continued financial stability.
- ♦ College-going rate of graduates.
- ♦ Multiple, strong partnerships with post-secondary institutions and community organizations.

4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
- ♦ Establish strong infrastructure (e.g. Policies and Procedures) to ensure all requirements and laws (i.e. Federal, State) are met;
 - ♦ Recruit and retain high-quality, experienced staff with a passion for, and dedication to, The Excel Center Model;
 - ♦ Build strong connections within the community to ensure adequate student interest and community support.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
If there exists reasonable cause to believe a member/members was/were acting unethically, I would:
- First inform the member(s) of basis for such belief and allow s/he/them opportunity to provide explanation;
 - If, after hearing the response/explanation and further investigation has been undertaken as warranted, the Governing Board has determined there was an unethical act, the Board should take appropriate disciplinary and corrective action.

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 Malcolm Lau and Laura Smith. Malcom serves on the Board of Goodwill Industries of Hawaii, Inc. (GIH), while Laura serves as its CEO. I am a current employee of GIH.
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 am a current employee of GIH which plans to have a management agreement with the charter school to assist in its initial operations.
 I understand the State Ethics Commission requirements and would take action to avoid any potential or perceived conflict, including recusing myself when necessary.
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I/we do not know any such persons Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I/we have no such interest Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A I/we or my family do not anticipate conducting any such business Yes
8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family Yes
 I am a current employee of GIH which plans to have a management agreement with the charter school to assist in its initial operations.
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
 Should a perceived or potential conflict arise, I would recuse myself (i.e. and follow all requirements as outlined by the State Ethics Commission).

Certification

I, Katy Chen, 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.

Katy Chen
 Signature

4 Feb. 2016
 Date

KATY Y. CHEN, ESQ.

education University of Washington, School of Law, *Juris Doctor*, Seattle, Washington.
University of Washington, *Bachelor of Arts with Distinction*, Cum Laude- Political Science,
Phi Beta Kappa, Golden Key Honors Society.

◆ ***Chief Administrative Officer***

Goodwill Hawaii (November 2014 - present).

Statewide nonprofit specializing in employment counseling, job training and placement for those facing employment barriers; operation and supply of thrift store chain. 560 employees, 11 stores, 24 donation locations and 10 service offices. Annual revenue \$33M. Areas of responsibility: facilities and risk management, human resources, IT, legal, marketing and communications.

Accomplishments: Managed Halloween marketing campaign resulting in the highest retail sales month ever. Developed new donation bin program for high-rises -signed up 30 condos in 2 months. Successfully negotiated favorable commercial and office leases for 8 locations, including obtaining significant tenant improvements at landlord's expense. Conducting first-ever reserve study and leading a multi-year statewide rebranding effort. Developing and implementing new standards for facility maintenance and health/safety.

experience

◆ ***Chief Executive/ Executive Director***

◇ PATCH – People Attentive to Children (2006 – 2014).

The only statewide social services agency, specializing in early childhood education and care, servicing families, child care providers and early childhood educators.

Accomplishments: Increased annual revenue by 60% to \$3.7M; doubled the annual reserves to more than \$1M during the recession, and tripled the number of service programs provided to the community. Developed training center focused on early care and education. Drafted and advocated the passing of state legislation to allow for child care homes in rural areas, and successfully advocated for increased state funding for preschool subsidies for low-income families.

◇ Hawaii Literacy, Honolulu, Hawaii (2003- 2006).

Non-profit specializing in adult literacy, English-as-a-Second Language, and bookmobile and family literacy services in public housing projects.

Accomplishments: Doubled annual revenue and staffing levels. Took the nonprofit out of financial crisis – revamped accounting procedures, stabilized and diversified its funding sources. Expanded service to Neighbor Islands after being Oahu based for 35 years and developed family literacy libraries in public housing.

◇ Chinese Information & Advice Centre, London, England (1999 – 2002). A legal aid and social welfare non-profit for disadvantaged Chinese in the UK, specializing in training bi-lingual social workers and legal professionals; legal representation and political advocacy in immigration, human rights and family law; and support services for domestic violence victims and asylum seekers.

Accomplishments: Successfully advocated for national legislation more favorable to immigrants and asylum seekers from Third World countries – other EU nations then modeled their immigration policies on the UK's. Increased annual revenue by 75% and diversified funding sources. Doubled staffing and expanded services from London proper to England and Scotland wide. Increased clients served by over 80% in just one year.

Primary gain serving as Nonprofit Executive Director: Extensive experience in strategic, personnel and financial management of a complex non-profit, including policy making, strategic planning, human resources, budgeting, grant writing, public relations, fundraising and the application and execution of large-scale federal and state government contracts.

**experience
cont.**

◆ **Attorney** at Dwyer Imanaka Schraff Kudo Meyer & Fujimoto with a concentration in real estate, non-profit, and intellectual property law. Honolulu, Hawaii (1995-1998).

◇ **Legal intern** at the University of Washington Student Legal Services, concentrating in housing, consumer and family law. Seattle, Washington (1994-1995).

◇ **Legal intern** at the United States District Attorney, Western District of Washington, Seattle, Washington (Spring 1994).

◇ **Criminal Investigator Intern** at the King County Public Defender Association, interviewed police, witnesses and victims, diagrammed crime scenes and served subpoenas. Seattle, Washington (1990-1992).

Primary gain from Legal Experience: Constant development of superb research, analytical, writing and oral communication skills, client counseling, team work, and issue identification.

◆ **Community Service**

◇ American Judicature Society, Special Committee on Redress for Unlawful Imprisonment (2015)

◇ City and County of Honolulu, Ethics Commission; Chair (2015) Commissioner (2012 – present).

◇ Hawaii Book & Music Festival; Secretary (2004- 2012), Board Member (2004 – present).

◇ Joint Council for the Welfare of Immigrants; Board Member (2001-2002).

◇ Islington Chinese Association; Board Member (2001-2002).

◇ Young Lawyers Division of the Hawaii State Bar Association; Board Member (1998).

◇ University of Washington - Asian Student Council; Student Representative (1991-1992).

◇ American Taiwanese Youth Association; Co-Founder, Board President (1985-1988).

Primary gain from Community Service: Experience in strategic management, partnering and collaboration, board, government and community relations.

awards

Businesswoman of the Year Finalist, Pacific Business News - 2012

PONO Fellow, Hawaii Community Foundation, 2011

Forty Under 40 for the State of Hawaii, Pacific Business News - 2007

Pacific Century Fellow - 2007

100 Most Influential Chinese Persons on European Society, Phoenix CNE – 2000

Member of the Hawaii State Bar since 1995

KAPOLEI CHARTER SCHOOL BY GOODWILL HAWAII, INC.

ADMINISTRATIVE POLICIES & PROCEDURES

TITLE: Board of Directors Annual Declaration of Conflict of Interest and Principles of Ethical Conduct

Mandated by: BOD	Policy No. XX	Page No. Page 1 of 3
Authorized by: BOD	Date Issued:	Date Reviewed/Revised:

Policy:

The purpose of this policy is to establish, for the Board of Directors, the annual declaration regarding conflicts of interest and written principles of ethical conduct in order to foster a positive work environment and bring the ethical aspect of business choices to a conscious level.

In view of the purposes of Kapolei Charter School by Goodwill Hawaii, Inc. and the nature of the organization's activities, it appears unlikely that members of the Board of Directors will often, if ever, find themselves in a situation where an outside business, investment or professional interest conflicts with their fiduciary duty to Kapolei Charter School by Goodwill Hawaii, Inc..

In the hope of avoiding even theoretical conflicts of interest, Kapolei Charter School by Goodwill Hawaii, Inc. maintains the following policy and procedures with respect to participation by members of the Board of Directors in matters coming before them in which they may have a duality of potential conflict of interest.

Responsibility:

The Board of Directors of Kapolei Charter School by Goodwill Hawaii, Inc. is empowered with all authority reasonably necessary to maintain this policy.

Monitoring and Review:

A review of this policy will be conducted at least once every 3 years as part of the administrative policies and procedures review. The policy review will be conducted by the Chairman of the Board of Directors, or his/her delegate.

Reporting:

The Board Chairman shall report to the Board of Directors at least once every 3 years the results of an assessment of this policy.

Implementation:

1.0 Conflict of Interest

- 1.1 For the purpose of this policy, a "Conflict of Interest" is defined to include, but is not limited to any activity, financial interest in, or relationship with another person or entity that:

- would impair or appear to impact a Director's independent judgment in the discharge of his/her duties to Kapolei Charter School by Goodwill Hawaii, Inc.;
- could cast doubt on a Director's ability to act with total objectivity with regard to the interests of Kapolei Charter School by Goodwill Hawaii, Inc.;
- conflict with the interests of the Board;
- results in a personal profit or advantage to a Director at the expense of Kapolei Charter School by Goodwill Hawaii, Inc.;
- involves a direct or indirect business, investment or family financial interest;
- utilizes confidential or proprietary information belonging to Kapolei Charter School by Goodwill Hawaii, Inc.

2.0 Principles of Ethical Conduct

- It is the policy of Kapolei Charter School by Goodwill Hawaii, Inc. that its Board members demonstrate the highest standard of ethical and professional conduct at all times in their business activities. Directors and any employees have an affirmative duty to promote and advance the mission of Kapolei Charter School by Goodwill Hawaii, Inc.. In all respects, Kapolei Charter School by Goodwill Hawaii, Inc. must have the confidence of its customers and the public. By supporting and adhering to the highest ethical principles and standards of business conduct, we will help maintain the reputation of Kapolei Charter School by Goodwill Hawaii, Inc. within the community.

3.0 Annual Acknowledgment

- 3.1 On an annual basis each member of the board of directors will be asked to review and acknowledge their agreement with both Kapolei Charter School by Goodwill Hawaii, Inc.'s Conflict of Interest and Principles of Ethical Conduct policies.

4.0 Guidelines

In the hope of avoiding even theoretical conflicts of interest, Kapolei Charter School by Goodwill Hawaii, Inc. adopts the following Guidelines with respect to participation by members of the Board of Directors in matters coming before them in which they may have a duality or potential conflict of interest.

- 4.1 Board members who are engaged in business with Kapolei Charter School by Goodwill Hawaii, Inc. must do so in a manner that avoids the appearance of a conflict.
- 4.2 No member of the Board of Directors shall knowingly take any action or make any statement intended to influence the conduct of Kapolei Charter School by Goodwill Hawaii, Inc. in such a way as to confer any benefit on such member or on any for-profit corporation in which he/she has significant interest as stockholder, director, or officer.
- 4.3 In the event that a matter for consideration or decision comes before the Board of Directors that raises a potential conflict of interest for any member of the Board, the member shall disclose the conflict of interest to the Chairman of the Board as

soon as he/she becomes aware of it. Any board member or Officer who is aware that he/she may have a potential conflict of interest with respect to any matter before the board shall disclose all relevant information, and the disclosure shall be recorded in the minutes of the applicable meeting(s).

- 4.4 The Chairman of the Board may request the covered person not be present for any deliberation on that matter, or counted for purposes of a quorum.
- 4.5 Any member of the Board of Directors who is aware of a potential conflict of interest with respect to any matter coming before the Board may be asked to refrain from voting in connection with the matter.
- 4.6 The member may be asked to recuse themselves and not be physically present during the Board's final discussion and vote on the issue.
- 4.7 Exceptions to this policy require prior approval by the Chairman of the Board. All exceptions shall be reported to the Board of Directors.
- 4.8 Suspected violations of this policy should be reported to the Chairman of the Board.
- 4.9 These Guidelines shall not be construed as preventing or discouraging any member of the Board of Directors from disclosing relevant information with respect to any matter as to which he or she has knowledge or from answering questions or stating his/her position with respect to any such matter.
- 4.10 All board members will be asked to declare and sign an **Annual Declaration of Conflict of Interest and Principles of Ethical Conduct** form.
- 4.11 As new Directors join the Board and new Officers are elected, he/she must complete the **Annual Declaration of Conflict of Interest and Principles of Ethical Conduct** form.

Attachment W is Not Applicable

Not applicable because the proposed school and governing board do not plan to have any advisory bodies or councils.

School-Specific Measures

School-Specific Performance Goal #1	<p><i>What is the proposed school’s school-specific performance goal #1?</i></p> <p>Students graduate from Kapolei Charter School (KCS) having earned college credit or an industry-recognized credential.</p>
Measure	<p><i>How will the proposed school assess and demonstrate performance toward this goal?</i></p> <p>Student transcripts and records of certification courses and certification exam results.</p>
Metric	<p><i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i></p> <p>KCS’s data management system will track the percent of graduates who have earned 3 or more college credits and/or have passed an industry-recognized certification course & associated exam.</p>
Targets	<p><i>What targets will the proposed school achieve?</i></p> <p>Year 1: At least 40% of graduates will have earned an industry-recognized certification or at least 3 transcribed college credits by graduation.</p> <p>Year 3: At least 50% of graduates will have earned an industry-recognized certification or at least 3 transcribed college credits by graduation.</p> <p>Year 5: At least 50% of graduates will have earned an industry-recognized certification or at least 3 transcribed college credits by graduation.</p>
Rationale for Goal	<p><i>Why is this goal important to the proposed school’s mission?</i></p> <p>Preparing students for career pathways and enabling them to gain admission into post-secondary education is essential to KCS’s mission.</p>
Assessment Reliability and Scoring Consistency	<p><i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i></p> <p>Industry credentialing exams and college dual credit final exams are deemed reliable and consistent by the respective industries and colleges who grant the certifications and dual credits.</p>
Baseline Data	<p><i>What is the proposed school’s beginning data point?</i></p> <p>2017-18 graduate data.</p>
Attachments	<p><i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i></p>

School-Specific Performance Goal #2	<p><i>What is the proposed school’s school-specific performance goal #2?</i></p> <p>By graduation, students demonstrate the skills needed to be successful in the workplace.</p>
Measure	<p><i>How will the proposed school assess and demonstrate performance toward this goal?</i></p> <p>KCS assesses workplace readiness skills through its Career Readiness Rubric.</p>
Metric	<p><i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i></p> <p>Teachers quantify workplace readiness skills through the Career Readiness Rubric. These scores are recorded in the student information system and reported by the school’s data management system.</p>
Targets	<p><i>What targets will the proposed school achieve?</i></p> <p>Year 1: At least 70% of students achieve “meets standard” or better on the Career Readiness Rubric</p> <p>Year 3: At least 75% of students achieve “meets standard” or better on the Career Readiness Rubric</p> <p>Year 5: At least 80% of students achieve “meets standard” or better on the Career Readiness Rubric</p>
Rationale for Goal	<p><i>Why is this goal important to the proposed school’s mission?</i></p> <p>Preparing students for the workplace either immediately after graduation or after they complete post-secondary education is essential to the mission of KCS. In order to be successful in the workplace, students will need to demonstrate the common employability skills that are valued by employers.</p>
Assessment Reliability and Scoring Consistency	<p><i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i></p> <p>The Career Readiness Rubric has been adapted from the US Department of Education’s Perkins Collaborative effort and the National Career Readiness Certificate standards.</p>
Baseline Data	<p><i>What is the proposed school’s beginning data point?</i></p> <p>Trimester 1 2017-18 Career Readiness Rubric scores for all students.</p>
Attachments	<p><i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i></p>

**Kapolei Charter School by Goodwill Hawaii
Admission and Enrollment Policy**

Timeline (School Year 2017-18)

Activity	Due Date
Enrollment Applications accepted	Feb. 6 – March 10, 2017
Lottery held	April 3, 2017
Notification of acceptance made	April 5, 2017
Notification of wait-list made	April 5, 2017

Eligible Students

It is the policy of the Kapolei Charter School by Goodwill Hawaii that attendance is open to all students in grades 9 through 12. All students will be admitted in compliance with all applicable state and federal requirements and regulations.

Applicants with Special Needs

The Hawaii State Department of Education maintains a policy regarding the enrollment of Special Education students in charter schools. Special Education teaching staff will provide services to these students at the Kapolei Charter School.

Enrollment Applications

Applications will be made available by February 1, 2017 on the school's website; paper copies may also be picked up at the school office.

- The application will be available online as a PDF file. It will need to be printed and filled out completely, and mailed to the Kapolei Charter School (address will be provided).

The completed application is due in the school office by 4:00pm on Friday, March 10, 2017.

Lottery

If more applications are received than spaces available, all completed applications will be entered into a lottery system. The lottery will be a random selection process to admit the designated number of students (per school capacity that year).

Each completed application will be assigned a number. The numbers will then be placed into a computer program, from which a random list of numbers will be generated, that matches the number of slots available. Once the available spaces are filled, the remaining applicants will be placed on a wait list. Their position on the wait list will be determined by when their number was drawn in the lottery.

The Lottery will take place at the Kapolei Charter School on Monday, April 3, 2017. Applicants do not need to attend the lottery.

The Kapolei Charter School staff will inform the students/families whose names were selected in the lottery. Notification will be made by phone on April 5, 2017.

The students whose applicants were not selected in the lottery will be notified as such via a letter. These letters will be mailed out on April 5, 2017. Students who were not accepted will need to re-apply each year.

Lottery Exemptions

- Returning students (1st group)
- Siblings of Kapolei Charter School students (2nd group)

Wait List Procedures

During the academic year, some students will leave the school (either by graduating or by withdrawing from the school). When this happens, the student's vacated space in the school is back-filled by students on the wait list.

Students are queued until the next new student orientation takes place. To accelerate their integration into the school, students on the wait list are encouraged to fill out the enrollment packet and locate their transcript prior to being notified of an open space. Students will be selected from the wait based on their position established by the random lottery.



HOME OF

NĀ 'ELELE
"THE MESSENGERS"

Roberta Searle
LOCAL SCHOOL BOARD
CHAIRPERSON

Alvin N. Parker
PRINCIPAL

Misipati Karapani Jr.
MIDDLE SCHOOL
VICE-PRINCIPAL

R. Moana Makaimoku
ELEMENTARY
VICE-PRINCIPAL

Renette Parker
BUSINESS MANAGER
REGISTRAR

John Willis
SAFETY AND MAINTENANCE
MANAGER

Tanyelle Nahulu
S.A.S.A

January 26, 2016

To Whom It May Concern:

I am thrilled to provide this Letter of Support for Goodwill Hawaii application to open a Public Charter School.

Goodwill Hawaii maintains a positive reputation in the community through its dedicated programs that support low-income individuals and families to reach self-sufficiency. Its leadership has shown exemplary skills and expertise in managing a large and successful organization while remaining grounded in community needs and values. Goodwill clearly has the institutional and leadership capacity to open a public charter high school that will serve the needs of West Oahu.

Its proposed focus on providing wrap-around support to help the students address their family and other non-school issues will prove extremely valuable in the communities it proposes to serve. In our school, we see daily the effects of these struggles on our students and their ability to learn and succeed. Further, the additional focus on college and career readiness will help poise our youth to obtain better-paying jobs and succeed in their careers. Their model is exciting and innovative, and has the capacity to significantly contribute to the changing landscape of public charter schools in Hawaii as we aim to positively impact the direction of our youth.

The mission of Ka Waihona o ka Na'auao Charter School is to "create socially responsible, resilient and resourceful young men and women, by providing an environment of academic excellence, social confidence and cultural awareness." At Ka Waihona o ka Na'auao, we serve students K through 8th grade. Should Goodwill Hawaii's requested charter be granted, we welcome the opportunity to provide information about its school to our students and their parents, as a strong option for their next academic step. We will partner with Goodwill to arrange tours of its school for our students, parents, and staff, so they may become familiar with its goals and values. We will also gladly serve as a resource to Goodwill's charter school, as it navigates to establish itself within our Hawaii charter school community. Please do not hesitate to contact me if you have any questions.

Aloha,

Alvin N. Parker
Principal, Ka Waihona o ka Na'auao PCS

Ka Waihona o ka Na'auao
PUBLIC CHARTER SCHOOL

89-195 Farrington Highway
Wai'anae, Hawaii 1 96792
[P] 808.620.9030
[F] 808.620.9036
www.kawaihonapcs.org

LEeward COMMUNITY COLLEGE

Office of Continuing Education and Workforce Development

Laura Smith
President/CEO
Goodwill Industries of Hawaii
2610 Kilihau Street
Honolulu, HI 96819

Aloha Laura,

This letter is to support the proposed Kapolei Charter School by Goodwill Hawaii.

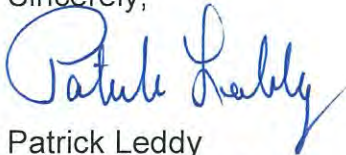
Leeward Community College's proven commitment to affordable, quality education is a foundation of our mission. Located in Pearl City, Leeward CC is a regional community center, creating both an environment for academic learning and a center of cultural life for our neighbors. From professional career studies to liberal arts, the College offers diverse and comprehensive opportunities for all students.

The Office of Continuing Education & Workforce Development (OCEWD) is part of Leeward Community College's educational mission to enhance quality of life and strengthen economic stability and growth. OCEWD provides a variety of continuing education programs, public service, consulting services, and cultural programs. Programs support human resource and economic development, job training, and classes for small and large businesses, and aspiring entrepreneurs. Our curricula are developed for both youth and adult learners. Customizable training for businesses, organizations and educational groups is also available, along with lifelong job placement assistance for those who have completed a workforce training course.

Leeward CC and OCEWD have been partnering with Goodwill for several years. We remain continuously impressed with the Goodwill team's commitment to helping its participants access post-secondary education; they truly understand and value the importance of continuing education to economic self-sufficiency and career growth. The mission of their proposed charter school, to prepare its high school students for college and career readiness, is critical to ensuring their lifelong success. In addition, the provision of life coaching will assist the West Oahu students and families navigate the multiple barriers they may have.

We look forward to continuing our partnership with Goodwill, and helping to ensure the charter school students access Leeward CC as a viable opportunity to continue their education, obtain industry-recognized credentials, and attain self-sufficiency.

Sincerely,



Patrick Leddy
Senior Coordinator
Office of Continuing Education & Workforce Development
Leeward Community College

January 26, 2016

Wanda Villareal
Vice-President, Human Services
Goodwill Industries of Hawaii
2610 Kilihau St
Honolulu, HI 96819

Re: Goodwill Hawaii's Application to open a Public Charter School

Dear Wanda:

I am writing to support Goodwill Hawaii's proposal to open a public charter school in West Oahu.

Windward Community College (WCC), located in Kaneohe, Oahu, is part of the University of Hawaii's community college system. Our mission is to "offer innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage." WCC's Federal TRiO Student Support Services (SSS) Program is designed to increase retention and graduation of students from disadvantaged backgrounds. At WCC, the three TRiO programs (Talent Search, Upward Bound and SSS) support programs targeted to serve and assist low-income, first-generation college students, and students with disabilities to progress through the academic pipeline from middle school to baccalaureate programs.

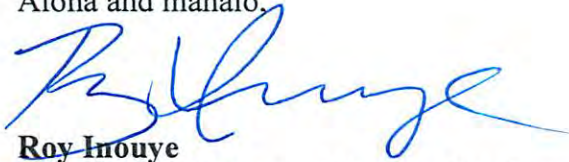
WCC has partnered with Goodwill for a little over 5 years. We serve as a site of their financial literacy programs, which provide free tax preparation assistance and financial literacy education to our students on-site at our student services center. We also partner with their mission services programs, helping to assist their participants to access and succeed in post-secondary education.

Every year, we are further impressed with the Goodwill team's commitment to serve and to the provision of high-quality services. They truly embrace the value of post-secondary education, and understand the various support services their participants need to succeed. We are excited to learn of their request to open a public charter high school which would focus on college and career readiness, connecting their students to degree programs and credentials. Through our work with secondary students, we readily see the value in Goodwill's proposed school model and strongly believe it will succeed. Should Goodwill's request to open a charter school be granted, we enthusiastically commit to the following:

- Host tours for Goodwill charter school students at WCC to help them learn about the community college system, and offerings at WCC;
- Provide information about Goodwill's charter school to our students, faculty, and staff, and to our partners.

As an organization, Goodwill is well-equipped with the high-quality infrastructure, personnel, and community knowledge to open and successfully manage a public charter school, and thereby continue their important work of facilitating our communities' progression toward economic self-sufficiency.

Aloha and mahalo.



Roy Inouye
Director, TRiO Student Support Services
Windward Community College



UNIVERSITY
of HAWAII
MĀNOA

February 5, 2016

Ms. Laura Smith
President/CEO
Goodwill Hawaii

Dear Ms. Smith:

This letter serves as our strong support of Goodwill Hawaii's proposal to open a public charter high school in West Oahu.

The Myron B. Thompson School of Social Work at the University of Hawaii at Mānoa was founded in 1936. It is the only school of social work in the Pacific Basin offering a Bachelor of Social Work (BSW), Master of Social Work (MSW), and a Social Welfare Doctorate Program (PhD). The Myron B. Thompson School of Social Work's BSW and MSW programs are accredited by the Commission on Accreditation of the Council on Social Work Education.

We have been fortunate to partner with Goodwill Industries of Hawaii. Specifically, our students have been able to participate in your mission services programs, including your programs for at-risk youth and adults with disabilities. The students' experiences and lessons learned have proven invaluable to their education in the social work field and exposure to service delivery work in Hawaii. Our professors are continually impressed with the caliber of your programs, the dedication of your staff, and your overall organizational commitment to Hawaii's communities and populations in-need.

Goodwill clearly maintains a strong organization replete with dedicated and experienced leaders who can successfully operate the proposed school. We look forward to continuing our partnership.

Respectfully,

A handwritten signature in black ink, appearing to read "Noreen".

Noreen Mokuau, D.S.W.,
Dean and Professor

January 26, 2016

Laura Smith
President/CEO
Goodwill Hawai'i

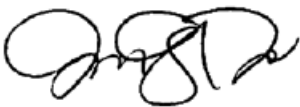
Dear Laura,

I am writing to offer my strong support for Goodwill's proposal to open and operate a public charter school in West O'ahu. I have had the pleasure of collaborating with Goodwill since 2013, and truly believe in the value your proposed school would bring to Hawai'i's youth.

My interests lie in working with youth, encompassing positive youth development, youth mental health, school connectedness, and culturally-based programming. I have been fortunate to partner with Goodwill on several levels. Your youth program, Ola I Ka Hana, has been a valuable partner to my youth suicide prevention work, helping to raise community awareness of this important issue. Goodwill has also repeatedly served as a community placement site for the public health graduate students at the University of Hawai'i, enabling these students to work on community projects and gain valuable hands-on experience. Goodwill clearly values and prioritizes secondary and post-secondary education, promoting its importance in its programs and partnering with local institutions.

Goodwill has a strong organizational infrastructure, knowledgeable leaders grounded in community values, and the vision to successfully operate the proposed school. The mission and vision of your proposed charter school will truly enable the students to embark on a positive trajectory toward adulthood and achieve independence and self-sufficiency. Your emphasis on wrap-around support services to address non-academic barriers, educational and vocational goals, and strong partnerships with post-secondary institutions and community organizations will position students to succeed in career and life.

Most sincerely,



Jane Chung-Do, DrPH
Assistant Professor
University of Hawai'i Department of Public Health Sciences
1960 East-West Rd Biomedical Building D104D
Honolulu, HI 96822
phone: 808-956-4548
chungjae@hawaii.edu

February 2, 2016

To Whom It May Concern:

Goodwill Industries of Hawaii, Inc. is the rightful owner of the property parcel located at 2140 Lauwiliwili Street, Kapolei, HI, 96707. Goodwill's Ohana Career and Learning Center (OCLC) is the structure located on this property, and houses Goodwill's mission services programs that serve the communities of West Oahu.

Goodwill Industries of Hawaii will provide space in its OCLC for the operation of the Kapolei Charter School by Goodwill Hawaii. Specifically, the following space will be provided for use by the school:

- 2nd floor: Classrooms, Computer Room, Meeting Rooms, and Office Space
- 1st floor: Classroom space

Goodwill Industries of Hawaii will charge a monthly rent to the Kapolei Charter School by Goodwill Hawaii for use of this space. Goodwill Industries of Hawaii understands the proposed start of classes is August 2017.

Please contact me with any questions.



Carol Taira
Vice President of Finance
Goodwill Industries of Hawaii, Inc.
2610 Kilihau Street, Honolulu, Hawaii 96819-2020
O: 808-792-8572 | F: 808-833-1425 | CTaira@higoodwill.org

DONATE STUFF. CREATE JOBS.



Previous Parcel	Next Parcel	Return to Main Search Page	Honolulu Home	Real Property Home
Owner and Parcel Information Print Owner Info				
Parcel Number	910750060000		Data current as of	January 11, 2016
Owner Name	GOODWILL INDUSTRIES OF HAWAII INC Fee Owner		Project Name	
Location Address	2140 LAUWILIWILI ST		Plat Map	Plat Map PDF
Property Class	INDUSTRIAL		Parcel Map	GIS Parcel Map
Land Area (approximate sq ft)	97,095		Legal Information	
Land Area (acres)	2.229		LOT 8001 LCAPP 1069 MAP 645 2.229 AC SUBJ/ESMT	
Any ownership changes after assessment date of October 1 will be reflected on website after assessment roll certification on or after January 31.				

Assessment Information Show Historical Assessments Print Assessment Info											
Assessment Year	Property Class	Assessed Land Value	Dedicated Use Value	Land Exemption	Net Taxable Land Value	Assessed Building Value	Building Exemption	Net Taxable Building Value	Total Property Assessed Value	Total Property Exemption	Total Net Taxable Value
2016	INDUSTRIAL	\$ 2,612,500	\$ 0	\$ 2,612,500	\$ 0	\$ 6,757,800	\$ 6,757,800	\$ 0	\$ 9,370,300	\$ 9,370,300	\$ 0

Appeal Information Print Appeal Info					
Year	Appeal Type Value	Scheduled Hearing Date <i>subject to change</i>	Status	Tax Payer Opinion of Value	Tax Payer Opinion of Exemptions
2007	BOARD OF REVIEW	05/03/2007	Closed	\$ 0	\$ 0

Land Information Print Land			
Property Class	Square Footage	Acreage	Agricultural Use Indicator
INDUSTRIAL	76,075	1.7464	
INDUSTRIAL	12,365	0.2839	
INDUSTRIAL	8,655	0.1987	

Commercial Improvement Information										
Property Class	Building Card	Building Number	Improvement Name	Identical Units	Units	Structure Type	Year Built	Effective Year Built	Gross Building Description	Sketch
	1	1	GOODWILL	0	0	COMMERCIAL C-4	2009	2009		NA
Commercial Building Sections										
Card	Section	Level From	Level To	Area	Perimeter	Usage	Wall Height	Exterior Wall	Frame Type	
1	1	1	2	10,236	490	OFFICES	15	LOW RISE	LOW RISE COMMERCIAL	
1	1	1	1	7,684	368	WAREHOUSE	30	LOW RISE	LOW RISE COMMERCIAL	

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

Permit Information Department of Planning and Permitting (DPP)

Attachment BB: Start-Up Timeline

	Activity / Task	Due Date	Person Responsible
PHASE I: PLANNING			
Governance			
Governance	Create new 501c3: Kapolei Charter School by Goodwill Hawaii, Inc.	0-3 months post-charter	GIH Executive Team
Governance	Transition Applicant Governing Board to School Governing Board	9 months	Governing Board
Governance	Finalize and implement governance structure	9 months	Governing Board
Governance	Develop long-term fiscal plans and goals	8-7 months	Governing Board, GIH V.P.- Finance
Finance			
Finance	Finalize school budget; submit to Governing Board for approval	6 months	GIH V.P.- Finance; Governing Board
Finance	If necessary, obtain line of credit from GIH to cover unexpected expenditures that may negatively impact the school's operating budget	6 months	Governing Board; GIH V.P.- Finance
Finance	Submit grant applications to support start-up period and initial expenses; potential grant opportunities include federal charter school funding, local foundation support	12-9 months	GIH Fund Development
Finance	Finalize and adopt budget oversight policies	6 months	Governing Board, GIH V.P.- Finance
Finance	Finalize and adopt internal controls and fiscal policies	6 months	Governing Board, GIH V.P.- Finance
Finance	Research and recommend auditing options	6 months	GIH V.P.- Finance
Facility			
Facility	Final walk-thru of OCLC Classrooms (to determine primarily equipment needs)	9-7 months	GIH Facilities Dept.
Instruction & Assessment			
Instruction & Assessment	Fully develop & finalize academic model and school curriculum plan	6 months	School Director, GEI (ESP)
Outreach			
Outreach	Solidify relationships with feeder schools (e.g. Ka Waihona o ka Na'auao) to recruit potential students and achieve projected enrollment	6-4 months	School Director

Attachment BB: Start-Up Timeline

	Activity / Task	Due Date	Person Responsible
Outreach	Develop and initiate school marketing plan (community presentations, door-to-door, brochures, direct mailing, open houses, and answering inquiry phone calls)	5 months	School Director
Staffing			
Staffing	Hire School Director	7-6 months	Governing Board
Staffing	Recruit and hire School Administrative staff (Registrar/Office Manager)	3-2 months	School Director
Staffing	Recruit and hire Teaching staff (Teachers, Paraprofessional) & Life Coach	4-2 months	School Director
PHASE II: PREPARATION FOR OPENING			
Governance			
Governance	Board development training on best practices for board governance, including monitoring school performance	5 months	Governing Board, School Director
Facility			
Facility	Plan to equip rooms to needed specifications	6-5 months	School Director, GIH Facilities Dept.
Facility	Utilize Goodwill resources (i.e. furniture, computers) to equip the office spaces	5 months	School Director, GIH Facilities Dept.
Finance			
Finance	Implement accounting system	7-6 months	GIH V.P.- Finance
Instruction & Assessment			
Instruction & Assessment	Partner with post-secondary institutions to identify industry certifications within the selected career pathways	4 months	School Director
Instruction & Assessment	Purchase software, curriculum, curricular materials, and educational platform	4 months	School Director
Instruction & Assessment	Course mapping to ensure all courses are mapped to Hawaii's academic standards	4-3 months	School Director, GEI
Instruction & Assessment	Arrange state testing with the State Department of Education	2 months	School Director, Registrar/Office Manager
Instruction & Assessment	Revise and finalize student schedules	1 week	School Director, Registrar/Office Manager, GEI

Attachment BB: Start-Up Timeline

	Activity / Task	Due Date	Person Responsible
Organizational			
Organizational	Solidify plan for school support services (i.e., accounting, HR, marketing, facilities management, ongoing IT support, fund development)	4 months	School Director, Governing Board, GIH Executive Team
Organizational	Obtain Student Information System from Hawaii State Dept. of Education	6-4 months	School Director
Organizational	Develop School Emergency Plan	4-3 months	School Director
Organizational	Develop Emergency Notification Plan	4-3 months	School Director
Organizational	Develop employee handbook	4-3 months	School Director, GIH H.R. Director
Organizational	Develop student discipline plan	4-3 months	School Director
Organizational	Develop student handbook	3 months	School Director
Organizational	Develop school academic calendar	4 months	School Director, GEI
Organizational	Implement Learning Management System (LMS)	4 months	School Director, GEI
Outreach			
Outreach	Conduct community outreach and develop community partnerships for wrap-around services and student referrals	5 months	School Director
Outreach	Identify industry areas of focus for career pathways	5-4 months	School Director
Outreach	Identify industry partners related to career pathways	5-4 months	School Director
Staffing			
Staffing	Plan staff recruitment strategy	6-5 months	School Director, Governing Board
Staffing	School Director goes through training	5 months	School Director, Governing Board, GEI
Staffing	Initial training on LMS	4 months	School Director
Staffing	Select Registrar/Office Manager and issue offer letter	3-2 months	School Director
Staffing	Registrar/Office Manager begins	2 months	School Director
Staffing	Select Teachers and issue offer letters	3-2 months	School Director
	Select all other staff and issue offer letters	3-2 months	School Director
Staffing	Develop staff professional development plans	2-1 months	School Director
Students			
Students	Students complete initial paperwork, indicating desire to enroll in the school	7-6 months	School Director

Attachment BB: Start-Up Timeline

	Activity / Task	Due Date	Person Responsible
Students	A student lottery is held, if needed (all remaining students are placed on a waiting list)	5 months	School Director, Office Manager
PHASE III: START-UP			
Facility			
Facility	Complete facility activities (i.e. equipping rooms)	1 month	School Director, GIH Facilities Dept.
Facility	Arrange classrooms and instructional and work environments	1 month	School Director, GIH Facilities Dept.
Facility	Facility signoff by all necessary parties (i.e., health inspectors, fire marshall, etc.)	1 month	School Director, GIH Facilities Dept.
Instruction & Assessment			
Instruction & Assessment	Confirm setup of technology hardware with all necessary software and programming	2 months	School Director, GIH I.T. Director
Instruction & Assessment	Review and assess needs of students who have or have previously had IEP's or Section 504 plans	2-1 months	School Director, Teachers
Instruction & Assessment	Develop plans for serving students with special needs	2-1 months	School Director, Teachers
Instruction & Assessment	Coordinate schedule for students with special needs	1 month	School Director, Teachers
Instruction & Assessment	Work with students/parents to develop or review IEP's or Section 504 Plans, as necessary	2-1 months	School Director, Teachers
Instruction & Assessment	Develop preliminary student schedules	2-1 months	School Director, Teachers
Organizational			
Organizational	Set-up data warehouse (GEI to map to the selected Student Information System)	3 months	School Director, GIH I.T. Director, GEI
Organizational	Data entry into Student Information System, including student demographics, etc.	2-1 months	Registrar/Office Manager
Organizational	Registrar/Office Manager is trained in transcribing transcripts	2 months	Registrar/Office Manager
Organizational	Transcribe student transcripts and enter data into Student Information System	1 month	Registrar/Office Manager
Staffing			
Staffing	Start date for Registrar/Office Manager, Teachers	2 months	School Director

Attachment BB: Start-Up Timeline

	Activity / Task	Due Date	Person Responsible
Staffing	Start date for Paraprofessional	1 month	School Director
Staffing	Provide orientation and Professional Development for all new staff and faculty	2-1 months	School Director
Staffing	Advise staff on all legal and regulatory compliance	2-1 months	School Director
Staffing	Implement immediate staff development plans	2-1 months	School Director
Students			
Students	Students complete enrollment paperwork and retrieve copies of their school transcripts, if available	2 months	Registrar/Office Manager
Students	All student transcripts are due	1 month	Registrar/Office Manager
Students	Conduct student orientation and student pre-assessments	2-1 weeks	School Director, Teachers
SCHOOL BEGINS			
	First Day of School	0	School Director, Teachers

GOODWILL INDUSTRIES OF HAWAII, INC.		
ADMINISTRATIVE POLICIES & PROCEDURES		
TITLE: Policy on Board Structure and Performance		
Mandated by: BOD	Policy No. 301	Page No. Page 1 of 4
Authorized by: BOD, CEO	Date Issued: 1993	Date Reviewed/Revised: May 2013

Policy:

Goodwill Industries of Hawaii, Inc. is established as a non-profit corporation conducting business under the laws of the State of Hawaii. GIH is governed by a Board of Directors who sets policy for the organization and provides the leadership and stability to enable the agency to meet its stated goals and objectives.

It is the policy of Goodwill Industries of Hawaii, Inc. that the Board of Directors, as established in the agency By-Laws, in conjunction with the President/CEO and staff members of the organization, work together in order to properly plan, govern, and implement the stated goals and objectives of the agency.

Responsibility:

The President/CEO, in conjunction with the Board of Directors, is empowered with all authority reasonably necessary to maintain this policy.

Monitoring and Review:

A review of this policy will be conducted at least once every 3 years as part of the administrative policies and procedures review. The policy review will be conducted by:

1. Board of Directors
2. President/CEO

Reporting:

The President/CEO will report to the Executive Committee at least once every 3 years the results of an assessment of this policy. Any changes to this policy will be communicated as required by the current By-Laws.

- 1.0 Board Structure
 - 1.1 The Board of Directors shall, according to Goodwill Industries of Hawaii, Inc.'s By-Laws, consist of not less that fifteen (15) and not more than twenty-seven (27) persons, including the President/CEO.
 - 1.2 The Board of Directors shall be elected for a term of three (3) years and shall be representative of the broad community as well as supportive of the purpose and goals of Goodwill Industries of Hawaii, Inc.

- 1.3 Except as set forth under Section 2.3 below, board terms are renewable every three (3) years with a maximum limit of three (3) consecutive three (3)-year terms.
- 1.4 Board members shall be independent and unrelated in their representation for Goodwill. By this, a board member shall not have a direct or indirect material relationship that could, in the view of the board, be reasonably expected to interfere with the exercise of a board member's independent judgment, as further detailed and procedures defined in Policy #304 Annual Declaration of Conflict of Interest and Code of Ethics for the Board of Directors. Members shall be supportive of Goodwill's mission and willing to give of their time and talents to the organization.
- 1.5 There shall be no financial transactions between a board member and the organization that includes compensation or loans. Stock ownership transactions are only permitted as outlined in Policy #307 Acceptance of Corporate Gifts.
- 1.6 Board members may be reimbursed for reasonable and expected expenses incurred in the fulfillment of their board responsibilities. Board members are not reimbursed for gasoline or mileage expenses incurred to attend board meetings. Policy #223 Travel Policy includes additional information regarding expense reimbursement should off-island travel be required of a board member to attend a conference or meeting.
- 1.7 The Board of Directors shall meet regularly, but not less than quarterly.
- 1.8 Regular and written minutes of each board and standing committee meeting shall be kept as part of the permanent record of the organization.
- 1.9 The presence of forty percent (40%) of the directors shall constitute a quorum.
- 1.10 All new Board of Directors members shall receive an orientation by the President/CEO and/or the Chairperson of the Board, which includes a written Board of Directors Manual.
- 1.11 This orientation shall include the review of a number of policies, and in particular the policy on Conflict of Interest/Ethical Code of Conduct, which must be signed by each board member annually. See Policy #304 Annual Declaration of Conflict of Interest and Code of Ethics for the Board of Directors for more information.

2.0 Board Leadership

- 2.1 The Board of Directors shall elect a Chairman of the Board, Vice Chair (who shall be Chairman elect), Treasurer, and Secretary annually.
- 2.2 There shall be standing committees established including the Executive Committee, the Finance Committee, Board Development Committee, and the Executive Compensation Committee, which meet to conduct business and regularly report to the Board of Directors. These committees may meet with

varying degrees of frequency. Ideally, all board members will serve on a minimum of one (1) standing committee.

- 2.3 The immediate past Chairman of the Board shall continue to serve on the Board as a voting member for the year subsequent to their services as Chairman, or to the end of their term on the board, whichever is longer.

3.0 Strategic Planning

- 3.1 The Board of Directors shall engage every five (5) years in a strategic planning effort, which will produce a written plan for the agency for the next five-year period.
- 3.2 The President/CEO shall present annually to the Board of Directors an Annual Operational Plan designed to meet the goals of the strategic plan.

4.0 Use of External Advisors

- 4.1 Recognizing that GIH board members have significant experience and expertise in a wide variety of areas, some governance decisions are complex and will require specialized advice. Expert consultation and advisors range from contracted services in areas such as financial audits and investment management to short-term/episodic engagement, such as safety inspections, executive compensation experts or attorneys for legal issues. In many instances, the policies governing the specific activity outline the use of expert advisors. For further information, see Policy #211 Annual Independent Audit, Policy #220 Investment Policy, Policy #306 Executive Compensation Committee, and Policy #503 Safety Inspections.
- 4.2 When expert advice is sought, GIH staff will research and liaison with professional(s) in the specific subject area, coordinating their work performance and their attendance at any applicable board meetings.

5.0 Board Assessment

- 5.1 GIH conducts an annual Board Performance and Effectiveness Survey. The Board Development Committee uses the results of the survey to review the organization's effectiveness and to plan for future training topics.
- 5.2 The Board Performance and Effectiveness Survey is divided into sections, which include Board Performance and Effectiveness, Board Operations and Narrative, and Individual Board Self-Assessment.

6.0 Annual Statements Required

- 6.1 Each board member shall review and must sign Goodwill's policy on Conflict of Interest and Principles of Ethical Conduct on an annual basis. See [Policy #304 Annual Declaration of Conflict of Interest and Principles of Ethical Conduct](#) for more information.

7.0 Interaction with Outside Parties

7.1 Each board member shall maintain confidentiality regarding Goodwill's proprietary agency operations and financial information when interacting with outside parties. As required by law and the accepted standards of nonprofit stewardship, the agency releases public information in its prescribed manner.

Revision	Date	Description of changes	Authorized By
2013-01	05/13	Administrative Review, Reporting Structure Updated.	CEO
2010-04	04/10	Added 2.3 to provide continuity of leadership in relation to board rotation and term, with clarification to Section 1.3. Changes approved by Executive Committee on May 20, 2010.	BOD
2009-03	3/09	Updated information to coincide with update to By-Laws and board governance best practices.	BOD
2007-02	5/07	Added section on the use of external advisors, board assessment, and interaction with outside parties.	CEO
2004-01	3/04	Updated information.	CEO

GOODWILL INDUSTRIES OF HAWAII, INC.		
ADMINISTRATIVE POLICIES & PROCEDURES		
TITLE: By-Laws of the Corporation		
Mandated by: BOD, CARF	Policy No. 302	Page No. Page 1 of 2
Authorized by: BOD, CEO	Date Issued: 1993	Date Reviewed/Revised: May 2013

Policy:

Goodwill Industries of Hawaii, Inc. has, in accordance with Federal and State regulations, established and filed By-Laws of the Corporation. These By-Laws of the Corporation are the governing documents to assure that Goodwill Industries of Hawaii, Inc. fulfills its mission to the community, and conducts business applicable to Federal and State regulations.

Responsibility:

The Board of Directors of Goodwill Industries of Hawaii, Inc., in conjunction with the President/CEO, is empowered with all authority reasonably necessary to maintain this policy.

Monitoring and Review:

A review of this policy will be conducted at least once every 3 years as part of the administrative policies and procedures review. The policy review will be conducted by:

1. Board of Directors
2. President/CEO

Reporting:

The President/CEO shall report to the Executive Committee at least once every 3 years the results of an assessment of this policy. Any changes to this policy will be communicated as required by the current By-Laws.

Implementation:

1. The organization has current By-Laws regarding its structure, governance and authorities that will help to provide effective and ethical leadership and stability for the organization.
2. These By-Laws are reviewed as needed by the Executive Committee of the Board of Directors in order to be assured of their appropriateness and adherence to their specifications.
3. The organization is governed by a Board of Directors who meet on a regular basis throughout the year.
4. The Board of Directors appoints an Executive Committee and annually elects its Executive Committee members.

5. The Board of Directors may appoint one or more committees to accomplish its work.
5. Minutes will be kept and approved of each meeting held, approved by the Committee Chair, Chairman of the Board, or CEO.
6. Provisions for revisions to the agency's By-Laws are included in the By-Laws themselves.

Revision	Date	Description of changes	Authorized By
2013-01	5/13	Administrative Review, Reporting Structure Updated.	CEO
2010-01	7/10	Administrative Review – No Changes.	CEO
2009-01	9/09	Updated the language in alignment with By-Laws approved on October 30, 2008.	CEO
2007-02	4/07	Added Code of Ethics Policy for Board of Directors	CEO
2004-01	3/04	Updated the number of meetings.	CEO

GOODWILL INDUSTRIES OF HAWAII, INC.		
ADMINISTRATIVE POLICIES & PROCEDURES		
TITLE: Board of Directors Annual Declaration of Conflict of Interest and Principles of Ethical Conduct		
Mandated by: BOD, CARF	Policy No. 304	Page No. Page 1 of 3
Authorized by: BOD, CEO	Date Issued: 1993	Date Reviewed/Revised: May 2013

Policy:

The purpose of this policy is to establish, for the Board of Directors, the annual declaration regarding conflicts of interest and written principles of ethical conduct in order to foster a positive work environment and bring the ethical aspect of business choices to a conscious level.

In view of the purposes of Goodwill Industries of Hawaii (GIH) and the nature of the organization’s activities, it appears unlikely that members of the Board of Directors will often, if ever, find themselves in a situation where an outside business, investment or professional interest conflicts with their fiduciary duty to GIH.

In the hope of avoiding even theoretical conflicts of interest, GIH maintains the following policy and procedures with respect to participation by members of the Board of Directors in matters coming before them in which they may have a duality of potential conflict of interest.

Responsibility:

The Board of Directors of Goodwill Industries of Hawaii, Inc., in conjunction with the President/CEO, is empowered with all authority reasonably necessary to maintain this policy.

Monitoring and Review:

A review of this policy will be conducted at least once every 3 years as part of the administrative policies and procedures review. The policy review will be conducted by:

1. Board of Directors
2. President/CEO

Reporting:

The President/CEO shall report to the Board of Directors at least once every 3 years the results of an assessment of this policy.

Implementation:

- 1.0 Conflict of Interest
 - 1.1 For the purpose of this policy, a “Conflict of Interest” is defined to include, but is not limited to any activity, financial interest in, or relationship with another person or entity that:

- would impair or appear to impact a Director's independent judgment in the discharge of his/her duties to Goodwill;
- could cast doubt on a Director's ability to act with total objectivity with regard to Goodwill's interests;
- conflict with the interests of the Board;
- results in a personal profit or advantage to a Director at the expense of Goodwill;
- involves a direct or indirect business, investment or family financial interest;
- utilizes confidential or proprietary information belonging to Goodwill;

2.0 Principles of Ethical Conduct

- It is the policy of Goodwill Industries of Hawaii, Inc. (GIH) that its Board members demonstrate the highest standard of ethical and professional conduct at all times in their business activities. Directors and employees have an affirmative duty to promote and advance the mission of Goodwill Industries. In all respects, Goodwill must have the confidence of its customers and the public. By supporting and adhering to the highest ethical principles and standards of business conduct, we will help maintain Goodwill's reputation as a leading provider of services to individuals with barriers to employment within the community.

3.0 Annual Acknowledgment

- 3.1 On annual basis each member of the board of directors will be asked to review and acknowledge their agreement with both Goodwill Industries of Hawaii's Conflict of Interest and Principles of Ethical Conduct policies.

4.0 Guidelines

In the hope of avoiding even theoretical conflicts of interest, GIH adopts the following Guidelines with respect to participation by members of the Board of Directors in matters coming before them in which they may have a duality or potential conflict of interest.

- 4.1 Board members who are engaged in business with Goodwill must do so in a manner that avoids the appearance of a conflict.
- 4.2 No member of the Board of Directors shall knowingly take any action or make any statement intended to influence the conduct of GIH in such a way as to confer any benefit on such member or on any for-profit corporation in which he/she has significant interest as stockholder, director, or officer.
- 4.3 In the event that a matter for consideration or decision comes before the Board of Directors that raises a potential conflict of interest for any member of the Board, the member shall disclose the conflict of interest to the President/CEO or Chairman of the Board as soon as he/she becomes aware of it. Any board member or Officer who is aware that he/she may have a potential conflict of interest with respect to any matter before the board shall disclose all relevant information, and the disclosure shall be recorded in the minutes of the applicable meeting(s).

- 4.4 The Chairman of the Board may request that the covered person not be present for any deliberation on that matter, or counted for purposes of a quorum.
- 4.5 Any member of the Board of Directors who is aware of a potential conflict of interest with respect to any matter coming before the Board may be asked to refrain from voting in connection with the matter.
- 4.6 The member may be asked to recuse themselves and not be physically present during the Board's final discussion and vote on the issue.
- 4.7 Exceptions to this policy require prior approval by the Chairman of the Board and/or Executive Committee. All exceptions shall be reported to the Full Board of Directors.
- 4.8 Suspected violations of this policy should be reported to the President/CEO or the Chairman of the Board.
- 4.9 These Guidelines shall not be construed as preventing or discouraging any member of the Board of Directors from disclosing relevant information with respect to any matter as to which he or she has knowledge or from answering questions or stating his/her position with respect to any such matter.
- 4.10 All board members will be asked to declare and sign an **Annual Declaration of Conflict of Interest and Principles of Ethical Conduct** (sample attached).
- 4.11 As new Directors join the Board and new Officers are elected, he/she must complete the **Annual Declaration of Conflict of Interest and Principles of Ethical Conduct** form.

Revision	Date	Description of changes	Authorized By
2013-01	5/13	Administrative Review, Reporting Structure Updated.	CEO
2010-01	7/10	Administrative Review – No Changes.	CEO
2009-01	7/09	Update conflict of interest definition and process and switch policy to address conflict of interest before principles of ethical conduct.	CEO
2008-01	7/08	Incorporates revised IRS 990 definitions of conflict of interest	CEO
2007-01	4/07	Incorporates the Principles of Ethical Conduct.	CEO
2004-01	3/04	Replaces former P&P #109, and incorporates the conflict of interest guides developed by Goodwill Industries International in 2004.	CEO

Goodwill Industries of Hawaii, Inc.

Annual Declaration of Conflict of Interest and Principles of Ethical Conduct

Declaration of Conflict of Interest

The purpose of the Conflict of Interest policy is to protect Goodwill and its interests by a) attempting to define Conflicts of Interest, b) highlighting situations likely to lead to Conflicts of Interest, c) providing procedures for addressing Conflicts of Interest, and d) implementing procedures designed to identify Conflicts of Interest.

For the purpose of this policy, a "Conflict of Interest" is defined to include, but is not limited to any activity, financial interest in, or relationship with another person or entity that:

- would impair or appear to impact a Director's independent judgment in the discharge of his/her duties to Goodwill;
- could cast doubt on a Director's ability to act with total objectivity with regard to Goodwill's interests;
- conflict with the interests of the Board;
- results in a personal profit or advantage to a Director at the expense of Goodwill;
- involves a direct or indirect business, investment or family financial interest;
- utilizes confidential or proprietary information belonging to Goodwill.

Examples of situations which may result in a conflict of interest or potential conflict of interest:

- Holding office, serving on the board, owning or participating in the management of, or being otherwise employed by, any third party negotiating a transaction or arrangement with Goodwill;
- Situations where the director may be divided between personal interests, family interests, or the interests of another organization and the best interests of Goodwill, including close personal relationships such as cohabitation, dating, personal friendships in which a party is: a Director or Officer of an organization that Goodwill is contracted or in competition with, including State, County and other Governmental entities;
- Receives compensation for services, goods or facilities provided to Goodwill; receive services from Goodwill, or does business with Goodwill;
- Engages in other outside business, professional conduct, or other activities that may be directly or indirectly adverse to the interest of Goodwill;
- Solicits or accept gifts, gratuities, loans or other items of value that may create the appearance of special treatment with respect to Goodwill's matters;
- Other action(s) that may give the appearance of impropriety.

Potential conflicts of interest require disclosure to the Board of Directors. Any Goodwill Board Member who is aware of a potential conflict of interest with respect to any matter before the board shall disclose all relevant information. Having a conflict or potential conflict does not preclude someone from being a board member, but a board member with a conflict should be prepared to recuse themselves from any vote/business that comes before the Board in regards to the conflict. The Chairman of the Board will make a determination regarding a conflict.

As a member of the Board of Directors of Goodwill Industries of Hawaii, Inc., I have read the policy regarding Conflicts of Interest and agree to comply therewith.

For the record, I make the following disclosures of all conflicts, or potential conflicts:

If there are no conflicts or potential conflicts to disclose, please check this to indicate NONE.

Signature

Date

Print Name: _____

Principles of Ethical Conduct

As a member of the board of directors of Goodwill Industries of Hawaii, Inc, I assume a public trust and recognize the importance of high ethical standards. Essential values and ethical behaviors that board members should exemplify include:

- Commitment beyond self
- Obedience of and commitment to the law
- Commitment to the public good
- Respect for the value and dignity of all individuals
- Accountability to the public
- Responsible application for agency assets and resources

In keeping with these values and to assist me in fulfilling my responsibilities as a member of the Board of Directors, I subscribe to the following Principles of Ethical Conduct:

1. I will conduct myself and work to govern Goodwill Industries in a manner that upholds the integrity and merits the trust and support of the public.
2. I will uphold all applicable laws and regulations, to protect and/or enhance Goodwill's ability to accomplish its mission.
3. I will treat others with respect and dignity.
4. I will be a responsible steward of Goodwill's assets and resources.
5. I will take no action that could benefit me or my company personally at the unwarranted expense of Goodwill, and avoid even the appearance of a conflict of interest.
6. I will carefully consider the public perception of my personal and professional actions and the effect my actions could have, positively or negatively, on Goodwill's reputation in my community and elsewhere.
7. I will strive for personal and professional growth to improve my effectiveness as a member of the Board of Directors.

I agree that if I become aware of any facts of situations that in any way contradict the representations made in the declaration of conflicts of interest and the agreement with the principles of ethical conduct noted above, I will immediately notify the Chairman of the Board or President/CEO and make full disclosure thereof. Further, I agree and voluntarily subscribe to the above stated Principles of Ethical Conduct.

Signature

Date

**Management Agreement between Goodwill Charter School and
Goodwill Industries of Hawaii, Inc.**

This Agreement made as of the XX day of September 2016, by and between GCS, a Hawaii Nonprofit corporation (hereinafter referred to as "the Company") and Goodwill Industries of Hawaii, Inc. as Hawaii Nonprofit Corporation (hereinafter referred to as "the Contractor").

WHEREAS, as set forth more fully in Exhibit A, the Company manages under contract or in its capacity as the managing member of the Company or lessee of, the Goodwill Charter School which is licensed under Hawaii law as a public charter school and is authorized to engage a the Contractor in connection with its operation of the Operations and Facilities;

WHEREAS, the Company desires to enter into an agreement its Operations and Charter School on its behalf;

WHEREAS, the Contractor is experienced and qualified in the field of nonprofit management and has agreed to manage the operations and Charter School on behalf of the Company, pursuant to the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the foregoing premises and the mutual covenants herein contained, IT IS AGREED AS FOLLOWS:

I. Responsibilities of the Contractor: the Company hereby engages the Contractor and the Contractor hereby accepts such engagement and agrees to provide management, consulting and advisory services to the Company in connection with its operations and the management of its facilities, upon the terms and conditions set forth in this Agreement; provided, however, the Company has and retains under this Agreement the ultimate responsibility for the operational decisions. By entering into this Agreement, the Company does not delegate to the Contractor any powers, duties or responsibilities which it is prohibited by law from delegating. The Company also retains such other authority as shall not have been expressly delegated to the Contractor pursuant to this Agreement. Subject to the foregoing, the Contractor shall provide the following services:

(a) Operational Policies and Forms: the Contractor shall develop and implement such operational policies and procedures as may be necessary to ensure the ongoing licensure of the Charter School and the establishment and maintenance of operational standards appropriate for the nature of its programs. The Company shall have the right to recommend changes to such policies and procedures in the event, in its capacity as the licensed operator of the Charter School, when it believes that such changes are needed to ensure the compliance of the Charter School with applicable licensure laws.

(b) Charges: the Contractor shall establish the schedules of recommended charges, including any and all special charges for services rendered. The Company shall have the right to review the fee schedules as the same may change from time to time.

(c) Information: the Contractor shall develop any informational material, press releases, and other related publicity materials, which are necessary or appropriate for the operation of the Charter School. When the Contractor takes any action on behalf of the Company, any communication or correspondence must clearly indicate that it is acting as the agent of the Charter School.

(d) Regulatory Compliance: Subject to the force majeure and notice and cure right contained in the Agreement below, the Contractor shall assist the Company in maintaining all licenses, permits, qualifications and approvals from any applicable governmental or regulatory authority for the operation of the Charter School, it being understood and agreed that under Hawaii law, the Company is responsible for ensuring that all such licenses are obtained and maintained and that the Charter School is operated in compliance with all applicable laws and regulations, including, but not limited to, the laws and regulations governing the licensure of public charter schools and local, state and federal employment rules and regulations. the Contractor shall manage the operation of the Charter School in a manner which is intended to ensure their full compliance with all applicable laws and regulations; provided, however, the Contractor shall not be deemed to be in default of its obligations under this Section I(d) in the event (I) of a violation of any applicable law or regulation which occurs during the first thirty (30) days after the Commencement Date (the "Protected Period"), (ii) of the citation of any deficiency or deficiencies which do not result in the threatened revocation of the licensure, and which deficiency or deficiencies are timely corrected in accordance with a plan of correction approved by the applicable regulatory authority.

(e) Capital Repairs, Replacements and Improvements: Recognizing that the Company is ultimately responsible for compliance with and meeting all applicable state licensing requirements, the Contractor shall make capital repairs, replacements and improvements which are necessary for the efficient and effective operation of the Charter School and their compliance with law unless doing so involves an expenditure requiring the Company's approval in accordance with the terms of this Agreement and the Company fails to provide such approval. The cost of such capital repairs, replacements and improvements shall be within the budgetary limits set forth in the annual capital budgets prepared by the Contractor. The Contractor shall not be deemed to be in default of its obligations under this Section in the event the cost of such repairs, replacements and/or improvements exceeds the applicable budgetary limits provided such repairs, replacements and/or improvements are (a) of such an emergency nature that the Company's prior notice and approval is not feasible in order to adequately protect the Charter School and the health and safety of the occupants or (b) the cost of such repairs, replacements and/or improvements are within 10% of the budgetary limits set forth in the annual approved capital budget then in effect for the Charter School. Any other capital expenditures for repairs, replacements or improvements that exceed such budgetary limits shall be subject to the prior approval of the Company.

(f) Accounting:

(i) the Contractor shall, at its expense, provide accounting support to the Charter School. The Company acknowledges and agrees that such accounting support shall include the preparation of the Company's corporate financial statements. (ii) All accounting procedures and systems utilized in providing said support shall be in accordance with the operating capital and cash programs developed by the Contractor, which programs shall conform to generally accepted accounting principles ("GAAP") and shall not materially distort income or loss; provided, however, the Contractor shall have no liability for errors in the financial statements prepared during the term of this Agreement which arise from errors in starting accounting balances provided by the Company to the Contractor. (iii) In addition, as a cost of operating the Facilities, the Contractor shall prepare or cause to be prepared all payroll tax returns, sales and use tax returns, real property tax returns, informational tax returns, Forms 5500 and local or state gross receipts and/or business and occupation tax returns and the Contractor shall cause to be paid all of the taxes reflected on such returns as being due, which taxes shall be paid from the cash receipts of the Charter School or the working capital provided by the Company under the terms of this Agreement. All other tax returns, including the Company's local, state or federal income tax returns and state corporate franchise tax returns and third party payer cost reports, shall be prepared by the Company or its designee and the taxes and other payments due thereunder shall be the sole responsibility of the

Company. (iv) Nothing herein shall preclude the Contractor from delegating to a third party a portion of the accounting duties provided for in this section; provided, that such delegation shall not relieve the Contractor from ultimate liability for the timely and complete performance of the obligations provided for herein or for the expense thereof, to the extent such expense is to be borne hereunder by Contractor. (v) In order to enable the Contractor to provide the accounting support services described in this Section, prior to the Commencement Date, the Company shall provide to the Contractor the information and shall take the transition actions it being understood and agreed that the Contractor will not be able to fully perform its obligations unless and until the Company has fully complied with its obligations with respect to the Accounting Transition Services.

(g) Reports: the Contractor shall prepare and provide to the Company any reasonable financial and operational information with respect to the Charter School which may from time to time be specifically requested by the Company, including any information needed to assist the Company in completing the tax returns for which it is responsible in complying with any reporting obligations imposed on the Company or the Company's parent under its leases and loan agreements or as a publicly traded company, in refinancing any of the debt secured by the Charter School and in complying with the reporting obligations. In addition, by no later than thirty (30) days after the end of each calendar month, the Contractor shall provide the Company with an unaudited balance sheet and an unaudited statement of income and expenses for such month and for the fiscal year to date relating to the operation of the Charter School showing the variance between the actual and budgeted operating results of the Charter School and with a census report for the month indicating the number of students enrolled. Upon request the Contractor shall cooperate with the Company or the Company's certified public accountant in the event the Company elects, or is required, to have audited annual financial statements prepared. The financial statements prepared by the Contractor shall be prepared in accordance with (I) GAAP, consistently applied, (ii) this Agreement, and (iii) the procedures and practices provided for in this Agreement.

(h) Bank Accounts: (i) With respect to each of the Charter School, the Contractor shall establish and maintain a checking account for the Charter School in the name set forth opposite the name of the Charter (each of which accounts shall hereinafter be referred to as the "Depository Account") and shall deposit therein all money received during the term of this Agreement in the course of the operation including any money received upon the collection of accounts receivable which are outstanding for goods sold or services rendered at the Charter School and shall pay therefrom the expenses incurred in the operation of the applicable Facility during the Term of, and in accordance with the terms of, this Agreement. (ii) During the Term hereof, withdrawals and payments from the Depository Account shall be made only on checks signed by a person or persons designated by the Contractor but the Contractor shall have no ownership interest in or other rights to the Depository Account other than the right to make withdrawals therefrom and to make deposits thereto; and provided, further that the Company shall be given notice as to the identity of said authorized signatories. (iii) Withdrawals from the Depository Account shall be made first to pay to the Company the management fee. The Company shall be required to ensure that all expenses related to the students of the Charter School are paid, it being understood and agreed that any limitation on resources or insufficiency of funds of the Company shall not excuse the Company, as the licensed operator from fulfilling its obligation to ensure that the Charter School meet all applicable state licensing requirements.

(i) Personnel:

All of the personnel of the charter school shall be the employees of the Company and the salaries, bonuses, commissions, state and federal payroll and social security tax obligations and benefits paid to or on behalf of such employees shall be deemed to be included in the operating Expenses of the Charter School. The Charter School shall abide by the Collective Bargaining Agreement established for Public School Charter School Employees. Notwithstanding the foregoing, the Contractor shall provide oversight to the Charter school in its efforts to recruit, employ, train, promote, direct, discipline, suspend and discharge the personnel; establish salary levels, personnel policies and employee benefits; and establish employee performance standards, all as needed during the term of this Agreement to ensure the efficient operation of all departments within and services offered by the Facilities; provided, however, that ultimate control including their appointment, and over personnel matters relating to the operation of the Charter land responsibility for the staffing levels, and training of the personnel at, the Charter School shall remain with the Company .

(j) Supplies and Equipment: the Contractor shall purchase supplies and non-capital equipment needed to operate the charter school. In purchasing said supplies and equipment, if possible without the Contractor incurring personal liability for the cost of such supplies and equipment, the Contractor y will make reasonable efforts to ensure that adequate inventory and supplies are at all times available.

(k) Information Systems Management: The Contractor will provide management information systems software to the Charter School. The Charter School will be responsible for the payment of annual or other additional license fees (if any), maintenance and support fees as required to maintain the software, and all telecommunications costs associated with the software and its connection. Connectivity and hardware expenses, will be depreciated back to the Charter School and included in Operating Costs.

(l) Insurance: During the Term, the Contractor will, to the extent permitted by applicable law, procure and maintain for the benefit of itself and the Charter School comprehensive professional liability insurance providing for (a) general liability coverage and (b) (to be determined) coverage with limits of not less than \$_____ per claim and with aggregate policy limits of not less than \$_____ (or such higher amounts as may be necessary to comply with any regulatory requirement) covering the Charter School including coverage for claims made after the Effective Date relating to events or occurrences at any time prior thereto. The Contractor will be designated as an additional insured under all such insurance policies. The Charter School will maintain appropriate levels of insurance coverage for the premises, equipment, and other assets used in connection with its use.

CORPORATE AUTHORITY

Each party by and through its signing representative hereby represents and warrants: That it has full corporate power and authority to enter into this Agreement and to perform its obligations hereunder; That the execution, delivery and performance of this Agreement by each individual Party, as the case may be, and the implementation by each individual party, as the case may be, of the transaction contemplated hereby have been fully approved and authorized by all requisite corporate action of that individual party; and This Agreement has been duly executed and delivered by the Parties, as the case may be and constitutes a valid and legally binding obligation of the Parties, as the case may be enforceable against such individual party in accordance with terms.

GENERAL PROVISIONS

Modifications and Waiver. This Agreement supersedes all written or oral agreements, if any, and constitutes the entire agreement between the parties hereto with respect to this Agreement. No

course of dealing or usage of the trade shall be applicable unless expressly incorporated in this Agreement. This Agreement cannot be changed, modified, altered, suspended, or terminated, except in writing, signed by an authorized representative of the Contractor.

Calendar Days. All periods of days referred to in this Agreement shall be measured in calendar days unless expressly stated otherwise.

Governing Law. Except as provided, the validity, construction, scope and performance of this Agreement shall be governed by the applicable law of the State of Hawaii. Furthermore, each party hereto consents to the jurisdiction and venue of the courts of the State of Hawaii or, where applicable, the United States District Court for the State of Hawaii with respect to matters associated with this Agreement.

Renewal of Contract. The initial term of this contract is for 60 months from the date of execution. Contractor will renew this contract for successive periods of 12 months each per term of the Contract. In the event that Company objects to renewal by Contractor, the Company shall Provide to Contractor, by mail on or before the 60th day before the contract term expires, written notice of its objection.

IN WITNESS HEREOF, the parties hereto have executed this Agreement as of the 1st day of September 2016:

THE COMPANY:

Name
Title:

THE CONTRACTOR:

Name
Title:

**RESOLUTION OF THE BOARD OF DIRECTORS OF
GOODWILL INDUSTRIES OF HAWAII, INC.**

Resolution Approving Execution of Intent to Apply

The undersigned, constituting all the members of the Executive Committee of Goodwill Industries of Hawaii, Inc., take the following actions by this unanimous written consent:

WHEREAS, pursuant to Hawaii Revised Statutes Chapter 302D governing the establishment and operation of Public Charter Schools; and

WHEREAS, the state Public Charter School Commission has issued a 2015-2016 Request for Proposals to make application to operate a Public Charter School; and

WHEREAS, the request for proposal section 1.C Strategic Vision for Authorizing and Priority Needs states that "The Commission has identified as a need, new schools that would provide additional school capacity in geographic areas where existing public schools are already exceeding, have already reached or are projected to reach or exceed full enrollment capacity" and

WHEREAS, it is further stated that the Commission seeks "new schools that would serve communities where existing public schools are not performing well academically, as measured by the State's Strive HI Performance System and other student outcomes, and that present a plan for improving these outcomes." and

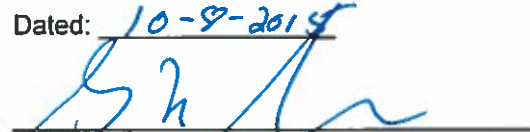
WHEREAS, such programs are aligned with the mission and vision of Goodwill Industries of Hawaii, Inc.,

THEREFORE, BE IT RESOLVED by this Board, that this Board by majority vote, has determined that Goodwill Industries of Hawaii, Inc., should submit an "Intent to Apply" Package.

BE IT FURTHER RESOLVED that the President/CEO is authorized to submit, propose and/or negotiate a Public Charter School Application/Contract effectuating the purposes set forth in the resolution on behalf of the Board of Directors.

IN WITNESS WHEREOF, the undersigned, being all the Directors of Goodwill Industries of Hawaii, Inc., hereby approve, ratify, and adopt the foregoing resolution.

Dated: 10-9-2015



Gary Slovin
Chairman of the Board

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the Board of Goodwill Industries of Hawaii, Inc., by unanimous written consent.



Gwen Pacarro
Board Secretary

DONATE STUFF. CREATE JOBS.

Attachment HH is Not Applicable

WANDA VILLAREAL
Goodwill Industries of Hawaii, Inc.

[REDACTED]

[REDACTED]

[REDACTED]

EDUCATION

University of Phoenix, Honolulu, HI – Master of Arts in Education
Hawaii Pacific University, Honolulu, HI – Bachelor of Arts in Human Resources Development
University High School, Honolulu, HI

CERTIFICATION & COURSEWORK

Hawaii Employers Council – Basic Supervisory Techniques, Performance Appraisals, Correcting Poor Performance, Investigation and Documentation, Interviewing, Employment Laws and Related Rules.

Facilitative Leadership, Public Benefits Training, Dynamic Communication Training, Outcomes for People with Developmental Disabilities, Tongue Fu, Person Centered Planning, Positive Behavior Supports, Dementia: Creating a Special Care Environment that Works, The Changing Face of Aging.

EXPERIENCE

Goodwill Industries of Hawaii, Inc., Honolulu, HI – Vice President of Human Services – April 2012 – Present
Goodwill Industries of Hawaii, Inc., Honolulu, HI – Senior Director of Human Services – April 2011 – April 2012
Goodwill Industries of Hawaii, Inc., Honolulu, HI – Director of Developmental Disabilities Services – July 2006 - April 2011
Goodwill Industries of Hawaii, Inc., Honolulu, HI – Program Director – July 2002 - July 2006

- Responsible for the administration of contracts for GIH’s Human Services programs
- Supervise and direct activities of Human Services Directors to ensure compliance with state and federal regulations.
- Responsible for the achievement of agency, program, and contract goals and outcomes.

Special Education Center of Hawaii, Honolulu, HI – Center Manager – June 1995 to July 2002

- Supervised and directed day-to-day operations of a community center supporting approximately 125 customers with disabilities.
- Supervised and directed day-to-day operations of a senior center supporting approximately 20 seniors with Dementia.
- Implemented administrative policies and procedures in order to attain agency goals and objectives.
- Coordinated delivery of Waiver services, personnel management, staff development, financial activities, health and safety, quality assurance, public relations, facilitating and supporting customer networks.

The ARC in Hawaii, Honolulu, HI – Home Manager – August 1992 to February 1996

- Provided overall supervision and guidance of staff and residents in a group home setting.
- Developed, implemented, and monitored individual training plans and activities for residents.
- Managed all facets of group home operations including financial, medical, and therapeutic components.

Budget Rent-A-Car, Honolulu, HI – Accounts Payable Assist. Supervisor – July 1992 to February 1993

- Implemented primary accounting functions through financial statements.
- Completed all accounts payable functions for company operations.
- Supervised accounting office staff to ensure appropriate application of best accounting practices.

SKILLS

- Proficient in accounting, budgeting, and related fiscal management principles and practices.
- Project planning and staff development activities.

**Goodwill Hawaii Public Charter School
School Director- Job Description**

Education

Bachelor's degree in relevant field required, Master's degree preferred

Qualifications

- 5+ years in an education-related leadership role
- Prior experience successfully managing professionals
- Familiarity with educating students
- Strong communicator at a variety of levels
- Ability to use sound judgment and handle difficult situations in a professional manner

Essential Duties and Responsibilities

Management

- Implements broad school goals and plans accordingly to ensure that procedures and schedules are implemented to carry out the school program
- Manages and directs the materials, supplies, and equipment which are necessary to carry out the school program and daily school routine
- Ensure the school is meeting all educational and organizational goals
- Supervises all school personnel, directly or indirectly and provides leadership to all school staff
- Provides daily oversight of all functions of the school

Academic

- Ensure appropriate implementation and management of the school's educational objectives
- Provide oversight in the day-to-day implementation of the school's educational model and curriculum
- Evaluate the instructional performance of teachers
- Provide teachers with constructive formal and informal feedback on instructional practices
- Assist teachers in setting priorities and implementing effective teaching strategies
- Review and analyze key student performance indicators and assist teachers in identifying and implementing needed interventions

Operations

- Ensures all activities of the school are conducted in accordance with all applicable state and federal laws
- Ensures compliance with all reporting due to the State and the school's authorizer
- Works closely with the Governing Board to ensure effective management of the school
- Attends all meetings of the Governing Board and provides the routine and non-routine updates
- Assists the Governing Board to contract with and manage vendors

WORK EXPERIENCE

Goodwill Industries of Hawaii, Inc., Honolulu, Hawaii, President/CEO, 1994-Present

- President/CEO of two large human services agencies, Goodwill Industries (\$25M) and Goodwill Contract Services (\$4.5M) which includes management of daily operations in a variety of Human Service Programs for people with barriers to employment.
- Operation of businesses within the organization to provide financial support to allow the agency to operate its human service programs. Business lines include operations of retail stores, with gross revenues of \$8 million, 26 federal/state/city service contracts with revenues of \$7 million, community employment contracts such as Corrosion Repair Services for Kaneohe Marine Corps Base Hawaii; Custodial services at PJKK Federal Building; Hickam Air force Base; Waikiki Business Improvement District Association, Recycling services at Schofield Barracks, and five Certified Hi-5 Redemption Centers.
- Completed \$15 million dollar capital campaign to establish expanded operations through the Ohana Career and Learning Center in Kapolei, Hawaii. Building construction completion in February 2010. Established and funded a \$2 million endowment program to support the operations of the agency.
- Successfully led the organization through three 5-year strategic plans with the agency board of directors.
- Established service programs in 4 counties, Oahu, Maui, Big Island and Kauai.
- Expanded services statewide to over 13,000 persons served annually staffed by over 500 employees.

Goodwill Industries of Hawaii, Inc., Honolulu, Hawaii, Executive Vice President, 1991-1994

- Supervised 4 divisions of the agency.
- Obtained \$250,000 funding for renovation of the main training facility.
- Active in state legislation regarding issues related to the organization.
- Designed and implemented a 5-year plan for the retail division to renovate stores and increase sales by 22%.

Goodwill Industries of the Inland Counties, Inc., San Bernardino, California Vice President of Vocational Services, 1989-1991

- Completed Internship for Chief Executive Officer Certification Training Program.
- Planned, developed and administered all vocational programs within the agency. Provided professional case management supervision to a staff of 20 rehabilitation counselors.
- Established two additional vocational service offices in the Victorville and Hemet areas.
- Doubled the number of persons receiving services.
- Expanded funding bases to include JTPA, Veterans Administration and Private Rehabilitation sources.

Goodwill Industries of Hawaii, Inc., Honolulu, Hawaii, Director of Rehabilitation, 1982–1988

- Directed and managed all rehabilitation services of the organization, including the role of supervising case work manager to a staff of professional and paraprofessional counselors.
- Established and expanded programs for persons ranging from mild to profound disabilities.
- Established community based employment services for persons with severe disabilities.

Other and Previous Employment:

- YWCA of O'ahu, Children's Program Coordinator
- State of Hawaii, Child Protective Services, Social Worker
- Association for Retarded Citizens of Hawaii, Group Home Relief Manager

EDUCATION

- Post Graduate Work, University of Hawaii at Manoa, 2001.
- Post Graduate Work, Utah State University, 2001.
- Master's of Rehabilitation Administration, University of San Francisco, 2130 Fulton Street, San Francisco, California, GPA 4.0, 1998
- Bachelor of Social Work, University of Hawaii, GPA 3.8, 1982

CERTIFICATE AND LICENSURES

- CRC (Certified Rehabilitation Counselor) License # 50383, The Commission on Rehabilitation Counselor Certification, 2001 - present.
- Senior Professional of Human Resources (SPHR), HR Certification Institute, 2013 -present
- Chief Executive Officer Certification, Goodwill Industries International, 1994
- Surveyor/Consultant, CARF: The Commission on Accreditation of Rehabilitation Facilities. 1993–present.

COMMUNITY SERVICE

- **State of Hawaii, Hawaii Public Housing Authority**, Appointed by Governor David Ige, Term: 2015 – 2019
- **Estate of King William Charles Lunalilo**, Temporary Trustee, Appointed by State of Hawaii Circuit Court, Term: 2015 – 2016.
- **Hawaii Alliance of Nonprofit Organizations (HANO)**, Past Chairman of the Board, Past Treasurer, Board Member 2015 - present.
- **Goodwill Industries International Board**, Member, Board of Directors, Chairperson, Membership Standards Committee, 2014-present.
- **Punawai 'O Pu'uhonua Advisory Board**, Member, Board of Directors, 2014-present.
- **Hawaii Employers Council, Board of Governors**, Executive Committee member 2013-2015.
- **Governor's Task Force on Sequestration**, Appointed by Governor Neil Abercrombie, Term: 2013.
- **HUI KUPAA - COLLECTIVE IMPACT PROJECT**: Oversight Committee, Co-Leader, Working Poor/Unemployed Work Group, Governance Council, 2011 – 2014.
- **PHOCUSED**: (Protecting Hawaii's O'hana, Children, Underserved, Elderly and Disabled) Board member, 2011 - 2014
- **Community Council on the Purchase of Health and Human Services**, Appointed by Governor Linda Lingle, Term: 2008 – 2012
- **Goodwill Industries International**, Chair, Membership Standards Policy Review Committee 2006-2008,
- **Hawaii Employers Council**, Board Member, 2001 – 2008.
- **City and County of Honolulu, Mayor's Taskforce on Homelessness**, Appointed by Mayor Mufi Hanneman/Mayor Peter Carlisle, 2008-2010.
- **Community Council on the Purchase of Health and Human Services**, Appointed by Governor Linda Lingle, Term: 2008 – 2012
- **City and County of Honolulu, Community Development Block Grant Review Committee**, Appointed by Mayor Mufi Hanneman, 2007.
- **Hawaii Alliance of Nonprofit Organizations (HANO)**, Past Chairman of the Board, Past Treasurer, Board Member 2006 - 2013.
- **Goodwill Industries International**, Chair, Membership Standards Policy Review Committee 2006-2008

- **Hawaii Employers Council**, Board Member, 2001 – 2008.
- **SourceAmerica**, Northwest Region Advisory Committee Member, 2007-Present.
- **Goodwill Industries International**, Board Member, Executive Council Member, Secretary to the Executive Council 2004-2007.
- **Hawaii Waiver Providers Association (HWP)** Chairman of the Board, 2000–2004.
- **Better Business Bureau**, Board Member, 2000–2003.
- **Homeless Solutions**, Board Member, Treasurer, 1998-2003.
- **State of Hawaii, Rehabilitation Advisory Council**, Appointed by Governor Benjamin J. Cayetano, 1992-1999.
- **State of Hawaii, State Planning Council on Developmental Disabilities**, Appointed by Governor Benjamin J. Cayetano, 1996-2004.
- **Rehabilitation Facilities of Hawaii**, President of the Board, 1992– 1996.
- **Mayor’s Committee on Employment of People with Disabilities**, Member, San Bernardino, CA 1991.

AWARDS, PROGRAM ACCOMPLISHMENTS AND BUSINESS AFFILIATIONS (Sampling)

- YWCA of O’ahu, Women’s Leadership Award, 2015.
- Pacific Business News, The Cades Schutte Non Profit Leadership Award, 2012.
- Speaker: Wahine Forum: “Secrets of a Well Run Non Profit,” 2011.
- Hawaii Business Magazine Top 250 Companies: 2008, 2009, 2010, 2011, 2012, 2013, 2014.
- Pacific Business News, Book of Lists, Top 10 Nonprofit Service Providers, 2007 - Present.
- Pacific Rim Conference: Co-Presentor “AbilityOne Disability Job Creation Strategies) with Mr. Andrew Houghton, Chairman, AbilityOne Commission and Mr. David Dubinsky, Executive Director, NISH Pacific West Region, 2010.
- Hawaii Community Foundation 2009 Ho’okele Award Winner.
- Pacific Business News: Finalist: American Savings Bank Business Leader of the Year, 2008.
- Honolulu Advertiser: Leadership Corner, Feature Article, “Spreading Goodwill Throughout Hawaii, October 28, 2008
- Speaker, Pacific Business News: “Surviving the Economic Storm, Economic Impact on Nonprofit Organizations” 2008.
- Speaker, Project Sustainability, “The Essentials of Government Grants, Workshop sponsored by U.S. Congressman Neil Abercrombie, Housing and Urban Development (HUD) and Kapiolani Community College, 2008.
- Pacific Business News, Forty Under Forty, Honoree, 1999.

Carol J. Taira

[REDACTED]
[REDACTED]
[REDACTED]

EDUCATION

University of Hawaii – Manoa - BBA, Bachelor of Business Administration, Accounting

CERTIFICATIONS

Certified Public Accountant, CPA obtained 1979

Certified Internal Auditor, CIA obtained 1985

EXPERIENCE

Goodwill Industries of Hawaii, Inc., Honolulu, Hawaii – Vice President of Finance/CFO, 2005 – Present
- Director of Finance and IT, 1998 - 2005

- CFO of two nonprofit human services agencies, Goodwill Industries (\$24M) and Goodwill Contract Services (\$6M) which includes financial management, preparation and analysis of financial statements, preparation of annual budgets, compliance with State and Federal reporting requirements, contractual reporting and compliance, and supervision of Finance Department.
- Developed and completed IT project to network computer system and coordinated set up of DSL and Internet access for Kilihau location.
- Achieved an unqualified opinion on annual audit of financial statements since 1998.

Tropical Trading Company, Inc., Honolulu, Hawaii – Controller/Treasurer, 1988 to 1998

- Controller of a \$10.0 million retail clothing company which included financial management over multiple entities, cash flow for 3 related corporations, analyzed stores' performance.
- Increased operational flexibility: computerized the accounting and inventory/POS systems.
- Prepared for financial audits, negotiated leases, line-of-credit financing.

Healthcare Association of Hawaii, Honolulu, Hawaii – VP of Fiscal Services, 1985 to 1987

- VP of Fiscal Services of a non-profit trade association for Hospitals and Long-Term Care Facilities, which included financial management over multiple entities, provided accounting and payroll services for other non-profit organizations.
- Formed for-profit subsidiary, selling long-term Care insurance.
- Automated financial records for the organization.

Pacific Resources, Inc., Honolulu, Hawaii – Internal Auditor, 1983 to 1985

- Internal Auditor for an energy corporation, performed operational audits and recommended improvements in procedures.

Ernst & Whinney, Honolulu, Hawaii – Senior Accountant, 1978 to 1983

- Auditor for International Public Accounting Firm, performed financial audits for retail companies, financial institutions, and non-profit organizations. Prepared individual and corporate income tax returns.

ORGANIZATIONS

Member, American Institute of Certified Public Accountants, 1979 – present

Past President, Leeward Pilot Club, a community service organization that focuses on helping people with brain-related disorders, 1993 – present

Treasurer and Past President, Pilot Foundation of Hawaii, a non-profit foundation – 1998

Past President & Board Committee Chair, American Society of Women Accountants-Honolulu Chapter, 1985 – 2010

KATY Y. CHEN, ESQ.

education University of Washington, School of Law, *Juris Doctor*, Seattle, Washington.
University of Washington, *Bachelor of Arts with Distinction*, Cum Laude- Political Science,
Phi Beta Kappa, Golden Key Honors Society.

◆ ***Chief Administrative Officer***

Goodwill Hawaii (November 2014 - present).

Statewide nonprofit specializing in employment counseling, job training and placement for those facing employment barriers; operation and supply of thrift store chain. 560 employees, 11 stores, 24 donation locations and 10 service offices. Annual revenue \$33M. Areas of responsibility: facilities and risk management, human resources, IT, legal, marketing and communications.

Accomplishments: Managed Halloween marketing campaign resulting in the highest retail sales month ever. Developed new donation bin program for high-rises -signed up 30 condos in 2 months. Successfully negotiated favorable commercial and office leases for 8 locations, including obtaining significant tenant improvements at landlord's expense. Conducting first-ever reserve study and leading a multi-year statewide rebranding effort. Developing and implementing new standards for facility maintenance and health/safety.

experience

◆ ***Chief Executive/ Executive Director***

◇ PATCH – People Attentive to Children (2006 – 2014).

The only statewide social services agency, specializing in early childhood education and care, servicing families, child care providers and early childhood educators.

Accomplishments: Increased annual revenue by 60% to \$3.7M; doubled the annual reserves to more than \$1M during the recession, and tripled the number of service programs provided to the community. Developed training center focused on early care and education. Drafted and advocated the passing of state legislation to allow for child care homes in rural areas, and successfully advocated for increased state funding for preschool subsidies for low-income families.

◇ Hawaii Literacy, Honolulu, Hawaii (2003- 2006).

Non-profit specializing in adult literacy, English-as-a-Second Language, and bookmobile and family literacy services in public housing projects.

Accomplishments: Doubled annual revenue and staffing levels. Took the nonprofit out of financial crisis – revamped accounting procedures, stabilized and diversified its funding sources. Expanded service to Neighbor Islands after being Oahu based for 35 years and developed family literacy libraries in public housing.

◇ Chinese Information & Advice Centre, London, England (1999 – 2002). A legal aid and social welfare non-profit for disadvantaged Chinese in the UK, specializing in training bi-lingual social workers and legal professionals; legal representation and political advocacy in immigration, human rights and family law; and support services for domestic violence victims and asylum seekers.

Accomplishments: Successfully advocated for national legislation more favorable to immigrants and asylum seekers from Third World countries – other EU nations then modeled their immigration policies on the UK's. Increased annual revenue by 75% and diversified funding sources. Doubled staffing and expanded services from London proper to England and Scotland wide. Increased clients served by over 80% in just one year.

Primary gain serving as Nonprofit Executive Director: Extensive experience in strategic, personnel and financial management of a complex non-profit, including policy making, strategic planning, human resources, budgeting, grant writing, public relations, fundraising and the application and execution of large-scale federal and state government contracts.

**experience
cont.**

◆ **Attorney** at Dwyer Imanaka Schraff Kudo Meyer & Fujimoto with a concentration in real estate, non-profit, and intellectual property law. Honolulu, Hawaii (1995-1998).

◇ **Legal intern** at the University of Washington Student Legal Services, concentrating in housing, consumer and family law. Seattle, Washington (1994-1995).

◇ **Legal intern** at the United States District Attorney, Western District of Washington, Seattle, Washington (Spring 1994).

◇ **Criminal Investigator Intern** at the King County Public Defender Association, interviewed police, witnesses and victims, diagrammed crime scenes and served subpoenas. Seattle, Washington (1990-1992).

Primary gain from Legal Experience: Constant development of superb research, analytical, writing and oral communication skills, client counseling, team work, and issue identification.

◆ **Community Service**

◇ American Judicature Society, Special Committee on Redress for Unlawful Imprisonment (2015)

◇ City and County of Honolulu, Ethics Commission; Chair (2015) Commissioner (2012 – present).

◇ Hawaii Book & Music Festival; Secretary (2004- 2012), Board Member (2004 – present).

◇ Joint Council for the Welfare of Immigrants; Board Member (2001-2002).

◇ Islington Chinese Association; Board Member (2001-2002).

◇ Young Lawyers Division of the Hawaii State Bar Association; Board Member (1998).

◇ University of Washington - Asian Student Council; Student Representative (1991-1992).

◇ American Taiwanese Youth Association; Co-Founder, Board President (1985-1988).

Primary gain from Community Service: Experience in strategic management, partnering and collaboration, board, government and community relations.

awards

Businesswoman of the Year Finalist, Pacific Business News - 2012

PONO Fellow, Hawaii Community Foundation, 2011

Forty Under 40 for the State of Hawaii, Pacific Business News - 2007

Pacific Century Fellow - 2007

100 Most Influential Chinese Persons on European Society, Phoenix CNE – 2000

Member of the Hawaii State Bar since 1995

Public health professional with knowledge and skills in individual & community needs assessments; behavioral change theories and application; program development, implementation, management & evaluation; minority health / health disparities; and cultural competency.

Summary of Skills

- Needs Assessment (Individual / Community)
- Program Development / Implementation / Evaluation
- Community-based Research
- Resource Development (Grant-Writing / Monitoring)
- Policy/Procedure Development
- Strategic Planning
- Reporting
- Employee Recruitment / Training / Supervision
- Budget (Creation / Management)

Education

Master of Public Health, Specialization in Health Promotion and Behavioral Sciences **2005**
Graduate School of Public Health, San Diego State University

Bachelor of Science, Major: Psycho-Biology **2000**
University of California, Los Angeles

Punahou School, Honolulu, HI **1996**

Related Experience

Vice-President, Mission Advancement **September 2013 – Current**
Goodwill Industries of Hawaii (Honolulu, HI)

Responsible for business and resource development, partnerships and collaborations, and corporate responsibility functions.

- Plans, directs, and oversees select administrative services functions including Human Resources, Training, and other areas of corporate responsibility.
- Responsible for engaging in collaborative strategic planning and its execution to perpetuate and expand Mission Services. Specific activities encompass needs assessments, and conceptualization of program and evaluation methodology.
- Conducts business and resource development for Mission Services Division and other Divisions as needed; inclusive of identification, preparation, and submission of grant proposals / inquests.
- Responsible for collaborative engagement with other community-based organizations, state agencies, and businesses to ensure coordinated approach to service delivery.

Senior Director- Human Services **June 2012 – September 2013**
Goodwill Industries of Hawaii (Honolulu, HI)

Oversees various Human Services Division programs statewide. Specific areas of responsibility include employment services, youth services, developmental/intellectual disability services.

- Accountable for development, management, coordination, and evaluation of programs on all islands, inclusive of supervision, budgetary controls, program operations;
- Development and implementation of policies and procedures;
- Ensure high quality programs and performance outcomes reflective of organization mission;
- Responsible for strategic planning and resource development to perpetuate and expand services.

Director **December 2009 – March 2012**
Center for Research and Health Promotion – San Ysidro Health Center (San Diego, CA)

Responsible for conduct of all research and health promotion activities at San Ysidro Health Center (SYHC). Annually, SYHC provides comprehensive primary care services and family support programs to ~80,000 patients through 10 primary care clinics; 5 dental clinics; 5 mental health service centers; 5 WIC Nutrition Centers and numerous outreach programs. The Center for Research & Health Promotion augments SYHC's clinical care with health promotion, research and care coordination programs for patients and community members. The Center's ~\$2 million annual budget supports over 2 dozen health promotion projects and initiatives and 40 staff.

- Responsible for all aspects of the Center's administration including planning, operation, and evaluation of programs, health promotion/education and community service aspects;
- Serve as liaison between academicians, government and non-governmental agencies, and individuals interested in working with SYHC;
- Review all requests for potential research projects at SYHC;
- Work with fellow SYHC Directors and Executive Management team to ensure all programs reflect current public health findings.

Assistant Director

December 2007 – December 2009

Center for Latino Research and Health Promotion – San Ysidro Health Center (San Diego, CA)

- Development of the long-term goals and objectives of the Center's programmatic work and ensuring they are up-to-date with current public health findings;
- Develops, manages, and reports on department goals, objectives and budgets;
- Development and implementation of policies and procedures related to Center operations and its integration within the health center's infrastructure;
- Maintains quality assurance program standards;
- Program development and evaluation;
- Grant proposal identification, development and submission;
- Grant management, including attention to budgets and personnel;
- Supervision, curricular development, evaluation, and general oversight of Health Education Dept.;
- Planning, development, and supervision of SYHC's Maternal & Child Health Center;
- Event planning and coordination;
- Coordination & implementation of inter- and intra-organizational initiatives and partnerships;
- Recruitment, hiring, and supervision of Center staff;
- Facilitation of program integration across the health center's multiple sites; and
- Responsible for establishing and maintaining positive and informative relationships with appropriate local medical, civic, governmental, social service, and health promotion community groups.

Co-Manager

February – December 2007

Center for Latino Research and Health Promotion – San Ysidro Health Center (San Diego, CA)

Program Coordinator

February 2006 – February 2007

Project Salsita, San Ysidro Health Center (San Diego, CA)

Developed and implemented a childhood obesity intervention program for low-income, Latino youth (ages 5-12 years).

- Identified cardiovascular disease risk factors and developed screening tools for use in a low-income clinic located on the US/Mexico border;
- Developed intervention for youth and families to decrease risk factors, based on health behavior models and including diet and physical activity lifestyle modifications, home environment assessment and environmental change; and
- In charge of overall program, including task deployment and supervision of staff/volunteers.

Health Educator

May 2005 – February 2006

Project Salsita, San Ysidro Health Center (San Diego, CA)

Delivered culturally-sensitive health education for overweight children (5-12 years old) and their families.

- Administered surveys and conducted anthropometric measurements;
- Assessed current dietary & activity behaviors and identified areas for improvement;
- Provided information on target dietary & activity behaviors using contingency methods and elements from the Health Belief and Transtheoretical Models; and
- Conducted follow-up to ensure families were on-track to meeting goals.

Intern

November 2004 – May 2005

Project E.X.P.O.R.T., San Diego State University (San Diego, CA)

- Received training and clinic-based experience in minority health and health disparities, under Dr. Greg Talavera (MD, MPH).
- Assisted in development of curricula and lectures for minority undergraduate students interested in health science careers.

Research Assistant

January 2004 – May 2005

Graduate School of Public Health, San Diego State University (San Diego, CA)

Assisted Graduate Professors in researching physical activity promotion, school nutrition environments, the Latino population and cultural elements, and cultural sensitivity; assisted with grant development and manuscript writing.

Research Assistant

May – August 2004

Healthy Hawai'i Initiative Evaluation Team, University of Hawai'i Department of Public Health Sciences & Epidemiology (Honolulu, HI)

Assisted with the evaluation of the Healthy Hawai'i Initiative (HHI), a statewide effort to increase healthy eating, physical activity behaviors and smoking cessation; HHI was coordinated by the Univ. of Hawai'i Dept. of Public Health Sciences & Epidemiology, the Hawai'i State Dept. of Health, and the Hawai'i State Dept. of Education.

- Assisted in development of activities for HHI, specifically regarding the school-based efforts and how to integrate the schools' Coordinated School Health Programs with HHI efforts and goals;
- Helped to implement the HHI's "1% Or Less" social marketing campaign to encourage Hawai'i residents to drink lower-fat milk;
- Wrote reports, summarizing results of various HHI activities; and
- Conducted data entry & analysis (SPSS) to ascertain effectiveness of HHI activities.

Program Assistant

April 2001 – May 2003

Prevention Institute (Oakland, CA)

Assisted organizations and government at local, state and national levels to improve the health of individuals and communities. Issue areas included nutrition and physical activity promotion, food security, health disparities, youth development, community development, violence and injury prevention.

- Analyzed various individual and community health determinants (e.g., social, cultural, economical, biological, behavioral, environmental) and applied results to develop, implement and evaluate health promotion programs;
- Developed suggestions at individual, community, organizational, environmental and policy levels that would enhance individual and community health;
- Performed literature reviews and analyzed results to determine best practices in health promotion methodology;
- Wrote and edited materials including government and foundation reports, grants, manuscripts, and literature/research reviews;
- Prepared for and facilitated meetings; active participant in coalitions, including governmental & nonprofit representatives;
- Supervised undergraduate interns, involving task deployment & resolution of various issues; and

- Performed various office management tasks, maintaining smooth flow of schedules and due dates.

Student Athletic Trainer/Medical Assistant

June 1997 – August 2000

Sports Medicine Dept., University of California, Los Angeles (Los Angeles, CA)

Responsible for health of Division I athletic teams, including:

- Initial and continual evaluations of health;
- Preventing injuries and illness, and evaluating and planning appropriate treatment programs, responsible for continual tracking of patient care;
- Daily interaction with physicians, therapists, nutritionists & other medical staff; and
- Responsible for instructing & supervising younger student trainers.

Publications

Castañeda SF, Holscher J, Mumman MK, Salgado H, **Keir K**, Foster-Fishman PG, Talavera GA. *Dimensions of Community and Organizational Readiness for Change*. Progress in Community Health Partnerships: Research, Education, and Action. 2011.

Mikkelsen L, Cohen L, Harris K, **Keir K**. *Growing the Next Generation: Strategies to Improve Nutrition and Child Development in Los Angeles County*. Oakland, Calif: Prevention Institute, 2001.

Academic Awards/Scholarships

- Invited Member, Delta Omega – Honorary Society in Public Health
- UCLA Provost’s Honors List, 4 quarters
- Academic Scholarship, Bruin Club of Hawaii
- Advanced Placement Scholar

Organizational Memberships

- Hawai’i Public Health Association
- Strategic Alliance for Healthy Food and Activity Environments
- American Public Health Association

Skills

Computer: Microsoft Office, SPSS, Literature searches, type 60 wpm

Language: Minimal proficiency in French, Spanish

References

*Available upon request.

Anthony Reyes

HIGHLIGHTS

Strategic HR Director and trusted business partner with over ten years' experience in learning & development, employee relations, talent management and recruitment. Strong employment law experience in California and Hawaii including handling complex leaves of absences (FMLA, ADA, WC, CFRA, HFLL, TDI, SDI, PFL, PDL)

EDUCATION

Bachelor of Arts (BA), Communication & Linguistics
University of California at Davis (UC Davis), College of Letters & Science
Graduated June 2012

Master of Human Resource Management (MHRM)
University of Hawaii at Manoa (UH Manoa), Shidler College of Business
Graduated December 2013

CERTIFICATIONS

SPHR (Senior Professional in Human Resources)
HR Certification Institute
December 2014 – Present

SHRM-SCP (Senior Certified Professional)
Society for Human Resource Management
January 2015 – Present

CORE Management Development Program – Train the Trainer
Goodwill Industries International, Inc.
March 2015 – Present

Training Certificate
The Association for Talent Development (formerly ASTD)
September 2012 · Honolulu, HI

EXPERIENCE

Goodwill Industries of Hawaii August 2014 – Present
Senior Director of Human Resources Honolulu, HI

Responsible for the strategic development, direction and leadership of HR operations for approximately 550 employees statewide. The major areas directed are: recruitment, employee relations, learning & development, compensation, benefits administration, performance management, employment law compliance and HRIS systems. As the Equal Employment Opportunity (EEO) Officer, responsible for drafting and implementing the Affirmative Action Plan. Manage a team comprised of six full-time employees.

Anthony Reyes, MHRM, SPHR, SHRM-SCP

Trumpet Behavioral Health
Regional HR Generalist/Consultant

April 2013 – November 2014
Honolulu, HI & Pleasanton, CA

Responsible for all strategic HR functions for the teams in Hawaii and California. Consult and direct ten Office Managers in handling day-to-day HR tasks. Ensure compliance with all established policies, procedures, state and federal employment law to ensure an ethical and legal employment situation for all employees. Led the divestiture of the Hawaii team and the merger/acquisition of new teams in California.

Bank of Hawaii
Corporate Trainer / HR Specialist

September 2012 – May 2013
Honolulu, HI

Responsible for the design, development, and delivery of leadership & employee development (LED) core curriculum programs, including: professional development, excellence in sales/service, technical training, health & wellness, performance and supervisory and management leadership development.

Cell Energy, Inc.
Human Resources Manager

April 2010 – July 2012
Sacramento, CA

Independently responsible for recruiting, hiring, learning & development, employee relations, management coaching, payroll & benefits and performance management for approximately thirty (30) employees across four retail/wholesale locations in California.

Nugget Market, Inc.
Training & Development Manager

August 2004 – April 2010
Woodland, CA

Collaborated with executive leadership team in the development and execution of customized training, including: leadership, management, guest service, sales and software. Enthusiastically facilitated all corporate training classes, and lead over sixty (60) store level trainers in various departments. Coached and developed two corporate trainers. Maintained and scheduled training classes to meet the hiring, growth, and advancement needs for 1500 employees across twelve (12) locations. Other positions held: Training Specialist, Store Supervisor (P.I.C) and Trainer.

MARLA SAKODA

EMPLOYMENT

DIRECTOR OF ACCOUNTING SERVICES

Goodwill Industries of Hawaii, Inc.

November 2004-Present

Honolulu, Hawaii

ACCOUNTING OFFICE MANAGER

Goodwill Industries of Hawaii, Inc.

January 1998-November 2004

Honolulu, Hawaii

Supervises and participates in activities of accounts payable, accounts receivable, payroll, purchasing, and audits of daily sales. Assists in development and implementation of goals, policies, priorities, and procedures relating to financial management, budget, accounting, and/or payroll. Supervises and participates in preparation of various financial statements and reports. Directs installation and maintenance of accounting records to show receipts and expenditures. Directs maintenance of general and subsidiary ledgers, accounts receivable, revenue distribution, depreciation, cost, property, and operating expenses, and insurance records. Coordinates preparation of external audit materials and external financial reporting. Directs installation and maintenance of new accounting, timekeeping, payroll, inventory, property, and other related procedures and controls. Establishes system controls for new financial systems and develops procedures to improve existing systems.

ACCOUNTS PAYABLE CLERK

Goodwill Industries of Hawaii, Inc.

May 1995-January 1998

Honolulu, Hawaii

Work directly with the Chief Financial Officer to provide accurate financial reports and evaluations. Coordinate with payroll company to ensure proper payroll processing and accurate reporting of employee earnings. Maintain precise and complete documentation with all accounts payable. Occasional processing of newly hired employees through proper human resource procedures, including explanation of benefits and distribution of agency Policies and Procedures Manual.

BOOKKEEPER

Hawaii Instrumentation and Controls, Inc.

December 1988-January 1995

Honolulu, Hawaii

Assumed responsibility for accounts payable and accounts receivable. Executed bank deposits and transferring of funds. Reported cash flow and available line of credit to President. Prepared billings and invoiced accounts receivable. Processed job costing data. Accounted for payroll and related taxes. Compiled and prepared audit schedules for the company CPA.

ACCOUNTS RECEIVABLE/PAYROLL CLERK

Au's Plumbing & Metal Work, Inc.

November 1984-November 1988

Honolulu, Hawaii

Assisted full-charge bookkeeper. Trained in accounts receivable for the construction industry. Processed payroll for union and non-union employees utilizing and in-house payroll system. Compiled and prepared required reports for Union Affiliates. Maintained personnel records as well as other confidential files.

HOUSING SPECIALIST

Chaney, Brooks & Company

September 1983-October 1984

Honolulu, Hawaii

Interviewed and determined qualifications for rent subsidy programs. Verified statistics necessary to qualify for government assistance. Compiled and prepared reports for the Department of Housing and Urban Development (HUD).

EDUCATION

DIPLOMA

Waipahu High School

1975

Waipahu, Hawaii

ATTENDED SEMINAR TO RECEIVE CPE CREDITS

CERTIFIED NOTARY PUBLIC SINCE 1992

Attachment LL is Not Applicable

Not applicable; Attachment KK contains the resumes of Goodwill Industries of Hawaii, Inc. leadership staff.