

**Attachment A - Enrollment Plan**

# Enrollment Plan

Grade Level	Number of Students											
	Year 1		Year 2		Year 3		Year 4		Year 5		Capacity	
	2017		2018		2019		2020		2021		20__	
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												
1												
2												
3												
4												
5												
6	15		15		20		20		20		25	
7	15		15		15		20		20		25	
8	15		15		15		15		20		25	
9			15		15		15		15		25	
10					15		15		15		25	
11							15		15		25	
12									15		25	
<b>Subtotals</b>	45		60		80		100		120		175	
<b>Totals</b>	45		60		80		100		120		175	

## **Attachment B**

Census data from 2010 describes 987 Native Hawaiians and 2181 Non natives in the Kapaa area complex, Kindergarten through twelfth grade.

A call in to Kapaa Middle School informed us that there are currently 674 students enrolled there, SY2015-SY2016.

These students who have attained the age of eleven would have the option of enrolling in Kilohana for the academic experience.

Our board has decided that a ratio of 1 to 15 is optimal learning/teaching.

## Attachment C Kauai Schools

### Kauai Private Schools

	Phone
Island School	(808) 246-0233
Kauai Christian Academy	(808) 828-0047
St. Catherine School	(808) 822-4212
Olelo Christian Academy	(808) 246-6535
St. Theresa's Elementary	(808) 337-1351

### Kauai Public Elementary Schools

Eleele Elementary	(808) 335-211
Hanalei Elementary	(808) 826-4300
Kalaheo Elementary	(808) 332-6801
Kapaa Elementary	(808) 821-4424
Kaunaulii Elementary	(808) 241-3150
Kekaha Elementary	(808) 337-7655
Kilauea Elementary	(808) 828-1212
Koloa Elementary	(808) 742-8460
Waimea Canyon Elementary	(808) 338-6830
Wilcox Elementary	(808) 274-3150

### Kauai Public Middle School

Kapaa Middle School	(808) 821-4460
Chefess Chiefess Kamakahelei	(808) 241-3200
Waimea Canyon Middle School	(808) 338-3860

### Kauai Public High Schools

Kapaa High School	(808) 821-4400
Kauai High School	(808) 274-3160
Waimea High School	(808) 338-6800

### Kauai Charter Schools

Kanuikapono Charter School	(808) 823-9160
Kawaikini Charter School	(808) 632-2032
Ke Kula Niihau O Kekaha	(808) 337-0481
Kanaka Public Charter School	(808) 337-2022

## Attachment D

Common Core: Language Arts Standards, Grade 6-12

### READING

#### Key Ideas and Details

6-12.R.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

6-12.R.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

6-12.R.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

6-12.R.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

6-12.R.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6-12.R.R.6 Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

6-12.R.R.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

6-12.R.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

6-12.R.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity

6-12.R.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

### WRITING

#### Text Types and Purposes

6-12.W.R.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

6-12.W.R.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

6-12.W.R.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### Production and Distribution of Writing

6-12.W.R.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-12.W.R.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6-12.W.R.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

6-12.W.R.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

6-12.W.R.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

6-12.W.R.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

6-12.W.R.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **SPEAKING AND LISTENING**

### **Comprehension and Collaboration**

6-12.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

6-12.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

6-12.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

6-12.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

6-12.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6-12.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## **LANGUAGE**

### **Conventions of Standard English**

6-12.L.R.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

6-12.L.R.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

6-12.L.R.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

6-12.L.R.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

6-12.L.R.5 Demonstrate understanding of word relationships and nuances in word meanings.

6-12.L.R.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **MATH 6**

Mathematics Standards, Grade 6

### **Ratios and Proportional Relationships**

Understand ratio concepts and use ratio reasoning to solve problems.

6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."

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. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is  $3/4$  cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger." (Note: Expectations for unit rates in this grade are limited to non-complex fractions.)

6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. 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? c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means  $30/100$  times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

**The Number System** Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for  $(2/3) \div (3/4)$  and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that  $(2/3) \div (3/4) = 8/9$  because  $3/4$  of  $8/9$  is  $2/3$ . (In general,  $(a/b) \div (c/d) = ad/bc$ .) How much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $3/4$ -cup servings are in  $2/3$  of a cup of yogurt? How wide is a rectangular strip of land with length  $3/4$  mi and area  $1/2$  square mi? Compute fluently with multi-digit numbers and find common factors and

6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.

6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. multiples.

6.NS.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express  $36 + 8$  as  $4(9 + 2)$ .

Apply and extend previous understandings of numbers to the system of rational numbers.

6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

6.NS.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. 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, e.g.,  $-(-3) = 3$ , and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

6.NS.7 Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret  $-3 > -7$  as a statement that  $-3$  is located to the right of  $-7$  on a number line oriented from left to right. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write  $-3^\circ \text{ C} > -7^\circ \text{ C}$  to express the fact that  $-3^\circ \text{ C}$  is warmer than  $-7^\circ \text{ C}$ . c. 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. For example, for an account balance of  $-30$  dollars, write  $|-30| = 30$  to describe the size of the debt in dollars. d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than  $-30$  dollars represents a debt greater than  $\$30$ .

6.NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

**Expressions and Equations** Apply and extend previous understandings of arithmetic to algebraic expressions.

6.EE.1 Write and evaluate numerical expressions involving wholenumber exponents.

6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract  $y$  from 5" as  $5 - y$ . b. Identify parts of an expression

using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression  $2(8 + 7)$  as a product of two factors; view  $(8 + 7)$  as both a single entity and a sum of two terms. c. 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). For example, use the formulas  $V = s^3$  and  $A = 6s^2$  to find the volume and surface area of a cube with sides of length  $s = 1/2$ .

6.EE.3 Apply the properties of operations as strategies to generate equivalent expressions. For example, apply the distributive property to the expression  $3(2 + x)$  to produce the equivalent expression  $6 + 3x$ ; apply properties of operations to  $y + y + y$  to produce the equivalent expression  $3y$ .

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). For example, the expressions  $y + y + y$  and  $3y$  are equivalent because they name the same number regardless of which number  $y$  stands for. Reason about and solve one-variable equations and inequalities.

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 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.

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.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. Represent and analyze quantitative relationships between dependent and independent variables.

6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an 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. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation  $d = 65t$  to represent the relationship between distance and time.

**Geometry** Solve real-world and mathematical problems involving area, surface area, and volume.

6.G.1 Find area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same



as would be found by multiplying the edge lengths of the prism. Apply the formulas  $V = l w h$  and  $V = b h$  to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

**Statistics and Probability** Develop understanding of statistical variability.

6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.

6.SP.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

6.SP.3 Recognize that a measure of center for a numerical data set summarizes all of its values using a single number, while a measure of variation describes how its values vary using a single number. Summarize and describe distributions.

6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

6.SP.5 Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

## GRADE 7

### Mathematics Standards, Grade 7

**Ratios and Proportional Relationships** Analyze proportional relationships and use them to solve real-world and mathematical problems.

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. For example, If a person walks  $\frac{1}{2}$  mile in each  $\frac{1}{4}$  hour, compute the unit rate as the complex fraction  $(\frac{1}{2})/(\frac{1}{4})$  miles per hour, equivalently 2 miles per hour.

7.RP.2 Recognize and represent proportional relationships between quantities. a. 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. b. Identify the constant of proportionality (unit rate) in tables, graphs,

equations, diagrams, and verbal descriptions of proportional relationships. c. Represent proportional relationships by equations. For example, if total cost  $t$  is proportional to the number  $n$  of items purchased at a constant price  $p$ , the relationship between the total cost and the number of items can be expressed as  $t = pn$ . d. 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.

7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

**The Number System** Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. b. 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. c. Understand subtraction of rational numbers as adding the additive inverse,  $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. d. Apply properties of operations as strategies to add and subtract rational numbers.

7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. a. 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. b. 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. c. Apply properties of operations as strategies to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats

7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions.)

**Expressions and Equations** Use properties of operations to generate equivalent expressions.

7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

7.EE.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example,  $a + 0.05a = 1.05a$  means that "increase by 5%" is the same as "multiply by 1.05." Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

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 as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional  $\frac{1}{10}$  of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar  $9\frac{3}{4}$  inches long in the center of a door that is  $27\frac{1}{2}$  inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

a. 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. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? b. 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. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.

**Geometry Draw**, construct, and describe geometrical figures and describe the relationships between them.

7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

7.G.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

7.G.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

**Statistics and Probability** Use random sampling to draw inferences about a population.

7.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be. Draw informal comparative inferences about two populations.

7.SP.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.

7.SP.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book. Investigate chance processes and develop, use, and evaluate probability models.

7.SP.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around  $1/2$  indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

7.SP.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.

7.SP.7 Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected. b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?

7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event. c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a

simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?

## **GRADE 8**

Mathematics Standards, Grade 8

**The Number System** Know that there are numbers that are not rational, and approximate them by rational numbers.

8.NS.1 Understand informally that every number has a decimal expansion; rational numbers have decimal expansions that terminate in 0s or eventually repeat, and conversely.

8.NS.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g.,  $(\pi)^2$ ). For example, by truncating the decimal expansion of  $\sqrt{2}$  (square root of 2), show that  $\sqrt{2}$  is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.

**Expressions and Equations** Work with radicals and integer exponents.

8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example,  $3^2 \times 3^{-5} = 3^{-3} = 1/(3^3) = 1/27$ .

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.

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. For example, estimate the population of the United States as  $3 \times 10^8$  and the population of the world as  $7 \times 10^9$ , and determine that the world population is more than 20 times larger.

8.EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal

## **Grades 9-12**

Mathematics Standards, Grade 9-12

**The Real Number System** Extend the properties of exponents to rational exponents.

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  $[5^{(1/3)}]^3 = 5^{[(1/3) \times 3]}$  to hold, so  $[5^{(1/3)}]^3$  must equal 5.

N.RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents. Use properties of rational and irrational numbers.

N.RN.3 Explain why the sum or product of 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.

**Quantities Reason** quantitatively and use units to solve problems.

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.

N.Q.2 Define appropriate quantities for the purpose of descriptive modeling.

N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

**The Complex Number System** Perform arithmetic operations with complex numbers.

N.CN.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.

N.CN.2 Use the relation  $i^2 = -1$  and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

N.CN.3 Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers. Represent complex numbers and their operations on the complex plane.

N.CN.4 Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.

N.CN.5 Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example,  $(-1 + \sqrt{3}i)^3 = 8$  because  $(-1 + \sqrt{3}i)$  has modulus 2 and argument  $120^\circ$ .

N.CN.6 Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints. Use complex numbers in polynomial

N.CN.7 Solve quadratic equations with real coefficients that have complex solutions. identities and equations.

N.CN.8 Extend polynomial identities to the complex numbers. For example, rewrite  $x^2 + 4$  as  $(x + 2i)(x - 2i)$ .

N.CN.9 Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

**Vector and Matrix Quantities** Represent and model with vector quantities.

N.VM.1 Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g.,  $v$ ,  $|v|$ ,  $\|v\|$ ,  $v$ ).

N.VM.2 Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.

N.VM.3 Solve problems involving velocity and other quantities that can be represented by vectors. Perform operations on vectors.

N.VM.4 Add and subtract vectors. a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes. b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum. c. Understand vector subtraction  $v - w$  as  $v + (-w)$ , where  $(-w)$  is the additive inverse of  $w$ , with the same magnitude as  $w$  and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.

N.VM.5 Multiply a vector by a scalar. a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as  $c(v_x, v_y) = (cv_x, cv_y)$ . b. Compute the magnitude of a scalar multiple  $cv$  using  $\|cv\| = |c|v$ . Compute the direction of  $cv$  knowing that when  $|c|v \neq 0$ , the direction of  $cv$  is either along  $v$  (for  $c > 0$ ) or against  $v$  (for  $c < 0$ ). Perform operations on matrices & use matrices in applications.

N.VM.6 Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.

N.VM.7 Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.

N.VM.8 Add, subtract, and multiply matrices of appropriate dimensions.

N.VM.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.

N.VM.10 Understand that the zero and identity matrices play a role in matrix addition and multiplication 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.

N.VM.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.

N.VM.12 Work with  $2 \times 2$  matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.

**Seeing Structure in Expressions** Interpret the structure of expressions

A.SSE.1 Interpret expressions that represent a quantity in terms of its context.\* a. Interpret parts of an expression, such as terms, factors, and coefficients. 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  $P$ .

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  $(x^2 - y^2)(x^2 + y^2)$ . Write expressions in equivalent forms to solve problems

A.SSE.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. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. c. Use the properties of exponents to transform expressions for exponential functions. For example the expression  $1.15^t$  can be rewritten as  $[1.15^{(1/12)}]^{(12t)}$  to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

A.SSE.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.

**Arithmetic with Polynomials and Rational Expressions** Perform arithmetic operations on polynomials

A.APR.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. Understand the relationship between zeros and factors of polynomials

A.APR.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  $p(x)$ .

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. Use polynomial identities to solve problems

A.APR.4 Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity  $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$  can be used to generate Pythagorean triples.

A.APR.5 Know and apply that the Binomial Theorem gives the expansion of  $(x + y)^n$  in powers of  $x$  and  $y$  for a positive integer  $n$ , where  $x$  and  $y$  are any numbers, with coefficients determined for example by Pascal's Triangle. (The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.) Rewrite rational expressions

A.APR.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.

A.APR.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.

**Creating Equations** Create equations that describe numbers or relationships

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 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.\*

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. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.\*

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  $R$ .\*

**Reasoning with Equations and Inequalities** Understand solving equations as a process of reasoning and explain the reasoning

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 argument to justify a solution method.

A.REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. Solve equations and inequalities in one variable

A.REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

A.REI.4 Solve quadratic equations in one variable. a. 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. 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  $b$ . Solve systems of equations

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.

A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

A.REI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line  $y = -3x$  and the circle  $x^2 + y^2 = 3$ .

A.REI.8 Represent a system of linear equations as a single matrix equation in a vector variable.

A.REI.9 Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension  $3 \times 3$  or greater). Represent and solve equations and inequalities graphically

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).

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.\*

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.

**Interpreting Functions** Understand the concept of a function and use function notation

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  $y = f(x)$ .

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.

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  $n \geq 1$  ( $n$  is greater than or equal to 1). Interpret functions that arise in

F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in applications in terms of the context 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.\*

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.\*

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.\* Analyze functions using different representations

F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.\* a. Graph linear and quadratic functions and show intercepts, maxima, and minima. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. (+) e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. 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. 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.

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.

**Building Functions** Build a function that models a relationship between two quantities

F.BF.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. b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. c. Compose functions. For example, if  $T(y)$  is the temperature in the atmosphere as a function of height, and  $h(t)$  is the height of a weather balloon as a function of time, then  $T(h(t))$  is the temperature at the location of the weather balloon as a function of time. (+)

F.BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.\* Build new functions from existing functions

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.

F.BF.4 Find inverse functions. 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. For example,  $f(x) = 2(x^3)$  for  $x > 0$

or  $f(x) = (x+1)/(x-1)$  for  $x \neq 1$  ( $x$  not equal to 1). b. Verify by composition that one function is the inverse of another. (+) c. Read values of an inverse function from a graph or a table, given that the function has an inverse. (+) d. Produce an invertible function from a non-invertible function by restricting the domain. (+)

F.BF.5 Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

**Linear, Quadratic, and Exponential Models** Construct and compare linear and exponential models and solve problems

F.LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.\* a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.\* b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.\* c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.\*

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).\*

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.\*

F.LE.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.\* Interpret expressions for functions in terms of the situation they model

F.LE.5 Interpret the parameters in a linear, quadratic, or exponential function in terms of a context.\*

**Trigonometric Functions** Extend the domain of trigonometric functions using the unit circle

F.TF.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

F.TF.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.

F.TF.3 Use special triangles to determine geometrically the values of sine, cosine, tangent for  $(\pi)/3$ ,  $(\pi)/4$  and  $(\pi)/6$ , and use the unit circle to express the values of sine, cosine, and tangent for  $x$ ,  $[(\pi) + x]$ , and  $[2(\pi) - x]$  in terms of their values for  $x$ , where  $x$  is any real number.

F.TF.4 Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions. Model periodic phenomena with trigonometric functions

F.TF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.\*

F.TF.6 Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.

F.TF.7 Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.\* Prove and apply trigonometric identities

F.TF.8 Prove the Pythagorean identity  $(\sin A)^2 + (\cos A)^2 = 1$  and use it to calculate trigonometric ratios.

F.TF.9 Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

**Congruence** Experiment with transformations in the plane

G.CO.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.

G.CO.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).

G.CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

G.CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

G.CO.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. Understand congruence in terms of rigid motions

G.CO.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.

G.CO.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.

G.CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. Prove geometric theorems

G.CO.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.

G.CO.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; 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.

G.CO.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. Make geometric constructions

G.CO.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.

G.CO.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

**Similarity, Right Triangles, and Trigonometry** Understand similarity in terms of similarity transformations

G.SRT.1 Verify experimentally the properties of dilations given by a center and a scale factor: --

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. -- b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

G.SRT.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 corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

G.SRT.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar. Prove theorems involving similarity

G.SRT.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.

G.SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. Define trigonometric ratios and solve problems involving right triangles

G.SRT.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.

G.SRT.7 Explain and use the relationship between the sine and cosine of complementary angles.

G.SRT.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. Apply trigonometry to general triangles

G.SRT.9 Derive the formula  $A = (1/2)ab \sin(C)$  for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.

G.SRT.10 Prove the Laws of Sines and Cosines and use them to solve problems.

G.SRT.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).

**Circles** Understand and apply theorems about circles

G.C.1 Prove that all circles are similar.

G.C.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 of a circle is perpendicular to the tangent where the radius intersects the circle.

G.C.3 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

G.C.4 Construct a tangent line from a point outside a given circle to the circle. Find arc lengths and areas of sectors of circles

G.C.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 the constant of proportionality; derive the formula for the area of a sector.

**Expressing Geometric Properties with Equations** Translate between the geometric description and the equation for a conic section

G.GPE.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.

G.GPE.2 Derive the equation of a parabola given a focus and directrix.

G.GPE.3 Derive the equations of ellipses and hyperbolas given the foci. Use coordinates to prove simple geometric theorems algebraically

G.GPE.4 Use coordinates to prove simple geometric theorems algebraically. 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  $(0, 2)$ .

G.GPE.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).

G.GPE.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

G.GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.\*

**Geometric Measurement and Dimension** Explain volume formulas and use them to solve problems

G.GMD.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.

G.GMD.2 Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.

G.GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.\* Visualize relationships between two-dimensional and three-dimensional objects

G.GMD.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. Apply geometric concepts in modeling situations

**Modeling with Geometry** Apply geometric concepts in modeling situations

G.MG.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).\* Modeling with Geometry Apply geometric concepts in modeling situations

G.MG.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).\*

G.MG.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). \*

**Interpreting Categorical and Summarize**, represent, and interpret data on

S.ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).  
Quantitative Data a single count or measurement variable

S.ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

S.ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

S.ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. Summarize, represent, and interpret data on two categorical and quantitative variables

S.ID.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

S.ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. b. Informally assess the fit of a function by plotting and analyzing residuals. c. Fit a linear function for a scatter plot that suggest a linear association. Interpret linear models

S.ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

S.ID.8 Compute (using technology) and interpret the correlation coefficient of a linear fit

S.ID.9 Distinguish between correlation and causation

**Making Inferences and Justifying Conclusions** Understand and evaluate random processes underlying statistical experiments

S.IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

S.IC.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model? Make inferences and justify conclusions from sample surveys, experiments, and observational studies

S.IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

S.IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

S.IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

S.IC.6 Evaluate reports based on data.

**Conditional Probability and the Rules of Probability** Understand independence and conditional probability and use them to interpret data

S.CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").

S.CP.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.

S.CP.3 Understand the conditional probability of A given B as  $P(A \text{ and } B)/P(B)$ , and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.

S.CP.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.

S.CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer. Use the rules of probability to compute probabilities of compound events in a uniform probability model.

S.CP.6 Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.

S.CP.7 Apply the Addition Rule,  $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ , and interpret the answer in terms of the model.

S.CP.8 Apply the general Multiplication Rule in a uniform probability model,  $P(A \text{ and } B) = [P(A)]*[P(B|A)] = [P(B)]*[P(A|B)]$ , and interpret the answer in terms of the model.

S.CP.9 Use permutations and combinations to compute probabilities of compound events and solve problems.

**Using Probability to Make Decisions** Calculate expected values and use them to solve problems.

S.MD.1 Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.

S.MD.2 Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.

S.MD.3 Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.

S.MD.4 Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the



expected number of sets per household. How many T V sets would you expect to find in 100 randomly selected households? Use probability to evaluate outcomes of decisions

S.MD.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. a. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant. b. Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low- deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.

S.MD.6 Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).

S.MD.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

## **Attachment E - Students typical school day (6-8th grade)**

7:30 check in

7:45 morning protocol

8:00 stretching and cardio

8:20 water break

8:30 garden/food prep

8:50 snack

9:00 6-8 English LA

9:50 6-8 Math

10:40 6-8 Olelo Hawaii

11:30 lunch

12:00 Social Studies/Science/Health

2:00 pau

## **Attachment F - Teachers typical school day (6-8th grade)**

7:30 check in

7:45 morning protocol

8:00 stretching and cardio (Kaiaulu)

8:20 prep

9:00 .5 6-8 English LA

9:50 .5 Teach- 6-8 Math

10:40.5 Teach- 6-8 Olelo Hawaii

11:30 lunch

12:00 1.0 Teach- 6-8 Social Studies/Science/Health

2:00 Collaboration/Prep

2:30 pau

## Attachment G Staffing Chart

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

**Elementary School Staffing Model and Rollout**

Title	Salary and FTE Per Position Per Year					Year 5 2021	Capacit y 20__
	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020			
School Director							
Assistant School Director							
Add'l School Leadership Position 1 [specify]							
Add'l School Leadership Position 2 [specify]							
Add'l School Leadership Position 3 [specify]							
Classroom Teachers (Core Subjects)							
Classroom Teachers (Specials)							
Student Support Position 1 [specify: e.g., Social Worker]							
Student Support Position 2 [specify]							
Specialized School Staff 1 [specify]							
Specialized School Staff 2 [specify]							
Teacher Aides and Assistants							
School Operations Support Staff							
<b>Total FTEs</b>							
<b>Total Salaries</b>							

**Middle School/High School Staffing Model and Rollout**

Title	Salary and FTE Per Position Per Year					Year 5 2021	Capacit y 20__
	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020			
Co-School Director	70,000	72,800	75,712	78,740	81,890	85,000	
Co-School Director	<b>70,000</b>	<b>72,800</b>	<b>75,712</b>	<b>78,740</b>	<b>81,890</b>	<b>85,000</b>	
Add'l School Leadership Position 1 [specify]							
Add'l School Leadership Position 2 [specify]							
Add'l School Leadership Position 3 [specify]							
Classroom Teachers (Core Subjects)	<b>110,000</b>	<b>226,600</b>	<b>233,398</b>	<b>240,400</b>	<b>247,612</b>	<b>360,600</b>	
Classroom Teachers (Specials)	<b>25,000</b>	<b>50,000</b>	<b>75,000</b>	<b>100,000</b>	<b>100,000</b>	<b>150,000</b>	
Student Support Position 1 [specify: e.g., Social Worker]							
IT Coordinator	<b>22,500</b>	<b>23,400</b>	<b>24,336</b>	<b>25,309</b>	<b>26,322</b>	<b>50,000</b>	
Specialized School Staff 1 Business Manager	<b>60,000</b>	<b>62,400</b>	<b>64,896</b>	<b>67,492</b>	<b>70,192</b>	<b>75,000</b>	
Specialized School Staff 2 SASA			<b>40,000</b>	<b>41,600</b>	<b>43,264</b>	<b>45,000</b>	

Teacher Aides and Assistants						
School Operations Support Staff	21,000	21,420	21,848	22,284	22,731	30,000
<b>Total FTEs</b>	<b>7.0</b>	<b>9.5</b>	<b>11.0</b>	<b>11.5</b>	<b>11.5</b>	<b>15.0</b>
<b>Total Salaries</b>	<b>378,500</b>	<b>529,420</b>	<b>610,902</b>	<b>654,565</b>	<b>673,901</b>	<b>880,600</b>

**High School Staffing Model and Rollout**

Title	Salary and FTE Per Position Per Year					Capacity 20__
	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021	
School Director						
Assistant School Director						
Dean(s)						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [specify: e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
<b>Total FTEs</b>						
<b>Total Salary</b>						

**NOTES:**

1. Assumes the Co-Directors (both HQ) also teach in years 1 & 2. One will teach half time in Social Studies (HQ), the other will teach electives half time.
2. HQ teachers year 1 = 2, year 2 = 2, year 3 – 5 = 4 teachers.
3. Assumes 3% increase for teachers.
4. Assumes 4% increase for Co Directors years 2 -5.
5. Assumes Business Manager also handles the SASA role in years 1 & 2.
6. Assumes 4% increase for Business Manager years 2 -5.
7. Assumes ½ time Custodian in years 1 & 2.
8. Assumes 2% increase in years 2 – 5.
9. Assumes 1 ½ time Specials teachers in year 1, 2 ½ time Specials teachers in year 2, 3 ½ time Specials teachers in year 3, 4 ½ time Specials teachers in years 4 & 5.
10. Assumes a 4% increase for SASA in years 3 – 5.
11. Assumes a ½ time IT Coordinator in years 1 - 5



## **Attachment H. Leadership evaluation tool (Criterion II.E.4.d)**

Kilohana will implement a teacher/leadership portfolio system that is normally used at the university level as a factor to evaluate professional teaching and leadership. Efficacy of Evaluation at Kilohana Academy will include collecting feedback from stakeholders, developing a teaching/leadership portfolio. This system will use various methods for collecting information about instructors/leadership activities, accomplishments, and effectiveness in teaching/leadership in the classroom, on project, and in the community. There will be opportunities for students to provide feedback in the process. Peer review, teaching portfolios, project portfolios, and current research portfolios will also be a part of the efficacy of evaluation. This is an approach that is consistent with Kilohana Academy's philosophy of reaching higher than what is expected as highlighted in the Hawaiian Proverb, "Kulia I Ka Nu'u."

Kilohana Academy acknowledges that there are many dimensions to pedagogical work and leadership construct and as such will use multiple measures involving multiple sources of data to evaluate the range of instructional/leadership activities, which can include the following:

Instructional Delivery (including quality, amount, and level of classroom instruction), Course Planning (including development of course materials, course revision, development of new courses, Grading and Assessing Student Learning (including appropriate level of assignments, exams, grading standards, Course Management, Oversight of Independent Studies, Honors, Research, Support for Student Internships, Experiential Learning, Service Learning, School and Curricular Work (including participation in curriculum revision, efforts to focus on teaching/leadership), Advising and Mentoring, and Professional Development and Innovation  
Around Teaching/Leadership

To ensure that an evaluation system adopted is credible and acceptable, faculty at Kilohana will have a strong hand in its development. Faculty and staff will build consensus on their criteria for effective teaching and leadership. Our evaluations systems will be flexible enough to accommodate diversity in instructional/leadership methods e.g. lecture, discussion, lab, case study, small group interaction, practicum, studio teaching, field work, clinical work, etc.

The evaluation tool will follow all material state, federal, and collective bargaining rules, laws, etc. applicable to the teacher evaluation tool.

## **Attachment I. Teacher evaluation tool (Criterion II.E.4.d)**

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## Attachment J KILOHANA ACADEMY EMPLOYEE MANUAL

What is Kilohana Academy?                      STANDARDS BASED EDUCATION

Kilohana Academy uses.....

### LEGALITIES

It is in the interests of promoting a positive and productive working and learning environment for staff as well as students that this handbook is prepared describing the school's policies, procedures, and the expectations and responsibilities of its staff. It is required that all employees read and understand this handbook. Should the terms of any employment agreement between an employee and Kilohana Academy conflict with the statements in this Handbook, the terms of the specific employment agreement will govern in all cases.

Board Policy 1-9 – Nondiscriminatory Practice states:

It is the policy of the board that there shall be no discrimination in any program, activity, or service of the public school system on the basis of race, color, religion, sex, age, national origin, ancestry or disability. No disabled person who is otherwise qualified shall be denied the opportunity to participate in or receive benefits of, or be subjected to disparate treatment in any program, activity, or service of the School. The school shall comply with all applicable state and federal nondiscrimination laws and regulations in administering this policy.

Employment Procedures

Applicants for employment should submit a cover letter, a resume, and contact information for three references to the Director. In addition to the cover letter and resume, all teaching applicants are asked to provide copies of all post-secondary transcripts and evidence of certification(s). A series of personal interviews will be scheduled based upon a review of the completed candidacy file in

relation to the requirements of the position. Hiring and continued employment is based upon completion of a criminal background check, finger print check, employment history, and transcripts. Continued employment remains subject to the possible later discovery of improper self disclosure of required information.

Employment may be terminated at any time if it is determined that an applicant intentionally or unintentionally failed to declare, concealed, or falsified requested information; failed to cooperate fully with screening procedures; or if it is determined that the applicant has a criminal history record that may pose a risk to the health, safety, and well-being of students. Upon hire, additional documents will be required, including an I-9, TB clearance, completed Internal Revenue Service Form W-4, Hawaii W-4 and other documents related to payroll and health benefits.

Kilohana Academy posts all positions on our website at [KilohanaAcademy.org](http://KilohanaAcademy.org) and advertises in local and national publications as need dictates. Kilohana Academy will not reimburse applicants for expenses involved in the application process. Kilohana Academy will also not provide any reimbursement or stipends to employees for moving related expenses. Kilohana Academy is a school of choice, not just for families but also for employees. This is a particularly

important point as the school works to implement its particular educational philosophy and pedagogical approach with fidelity and rigor. It must be assured that the Kilohana Academy program and day -to-day practices are aligned with the goals and approaches articulated in the school's Detailed Implementation Plan. Kilohana Academy staff members must be chosen to match the school's mission, focus, and pedagogical approach, as well as demonstrate a strong commitment to working as part of a team. Kilohana Academy must retain the ability to remove employees who are unable or unwilling to teach in a manner consistent with the school's approach

#### STANDARDS FOR EMPLOYEE CONDUCT

It is expected that all employees will apply the highest professional standards to their conduct. At all times, staff members should adhere to the Kilohana Academy Code of Ethics. The school expects its employees to establish themselves as appropriate role models and to stress clear, consistent expectations for student performance. Whether in one-to -one or group situations, all employees are expected to balance structure and authority with empathy and compassion. It is expected that each employee will adhere to the Kilohana Academy Code of Ethics at all times:

- 1.Be a good role model to students, not their friend. Teach appropriate behavior by example.
- 2.Apply appropriate interpersonal interactions at all times. Adults must be the role models for appropriate interpersonal behavior. We must maintain the highest standards of behavior in order to help guide our students.
- 3.Consistently enforce all academic and behavioral expectations of all students. Agree to communicate openly with team members to clarify expectations.
- 4.Be enthusiastic and positive about teaching and learning.
- 5.Support the school team and its members.
- 6.Communicate openly with students, parents, and families. Practice correction without invalidation.
- 7.Maintain the confidentiality of all students and staff members unless information is divulged which requires other professional or legal involvement. Maintain this confidentiality both in and out of the school environment.
- 8.Believe that all students will be successful, and facilitate all students towards success.

#### HAWAII STATE ETHICS COMMISSION

Hawaii State employees must follow the guidelines contained in the State Ethics Code, Chapter 84, and Hawaii Revised Statutes (for more information, please refer to the website: <http://hawaii.gov/ethics>.All employees should review and be familiar with the Ethics Checklist. The Checklist can be found [http://hawaii.gov/ethics/pubs\\_guides/ethics\\_checklist.pdf](http://hawaii.gov/ethics/pubs_guides/ethics_checklist.pdf)

#### EMPLOYEE DRESS CODE

It is the expectation of Kilohana Academy that the dress, hygiene, and grooming of each employee be appropriate for a school so as to:

- Present a professional appearance for students, parents, and the community
- Promote a positive work environment and to limit distractions
- Foster respect and confidence

- Ensure safety while working

Kilohana Academy has set basic standards to foster a concept of appropriate dress for the school as well as a business setting. Staff will model appropriate business casual dress and dress code expectations for students. In general, employee attire should be more professional than we would expect of students adhering to the student dress code. While it might be necessary to wear more casual attire when taking students out for field work, faculty should still avoid revealing clothing such as shorts/skirts shorter than fingertip length, tank tops with thin straps, etc. T-shirts and shorts with appropriate footwear (water shoes, sneakers, etc.) for the situation are reasonable attire for field work. The following is an excerpt from the student dress code

The following is an incomplete list yet helpful list of unacceptable clothing for school as determined by the local school board:

- Items that cause underwear to be exposed, including wearing undershirt tank tops and transparent or semi-transparent clothing.
- Spaghetti strap tank tops and tube tops.
- Items that expose hip bones, stomach, or pelvic region.
- Items such as bathing suits, sports bras, pajamas, lingerie, beach cover-ups, hats and sun glasses inside of school.
- Items that do not sufficiently cover the body.
- Bare feet.

#### SAFE AND VIOLENCE-FREE WORKPLACE POLICY

“All employees are responsible for ensuring a safe and harmonious work environment. Work-related and workplace violence will not be tolerated under any circumstances and may be grounds for termination. All incidents must be reported and processed immediately in accordance with any applicable statute, policy, rule, regulation or contract agreement. “Violence,” as used in this policy, includes physical assaults, intentional property damage and words or conduct likely to cause a person to reasonably believe that the actor intends to cause: (1) bodily injury to the recipient or another; or (2) damage to the property of the recipient or another.”

#### POLICY ON DRUGS AND ALCOHOL

“In compliance with the laws of the state of Hawai’i, possession, use, sale, intent to sell, or distribution of drugs and/or alcohol is prohibited in school buildings, on school grounds, in school buses, and during school sponsored activities. Not only does the above constitute a major infraction of school rules, such offenses are unlawful. It is the basic philosophy of this school to take aggressive action to eliminate the use of any and all illegal substances, including alcohol, not only during the school day, but at all school events. These rules apply not only to all routine field trips, but also to school events held off school grounds and to all overnight trips as well.” All employees are forbidden to use or possess alcohol or illegal drugs at any time during the work day or anywhere on school premises. Violators will be subject to immediate discipline and legal action.

#### SMOKING/TOBACCO

In compliance with state law and in keeping with Kilohana Academy Charter School’s policy to maintain a smoke-free environment, no tobacco products may be used by students,

employees, or visitors within the school facilities, on school grounds, or in school vehicles. Further, no employee of the school may use tobacco products in the presence of students on or off school property. Electronic cigarettes and similar items will be considered and treated the same as tobacco products.

#### STUDENT CONFIDENTIALITY AND FERPA

In order to perform their jobs effectively, Kilohana Academy Charter School employees have access to and discuss confidential and personal information about students and as it relates to their education or other aspects of their school experience. Discussion of such information outside of a confidential, professional context is potentially harmful to the student being discussed, and, by extension, to the school. Student rights to confidentiality are protected by FERPA, The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) which is

a Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18. Students to whom the rights have transferred are "eligible students." Other important aspects of FERPA include:

1. Parents or eligible students have the right to inspect and review the student's education records maintained by the school.

2. Parents or eligible students have the right to request that the school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing with the Local School Board. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

3. Generally, the school must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Specified officials for audit or evaluation purposes;
- Other schools to which a student is transferring;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and

- State & local authorities, within a juvenile justice system, pursuant to specific State law. The school may disclose, without consent, "directory" information regarding students. Kilohana Academy defines these directory items to include a student's name, grade level, honors and awards, and dates of attendance. Parents and eligible students may request that the school not disclose directory information, if such a request is received by the school in writing, in a timely manner.

The safety and security of students is paramount to Kilohana Academy Charter School. As a result, Kilohana Academy Charter School employees must follow FERPA at all times. Staff training will be provided at the start of each year to assist employees in their basic understanding of this law.

#### MANDATORY REPORTING OF CHILD ABUSE AND NEGLECT

To protect children from being abused or neglected, the school must cooperate fully with other agencies to provide essential information which can contribute to reducing harm to a child and provide the necessary services to families. All employees who believe that child abuse or neglect has occurred and/or that there exists a substantial risk that child abuse or neglect will occur are required to immediately report the matter to the proper authorities. All school employees shall report suspicion of child abuse or neglect to the Child Welfare Services, Department of Human Services, and shall immediately inform the Chief Education Officer of the report made to Child Welfare Services. Department of Social Services: Human Services Division: Child Welfare Services Section:

#### PUBLICATION OF STUDENT IMAGES

All photos and videos taken by employees during a school activity or event may only be posted to the internet via a school supported site, such as the school's official website or teacher's official school websites. There should be no identifying information –such as names, addresses, phone numbers, or email addresses accompanying the photos and/or videos published to the internet. This is intended to protect the safety and privacy of our students and their families.

#### Pay Schedule

Employees shall be paid on a bi-monthly schedule, consisting of twenty four (24) equal payments (unless specified differently on an individual contract). Pay days fall on the 5th and 20th of each month.

#### Life Insurance

Life Insurance benefits are provided to employees and shall be based on those of the HGEA (EUTF for support staff) or HSTA (VEBA for facilitators) negotiated terms with the State of Hawaii.

#### IDEA Employees Paid through Hawaii DOE

IDEA employees of Kilohana Academy Charter School will have a share or all of their annual salary provided through the Hawaii Department of Education. These employees will need to recognize that all employee benefits must be taken through payroll deductions from the DOE checks, as per the policy of the DOE

#### Hours of Work

The work hours of all employees will be those specified in their individual contracts and through formal agreements with the administration.

#### Sick Leave/Personal Days

The annual amount of sick days and personal days are specified in individual employee contracts.

Four (4) or more consecutive leave days must be accompanied by a doctor's note clearing an employee's return to work. This doctor's note should be given to the supervisor prior to an employee's return to work after an extended absence. In the event of the death of a family member, up to ten (10) days of leave may be taken for bereavement. Immediate family members include mother, father, child, spouse, sibling, grandparents, mother-in-law, father-in-law, or other person with whom the employee currently and regularly resides.

#### State and Federal Holidays

The following are state and federal holidays. Staff cannot be required to work these days.

Admissions Day

Labor Day

Election Day

Veterans Day

Thanksgiving Day

Friday after Thanksgiving

Christmas Day

New Year's Day

MLK Jr.'s Birthday

President's Day

Prince Kuhio Day

Good Friday

Memorial Day

Kamehameha Day

Independence Day

Any new state or federal holidays will also become holidays for our employees.

#### Unpaid Leave of Absence

Leave without pay, short and long term, may be granted to employees by the Director or, whoever is the supervisor. Long term leaves, such as sabbaticals and leave of absences, must be submitted in writing sixty (60) calendar days prior to start of requested leave. Extensions of leaves may be granted by the Director or, whoever is the supervisor.

#### Protection of Employees

The Governance Board shall indemnify and defend its employees from all damages, costs, attorney's fees, and other expenses resulting from lawsuits brought by third parties against the school, the Board, and/or any facilitator in the course of her/his employment. The employee against whom such civil action or proceeding is brought shall deliver within five (5) school days after the date of service all processes or complaints served upon her/him

or an attested true copy to the Director, who shall promptly furnish copies of pleadings and process to the Attorney General. When the Local School Board has determined that an employee is being sued for action taken during the course of their employment and within the scope of the duties and responsibilities noted within this agreement, the Attorney General/designee will meet and explain legal procedures to the employee. At the beginning of each school year, administration and staff shall meet to discuss the development of an emergency plan for aiding facilitators who have a potentially harmful situation occurring in the classroom or work area. The school leadership shall give due consideration to employee suggestions when developing said plan. Any complaint or any repeated minor complaint concerning an employee shall be reported to Director. The use of complaints or said complaints shall be covered by Personnel Information. Any employee against whom a serious complaint has been filed will have the opportunity to meet the complainant(s). At the employee's request, the to the Director shall be present at such a meeting. If an employee's presence is required at a conference where a private attorney is in attendance, the employee has the right of legal representation from the Attorney General's office. No recording device shall be used nor transcription taken in a meeting or conference without the knowledge of the employee. In the event that an employee is injured in the course of performing her/his job, said employee must file written documentation of the incident with the administration within 24 hours. The Local School Board will maintain an insurance policy which will pay for medical, surgical, or hospital services but only to the extent not covered by the employee's health coverage or State of Hawaii Workers Compensation benefits. No payment will be provided for actions involving misconduct, unauthorized activity, or if the injury was provoked by the employee. Should an employee require a Hepatitis B inoculation due to exposure to a carrier of Hepatitis B while performing her/his job duties, the Local School Board shall pay reasonable costs to the extent not covered by medical insurance or worker's compensation benefits.

#### BLOOD BORNE PATHOGENS

Employees in the educational workplace can be exposed to people with infectious diseases such as upper respiratory infections and common childhood diseases. In addition, some employees may occasionally be at risk for contracting infections from exposure to contaminated blood or Other Potentially Infectious Materials (OPIM), which may cause more serious diseases. A variety of harmful microorganisms may be transmitted through contact with infected human blood, certain other bodily fluids, and contact with OPIMs such as needle sticks. These microorganisms include Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV). The prevailing scientific and medical view is that the overall risk for transmission of HIV or HBV in the normal school/office workplace is very small. These viruses are not transmitted through casual workplace contact. However possible transmission is still a concern for employees whose jobs require them to be exposed to the blood or OPIM of another person. All employees also need to be informed about blood borne pathogens and the need to avoid or otherwise protect themselves from transmission risk under conditions where accidents or other circumstances place them in proximity to or require the handling of blood or OPIM. The State of Hawaii Division of Occupational Safety and Health HIOSH issued new standards designed to reduce th

e risk of occupational exposure to known (HBV and HIV) and other as yet unknown diseases transmitted by blood. Occupational exposure is defined as "reasonably anticipated skin, eye, mucous membrane or other contact with blood or other potentially infectious materials that may result from the performance of an employee's duties." The regulations require employers to take steps to protect their employees from exposure to these blood borne infections. The purpose of this plan is to prevent on -the-job employee exposure to blood borne pathogens through the practice of Universal Precautions, a continual program of orientation, training, procedural compliance; and to ensure prompt follow -up care of employees exposed to another person's blood, body fluids or other infectious materials while performing work-related tasks. This plan can be read in its entirety at:

[http://doe.k12.hi.us/healthsafety/BBP\\_Exposure\\_Control\\_Plan\\_withHIOSH\\_link.pdf](http://doe.k12.hi.us/healthsafety/BBP_Exposure_Control_Plan_withHIOSH_link.pdf)

The safety and security of employees and students is imperative to Kilohana Academy Charter School. As such, staff training will be provided at the start of each year to assist employees in their basic understanding the practice of Universal Precautions in regards to blood borne pathogen exposure and safety.

#### PROFESSIONAL DEVELOPMENT

Participation (travel, lodging, and registration fees) in a conference, seminar, workshop, or organization that is pre-determined by the Director to be obligatory and/or beneficial for the performance of one's job responsibilities will be reimbursed in full. A daily meal stipend based on current IRS per diem standards will also be provided and employees are required to retain all relevant receipts related to the travel. Other professional development opportunities require the pre-approval of the

Director or, whoever is the supervisor, subject to the school's budget for professional development.

#### STAFF EVALUATIONS

The Kilohana Academy Board of Governance and the Kilohana Academy Director recognize the importance and value of a procedure for assisting and evaluating the progress and success of both newly employed and experienced facilitators. Therefore, to this end, the following procedures have been agreed to in an effort to accomplish these goals. Strive HI (Hawaii's school accountability and performance system, rewarding growth and achievement) specifically states that charter schools can develop and implement their own evaluation process as long as it follows State of Hawaii Board of Education –Teacher and Principal Performance Evaluation – Policy 2055. The purpose of this policy is to provide the directive, means, and flexibility to establish a performance management system that cultivates and supports highly effective educators. The comprehensive evaluation and support system will include ratings of highly effective, effective, marginal, and unsatisfactory. The evaluation system shall have two major components, each of which counts towards 50 percent of the evaluation rating:

- Teacher Practice: the measurements of teacher practice may include classroom observations, stakeholder surveys, and evidence of reflective practice.

- Student Learning and Growth: the measurements of students' academic learning and growth must consist of multiple measures to include statewide assessment and other relevant student learning objectives.



All formal evaluations of employees shall be in writing. No employee shall be required to sign a blank or incomplete form, and will have access to a copy of the final evaluation upon request. All monitoring and observation of the performance of an employee shall be conducted openly and with full knowledge of the employee. The use of eavesdropping, public address-audio systems and similar devices for staff evaluation shall be prohibited. The formal evaluation procedure developed by the

Director or, whoever is the supervisor, shall be submitted to the Board for approval and shall be subject to mutual agreement with the Staff. An employee who has been given an unsatisfactory rating may process a grievance. No employee shall be adversely evaluated without proper cause, but only adverse evaluations used as the basis for any disciplinary action against an employee shall be subject to the grievance procedure.

Two (2) subsequent unsatisfactory evaluations by the Director or whoever is the supervisor, may result in termination and/or non-renewal of the employee's contract.

#### FUNDRAISING POLICY

All fundraising activities must be approved in advance by the Director.

. Fundraising groups must provide full final financial accounting for events including expenditures, income and original receipts. If a fundraiser plans on expending or earning more than \$2000, the request for approval must be made to the Board." All fundraising activities are coordinated through the school's sister non-profit. The first step is to receive approval from the Site Administrator. The second step is for the Administrator to receive approval from the Director will then coordinate any/all potential fundraising activities with SMLO prior to final approval. Employees must refrain from solicitation for any kind unless and until the activity has the final approval of the Director.

#### REIMBURSEMENT OF TRAVEL EXPENSES

Employees using their own cars on required school business will be reimbursed at the current IRS rate per mile. Receipts for additional expenses such as meal, rental cars and/or parking must be submitted to the Director or, whoever is the supervisor, prior to reimbursement. Ideally, approval should be in place before spending the funds.

#### SCHOOL VEHICLES

Kilohana Academy Charter School vehicles are essential to the health and safety of students and the smooth daily operation of the school. In order for these objectives to be met, it is essential that employees involved with the use of the vans be responsible for the following:

- Holding a valid driver's license and providing the school a copy of a Driver's Abstract provided by the Kauai Police Dept.
- Reporting any mechanical difficulties to the Administration without delay;
- Parking and locking vehicles safely in the appropriate area when not in use; signing out and returning the keys; completing the mileage form.

#### VAN PROTOCOL CHECKLIST

- Fuel Check  
–check the fuel level in your van prior to bringing students to the van.
- Van Backpack

- make sure your van has one
- that contains emergency contact information for students and a first aid kit.
- Seating Chart Check–make sure that all students are in their appropriate seat.
- Load Van Front to Back –seat larger students in the front, smaller students in the back to keep more weight in the front of the van. If the van is not at capacity, do not allow students to sit in the back. Students may need to be seated differently than the seating chart if several kids are absent.
- NOTE: Students that are under the age of 13 cannot sit in the front passenger seat unless the airbag is turned off.
- Seat Belt Check–make sure that every student has buckled their seat belt appropriately.
- Head Count–take a count of how many students will be riding in your van. Double check your number. This needs to be done every time the van is loaded. Make sure you return to school with the same number of students you left with.
- Driving–the van speed is never to exceed 40mph. Take your time, make wide turns, and allow yourself exaggerated braking distances.
- Post Trip Clean Up–prior to students exiting the van, have them look around their seats and collect all of their belongings, trash, etc. after every trip
- Student Dismissal–do not allow the students to exit the van until you check for cleanliness and give them the okay.
- Van Maintenance / Refuel–report any van incidents, mechanical issues, safety concerns, fuel requirements, etc. to your Site Administrator

FIELD

SAFETY

PROCEDURES

When taking students out into the field

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Scout the Site

Visit sites where you plan to work with students prior to actually taking them there, so you can thoroughly inspect the area and determine that it is a safe place to bring students. Things to be mindful of: parking; safe loading and unloading of the van; dangerous items or site features; type and number of people around; access to restrooms; sunscreen and water needs and/or optimal time of day for the visit; and any additional instructions that you may need to give students in order to maintain the safety of the site. Determine that the site will meet your objective with students.

Schedule

Sign up for van use at least 1 week before the event. Van sign-up sheets will be at the front desk so that staff will know what classes are out in the field should they need to locate a student. Use a class roster printout from the SASA to take attendance, and deliver it to the front desk personally with the cell phone number where you can be reached written on the top of the page. Front desk staff will make a hard copy to take with you into the field.

Before Leaving School

Take attendance. Take a list of your students with you (This should be a pre-printed class roster –just be sure to mark the absent students on it). Conduct a head count prior to boarding the

vans. Having the students circle up and count off is more efficient than trying to count heads in a cluster. This also allows the students to make a mental note of one another's presence.

#### Van Protocol

Follow ALL van safety and protocol for the loading and unloading of the van and the driving of the van.

#### Arrival at Site

Upon arrival at the site, have all students circle up to receive explicit instructions including boundaries and purpose of being at a particular site. This is to be a consistent practice each and every time any faculty or staff members take students out into the field. Expectations –what students can and cannot do at a particular site

–must be clearly explained at this time. Boundaries must also be set at this time (both time and space limitations). Also explain that if the students here a whistle at any time they need to come back to the teacher quickly and safely.

#### Time at Site

While in the field with students, clear parameters and boundaries must be established and maintained at all times. Identify any available restroom facilities and establish procedures for its use by students, e.g. asking for permission and only going with a buddy. Expectations for proper behavior and consequences for infractions must be clearly stated and strictly enforced at all times. A running head count must also be conducted periodically, especially when the group moves from one area to another. The phone with the same number you left at the front desk must be on your person with the ringer on at all times.

#### Leaving the Site

A final head count should be conducted immediately prior to boarding the vans for departure from the site. Again, having the students count off while circled up is usually most efficient. This is also a good opportunity to debrief students on the activity, and to verbally assess any pre-established learning objectives.

#### Arrival Back at School

Remind students to gather all possessions as they disembark the vehicle and to pick up any trash left behind. Prevent returning students from disrupting other school activities that may be occurring. Release students only at the proper time as dictated by the established bell schedule for the day. Any incidences involving improper or unsafe behavior must be documented immediately, and appropriate staff must

be notified in order to implement necessary procedures as determined by school policies for student discipline, e.g. notification of parents or imposed restrictions for participation in future off-campus activities

#### If there is an accident in the field While driving the Van

Immediately –if possible and if the situation warrants -move the vehicle to a safe distance from the roadway to prevent any further collisions. If available, one staff member must call 911 while another determines any potential injuries to students. If needed, use your discretion to assign a student to make the call ensuring s/he remains on the line as long as needed. Determine number and severity of injuries and then administer first aid, giving priority to those in need of Basic Life Support (BLS). Any student who appears uninjured, but complains of neck or back pain should be instructed to remain still until EMS arrives. If there are no injuries, there may

still be the need to file an accident report with KPD. Make sure any other parties involved are identified through license plate number, driver's license, and/or insurance card. All of the above is preferred. Based upon the circumstances of the accident, a number of possibilities exist, including:

- The class may continue on its way to the field after required reporting
- The class may need to return to school after required reporting
- Another driver and van may come to pick up the students and transport them back to school while reporting is conducted.

#### Accidents While On Site in the Field

Call, or assign a student to call 911 if the situation warrants. Perform visual assessment and remove any potential hazards. If the situation dictates (e.g. shore break or rising water), move student(s) to a safe area taking great care to not cause further injury. Administer first aid as needed. If Emergency Medical Services is summoned, notify the school immediately to begin communication with parents or guardians regarding needed treatment and or transport to the hospital. If school personnel cannot be reached, use the emergency contact information from the van backpack to notify the proper parties. Based upon the circumstances of the accident and injury sustained, a number of possibilities exist, including: The injured student may be transported back to school with the class (which may need to leave the field early to return the student to the school). Another adult and van may come to pick up the students and transport them back to school, if the injured student cannot be transported back to school and must wait for an ambulance. Note: You will need to submit an incident form upon return. Also, when you return your van keys, remember to notify the front desk if you used any supplies from the first aid kit so they can be replaced.

#### STUDENT MEDICATION

At no time is an employee of the school to administer student medication, nor shall they supply any student with internal or external medications. The exception of this rule will include the Director or her designees, who will be able to administer prescription drugs to students under the supervision and guidance of a medical professional, and permission of parent/guardian.

#### PERSONNEL FILES AND RECORDS

1. Personnel files are maintained in the Director's office
2. Employees have the right to inspect and copy information contained in their files or records.
3. No information in a personnel file will be disclosed to anyone outside the school without the signed consent of the employee specifically authorizing the release of the information. The school reserves the right, however, to verify basic information such as employment status and job title, without notification to the individual involved, and to cooperate with any regulatory law enforcement, public safety or medical officials who have a valid need to ascertain limited, specific knowledge about an individual.
4. No material derogatory to a employee's conduct, service, character, or personality shall be placed in her/his personnel file unless the facilitator has reviewed such material and affixed his signature to the file copy, with the express understanding that such signature in no way indicates agreement with the contents thereof.

Employees shall also have the right to submit a written answer to such material and attach to filed copy. If the employee refuses to sign, the supervisor will sign and annotate the employee's refusal to sign. Any derogatory materials which employees

have not been given the opportunity to review, shall not be used in any proceedings against them.

5. Any derogatory materials in an employee's personnel file shall be destroyed after two (2) years unless the Director determines that the material is currently valid. In such case the derogatory material shall remain in the file for one (1) more year and again be reviewed. Any such material more than five (5) years old shall be destroyed, however, if an employee is found guilty or admits guilt of a crime in a court or if an arbitrator upholds discipline of any employee in a case involving sexual harassment, sexual assault, sexual misconduct, or other criminal activities, the substantiated derogatory materials may remain in the employee's personnel file until the Director deems it unnecessary or a court or an arbitrator orders it removed. If the employee is deemed not guilty of misconduct, all derogatory material shall be promptly destroyed.

6. The employee is responsible for seeing that his/her file is kept current and accurate. Any changes in credentials or qualifications should be documented and submitted to the Director.

#### COMPUTER USE PROCEDURES

Policy on Information Technology and Computing states:

"The board recognizes that computers and informational technology play an important role in achieving the vision and mission of the school. To this end, the board requires that all needed safeguards are put in place to assure that the technology does not impinge on the rights, freedoms, security and safety of any individuals involved with the school. In addition it is assumed that all technology will be used within all applicable legal limits." Kilohana Academy encourages the use of electronic media and associated services by employees. All employees have the responsibility to use these resources in a professional, ethical, and lawful manner. The following guidelines have been established for using e-mail and the Internet. No policy can lay down rules to cover every possible situation. Instead, it is designed to express Kilohana Academy philosophy and set forth general principles when using electronic media and services.

#### Prohibited Communications

Electronic media cannot be used for knowingly transmitting, retrieving, or storing any communication that is:

1. Discriminatory or harassing;
2. Derogatory to any individual or group;
3. Obscene, sexually explicit or pornographic;
4. Defamatory or threatening;
5. In violation of any license governing the use of software; or
6. Engaged in for any purpose that is illegal.

#### Personal Use

The computers, electronic media and services provided by Kilohana Academy are primarily for school use to assist employees in the performance of their jobs. Limited, occasional, or incidental use of electronic media (sending or receiving) for personal, non-business purposes is understandable and acceptable, and all such use should be done in a manner that does not negatively affect the systems' use for school purposes.

#### Access to Employee Communications

Generally, electronic information created and/or communicated by an employee is not reviewed by the school. However, the following conditions should be noted:

Kilohana Academy does routinely gather logs for most electronic activities or monitor employee communications directly, e.g., telephone numbers dialed, sites accessed, all length, and time at which calls are made, for the following purposes:

1. Cost analysis;
2. Resource allocation; and
3. Optimum technical management of information resources.

Employees should not assume electronic communications are completely private.

Accordingly, if they have sensitive information to transmit, they should use other means.

Kilohana Academy retains the right, at its discretion, to review any employee's electronic files and messages to the extent necessary to ensure electronic media and services are being used in compliance with the law, this policy and other school policies.

#### Software

To prevent computer viruses from being transmitted through the school's computer system, unauthorized downloading of any unauthorized software is strictly prohibited. Employees should contact the system administrator if they have any questions.

#### Security/Appropriate Use

Employees must respect the confidentiality of other individuals' electronic communications.

Except in cases in which explicit authorization has been granted by company management, employees are prohibited from engaging in, or attempting to engage in:

1. Monitoring or intercepting the files or electronic communications of other employees or third parties;
2. Hacking or obtaining access to systems or accounts they are not authorized to use;
3. Using other people's log-ins or passwords; and
4. Breaching, testing, or monitoring computer or network security measures.

No e-mail or other electronic communications can be sent that attempt to hide the identity of the sender or represent the sender as someone else. Electronic media and services should not be used in a manner that is likely to cause network congestion or significantly hamper the ability of other people to access and use the system. Anyone obtaining electronic access to other companies' or individuals' materials must respect all copyrights and cannot copy, retrieve, modify or forward copyrighted materials except as permitted by the copyright owner.

#### Participation in Online Forums

Employees should remember that any messages or information sent on company-provided facilities to one or more individuals via an electronic network—for example, Internet mailing lists, bulletin boards, and online services—are statements entifiable and attributable to Kilohana Academy recognizes that participation in some forums might be important to the performance of an employee's job. For instance, an employee might find the answer to a technical problem by consulting members of a news group devoted to the technical area.

#### Violations

Any employee who abuses the privilege of their access to e-mail or the Internet in violation of this policy will be subject to corrective and/or disciplinary action

#### EQUIPMENT USE PROCEDURES

Employees may use school equipment outside of the school for job-related purposes with a sign-out form that is dated and kept on record at the school, in the front office.

Employees are prohibited from using school equipment for personal purposes inside or outside of the school, unless approval is obtained from the Director. An employee wishing to use school equipment outside of the school must complete a "Request for Use of School Equipment" form and obtain the appropriate approval signatures from the Director. The "Request for Use of School Equipment" form shall provide assurance that the employee making the request for use of school equipment accepts full and unconditional responsibility for any equipment damage or loss and will reimburse the school within a reasonable time for the applicable repair/replacement cost.

#### SCOPE OF DUTIES AND RESPONSIBILITIES

Kilohana Academy has defined the following as not within the "scope of duties and responsibilities" for its employees. Such conduct may be grounds for disciplinary action, which may include termination from employment. These examples are not exhaustive. Other areas include engaging in discrimination, retaliation, insubordination, sleeping on the job, and violation of state, federal, or county laws and laws –such conduct is also prohibited. Common sense and professionalism are expected in the performance of duties and responsibilities of all Kilohana Academy employees.

#### HARASSMENT

Verbal and non-verbal expression based on race, color, national origin, religious beliefs, sexual orientation, and ancestry creates an intimidating, hostile, or offensive work or school environment; interferes with an individual's work performance or with a student's education; or otherwise adversely affects an individual's employment opportunity or a student's educational opportunity is prohibited.

#### POSSESSION AND USE OF DRUGS AND ALCOHOL

The unlawful manufacture, distribution, possession, sale, or use of any illegal drug, any inappropriately used prescription drug or any alcohol by any Kilohana Academy employee is prohibited on school premises and/or part of any school event whether or not the activity is performed on campus.

#### INAPPROPRIATE RELATIONS WITH STUDENTS

No Kilohana Academy employee shall engage in any sexual relations or inappropriate physical contact or conduct with a student. Employees shall not engage in any romantic, sexual, and/or other inappropriate relations with students at any time, regardless of location or function type. Inappropriate conduct includes, but is not limited to, verbal expressions, inappropriate physical contact, and/or inappropriate communications. This is strictly prohibited, even if the student, who is 18, consents.

#### STRIP SEARCHES

No Kilohana Academy employee is authorized to conduct a strip search of a student.

#### CORPORAL PUNISHMENT

No physical punishment of any kind may be inflicted upon a pupil.

#### VIOLENT BEHAVIOR

Prohibited violent acts include physical assaults, intentional property damage, and word or conduct likely to cause a person to reasonably believe that the intent is to cause: bodily injury to the recipient or other, or damage to the property of the recipient or other.

## SEXUAL HARASSMENT POLICY

Policy on Sexual Harassment states:

It is the policy of the Board to maintain a learning and working environment that is free from sexual harassment. The Board has made it clear to all staff and students that sexual harassment is prohibited and is grounds for disciplinary action.



Sexual harassment is a form of sex discrimination that is prohibited in the workplace. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term of condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment. Any employee of the school who violates this policy against sexual harassment shall be disciplined accordingly. The legal definition of sexual harassment is broad and, in addition to the above, other sexually-oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a workplace environment that is hostile, offensive, intimidating, or humiliating to male or female workers may also constitute sexual harassment. Retaliation against an individual who has complained about sexual harassment, and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint, is unlawful and will not be tolerated by Kilohana Academy. If any employee believes that he or she has been subjected to sexual harassment, the employee has the right to file a complaint with the

Director or, whoever is the supervisor, or to the Governance Board, verbally or in writing. When a complaint has been received, appropriate corrective action will be taken in a fair and expeditious manner. Any investigation will be conducted in such a way as to maintain the confidentiality to the extent practicable under the circumstances. Typically, an investigation would include private interviews with the person filing the complaint, with witnesses (as appropriate), and with the person alleged to have committed sexual harassment. When the investigation has been completed, the results will be conveyed to the person filing the complaint and the person alleged to have committed the conduct, to the extent appropriate. If it is determined that inappropriate conduct has occurred, Kilohana Academy will act promptly to eliminate the offending conduct and, where it is appropriate, will also impose disciplinary action. Such action may range from referral to counseling to termination from employment or other such forms of disciplinary action as seemed appropriate under the circumstances. At the start of each school year, a mandatory training on sexual harassment in the workplace will be required of all employees.

#### WELLNESS POLICY

Board of Education is committed to creating a healthy school environment that enhances the development of lifelong wellness practices to promote healthy eating and physical activities that support student achievement and personal satisfaction.

#### Nutrition Education

Nutrition education, a component of comprehensive health education, shall be offered to all students of the Kilohana academy. Nutrition education that teaches the knowledge, skills, and values needed to adopt healthy eating behaviors shall be integrated into the curriculum when appropriate. Nutrition education information shall be offered throughout the school including, but not limited to, school dining areas and classrooms.

Staff members who provide nutrition education shall have appropriate training as needed. The school shall implement a quality nutrition education program that addresses the following:

Curriculum:

- Has a curriculum aligned with the Hawaii Health Education Content Standards and Benchmarks
- Equips students to acquire the knowledge and skills needed to engage in sound nutrition behavior.
- Instruction and Assessment:
  - Aligns curriculum, instruction, and assessment
  - Builds students' confidence and competence in making healthy nutrition choices
  - Engages students in learning that prepares them to choose a healthy diet
  - Includes students of all abilities
  - Is taught by "highly qualified" teachers of health education."

Opportunity to Learn:

- Includes students of all abilities
- Provides instructional time to build students' confidence and competence in health-enhancing skills. Nutrition education should also be made available to parents/guardians and the community. This nutrition education may be provided in the form of handouts, wall or bulletin board posters or banners, postings on the school's website, community and student oriented presentations or other communications focused on promoting proper nutrition and healthy lifestyles.

Nutrition Standards

The school ensures that reimbursable school meals meet the program requirements and nutrition standards found in federal regulations. The school encourages students to make nutritious food choices. The school monitors all food and beverages sold or served to students, including those available outside the federally regulated child nutrition program. The district considers nutrient density and portion size before permitting food and beverages to be sold or served to students. The school's administration continually evaluates vending policies and contracts. Vending contracts that do not meet the intent and purpose of this policy shall be modified accordingly or not renewed. The school offers meal programs with menus meeting the meal patterns and nutrition standards established by the United States Department of Agriculture (USDA). The school encourages students to make food choices based on the most current Dietary Guidelines for Americans. Food and beverages that compete with the school's policy of promoting a healthy school environment are discouraged.

ACCESS TO TEACHER QUALIFICATIONS

Federal law allows all parents/guardians the right to ask for certain information about your child's classroom teacher(s) and educational assistant(s) and requires the school to give this information in a timely manner upon request. You have the right to ask for the following information about each of your child's teachers(s):

- Whether the teacher has met the licensing criteria and has earned the designation of Highly Qualified for the grade levels and subject areas in which he/she teaches.
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.

- The teacher's college major, whether the teacher has any advanced degrees and, if so, the subject of the degrees; and
- Whether any teachers' aides provide services to your child and if they do, their qualifications.

#### FERPA AND DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERP

A) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18. Students to whom the rights have transferred are "eligible students." Other important aspects of FERPA include:

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school.
- Parents or eligible students have the right to request that the school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing with the Local School Board. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, the school must have written permission from the parent or eligible student in order to release any information from a student's education record.

However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

School officials with legitimate educational interest; Other schools to which a student is transferring; Specified officials for audit or evaluation purposes; Organizations conducting certain studies for or on behalf of the school; Accrediting organizations; To comply with a judicial order or lawfully issued subpoena; Appropriate officials in cases of health and safety emergencies; and

State and local authorities, within a juvenile justice system, pursuant to specific

State law. The school may disclose, without consent, "directory" information regarding students. Kilohana Academy defines these directory items to include a student's name, grade level, honors and awards, and dates of attendance. Parents and eligible students may request that the school not disclose directory information, if such a request is received by the school in writing, in a timely manner.

#### ASBESTOS HAZARD EMERGENCY RESPONSE ACT

In 1986 Congress passed the Asbestos Hazard Emergency Response Act (AHERA). Under this Act, the U.S. Environmental Protection Agency requires our schools to notify parents, teachers and other employees of the presence and status of asbestos containing material in our school buildings. The law further requires a management plan be maintained at the school based upon the findings of an initial inspection.

#### GRIEVANCE PROCEDURES

The procedure described hereafter, will apply to all employees not covered by a unique grievance procedure in a union approved collective bargaining agreement between the particular union and Kilohana Academy. Definition: Any claim by

an employee that there has been a violation, misinterpretation, or misapplication of a specific term or terms of this agreement shall be a grievance.

**Step One:**

A grievance shall be submitted in writing by an employee within ten (10) school days of the discovery of the alleged violation to the Director or whoever is the supervisor . Such grievance shall state the nature of the grievance, the clauses of this agreement which allegedly have been violated, and the remedy being sought.

**Step Two:**

Director or, whoever is the supervisor, will review the grievance and within ten (10) school days shall render a decision in writing to the grievant.

**Step Three:**

In the event that the decision of the Director fails to satisfy the grievant, the employee shall within five (5) school days give written notice to the Board Chairperson requesting consideration of the grievance by the Governance Board.

**Step Four:**

If a hearing is requested, a quorum of the board will hear evidence from the grievant and the Director within twenty-one (21) school days. The grievant has the right to request the presence of a personal representative at any such meeting.

**Step Five:**

The Board will deliver a written decision within five (5) school days following the hearing

**Step Six:**

If the grievant is not satisfied with the Board's decision, s/he has the right to refer the grievance to the Hawaii Labor Relations Board. These steps are in effect to the extent that they comply with the Hawaii Labor Relations Board and all relevant labor laws for the state of Hawaii. No reprisals will be taken as a result of a filed grievance, nor will any documents or records be filed in the personnel file.

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

I have read and agree to abide by all of the regulations set forth in the Kilohana Academy Employee Handbook for the 2017-2018 School year, including the following:

Employee name (print):

\_\_\_\_\_

Employee signature: \_\_\_\_\_

\_\_\_\_\_

\*Please sign this form after reading the entire handbook, and then return the form to the Director or, whoever is your supervisor.

# Attachment K

## Exhibit B

### State of Hawaii – Department of Education 2017-2018 PROPOSED OFFICIAL SCHOOL CALENDAR DRAFT Version 9/28/15

Teachers' Work Year - 1st Semester: August 1, 2017 - January 5, 2018; 2nd Semester: January 8, 2018 - June 1, 2018

Students' Work Year - 1st Semester: August 7, 2017 - December 21, 2017; 2nd Semester: January 8, 2018 - May 31, 2018

Week	Student Days	Teacher Days		Su	M	T	W	Th	F	Sa	
	0	0	<b>July 2017</b>	23	24	25	26	27	28	29	<b>1st SEMESTER - 89 Student Days (Ends Dec. 22)</b>
1	0	4		30	31	1	2	3	4	5	
2	5	9	<b>August</b>	6	7	8	9	10	11	12	August 1-4: Teacher Work Days (no students)
3	9	13		13	14	15	16	17	18	19	August 7: Students' First Day
4	14	18		20	21	22	23	24	25	26	August 18: Statehood Day
5	19	23		27	28	29	30	31	1	2	<b>Q1</b> 43 days Ends Oct. 6
6	23	27	<b>September</b>	3	4	5	6	7	8	9	
7	28	32		10	11	12	13	14	15	16	
8	33	37		17	18	19	20	21	22	23	
9	38	42		24	25	26	27	28	29	30	
10	43	47	<b>October</b>	1	2	3	4	5	6	7	
11				8	9	10	11	12	13	14	October 9-13: Fall Break***
12	48	52		15	16	17	18	19	20	21	
13	53	57		22	23	24	25	26	27	28	
14	58	62		29	30	31	1	2	3	4	
15	62	66	<b>November</b>	5	6	7	8	9	10	11	November 10: Veterans' Day
16	67	71		12	13	14	15	16	17	18	<b>Q2</b> 46 days Ends Dec. 21
17	70	74		19	20	21	22	23	24	25	
18	75	79		26	27	28	29	30	1	2	November 24: School Holiday
19	80	84	<b>December</b>	3	4	5	6	7	8	9	
20	85	89		10	11	12	13	14	15	16	December 25-January 5: Winter Break***
21	89	93		17	18	19	20	21	22	23	December 25: Christmas
22				24	25	26	27	28	29	30	<b>2nd SEMESTER - 93 Student Days (Ends May 31)</b>
23		94		31	1	2	3	4	5	6	
24	94	99	<b>January 2018</b>	7	8	9	10	11	12	13	January 5: Teacher Workday (no students)*
25	98	103		14	15	16	17	18	19	20	January 15: Dr. Martin Luther King Jr Day
26	103	108		21	22	23	24	25	26	27	
27	108	113		28	29	30	31	1	2	3	February: Institute Day (one day with no students during the week. Date for each island TBD.)
28	113	118	<b>February</b>	4	5	6	7	8	9	10	
29	117	123		11	12	13	14	15	16	17	
30	121	127		18	19	20	21	22	23	24	February 19: Presidents' Day
31	126	132		25	26	27	28	1	2	3	<b>Q3</b> 47 days Ends Mar. 16
32	131	137	<b>March</b>	4	5	6	7	8	9	10	
33	136	142		11	12	13	14	15	16	17	March 26: Kuhio Day
34				18	19	20	21	22	23	24	March 30: Good Friday
35	139	145		25	26	27	28	29	30	31	
36	144	150	<b>April</b>	1	2	3	4	5	6	7	
37	149	155		8	9	10	11	12	13	14	
38	154	160		15	16	17	18	19	20	21	
39	159	165		22	23	24	25	26	27	28	
40	164	170		29	30	1	2	3	4	5	<b>Q4</b> 46 days Ends May 31
41	169	175	<b>May</b>	6	7	8	9	10	11	12	
42	174	180		13	14	15	16	17	18	19	
43	179	185		20	21	22	23	24	25	26	May 31: Last Day for Students and Second Semester Ends**
44	182	189		27	28	29	30	31	1	2	June 1: Last Day for Teachers
	-2 <sup>A</sup>	+1 <sup>AA</sup>	<b>June</b>	3	4	5	6	7	8	9	
	180	190									

Approved \_\_\_\_\_, 2015, contingent on legislation, funding and collective bargaining agreements

#### OFFICIAL STATE HOLIDAYS: 2017-2018 SCHOOL YEAR

*2 Instructional days shall be converted to a non-student day for school planning and collaboration	**The employer may assign up to 6 additional hours, in half hour blocks (an "equivalent day") for training and meetings beyond the teacher's regular work day.	Statehood Day: August 18, 2017	New Year's Day: January 1, 2018
		Labor Day: September 4, 2017	January 15, 2018
		Veterans' Day Observed: November 10, 2017	February 19, 2018
		Thanksgiving Day: November 23, 2017	Prince Jonah Kūhio Kalanianaʻole Day: March 26, 2018
		Christmas Day: December 25, 2017	March 30, 2018
			May 28, 2018

\* January 5: Teacher work day between semesters \*\* Commencement exercises: No sooner than May 25, 2018  
\*\*\* For 10-month teachers - Intersession: Oct. 9-13; Recesses: Dec. 22-Jan. 5 & March 19-23  
Educational Officer & Teacher Institute Days Feb. (one day per island)

DRAFT CALENDAR

### Attachment L School Calendar and Schedule

Daily and weekly schedule are the same.

#### Attachment L – Students/Teacher sample schedule 6-8<sup>th</sup> grade

TIME	ACTIVITY	TEACHER/STAFF IN CHARGE (Support Staff)	LOCATION
7:30	check in	All Kilohana/Kaiaulu staff	B&G
7:45	morning protocol	All Kilohana/Kaiaulu staff	B&G
8:00	Stretching/cardio	PE Teacher (Kaiaulu staff)	B&G
8:20	water break	All Kilohana/Kaiaulu staff	B&G
8:30	Garden/Food prep	Garden Teacher (Kaiaulu staff)	B&G
9:00	6-8 English LA 6-8 Math 6-8 Olelo Hawaii	English LA Teacher Math Teacher Hawaiian Teacher	B&G
9:50			
10:40			
11:30	lunch	All Kilohana/Kaiaulu staff	B&G
12:00	Social Studies Science Arts	Civics Teacher Science Teacher Arts Mentors (Kaiaulu staff)	B&G, In community
2:00	pau	All Kilohana/Kaiaulu staff	

Daily and weekly schedule are the same.

**Attachment L- Students/Teacher sample schedule 9-10th grade**

TIME	STUDENT ACTIVITY	TEACHER/STAFF IN CHARGE (Support Staff)	LOCATION
7:30	check in	All Kilohana/Kaiaulu staff	B&G
7:45	morning protocol	All Kilohana/Kaiaulu staff	B&G
8:00	<b>9<sup>th</sup> grade</b> Civics <b>10<sup>th</sup></b> Science	Civics Teacher Science Teacher	B&G In community
8:50	<b>9<sup>th</sup> grade</b> Science <b>10<sup>th</sup></b> Civics	Science Teacher Civics Teacher	
9:40	BREAK	All Kilohana/Kaiaulu staff	B&G
9:50	<b>9<sup>th</sup> grade</b> English LA <b>10<sup>th</sup></b> Math	English LA Teacher Math Teacher	B&G
10:40	<b>10<sup>th</sup> grade</b> English LA <b>9<sup>th</sup> grade</b> Math	English LA Teacher Math Teacher	
11:30	LUNCH	All Kilohana/Kaiaulu staff	B&G
12:00	GED Prep	English LA/ Math Teacher	B&G
1:00	PE/Health	PE Teacher	B&G
2:00	pau	All Kilohana/Kaiaulu staff	

Attachment M

Not applicable



Attachment N

Not applicable

Attachment 0

Not applicable

Attachment P

Not applicable

Attachment Q

Not applicable

## **Attachment R**

### **KILOHANA Academy**

P.O. Box 510015

Kealia, Hawai'i 96751

808-212-4356

### **Governing Board By Laws**

#### **Article I. Purpose**

The purpose of the Governing Board of KILOHANA Academy is to set policy and provide oversight for the KILOHANA Academy public charter school based in Kapa`a, Kaua`i.

#### **Article II. Governing Board Overall Responsibilities**

The governing body of KILOHANA Academy will be officially known as the KILOHANA Academy Governing Board. The Governing Board shall:

Be the independent governing body of KILOHANA Academy and shall have oversight over and be responsible for the financial, organizational, and academic viability of the school, implementation of the charter and shall be the independent authority to determine the organization and management of the school, the curriculum, virtual education, and compliance with applicable federal and state laws. The Governing Board shall ensure that KILOHANA Academy complies with the terms of the charter contract between the authorizer and the school. The Governing Board shall have the power to negotiate supplemental collective bargaining agreements with the exclusive representatives of their employees.

Shall have all powers and authority vested in the management of the business, property, and affairs of the charter school, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the school. The Governing Board may, by general resolution, delegate to committees of its own number or officers of the school such powers as it may see for specified periods of time.

Shall comply with all legal charter school legal requirements.

### **Article III Definitions**

- A. A quorum vote requires two-thirds of the total voting membership of the Governing BOArd. Among other situations, a quorum vote is needed to remove Governing Board members and to amend the Bylaws. A simple majority of the full number of members shall constitute a quorum of the Board for the transaction of business. Every act of a majority of the members present at the meeting held at which a quorum is present shall be regarded as the act of the Board.
- B. A majority vote is fifty percent (50%) plus one (1) of the voting membership of the Board. A majority vote is needed to establish policy, elect Board members to perform other regular business, and for all other decisions not requiring a quorum vote under these Bylaws.

### **Article IV Governing Board Membership**

The KILOHANA Governing Board shall consist of seven (7) members who serve two year terms. In selecting members, consideration shall be given to the persons who:

- Provide the Board with a diversity of perspectives and a level of objectivity that accurately represent the interests of the Academy, its students and the surrounding community.
- Demonstrate an understanding of best practices of nonprofit governance.
- Possess strong financial and academic management and oversight abilities, as well as curriculum development, human resource, and fundraising ability.

### **Article V Officers of the Governing Board**

A. Elections shall be every two (2) years. The four (4) officers shall be:

- President
- Vice President
- Secretary
- Treasurer

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

## **B. President**

- Chair all board meetings
- Oversee compliance, By-Laws, and policies.
- Select and supervise committee chairs, and ensure that all committees function appropriately.
- work closely with the Director on issues affecting the school and make recommendations to the board regarding these issues.
- Work with the other Governing Board members and staff leaders to recruit new volunteers to the Governing Board and its committees.
- ensure that individual Governing board members receive adequate training, performance, monitoring and evaluation.
- Makes representative statements for the board with board consensus, whenever possible.
- Serve as signatory for financial transactions and official documents.

## **C. Vice President**

- Perform all duties of the President in the case of the President's absence, and when so acting, will assume the President's powers and be subject to the same restrictions.
- The vice-President shall have other powers and perform other duties as prescribed by the Governing Board.

## **D. Secretary**

- Keep minutes of the meetings of the Governing Board committees, including time, place and persons in attendance, as well as whether it was a Regular, Annual or emergency (and if emergency, how called), followed by a detailed account of the proceedings of each meeting.
- Keep a copy of Governing Board Bylaws with amendments to be available for reference at each meeting.
- Give notice of upcoming Governing Board meetings, as required by the Bylaws.
- Have other powers and perform other duties as prescribed by the Governing Board.
- Be responsible for the management and safe keeping of the Governing Board archives and all previously recorded agenda meetings.

## **E. Treasurer**

- Along with the Governing Board President, serve as a signatory for financial transactions.
- Oversee fiscal matters along with the Business manager and report current budget information at monthly meetings or upon request by Governing Board members.
- Be responsible for procuring auditors and assembling and implementing the annual self-audit team.

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## **The KILOHANA Academy's Governing Board key concepts and best practices**

### **1. Foundation for effectiveness**

Be committed to and have an active role in the strategic planning of the school including the ability to periodically review, modify, approve and sanction any part the school vision, mission, beliefs and goals of the KILOHANA Academy. The mission statement will serve as a guide to organizational planning for board and staff decision making and setting priorities for resources.

Review the schools program activities and services to ensure that that they are consistent with KILOHANA Academy's mission statement, and to monitor their effectiveness to ensure that the organization is not drifting away from its original purpose.

### **2. The Governing Board and effective decision making**

Provide Board with sufficient notice of all meetings at least 24 hours prior, notification to shall be by written notice, telephone, or other electronic means. Public notice of meetings shall be available at the KILOHANA Academy school office, as well as the



KILOHANA Academy website, and the authorizers website not less than six (6) calendar days prior to meeting.

Create a decision making matrix to communicate roles and responsibilities in decision making.

Be able to gauge charter school progress and effectiveness using an organizational dashboard.

Use of a Governing Board book that contains agenda and information packet in advance of board meetings.

Use formal process for policy development.

### **3. Board Member Motivation and Accountability**

\*Learn about the school and ask smart questions.

- Pledge commitment to Board member(s) with recognition and appreciation.
- Annual board self evaluation process, an annual retreat may be held to organize the selection and appointment of new members, to address new and old business and for Board development.
- Personal goal setting by individual Board members.
- Prepare for and attend meetings.
- Members shall serve the organization as a whole. Individual Board members have a responsibility to support the majority action, even when they disagree.
- No Board member should represent her/himself as speaking on behalf of the Board unless specifically authorized to do so. Speaking for the Board or school is reserved for the Academy Co-director or the Board Chair.
- Board members should guard against being the subject of an “ambush” interview especially during times of controversy.
- Every Board member has a duty to maintain the confidentiality of all Board actions, discussions, and votes held in executive sessions.
- Avoid conflicts of interest, real or perceived, because of affiliations or the temptation to request personal favors for oneself, family, or friends.
- Individual Board members must protect the integrity of the Board and school at all times through disclosure and by deciding whether their membership may be of lesser or greater value than an opportunity to gain financially.
- Avoid the appearance of using their membership for personal or political gain.
- Abstain from making judgments based on information from disgruntled faculty, staff or state officials.
- Seek opportunities to inform the public about the school.

### **4. Identification and recruitment of Board members**

- Create written job description for individual Board members by defining Board performance membership needs in terms of experience, skill and diversity.
- Have clear recruitment priorities based on analysis of current and future skills and knowledge needs of the Board.
- Commit to having personal dialogue with prospective Board members and hold formal orientation sessions to provide critical information before individuals are brought on to be Board members.

## **5. Orientation and Training of Board Members**

- Provide formal training and orientation based on skills and knowledge of Board member will need to be effective
- \* Use of written Board member manual.

## **6. Board Role on strategic planning and thinking and effective committees**

- Governing Board members personal commitment to having an active role in strategic and long term planning.
- \*Adopt academic and facilities planning documents for the school.
- Approve new academic and enrichment programs, and major organizational changes.
- Review and determine which programs and services are consistent with the mission and its charter, then monitor and strengthen these programs and services.
- \*Approve measurable organizational outcomes.
- Approve annual attainable board and management level goals.
- Have written job descriptions for all committees.
- Building dialogue on critical issues into every board meeting.
- Have an annual committee calendar of major decisions and meetings.

## **7. The Governing Board Legal and Financial Responsibilities and self assessments**

- Approve the strategic plan for the school that includes concrete, measurable goals consistent with the charter and accountability plan.
- Ensure effective organizational planning by having well written, up to date bylaws and governance documents including financial oversight and risk management policies in

place to provide the Governing Board with the necessary information to make effective decisions in the long term strategic planning and thinking of KILOHANA Academy.

- Shall be empowered to conduct any and all business of KILOHANA Academy, including approving or authorizing any contracts, leases, partnerships, or other agreements, and may delegate said authority to any officer of the KILOHANA Academy Governing Board.

- Guide the school's Board members and staff by establishing well written, up to date, clear expectations and responsibilities.

- Develop, maintain and revise when necessary adequate personnel policies and procedures.

- \* Adhere to local, state, and federal laws and regulations that apply to the school.

- Review reports and public presentations that details the school's mission, programs, projects, financial condition, and progress made towards charter promises.

- Ensure and maintain accountability through legal and ethical integrity by having written standards of conduct for Board members.

## **8. The Governing Board and staff relations**

- \* Appoint and evaluate the Head School Administrator for KILOHANA Academy.

- \* Reach a consensus on the Academy Co-Director job description.

- Define clear expectations and responsibilities for the Head School Administrator who will work collaboratively and foster a successful and engaging relationship with the school's founders, the •Governing Board and the day to day operational staff.

- Undertake a careful and effective search process to find the most qualified individual for the position.

- Oversee and approve contract negotiation and renewal.

- Have clarity regarding distinct roles and responsibilities of the Governing Board and the Academy Co-Director.

- Provide Head School Administrator frequent and constructive feedback, including complimenting exceptional accomplishments.

- Assist when board members overstep prerogatives or misunderstand their roles.

- Provide an annual written performance and interview review with a process agreed upon with the head school administrator well in advance.

- Approve hiring or dismissal of first and second tier administration personnel and be able to solicit applications should a first or second tier position becomes vacant. An emergency meeting of the Governing Board may be made regarding decisions that are urgent or subject to time restraints regarding administration personnel and their employment.

## **9. The Governing Board and Community/Parent Relations**

- Have available formal plan for parents, family and community involvement to maintain strong parent and community relations.
- Annual calendar of events for parents and family.
- Use of advisory committees.
- Include Governing Board leadership in building community collaborations and alliances.
- Shall have a comprehensive public relations strategy to enhance the school's image by successfully collaborating with the community, the public, the media and the Board for the school's visibility within its community to articulate the school's mission, accomplishments and goals to the public.

## **10. The Governing Board's role in Fundraising**

Make fundraising a priority to ensure adequate resources for the school to fulfill its mission by working in partnership with the school director and the development staff to raise funds from the community.

## **11. Resource Management**

- Manage resources effectively and remain accountable to the granting entity, parents and students, its donors, the public, and in case of a separately incorporated non profit, to safe-guard its tax exempt status by approving an annual budget, long range financial planning, and budget requests for state funding and ensuring that proper financial controls are in place.
- Review budget implementation through periodic financial reports and provide an independent annual audit by a qualified accounting firm.
- \*Review all fiscal audits of school operations.
- \*Approve all major contractual obligations of the school.
- \*Approve accounting policies.
- \*Ensure the Board has the proper training to be effective stewards of public funding.
- \*Encourage Board members to make an annual financial contribution, to the best of their personal ability.
- \*Have quarterly budgets in place.
- \*Have an annual audit by an approved accounting firm on a calendar year basis.
- \*Produce a budget for the fiscal year beginning July 1st.

## **Article V. KILOHANA Academy Governing Board committees**

The KILOHANA Governing Board members may appoint standing and / or ad hoc committees as it thinks necessary for the effective governing of the Academy to include but not limited to Governance, Academic, and Financial Committees. Each standing committee shall have a charge specific to its permitted activities. Committees shall be populated by a majority of Board Members but can also include those from outside the board who can bring expertise and knowledge to the task at hand. Committees shall not have authority to take legislative or administrative actions nor adopt policies for the Academy.

## **KILOHANA Academy Standing committees**

### **Governance Committee**

- Shall ratify personnel policies including but not limited to codes of conduct for staff and students, evaluation and dismissal procedures, and authorizing of collective negotiations.

### **Financial Committee**

- Oversee any management, operational or service contracts over \$10,000.00 which is not specifically included as a line item in the budget. The Governing Board shall enter into contracts, leases or other agreements which are necessary and / or desirable for promoting the interests of the Academy.
- Shall generate funds separate of supplemental grants and allotted funds to expend at the discretion of the Governing Board.

### **Academic Committee**

- Shall review student achievement data, benchmarks, standards and other multiple assessments of student progress.

## **Additional Issues**

### **The KILOHANA Academy Administrative Director Duties**

The Academy Director shall:

- Execute all established KILOHANA Academy policies, reflecting the intent of the Governing Board.
- Provide leadership in the development and implementation of curriculum.
- Direct and monitor staff and the division of staff responsibilities.
- Enforce codes of conduct among students and staff.
- Responsible for hiring / dismissal decisions.

- Collaborate with the Business Manager in determining staffing needs and establishing qualification criteria for employment.
- Appoint and oversee various Academy leadership teams.
- Oversee student assessment and accountability.
- Prepare all reports to the Governing Board and authorizer.
- Oversee student recruitment and admissions procedures.
- Serve as liaison between the Governing Board, the school community and the authorizer.

## 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.

<b>Certification</b>
----------------------

Name of Proposed School:

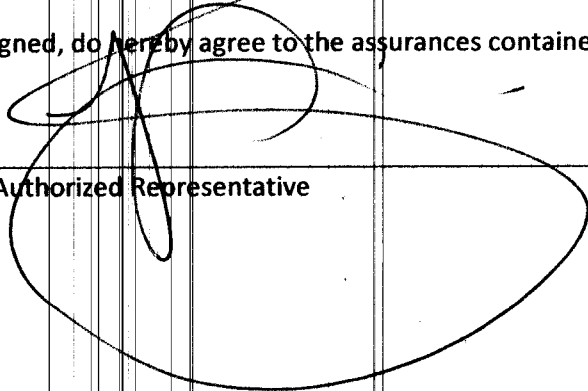
*Kilohana Academy*

Name of Authorized Representative:

*Kamechika Smith*

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

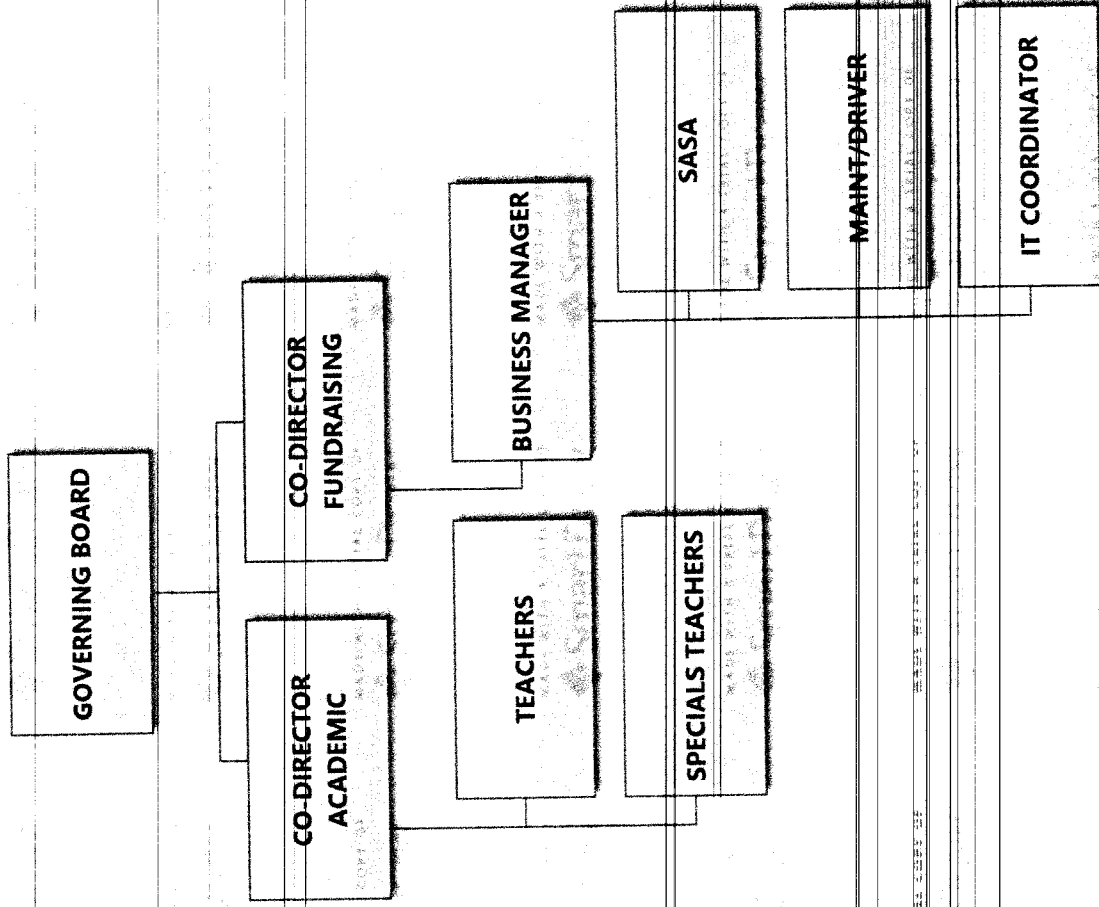
Signature of Authorized Representative



Date

*2/10/16*

# KILOHANA ACADEMY



# Board Member Information


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

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

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

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

## Background

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

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 currently serve as the Chairperson for the Planning/Application Committee for Kilohana Academy and wish to be involved in as governing board member to assist the school with getting the recourses it needs to do a start-up charter school for our community.*
- 6.
7. What is your understanding of the appropriate role of a public charter school governing board member? *As a board member, my understanding is that I assist with forming policies and through these policies I can help guide the school in fulfilling its mission to the students, the community, and meet the requirements to be a school in good standing with the State Charter School Commission.*
8. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). *If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I previously served as the president of the Kauai Native Hawaiian Chamber of Commerce in its first year in existence as a start-up non-profit serving the island of Kauai.*

- Describe the specific knowledge and experience that you would bring to the governing board. *I have some professional background in designing and implementing community-based educational programs that also have a for-profit mission, which includes fundraising, grant writing, and engagement with the community, agencies, & businesses.*

### School Mission and Plan

- What is your understanding of the school's mission and guiding beliefs? *The Kilohana Academy mission is aligned with the needs of the youth in our community which is important, as this is one of the main target groups the school proposes to work with, the at-risk youth in our community. It will also be able to serve a segment of the student community that wishes to study and learn in a bilingual setting.*
- What is your understanding of the school's proposed academic plan? *The Academic Plan is based on the notion that all students are gifted and talented.*
- What do you believe to be the characteristics of a successful school? *A successful school that exceeds the school, charter, and state academic standards is important but equally important is a school that works to meet the needs of the students, the families, and the community they serve also is an indicator that means a school is successful.*
- How will you know that the school is succeeding or is not succeeding in its mission? *We will know the school is being successful based on periodic self and standard evaluations. We will use this information gathered from evaluations as baseline information to inform ourselves about whether we succeed in fulfilling the mission of the school.*

### Governance

- Describe the role that the governing board will play in the school's operation. *The board will set policy for the school and do due diligence in areas required by state and federal laws.*
- How will you know if the school is successful at the end of the first year of operation? *We will know we are successful based on a performance- orientated plan with both formative and summative evaluations.*
- How will you know at the end of five years if the school is successful? *We will be successful when we graduate our first class, when our new campus is built in the Kapa'a area, and when we have met all the requirements to be a school in good standing with state charter school commission.*
- What specific steps do you think the governing board will need to take to ensure that the school is successful? *We will need to participate in meetings on a regular basis and have a professional working relationship with the school administration.*
- 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 go through the appropriate chain of command as set forth in our governing board by-laws to resolve issues with other board members.*

### Disclosures

- 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

*Colleagues at Hawaiian  
Immersion School.*

[Kilohana Academy]

Attachment U - Page 2

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 *We teach at elementary Hawaiian Language 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 *I work with Boys & Girls Club a partner of Kilohana*
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 *I plan to work at the school.*
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
10. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.  
 None  Yes

*Kameelah Smith*

**Certification**

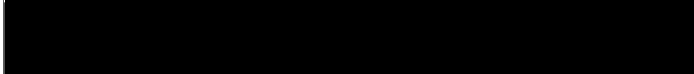
I, \_\_\_\_\_, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.

Signature

Date

*2/8/16*

**Patrick Soloman Kamealoha Hanohano Smith**



**Education:**

PD, Teachers Certificate in Hawaiian Immersion/Traditional Knowledge  
Halau Wanana Teacher Candidate Program, Waimea, Hawaii Island

MA, Japanese Language and Literature (Second Language Teaching/Asian Traditional Knowledge)  
University of Hawaii at Manoa, Honolulu, Oahu, Hawaii

BA, Asian Studies  
Hawaii Pacific University at Hawaii Loa, Kaneohe, Oahu, Hawaii

CC, Japanese History/Culture  
Nagasaki Wesleyan University, Isahaya, Nagasaki, Japan

CC, LERN (Life-Long Learning Resource Network) in Community-Based Non-Profit Manager  
Honolulu, Hawaii

**Professional:**

2011-present Kumu 'Alaka'i (Project Director), Kaiaulu Anahola Traditional Ecological Knowledge Programs, Kapa'a, Kauai

2007-present Kumu Kula Kaiapuni (Hawaiian Immersion Teacher), Kawaikini Hawaiian Immersion School/Ka 'Umeke Kā'eo, Kauai/Hawaii Island

2003-2007 Curriculum Development Specialist in Native Hawaiian Education, OHIA Consulting Literacy, Advocacy, Hawaiian/Japanese Language Honolulu, Oahu

1993-2003 Program Manager/Instructor, University of Hawaii at Manoa, Honolulu, Hawaii Develop Programs in Cultural and Eco Tourism

1988-1992 Program Manager/Instructor, Oshima Board of Education (JET Program) ESL, In-Service Teacher Training, Environmental/International Education Isahaya (1 year), Nagasaki; Oshima (3 years), Yamaguchi, Japan

**References**

Available upon Request

KILOHANA ACADEMY

ATTACHMENT U-4

# 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:  
**Kilohana Academy**

2. Contact information:

Name: **Pralet Kae Ah Loo**



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 wish to assist Kilohana Academy to educate Kauai students.**

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

**The Governing Board advocates for Kilohana to the Board of Education and its primary responsibilities include overseeing the budget, ensuring the adherence to all laws, formulating policy, and hiring the head administrator.**

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 was Democratic Party President, PTA President, Secretary for Neighborhood Board, Education Director for Civic Club, and Board Member for North and East Side Scholarship Committee.

8. Describe the specific knowledge and experience that you would bring to the governing board. Strategic planning, curriculum development, program evaluation, Leadership, collaboration, grant writing.

### **School Mission and Plan**

1. What is your understanding of the school's mission and guiding beliefs?  
Kilohana Academy has a threefold mission to prepare its students for graduation: to build a strong foundation in self and place through the language and traditions of Hawaii; achieve rigorous academic requirements; and engage with community mentors to fully prepare for careers and college.
2. What is your understanding of the school's proposed academic plan?  
I believe the academic plan is in line with the school's mission, is achievable, and is influenced and relevant to the needs of this community.
3. What do you believe to be the characteristics of a successful school?  
Successful engaged students; self sufficient; generational enrollment.
4. How will you know that the school is succeeding or is not succeeding in its mission?  
Student/family satisfaction, Community network accolades, continued funding

### **Governance**

1. Describe the role that the governing board will play in the school's operation.  
The Governing Board advocates for Kilohana to the Board of Education and its primary responsibilities include overseeing the budget, ensuring the adherence to all laws, formulating policy, and hiring the head administrator.
2. How will you know if the school is successful at the end of the first year of operation?  
Students, teachers, faculty and staff achieve their goals; Board members achieve their goals, enrollment is complete, funding increases, community satisfaction is evident in increase relationships, mentoring, networking and employment opportunities for students.
3. How will you know at the end of five years if the school is successful?  
I am no longer on the Board because the relationships between the community network and the school is strong. Everything in the above mentioned response has grown exponentially.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?  
Transparency with all stakeholders, excellent communication and response time in all Board/ School relations, close working relationship with the Co-Directors, lots of Board Development and team building opportunities.
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?  
Speak with them directly of my concerns, if unsatisfactory response, bring it up at the Board meeting. E hooponopono.



## 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, coworkers, acquaintances
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, Praet Kaee Ahlo, 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.

Praet Kaee Ahlo  
Signature

10 September 2014  
Date

## CURRICULUM VITAE

### Personal Information:

Name: Praet Judy Kaceonalani Ah Loo



### Key Skills:

Hawaiian language, culture and history  
Strategic planning, curriculum development, program evaluation  
Leadership, collaboration, grant writing

### Experience:

Dec 2014 - Current **Kindergarten Teacher**  
Aug 2012 - Nov 2014 **High School Social Studies HQ**  
Aug. 2011- July 2012 **Substitute Teacher**  
**Kawaikini PCS** Puhi, Kauai Alohilani Rogers  
Gather and or design; implement and evaluate Hawaiian medium curriculum relevant to content area and grade level being taught.

Aug. 2009- May 2011 **Director/Lead Teacher**  
**Kilohana Learning Community** Anahola, Kauai self  
Develop, implement and evaluate home school curriculum for two male students, grades 7 and 9.  
Coordination and integration of community mentors, supported relevant, sustainable, project based curriculum.

July 2007- May 2009 **Hawaiian Language and Cultural Resource Teacher**  
**Kanuikapono PCS** Anahola, Kauai Ipo Torio  
Design and implement Hawaiian language and culture programs. Integrate Hawaiian into all content areas.  
Supervise non-certificated personnel, create documentation indicating standards alignment with project based curriculum. Represent as NCLB highly qualified teacher.

2006-2007 **Charter School Consultant/Author**  
**Kawaikini PCS** Puhi, Kauai Kimo Perry  
Using the strategic planning process, detailing months of collaboration with teachers, parents and community, a charter document was created for this former Hawaiian Language Immersion program, accepted by the Charter School Review Panel in 2007.

July 2001- May 2007 **Teacher- Hawaiian Language Immersion Program**  
**Kapaa High School** Kapaa, Kauai Gilmore Youn  
Design and implement Hawaiian Language Immersion Program. Hawaiian language courses offered to general population, Hawaiian language medium courses offered for social studies, science, health and guidance. Hawaiian Club Advisor.

July 2000-May 2001 **Teacher- Niihau School of Kekaha**  
**Waimea High School** Waimea, Kaua'i William Arakaki  
Serve as certificated personnel for fledgeling Charter School serving unique Niihau community. Document all curriculum K-12, and detail progress towards achieving HCPS and GLO's. Teach 6 high school

KILOHANA ACADEMY

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students. Collaborate with Niihau community to create charter document. Represent school to the BOE. Charter accepted by the BOE in 2001.

**Experience:**

June – Aug. 2000

**Kanuikapono PCS**

Create charter document as outlined by Director. Charter accepted by the BOE in 2001.

**Charter School Consultant/Author**

Anahola, Kaua'i

Ipo Torio

May 1998- May 1999

**Pacific Resources in Education and Language**

Evaluations of Hawaiian Language Programs statewide were used to create a report for program funding. This report was presented at NIEA, the Native Indian Education Association Convention and came to be known as Ke Kula Kaiapuni, a Case Study on Hawaiian Language Immersion Education, co-authored with Dr. William Demmert of the Klinkit tribe of Alaska.

**Researcher/Co- Author**

Dr. William Demmert/Namaka Rawlins

Aug 1993- May 1995

**Hale Kuamoo UH Hilo**

Curriculum Development Hawaiian Language Immersion Programs

**Limahana**

Hilo, Hawaii

Keiki Kawaiaeca

Sept. 1986- May 1999

**Aha Punana Leo**

Limahana means you do whatever has to be done. Hawaiian language teacher for parents of preschool students, mandated by the program to attend classes. Advise student government for the high school Hawaiian Immersion program. President of the parent organization during a time of great change and collaboration. Steering committee member for two, soon to be, Charter Schools. Along with other teachers students and community leaders, lobbied the Hawaii state legislature to make Hawaiian Language an official language of our state by law, lobbied to attach education and funding to this law. Lobbied for Charters Schools.

**Limahana**

Puhi, Kauai/Hilo, Hawaii

Hokulani Cleeland/Kauano'e Kamana

**Education:**

May 2007

**University of Hawaii**

**Masters of Education, Education Foundations/Leadership**

Manoa, Oahu

May 2000

**University of Hawaii**

**Secondary Certification-Teacher Education Program**

Hilo, Hawaii

May 1999

**University of Hawaii**

**Bachelor of Arts, Sociology, Hawaiian Studies minor**

Hilo, Hawaii

May 1993

**Kauai CC**

**Early Childhood Education**

Puhi, Kauai

June 1978

**Windward School for Adults**

**GED Diploma**

Olomana, Oahu

**Languages:**

Hawaiian/English: Excellent written and oral skills

**References:**

Aggie Marti, author, retired social worker

Adam Asquith, taro farmer, scientist

K. LOHANA ACADEMY

ATTACHMENT 2 10

# 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:

**Kilohana Academy**

2. Contact information:

Name: Stuart D Rosenthal

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 alternative education and feel there is a strong need here on Kauai.**

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

**To advise and/or oversee the Management team of the proposed 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.

**I have previously worked four and a half years as the Business Manager for a Kauai Charter School.**

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

**I have over twenty five years of solid financial management experience.**

## School Mission and Plan

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

**To maintain full integrity of the school's finances and assets.**

2. What is your understanding of the school's proposed academic plan?  
To teach project and placed based education.
3. What do you believe to be the characteristics of a successful school?  
To strive to educate all students and prepare them for any and all opportunities that await them after graduation.
4. How will you know that the school is succeeding or is not succeeding in its mission?  
Thru parent and student growth and satisfaction.

**Governance**

1. Describe the role that the governing board will play in the school's operation.  
**The board will advise and oversee the school's management team.**
2. How will you know if the school is successful at the end of the first year of operation?  
**The success of the students learning and achieving at a level higher than they have in their past school experience.**
3. How will you know at the end of five years if the school is successful?  
**Students will graduate with the knowledge to either go on to higher education and/or successful job experiences.**
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?  
**Continually track and advise the school's management team.**
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?  
**Speak with other members of the Governing Board and set up a meeting with that individual and conduct a thorough investigation.**

**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 *Former Co-workers*
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

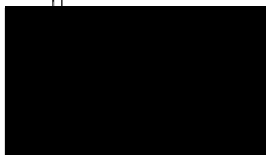
I, STUART ROSENTHAL, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.

Signature

Date

2/10/16

**Stuart D Rosenthal**



**OBJECTIVE:** Assist a growth oriented company achieve its financial goals and objectives.

**EXPERIENCE:** 3/2011 – present Kawaikini New Century PCS Lihue, HI  
**Business Manager**

Responsible for providing all fiscal services to the Charter School. Presenting monthly financial results to management and to the board. Assisting in grant applications, Accreditation process, National School Lunch Program, Transportation and maintenance issues.

1/2008 – 3/2011 Dorland & Associates Kapaa, HI  
**Senior Accountant**

Responsible for providing Bookkeeping, Tax and Payroll services to multiple clients on an on going basis.

7/2007 – 12/2007 Michelle Kato, CPA Lihue, HI  
**Senior Accountant**

Responsible for providing Bookkeeping, Tax and Payroll services to multiple clients on an on going basis.

1/2007 – 5/2007 Kauai Veterans Memorial Hospital Waimea, HI  
**Contracts Manager**

Responsible for providing contract services, guidance, plans and policies for procurement, contracting and purchasing functions in support of the Corporate Office and HHSC healthcare facilities.

Receives, reviews and processes procurement requests to ensure completeness and accuracy with statutory and regulatory requirements.

Assists in the development of specifications, scope of services and other requirements of contractual documents.

Develops, prepares and issues Invitation for Bids, Request for Proposals, Purchase Orders, etc.

Conducts contract technical and cost reviews/negotiations.

Performs contract administration functions.

Monitors and/or performs acceptance of contract requirements and coordination of payment procedures.

Performs acquisition planning.



1/2003 – 1/2005  
**Controller**

Grand Wireless

Billerica, MA

Established policies, procedures and controls for the company.  
Responsible for all procurement of goods and services.  
Solicit requests for proposals for services such as maintenance, construction of all new locations, office equipment, printers, telephone equipment, MIS Systems, etc.  
Negotiate and review contracts with all vendors.  
Analyzed the opening of new locations.  
Perform due diligence on pending acquisitions.  
Responsible for Accounting, Financial Reporting, HR, Cash Management, and MIS.  
Developed long and short range business plans.

12/2002 – 12/2003 Sleek USA, Inc.  
**Director of Operations/Controller**

Wellesley, MA

Established policies, procedures and controls for the company.  
Responsible for the operations of the retail locations, including hiring, training, development, and the opening of new locations.  
Analyzed the opening of new locations.  
Responsible for all procurement of goods and services.  
Solicit requests for proposals for services such as maintenance, construction of all new locations, office equipment, printers, telephone equipment, MIS Systems, etc.  
Negotiate and review contracts with all vendors.  
Perform due diligence on pending acquisitions.  
Responsible for Accounting, Financial Reporting, HR, Cash Management, and MIS.  
Developed long and short range business plans.

1/1998 – 11/2002 Power Communications Corporation  
**Senior VP of Finance**

Boston, MA

Responsible for Accounting, Financial Reporting, HR, Cash Management, and MIS.  
Developed long and short range business plans.

5/1995 – 1/1998 The Big Party  
**Senior VP of Finance/Controller**

West Roxbury, MA

Responsible for Accounting, Financial Reporting, HR, Cash Management, and MIS.  
Developed and presented long and short range business plans to the Board of Directors.  
Established the controls to grow the business from 5 stores in 1995 to 50 stores by the end of 1997.  
Responsible for all procurement of goods and services.  
Solicit requests for proposals for services such as maintenance, construction of all new locations, office equipment, printers, telephone equipment, MIS Systems, etc.  
Negotiate and review contracts with all vendors.  
Analyzed the potential acquisition of two major competitors.  
Increased Trade Payables to 75 days.  
Negotiated a \$25 million line of credit with CIT Financial Group.

6/2006 – 1/2007  
**Business Manager**

The Kauai Food Bank, Inc.

Lihue, HI

Responsible for creating and managing the “Kauai Fresh” program for The Food Bank.  
Perform all accounting and finance functions.  
Manage the new software system including running parallel accounting systems.  
Manage the Budget process.

5/2005 – 5/2006  
**Program Manager**

Kauai County Housing Agency

Lihue, HI

Responsible for the administration, operation and implementation of the section 8 Program including interpretation of HUD policies and procedures.  
Manages, plans, coordinates, and develops resources for the Section 8 Program.  
Collects data and information and conducts research for the purposes of evaluating and planning for the Section 8 Program.  
Maintains and updates the Section 8 Administrative Plan.  
Prepares, writes and submits numerous monthly, quarterly and annual reports to the Administration and HUD.  
Prepares Position Descriptions to insure equity in the distribution and performance of work among all staff.  
Fosters and maintains working relationships with individuals, agencies, businesses, etc. to enhance the performance of the Section 8 Program.

1/2005 – 5/2005  
**Training Director of Finance**

Marriott’s Waiohai Beach Club

Koloa, HI

Review day to day transactions including, processing of accounts payable and escrow, cash receipts, bank deposits, and A/R billings  
Solicit requests for proposals for services such as maintenance, construction, office equipment, printers, etc.  
Responsible for negotiating, monitoring and analyzing all contracts for Sales and Marketing.  
Perform and review all necessary journal entries and analysis to accurately close the books.  
Prepare period end Financial Statements.  
Perform and supervise audits of commissions.  
Assist in budgeting and forecasting for all business units.  
Review Sales Executives and Marketing Executives payroll.  
Continually improve processes and identify areas of efficiency in the accounting department.

5/1989 – 5/1995 Tile City Woburn, MA  
**Controller**

Responsible for Accounting, Financial Reporting, HR, Cash Management, and MIS.  
Responsible for all procurement of goods and services.  
Solicit requests for proposals for services such as maintenance, construction of all new locations, office equipment, printers, telephone equipment, MIS Systems, etc.  
Negotiate and review contracts with all vendors.  
Established a third party warehouse.  
Managed the Chapter 11 dealings with Vendors, Banks, Customers, and the US Bankruptcy Court.

5/1987 – 5/1989 Millipore Corporation Bedford, MA  
**Financial Analyst**

Maintain the one year rolling Budget/Forecast.  
Prepare and consolidate all divisional B/S and P/L detail.  
Developed Weekly Sales and Orders Reports corporate wide.

5/1985 – 5/1987 Xerox Corporation Boston, MA  
**Financial Analyst**

Performed functional analysis for the Regional Office including sales, expenses, gross margin and new customers.

**EDUCATION:** 5/1985 Bentley College Waltham, MA  
**Master's Degree in Business Administration**

5/1982 University of Massachusetts Amherst, MA  
**Bachelor's Degree**

<b>SKILLS:</b>	<b>Skill Name</b>	<b>Skill Level</b>	<b>Last Used</b>	<b>Experience</b>
	Excell/Word	Intermediate	Currently Use	8 years
	Great Plains	Intermediate	3 years ago	4 years
	QuickBooks	Intermediate	3 years ago	4 years

**REFERENCES:** Available upon request.

KILOHANA ACADEMY

ATTACHMENT U-PAGE 17

# Board Member Information

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

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

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

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

## Background

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

2. Contact information:

Name: *Lovey H. Harper*

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

Resume and professional bio are attached to this form.

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

Does not apply to me  Yes

5. Why do you wish to serve on the governing board of the proposed charter school? *To assist, <sup>& support</sup> our youth in our community*

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

*To help school fulfill its mission and fulfill charter school requirements*

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. *Working with local community for 50 years, raising youth.*

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

*Community support of small business background, & policies of other districts.*

## School Mission and Plan

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

*I will have the opportunity to work with professionals & others who can create curriculum to match the needs*

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

*It is project & place based with an emphasis on <sup>& at-risk youth in our community</sup> hands on and experiential learning which are learners' strengths aligned with need in our community.*

[Kilohana Academy] Attachment U – Page 1

3. What do you believe to be the characteristics of a successful school? *consistency, solid foundation, social & economic standards.*

4. How will you know that the school is succeeding or is not succeeding in its mission? *periodic evaluation - pre & post evaluations of to me if responsibilities change*

#### Governance

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

*set policies & goals*

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

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

*periodic evaluation every year as indicators of success.*

4. What specific steps do you think the governing board will need to take to ensure that the school is successful? *need to meet frequently and discuss with each other*

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? *we would need to refer back*

*to the policies/by-laws.*

#### 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, Lorey Hooper, 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.

Lorey H. Hooper  
Signature

2/8/16  
Date

Lovey H. Harper

**Education:**

AA, Business Administration  
College of Commerce Business School, Honolulu, Hawaii

CC, Masonry Apprenticeship Program  
Kauai Community College, Puhi, Hawaii

Graduate, General Diploma  
Kaimuki High School, Honolulu, Hawaii

**Experience:**

2003-present Clubhouse Director, Kapa'a Boys & Girls Club  
Kapa'a, Hawaii

Case Management, Youth Development Specialist, & Community Engagement

1992-2002 Community Engagement Specialist, Queen Lili'uokalani Children's Center  
Lihue, Hawaii

Assist with food, shelter, & clothing during natural disasters, worked with churches & community organizations to assist with food bank, youth academic intervention specialist, and worked to develop and implement youth place-based educational activities.

1970-1990 Owner, Waipouli Country Store  
Kapa'a, Hawaii

Small Business Owner

References: Available upon request

KILOHANA ACADEMY

ATTACHMENT U - PAGE 2)

## 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:  
**Kilohana Academy**
2. Contact information:  
Name: **Suzette Gurtler**  

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.  
**I have not served on any board before this.**
5. Why do you wish to serve on the governing board of the proposed charter school?  
**I believe in the vision of founding directors, Kamealoha Hanohano Smith and Kumu Kae`e and want to support their goal of seeing Kilohana Academy become a reality.**
6. What is your understanding of the appropriate role of a public charter school governing board member?  
**\*Believe in and be an active advocate and ambassador for the values, mission, and vision of Kilohana Academy.**  
**\*Work with fellow board members to fulfill the obligations of board membership.**  
**\*Conduct myself in ways that clearly contribute to the effective operations of the Governing Board.**



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 believe in and actively advocate the values, mission, and vision of Kilohana Academy.**
- \*I believe I will work well with my fellow board members to fulfill the obligations of board membership.**
- \*I believe that I can effectively conduct myself in ways that will clearly contribute to the effective operations of the Governing Board.**
8. Describe the specific knowledge and experience that you would bring to the governing board.
- My strengths are:**
- \*Marketing skills**
  - \*Fundraising ability**
  - \*Program expertise specific to the organization**
  - \*long-range planning skills**
  - \*Good communication skills**
  - \*Ability to lead**
  - \*Ability to govern**
- I also have access to:**
- \* Access to foundations, corporations and individual philanthropists**
  - \* Media contacts**
  - \*Political contacts**
  - \* Contacts with professional and service organizations**

### **School Mission and Plan**

1. What is your understanding of the school's mission and guiding beliefs?  
**That Kilohana Academy will be an Arts and Science charter school that will provide Kauai's students with an academic experience grounded in the values and traditions of Hawaii. It will help prepare students for local and global employment and will offer a place, project, strength, and culture-based curriculum and activities directly reflecting the needs of the community.**
2. What is your understanding of the school's proposed academic plan?  
**That Kilohana Academy's curriculum will be firmly based in state and national standards, and will help foster life-relevant connections for children through project, place, strength, and culture based education, using pedagogy from both Western and Traditional Knowledge perspectives.**  
**As a Culture-driven Project Based school, the Academy will offer service learning, place-based education and ecological education in the context of the traditional 'Ahupua'a system, with an added emphasis in second language learning and teaching through the arts and science.**
3. What do you believe to be the characteristics of a successful school?  
**Shared vision, strong leadership, high academic standards, successful family, school and community partnerships and consistent evidence of success by collecting and analyzing data about students, programs, and staff.**
4. How will you know that the school is succeeding or is not succeeding in its mission?  
**Student and parent satisfaction, above average standardized test scores, high re-enrollment following year, getting accredited, continued community support.**

### **Governance**

1. Describe the role that the governing board will play in the school's operation.  
**The governing board will determine the schools direction and help facilitate the operation of the school and any matter likely to improve the organization of the services provided. It will also establish the criteria for the appointment of the school director.**
  
2. How will you know if the school is successful at the end of the first year of operation?  
**Student and parent satisfaction, above average standardized test scores, high re-enrollment following year, continued community support, successful financial management, engaged teachers.**
  
3. How will you know at the end of five years if the school is successful?  
**\*The Academy will have more flexibility on curriculum, budget and staffing.  
 \*Will have greater ability to make quick and effective changes to meet student's needs.  
 \*Will have a high level of accountability with review and renewal every 5 years.  
 \* Will have engaged teachers who are empowered to make important decisions to benefit students.  
 \*Will have parents who are encouraged by the school to work as a team with teachers to advance their child's academic progress.**
  
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?  
**\*Embrace a common set of core beliefs about charter school education and the ability of students and staff to perform at high levels.  
 • Build and sustain productive partnerships among board members and between the board and the Academy Director.  
 • Reach clear internal agreements regarding board values and protocols to organize board operations.  
 \*Adopt new practices to increase board effectiveness to manage.  
 \*Develop and maintain community partnerships.  
 \*Involve stakeholders in vision and long term planning.**
  
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 gather evidence and present to Board Chair for review.**

#### Disclosures

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

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
I/we do not know any such persons **Yes, I know them in a professional capacity.**
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, Suzette Gurtler, 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

*Suzette Gurtler*

Date

2/09/2016

**Suzette Hau`oil Smith Gurtler**  
P.O. Box 28 Anahola, HI. 96703 415-235-4950

**Suzette Hau`oil Smith Gurtler** is a licensed USCG Maritime Captain with over 40 years of ocean and coastal experience in several ocean sport disciplines; yacht racing and long distance sailing, outrigger canoe paddling, canoe sailing and surfing. Suzette has spent the last 18 years working with EMBA programs and Fortune 500 companies as a Maritime Captain and leadership facilitator using sailing as the experiential platform for team building and high performance leadership. Suzette's background in designing, implementing and instructing learn to sail educational programs worldwide, has brought her knowledge to Kauai, teaching sailing with a traditional knowledge component. Suzette's vast experience encompasses traditional knowledge in the areas of sailing, outrigger canoe paddling, canoe sailing and non instrument navigation, hula kahiko and hula`auana, pa`u (equestrian), chant and oli, lei making (flower and lei hulu) and Hawai`i mythology storytelling. Suzette will be an enrichment educator and consultant specializing in ocean sports and activities, team building and high performance leadership using traditional knowledge concepts to model the way.

#### **Traditional Knowledge Educational Background**

- Trained in the knowledge of non instrument navigating and Polynesian way finding as a crew member of the Polynesian Voyaging Society, 1990-2016.
- Trained as a Hula practitioner with numerous Hawai`i Kumu Hula in Hula Kahiko, Hula`Auana, chant and oli for over 20 years.
- Trained with numerous Hawai`i masters in the sport of Outrigger Canoe Paddling-A 43 year veteran and experienced Ho`okele (steersperson) and coach.
- Studied with Hawai`i masters of the Hawaiian Equestrian tradition of Pa`u riding-Pa`u participant of Aloha Week Parades and Pasadena Rose Bowl Parade representing State of Hawai`i.
- Trained in the Hawaiian traditional art of Lei making-Flower and Lei Hulu (feather).

#### **Relevant Professional Experiences**

1985-2016	USCG licensed 100 ton Merchant Mariner credential
1997-2016	American Sailing Association certified Sailing Instructor
1996-2016	Adjunct Professor, Maritime Captain and Leadership Facilitator for EMBA programs, Daniels Business College, Denver University.
1996-2016	TeamSail-High performance leadership and team building instructor, Captain and leadership facilitator.
2000-2016	Oceanmele-Owner/Instructor for ocean experiential programs with a focus on Hawaiian traditional knowledge concepts incorporated into team building and high performance leadership activities.

*\*Suzette has been actively involved in her community through mentoring and empowering people of all ages and strives to share her knowledge through lecturing, powerpoint presentations and instruction.*

KILOHANA ACADEMY

ATTACHMENT 5 U- PAGE 26

## Attachment V. Code of Ethics & Conflict of Interest

### Objective

The objective of the code is to meet the requirements for Hawaii Charter School System & enhance: a) the effectiveness of Kilohana Academy in meeting its statutory responsibilities for a charter school, b) the credibility and accountability of the Council within its community & with partners and, c) outline a system of values so that mutual trust, respect and tolerance between all elected members and between elected members and management can be maintained during the tenure of board members,

### Introduction

This Code of Conduct is based on a number of key principles. It defines standards of conduct that meet these principles and statutory provisions applicable to local government activities. The principles underpin and guide these standards and may be used as an aid in interpreting the substantive provisions of the Code.

**Honesty and Integrity:** Members have a duty to act honestly and with integrity at all times.

**Public Interest:** Members have a duty to make decisions in the public interest. They must not act in order to gain financial or other benefits for themselves, their families, friends or business interests. This means making decisions because they benefit the public, not because they benefit the decision maker.

**Declare private interests:** Members must declare any private interests or personal benefits relating to their public duties and take steps to resolve any conflicts of interest in such a way that protects the public interest. This means fully disclosing actual or potential conflicts of interest; avoiding any financial or other obligation to any individual or organisation that might reasonably be thought to influence them in the performance of their duties.

**Impartiality:** Members should make decisions on merit and in accordance with their statutory obligations when carrying out public business. This includes the making of appointments, awarding of contracts or recommending individuals for rewards or benefits. *This means fairness to all; impartial assessment; merit selection in appointments and in purchase and sale of council's resources; considering only relevant matters.*

**Accountability:** Members are accountable to the public for their decisions and actions and should consider issues on their merits, taking into account the views of others. This means co-operating fully and honestly with the scrutiny appropriate to their particular office.

Attachment W

Not Applicable

Not Applicable

Attachment X

### **Attachment Y. Admissions and enrollment policy (Criterion III.D.3)**

Thank you for your interest in our charter school. As a school of choice, prospective families will want to explore our website at [www.kilohanaacademy.com](http://www.kilohanaacademy.com) to learn about Kilohana Academy's philosophy and instructional program. Information learned about the school will help parents understand the level of participation expected from parents and know if the Kilohana Academy's program meets their child's learning style and needs. The following summary outlines how children are admitted to our school

**Who Can Apply:** Kilohana Academy has an open admission policy regarding all who wish to attend. It does not target any particular student population. It is intended that all students be admitted in compliance with state and federal mandates. The only eligibility requirement for all students is that families must agree to and support the Innovations' Student Code of Conduct.

**Minimum Age Requirement:** Kilohana Academy is a Secondary School, grades 6 -12. Your child must be at least in grade 5 when you apply.

**Volunteerism:** Kilohana Academy is a school of choice open to all. Parents determine if Kilohana Academy will provide an appropriate learning environment for their child based on educational setting, expectations for students, and services available. Parents also must determine if they are willing to commit to parent participation expectations. Parent volunteers are valued at Kilohana academy. Parent volunteers help Kilohana academy meet the vision and goals of the school. There are many ways for parents to help. By submitting an application for your child, you are committing to active participation in the school through volunteerism.

**Special Needs Applicants:** The Department of Education has developed a policy regarding the enrollment of Special Education students in charter schools. The purpose of this policy is to ensure that students and their families are aware of the services available at the charter school. Students who have been identified as needing Special Education Services, have an IEP, and are selected in the lottery are offered enrollment after it is determined that Innovations can provide the services needed for that child. Parents will meet with the home school and Kilohana academy teams to determine what services are needed for their child and what services Kilohana academy can provide. SPED students at Kilohana academy receive services from a Special Education teacher using an inclusion model (students are not pulled out of their classroom for servicing; rather they receive services in the classroom in their regular setting.) If SPED services are required that Kilohana academy cannot provide, the child's placement will be at his/her home school where services can be provided.

**Lottery:** If more students apply for admission than space allows, the school will admit students based on a public lottery system as required by federal mandate. A lottery is a random selection process by which applicants are admitted to the charter school. Each completed application will be drawn in random order to fill the available open slots. Once the openings are filled, the subsequent applicants will be assigned a waitlist number. In the event that more than one child from a single family has applied to the



same grade level (twins), one child will be placed in the lottery and one number will be assigned to both children.

**Application and Lottery Dates / Notification of Results:** Applications are accepted starting February 1 up to the deadline in March. The lottery will be held the first week in April at 9 a.m. Parents and applicants do not need to be present for the drawing. Students whose names are drawn in the lottery and space is available, will be offered enrollment on the day of the lottery via phone call. Applicants drawn and no space is available will have their name added to a waitlist. These applicants will be notified via a letter.

**Lottery Exemptions and Order:** The only students exempt from the lottery are returning students and siblings of Kilohana Academy students or former Kilohana academy students who by the March deadline, and children whose parents or guardians are Kilohana academy staff members.

The order in which openings are filled is as follows:

1. Returning students from current school year.
2. Younger siblings of students/former students children of Kilohana Academy staff, founders not to exceed 10% of the school's student enrollment.
3. Children of Kilohana Academy Governing Board members (if space is available) not to exceed 10% of the school's student enrollment.
4. Applicants on wait list from previous year's lottery (if grade level has openings)
5. Applicants for school's entry grade level. If more applicants apply than openings then move to step 6.
6. Ranking of lottery: All non-placed students shall be wait-listed in the order in which they are drawn in the lottery
7. If after April 1st there are spaces available and no wait-listed applicants, then from that time forth all students shall be admitted on a first-apply, first-offered basis.

Parents do not need to be present at the lottery to gain entry for their child. Children accepted for enrollment at the lottery or from the wait list are notified by telephone and/or in writing. If a family cannot be reached by phone and the letter is returned without forwarding information, the school will go to the next child on the list to offer enrollment. Waitlists: This wait list will be valid until October 15th, which is our enrollment cut-off date. As applicants are called and offered enrollment, your child's name moves up on the list. Waitlists will be purged after the October 15th enrollment cut-off date. Applicants will need to reapply each year.

**MULTIPLE SIBLING FAMILIES:** Kilohana Academy believes it is important for siblings to attend the same school. It is our desire to keep families together. Our enrollment system is able to honor family enrollment if your child is selected for enrollment in

kindergarten because in subsequent years, younger siblings applying for enrollment are given preference (see Lottery Exemptions and Order: # 2 above).

Non-discriminatory: Admission procedures comply with the Hawai'i charter school statutes: enrollment is open to all students and does not discriminate on the basis of race, color, creed, sex, ethnicity, mental or other special needs.

## **Attachment Z. Evidence of Community Support (Criterion III.E.4)**

Kilohana believes that community support is important to build capacity and support for the school. At this time, we have four (4) community partners that are assisting us to build the school. They are, The Kapa‘a Boys and Girls Club, our location partner, The Pacific American Foundation, our fiscal sponsor for funding and assisting us to build a local non-profit arm for Kiohana Academy, Kealia Farms, our project/place-based partner who is allowing us to use their property to carry out project and place based learning activities through Kaiāulu Anahola, and Hi‘ilei Aloha LLC, who is assisting us to to build the capacity of our organization to raise funds for the school.

All partnerships are currently active and all partnerships agreements are extended to included Kilohana Academy as stated in a letter from our fiscal sponsor, The Pacific American Foundation and our location partner, The Kapa‘a Boys and Girls Club. These letters are attached. We are currently formulating our plan to gather more evidence for community support.



**PACIFIC  
AMERICAN  
FOUNDATION**

**BOARD OF DIRECTORS**

**Chairperson**  
VerlieAnn Malina-Wright, Ed.D  
**Secretary/Treasurer**  
Michael W. Beasley, Esq.

**BOARD MEMBERS**

Ethan Cooper  
Andrew Poepoe  
Alvin Pauole

**ADMINISTRATION**

**Executive Director**  
Herb Lee Jr.  
**Chief Financial Officer**  
Louis F. Perez II  
**General Counsel**  
Michael W. Beasley

Pacific American Foundation  
C/O Bay View Golf Park  
45-285 Kaneohe Bay Drive, #102  
Kāne'ohe, HI 96744

Phone: (808) 664-3027  
[www.thepaf.org](http://www.thepaf.org)

February 8, 2016

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

Aloha:

Re: Pacific American Foundation (PAF) Fiscal Sponsorship of the Proposed  
Kilohana Public Charter School, Island of Kaua'i

Please be advised that the Pacific American Foundation ("Sponsoring  
Organization"), a 501(c)(3) non-profit foundation, has agreed to act as  
"Fiscal Sponsor" for the Kilohana Public Charter School ("Sponsored  
organization"), named above to facilitate that organization's activities,  
particularly its solicitation of support from the State Public Charter School  
Commission.

We understand that the requirements of a "Fiscal Sponsor," for purposes of  
assisting in the overall financial management of the school and agree that:

1. The sponsored organization's project is compatible or consistent with our organization's mission or purpose;
2. We, as fiscal sponsor, have formally adopted the above referenced project. We have:
  - a. Reviewed the documents for the proposed Kilohana PCS;
  - b. Accepted responsibility to document the status and progress of the School;
3. We, as fiscal sponsor, are responsible for monitoring and controlling the expenditure of State funds in keeping with the purpose of the State Public Charter Commission rules and regulations;
4. We, as fiscal sponsor, are responsible for complying with the terms of the Charter.

By way of this letter, the Chairperson of the PAF Board of Directors and PAF Executive Director provide formal approval for the PAF to serve as "Fiscal Sponsor" for the Kilohana Public Charter School.

Pacific American Foundation

By:

Dr. VerlieAnn Malina Wright, Board Chair

Herb Lee, Jr., Executive



**Draft Memorandum of Understanding  
KILOHANA ACADEMY & KAPAA BOYS & GIRLS CLUB**

This Memorandum of Understanding (MOU) sets for the terms and understanding between Kilohana Academy and the Kapaa Boys & Girls Club to use program facilities for a period of one year starting 7.1.17 to 6.31.18 for Charter School.

**Background**

The partnership is important, as it will allow Kilohana Academy to have a facility when it opens its door to students in the Kapaa area in 2017. It will also be important to the Kapaa Boys & Girls Club as Kilohana Academy select staff will program Hawaiian-culture based enrichment programs for the club and its participants.

**Purpose**

This MOU articulates an agreement to provide space at the Kapa'a Boys & Girls Club for the first year of Kilohana Academy, a Hawaiian-focused Charter School based in Kapa'a, Kauai, Hawaii. The space will be used to hold classes in the main building as well as the outside of the Kapa'a Boys & Girls Club. We will mainly be using the inside to provide classroom instruction and outside as a playground during break and lunch, and Mālama 'Āina for the garden and other areas at the club where help is needed as a give back on behalf of the students. All of the activities conducted at the school will also fulfill the mission of the Kapa'a Boys & Girls Club and students at the school will be required to become members of the club & will participate in a select number of enrichment activities sponsored by both the club and the academy.

**Reporting**

Periodic Check-in's will be done every two (2) months, with reporting to evaluate effectiveness and adherence to the agreement will occur, three (3) times during the agreement period. The third evaluation will be a final report due to both management partners at the club and the academy, one (1) month after the end of the first year agreement. Three (3) months before the end of the agreement, both parties should come together at a meeting to evaluate and see if there is a need to extend the agreement longer than the one (1) year period. If the school and/or club decides it wants to move forward, then a new MOU will be executed in a timely manner. If either or both do not want to extend the agreement, then the remaining three (3) months will be used to facilitate moving the school to a new location. The goal of Kilohana Academy is secure a site before June 31, 2018.

\*Continued on next page.

KILOHANA ACADEMY

ATTACHMENT AA-PAGE1

**Funding**

This agreement is not a commitment to funds. All funds to run Kilohana Academy will solely be the responsibility of the school and its governing board. This is just an MOU to articulate a working agreement to use space for one (1) year.

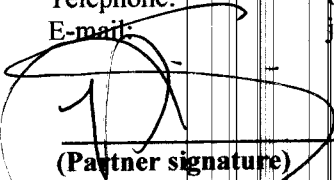
**Duration**

This MOU is at-will and may be modified by mutual consent of authorized officials from This MOU shall become effective upon signature by the authorized officials from Kilohana Academy and The Kapa'a Boys & Girls Club and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from Kilohana Academy and The Kapa'a Boys & Girls Club this MOU shall end on June 31, 2018.

**Contact Information**

Partner name: Kilohana Academy  
Partner representative: Kamealoha Smith  
Position: Planning Committee Co-Chairperson  
Address: [Redacted]  
Telephone: [Redacted]  
E-mail: [Redacted]

Partner name: Boys & Girls Club of Hawaii – Kauai Branch  
Partner representative: Jacy L. Youn  
Position: Executive Director  
Address: PO Box 143 Lihue, HI 96766  
Telephone: 808-425-0230  
E-mail: jyoun@bgch.com

  
\_\_\_\_\_  
(Partner signature)

Date: 2/12/16

Planning Co-Chair Kilohana Academy  
(Title, Organization)

  
\_\_\_\_\_  
(Partner signature)

Date: 2/3/2016

Kauai Area Executive Director, Boys & Girls Club of Hawaii  
(Title, Organization)

*KILOHANA ACADEMY*

*ATTACHMENT AA - PAGE 2*

## Attachment BB

### Attachment BB. Start-up project management plan

#### (From Application to Pre-Opening Phase)

**Overview:** Kilohana divided our start-up plan into four (4) phases. Although we present this in linear order, the school development teams will likely be working on multiple steps at the same time. Our first goal is to engage the governing board, community members, and partners in a discussion to outline a clear plan and designate a skilled project manager; a person who has experience in managing multiple tasks and stakeholders simultaneously. We will have exactly one (1) year to complete the process.

**Phase I, Building the Foundation:** We are currently in Phase I and during the foundation phase, team is focused on building their team, developing a mission and vision, and identifying the big picture structures that will define their school. In Phase I, our teams is addressing the following: a) build team, develop mission and vision, and create a work plan, b) Identify organizations that we can partner with to build capacity, c) identify target community and begin community outreach, d) begin program research, e) Secure fiscal sponsor and location with appropriate MOU's, and f) Complete the Application,

**Phase II, Budget, and School Design,** During the application phase teams focuses on : a) writing and revising application, b) building a relationship with community through sponsoring engagement events, c) building relationship with existing partners and identifying partners that will help forward the mission of the school, d) begin the process of open recruitment of students, staff, and support from community, agencies, and area businesses, etc., e) develop process to identify curriculum materials under current academic plan, & f) begin to fundraise to build capacity of school,

**Phase III Authorization,** during this phase, the team focuses: a) continue community engagement, b) Prepare for and present at public meetings and continue advocacy at local and state level, c) continue to work with partners to develop board, build capacity of the school, d) fundraise in anticipation of opening, e) engage interim board members and community in professional development opportunities to prepare for opening of school, & f) continue to fundraise to build capacity of school,

**Phase IV: Start-up,** during this phase, the team focuses on getting ready to open their approved charter school. This includes enrollment, preparing facilities, meeting compliance requirements, hiring staff, and beginning to implement the plan for the school which includes: a) Complete enrollment and orientation activities, b) charter school board training, c) Ensure compliance with all federal, state, and local requirements with all aspects of the school, including facilities, etc., d) Work with partners to establish financial processes and procedures, e) complete hiring of new staff and staff that was hired during Phase II, f) finalize operation and academic plans, and g) hold first day of school. (Continued during the Pre-Opening Phase).

Not applicable

Attachment CC



Not Applicable

Attachment DD

Attachment EE

Not Applicable

## **Attachment GG - Evidence of Commitment of Funds**

The Kilohana Academy approach to securing a commitment of funds for start-up costs, is guided by a commitment to the following principles: stewardship, transparency, and integrity. These principles inform our budget making and strategic planning process, which includes both non-profit and for profit opportunities. Our 2016 program goal is to secure \$200,000. This includes writing for Federal, State, and Local grants. We are committed to raising this much each for the next 3 years to build the capacity of the school to support the school mission, the school academic plan, and other things needed to enhance student learning and professional development. Documentation of grants provide evidence that Kilohana Academy has an leadership team that is capable of raising funds to support the school and activities that support the school mission. Please find attached award letters from the Hawaii Tourism Authority, the County of Kauai, and NOAA (National Oceanic Atmospheric Administration).

# HAWAII TOURISM

AUTHORITY



HAWAII COMMUNITY FOUNDATION

December 12, 2014

Herb Lee  
Executive Director  
The Pacific American Foundation  
45-285 Kaneohe Bay Drive, Suite 102  
Kaneohe, HI 96744

Dear Mr. Lee:

On behalf of the Hawaii Tourism Authority (HTA) and the Hawaii Community Foundation (HCF), we are pleased to inform you that a grant from the *Hawaii Tourism Authority's Kikulu Ola Living Hawaiian Culture Program* has been awarded to your organization. You are now part of a cohort of grantees under the HCF-HTA partnership and we look forward to working with you. We are excited about your project and believe it is the kind of work that can help to make a difference in Hawaii.

Grant ID#: 14ADVC73217

Grant Amount: \$30,000.00

HCF Fund: Hawaii Tourism Authority Fund

Grant Purpose: *Project Kuu Kulaiwi: A based Hawaiian language Book and CD*

Grant Period: 01/01/2015 - 12/31/2015

Report Deadlines (Progress/Final):

- 7/31/2015 - Progress Report Due
- 1/31/2016 - Final Report Due

Please carefully review the enclosed Grant Terms and Conditions Agreement (GTA) and the Reporting Guidelines. Return a signed original GTA to HCF. Please keep a copy for your files. Once we receive the signed GTA, we will send you a check for the grant amount.

Should you have any questions, please feel free to contact Larissa Kick of HCF at 808-537-6333 or [lkick@hcf-hawaii.org](mailto:lkick@hcf-hawaii.org). We wish you great success and look forward to hearing about your project.

Sincerely,

Ronald Williams  
President and CEO  
Hawaii Tourism Authority

Josh Stanbro  
Program Director  
Hawaii Community Foundation

Enclosures

cc Kamealoha Smith  
Ke Kaiulu O Anahola

KILOHANA ACADEMY

ATTACHMENT 06-PAGE 2



**2015 HTA Hawaiian Culture & Kūkulu Ola Living Hawaiian Culture  
Grant Terms and Conditions Agreement (GTA)**

<b>Award Date:</b>	December 5, 2014
<b>Grant ID:</b>	14ADV-73217
<b>Grantee:</b>	Ke Kaula O Anahola
<b>Grant Purpose:</b>	Project Kuu Kulaiwi; A based Hawaiian language Book and CD
<b>Grant Amount:</b>	\$50,000.00
<b>Grant Period:</b>	1/1/2015 – 12/31/2015
<b>HCF Fund:</b>	Hawaii Tourism Authority Fund

**The grantee organization understands and agrees to the following terms and conditions:**

**I. Terms and conditions specific to the HTA/HCF grant:**

- A. Grantee has been approved for a grant in the amount stated above. If you are not able to proceed with your project based on this award, please contact HCF staff immediately. If you are awarded an amount that is less than the original amount requested in your application to HTA/HCF, we ask that you amend your original budget to allow for implementation of project/program with awarded funds and submit this amended budget with your Progress Report (due mid-year) to HCF. Awarded grant funds must be used for original grant purpose.
- B. Grantee understands and acknowledges that a check in the amount of the grant will be released only after any and all condition/contingencies have been met and the signed original of the GTA has been received by HCF.
- C. If this grant agreement is not executed in ninety (90) days, the grant offer will be voided. Please contact HCF staff immediately if you cannot execute on the grant award.
- D. Any request to extend the period of this grant must be in writing and submitted no later than thirty (30) calendar days before the grant expires. Please contact HCF staff to request a no-cost extension to your grant. HCF reserves the right to deny a request for extension of the grant period.
- E. Grantee will submit a required Progress Report (due mid-year) and Final Report (due one-month after the grant end date). In addition to the Progress Report and Final Report, grantees must include a Financial Expenditure report for all activities held within the project period. Reporting Guidelines for progress/final reports are provided by HCF. Report due dates are indicated on your award letter. Please contact HCF if you cannot submit the report by this date. The timeliness and quality of your reports will be considered in future HTA/HCF grant requests. Organizations funded by HCF with overdue reports are not eligible to apply for future HCF funding.
- F. If the organization project lead or contact person for the HTA/HCF grant changes, we request that you notify HCF in writing of the change and provide us with the new project lead or contact person's information. HCF keeps in close communication with our grantees and will send out informational notices and reminders to grantees.
- G. HCF/HTA staff and/or advisory group members may visit your project site at some point during the grant period. By visiting your project, we can see in person the good work you are accomplishing for the community. If we conduct a visit, we will contact you ahead of time to schedule a site visit with your organization.

**II. Grant Terms and conditions for all HCF grants:**

KILOHANA ACADEMY

ATTACHMENT GG - PAGE 3

# HAWAII TOURISM



## AUTHORITY

## HAWAII COMMUNITY FOUNDATION

- A. This grant is to be used only for the purposes set forth in the original proposal. Any changes to the nature of the activities and/or budget for which these funds were granted must be approved in writing before the funds may be expended.
- B. The grantee acknowledges that the services provided in connection with the grant are provided solely as a grantee and there is no principal/agent or employee/employer relationship between the grantee and HCF.
- C. The grantee must notify HCF immediately if any of the following situations should occur:
  1. Performance under the grant does not comply with the Proposal and/or this Agreement;
  2. The grantee organization anticipates unexpended funds at the end of the grant period;
  3. The grantee organization changes or loses its exemption from federal income taxes under Section 501(c)(3) of the Internal Revenue Code;
  4. The grantee organization materially changes its programs, activities or mission;
  5. The grantee organization changes designated program staff.
- D. Should you publicize your project, we appreciate that you include information about the receipt of this HTA/HCF grant. Please send a copy of any articles, videotaped television coverage, annual reports, or similar publications to the HCF Communications Team. For more information on publicizing your HCF grant, please contact Lynelle Marble at 566-5564 or [lm Marble@hcf-hawaii.org](mailto:lm Marble@hcf-hawaii.org).

Hawaii Community Foundation reserves the right to delay payment and/or terminate the grant for failure to comply with any part of this Agreement.

*I hereby agree to comply with the above grant terms and conditions.*

Two signatures required:

Date	Date
Print Name	Print Name
Non-profit Executive Director (or chief compensated staff)	Non-profit Board President (chief volunteer)
Government Project Lead/Coordinator	Government Official/Department Head

\*Please amend signatory category as necessary.

If you have any questions on the above, please contact Larissa Kick at [lkick@hcf-hawaii.org](mailto:lkick@hcf-hawaii.org).

Please make a copy for your records & mail signed original Grant Terms and Conditions Agreement to:  
**Hawaii Community Foundation**  
**HTA GRANT PROGRAM**  
 827 Fort Street Mall  
 Honolulu, Hawaii 96813

*KILOHANA ACADEMY*

*ATTACHMENT 66 - PAGE 4*



**Hawaii Tourism Authority  
2015 Hawaiian Culture & Kūkulu Ola Living Hawaiian Culture  
Reporting Guidelines**

We appreciate your work and look forward to learning more about it. Below are guidelines for the progress/final reports that you are required to submit to HCF as indicated on your Grant Terms and Conditions Agreement. The guidelines are designed to serve two primary functions: first, to give you an opportunity to convey the information and stories which you feel best capture the work that was done during the grant period; and second, to allow us to gather information about the overall impact of grants through this fund in our communities. The real value of these reports falls more on the side of learning than oversight. Your candor about what worked and what didn't is what makes these reports useful.

Please include the following information:

1. **Report Cover Sheet** (*see attached*)
2. **Narrative - The Project** (Max 2 pages)
  - a. **Activities:** What issue is your program or project designed to address? What did you do? Who benefited from your project?
  - b. **Results:** What is the impact or accomplishments of your project? What indicators are you using to measure the impact? Include actual numbers of individuals served (specify number residents & tourists).
  - c. **What did you learn and what will happen next?** Describe challenges encountered, unexpected benefits, and lessons learned. Describe future plans for the project or program.
3. **Financial Report:** The financial report should include: (*see attached template*)
  - a. The total HTA grant awarded and the actual project expenditures to date.
  - b. Match sources of income (including in-kind) used for the project.
4. **Photos & Video:** Please share any photos, links to online images, or videos that help illustrate the work of your program/project. This helps inform HTA/HCF of the good work you are doing for the community.

**Please submit with your Final Report:**

5. **Project Matrix Form**

As part of your proposal to HTA/HCF, you submitted a project matrix form. Please complete the project matrix by filling out the last column titled "Actual Measures of Success" and attach with your final report. If you lost your matrix and need a copy of what you submitted, please contact HCF staff at [hta@hcf-hawaii.org](mailto:hta@hcf-hawaii.org).

We hope these guidelines are clear and useful. We look forward to receiving your report and reading about the work you have done. Please email your report by the deadline indicated on your award letter to HCF staff at [hta@hcf-hawaii.org](mailto:hta@hcf-hawaii.org).

# HAWAII TOURISM

AUTHORITY



HAWAII COMMUNITY FOUNDATION

## HTA Hawaiian Culture & Kūkulu Ola Living Hawaiian Culture Report Cover Sheet

Please Print or Type

<b>1. Project Information</b>	
Title: _____	
Progress Report <input type="checkbox"/> Final Report <input type="checkbox"/>	HCF Grant ID#: _____
Amount Awarded: \$ _____	Grant Period of Award: _____
<b>2. Organization Information</b> <i>(If you have used a fiscal sponsor that is a 501(c)3 tax-exempt organization, you must also complete Section 5.)</i>	
Organization: _____	Phone: _____
Address: _____	Fax: _____
Website: _____	Email: _____
<b>3. Organization's Chief Staff or Project Lead</b>	
Name: _____	Phone: _____
Title: _____	Fax: _____
	Email: _____
<b>4. Contact for this request (if different from chief staff or Project Lead)</b>	
Name: _____	Title: _____
Address: _____	Phone: _____
	Fax: _____
	Email: _____
<b>5. Collaborating Organization (Include names of all collaborating organizations and their primary contacts)</b>	
Organization: _____	Phone: _____
Address: _____	Fax: _____
Contact Name: _____	Title: _____
	Email: _____

KILOHANA ACADEMY

ATTACHMENT 66 - PAGE 6



# HAWAII TOURISM

AUTHORITY



HAWAII COMMUNITY FOUNDATION

## 2015 HTA-HCF Financial Report Form

Organization Name: \_\_\_\_\_

Check one:  Progress Report  Final Report

*\*If you were awarded a grant amount that is less than the original amount requested in your application to HCF/HTA, we ask that you amend your original budget to allow for implementation of project/program with the awarded funds and submit this amended budget with your Progress Report to HCF. Awarded grant funds must be used for the original grant purpose. (See Grant Terms and Conditions Agreement, I.A.)*

In Column A, describe the expenses for your project.  
 In Column B, indicate expenses related to the HTA grant funds received.  
 In Column C, indicate all match sources used for your project, including other funding sources and in-kind contributions used for the project.  
 In Column D, indicate the actual amount expended to date. (If this is a final report, all grant monies must be expended by end of the grant term. If not, you can request a no-cost extension from HCF.)  
 At the bottom of the table, provide a total for each column.  
 \*Please refer to the grant budget submitted in your grant application to HCF for reference.

A Project Expense:	B Total HTA Grant Awarded:	C MATCH SOURCES Other funding sources/ In-kind contributions:	D Actual Expenditures to Date*:
1.	\$	\$	\$
2.	\$	\$	\$
3.	\$	\$	\$
4.	\$	\$	\$
5.	\$	\$	\$
6.	\$	\$	\$
7.	\$	\$	\$
8.	\$	\$	\$
<b>Total for each column:</b>		\$	\$

### 2. Budget Narrative

1. If you received any additional resources for your project, please share what those sources were and how they benefited the project.
2. Please note any modifications that were made to your original budget and explain how and why the changes were made.

KILOKAMA ACADEMY

ATTACHMENT GG - PAGE 7

## Special Award Conditions

**Award Number:**

**NA15NMF4540124**

**Amendment Number:**

**0**

### 1) NOAA Environmental Data and Information

Environmental data and information, collected and/or created under this grant/cooperative agreement will be made visible, accessible and independently understandable to users, free of charge or at minimal cost, in a timely manner (typically no later than two (2) years after the data are collected or created), except where limited by law, regulation, policy or by security requirements.

1. The Data/Information Sharing Plan (and any subsequent revisions or updates) will be made publicly available at time of award and, thereafter, will be posted with the published data
2. Environmental data and information produced under this award and which are made public must be accompanied by the following statement: These environmental data and related items of information have not been formally disseminated by NOAA and do not represent and should not be construed to represent any agency determination, view, or policy.
3. NOAA may at its own discretion, use information from the Data/Information Sharing Plan to produce a formal metadata record and include that metadata in a catalogue to indicate the pending availability of new data.
4. Failing to share environmental data and information in accordance with the submitted Data/Information Sharing Plan may lead to disallowed costs and be considered by NOAA when making future award decisions.

### 2) New Award SAC

This award number NA15NMF4540124, to Pacific American Foundation, supports the work described in the Recipient's proposal entitled "Project Kia'i Kai: Marine Mammal Stewardship and Research" dated 1/19/2015, and revisions dated 6/8/2015 and 6/9/2015, which are incorporated into the award by reference. Where the terms of the award and proposal differ, the terms of the award shall prevail.

### 3) Substantial Involvement Special Award Condition For Cooperative Agreement

This award is created as a cooperative agreement because of the substantial involvement of NOAA scientists in the award activity.

Substantial Involvement Statement for:

Cooperative Agreement with Pacific American Foundation, serving as fiscal sponsor for Ke Kaiulu O Anahola Bilingual Education Outreach Program

Project Title: "Project Kia'i Kai: Marine Mammal Stewardship and Research"

Award Amount: \$18,300.00

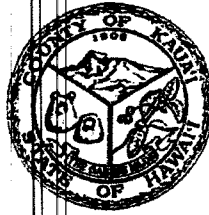
NMFS PIRO PRD will:

KILOHANA ACADEMY

ATTACHMENT 66 - PAGE 8

- Serve as the NMFS point-of-contact, coordinate NMFS personnel participation, provide technical consultation and review in project activities conducted by the grantee, including conducting after-school activities, developing student videos and PSA's, conducting community workshop and meetings, meeting with kupuna and cultural advisors, trainings, outreach activities, and other project activities.
- Provide training, information, and literature regarding marine mammal biology, natural history, and conservation policy, laws and regulations, for reference purposes for project participants and for distribution to the public for outreach purposes, as available and practicable.

**Bernard P. Carvalho, Jr.**  
Mayor



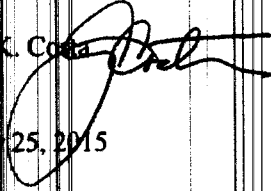
**George K. Costa**  
Director

**Nadine Nakamura**  
Managing Director

**OFFICE OF ECONOMIC DEVELOPMENT**  
**County of Kaua'i, State of Hawai'i**  
4444 Rice Street, Suite 200, Lihu'e, Hawai'i 96766  
TEL (808) 241-4946 FAX (808) 241-6399

**M E M O R A N D U M**

**TO:** Mayor Bernard P. Carvalho, Jr.                      Steven A. Hunt  
Office of the Mayor    Department of Finance

**FROM:** George K. Costa   
Director

**DATE:** February 25, 2015

**RE:** Grant Funding Approval for 2015 Project Kia'i Kai Free Wailua Tours

.....

This is a grant request from **The Pacific American Foundation** for support funding for the **Project Kia'i Kai Free Wailua Tours** located in various studios around the island during the month of April.

**Project Start & End Dates:** start at County's receipt of this fully signed agreement and end of work by December 31, 2015.

**Grant Amount:** \$10,000.00  
**Appropriation:** 251-0901-512.30-00      **Project: 2015 CPEP (HTA Grant)**

**Payments will be structured as follows:**

**First Payment of 80% of the total to be made within 30 days of this agreement being fully signed and upon receipt of a progress report and invoice.**

**Second Payment of 20% of the total to be made upon receipt and acceptance of an invoice and final written and financial report.**

The following requirements must be followed to complete the grant payments.

- Grantee to fill out the attached progress report form (*Exhibit B*) when submitting your first invoice for 80% of the total grant.

*KILOHANA ACADEMY*


*ATTACHMENT GG - PAGE 10*

- We will need the grantee to fill out the attached Final Written Report Form (*Exhibit C*) and Final Financial Report form (*Exhibit D*) when submitting your final invoice for the final 20% of the grant after the project is completed. You have 60 days after the completion of the project to complete this requirement.
- Grantee shall, whenever possible, obtain competitive bids for goods and services to be purchased with these funds.
- **Tours shall remain free of charge until a permit from the Parks and Recreation department is obtained.**
- **Tours shall be no larger than 20 PAX.**
- **Grantee will call or email their schedule of tours with as much advanced notice as possible to [nbrun@kauai.gov](mailto:nbrun@kauai.gov) and [jmartin@kauai.gov](mailto:jmartin@kauai.gov) so that we have a schedule of when tours are taking place ahead of time.**
- If your event or project is not free, you are required to provide 2-4 entry ticket upon request for staff entry to review and evaluate your event.
- Please sign off below indicating agreement with these terms and return this signed award letter back to us.
- This signed letter along with the attached Exhibits A, B, C and D shall constitute our agreement.


Should you have any questions, please contact Nalani Brun at 241-4952.

Mahalo.

Approved:

  
 Bernard P. Carvalho, Jr., Mayor  
 County of Kaua'i

3/11/15  
 Date

  
 Sally Motta  
 Acting Finance Director

2/27/15  
 Date

The Pacific American Foundation

Date

**HTA COUNTY PRODUCT ENRICHMENT PROGRAM  
2015 APPLICATION FORM**

21  
Original

**INFORMATION:**

Organization (Full Legal Name) The Pacific American Foundation  
Street Address 45-045 Kane'one Bay Drive, Suite #102  
Mailing Address same as above  
City/State/Zip Kane'one, Hawaii 96744 Email herblee@thepaf.org  
Phone 808-664-3027 Fax \_\_\_\_\_  
Website Address, if available www.thepaf.org  
Federal Taxpayer ID No. 54-1696134 State Taxpayer ID No. 10626264

Organization is a (check one):  Non-profit entity  For-profit entity  Government entity  
 Other (please explain): \_\_\_\_\_

**PRIMARY PROGRAM CONTACT PERSON:**

Kamealoha Smith Project Director  
Name Title  
Phone: 808-212-4356 Fax: \_\_\_\_\_ Email: kamealohahanosmith@hotmail.com

**PROJECT INFORMATION:**

Project Title: Project Kih'i Kai II  
Project Date: January 1, 2014 Project Location: Pāhulu, Wailua Bay, Kaua'i  
Amount Requested: \$25,000 Total Estimated Budget: \$50,000.00

Did the project receive HTA and/or County Funding in 2014, 2013, or 2012? If yes, pls. identify year and program. Kaiaulu Anahola under the fiscal sponsorship of the Pacific American Foundation received \$5,000.00 from the County of Kaua'i general budget to develop the Traditional Ecological Knowledge Walking Tour in Hawaiian & Japanese.

This proposal is submitted for consideration under the County Product Enrichment Program for the following niche market area (check only one):

- Agri Tourism (Agriculture)
- Cultural Tourism
- Sports Tourism
- Eco Tourism (Nature)
- Edu Tourism (Education)
- Health and Wellness Tourism
- Technology Tourism

KILOHANA ACADEMY

ATTACHMENT 06- PAEC 12

**HTA County Product Enrichment Program - 2015 Application Form**  
Page 2 of 2

Person you would like to list on promotional materials for people to contact for more information about your festival/event/program (this can be the event organizer or a person designated to answer questions about the program):

Name: Kamealoha Smith, Kaihulu Anahola Project Director



**REQUIRED CERTIFICATION (Must be completed to be considered):**

The information contained in this application is true and correct to the best of my knowledge and belief. The document has been duly authorized by the governing body of the organization.

Signature of Authorized Official

Kamealoha Smith

Print Name

9.18.14

Date

Project Director

Title

**HTA COUNTY PRODUCT ENRICHMENT PROGRAM**

**2015 PROJECT SUMMARY FORM**

**DO NOT EXCEED THIS PAGE**

<b>Organization:</b> The Pacific American Foundation as fiscal sponsor for Kaiāulu Anahola Traditional Knowledge Marine Education Program	
<b>Project Title:</b> Project Kia'i Kai II: Traditional Ecological Knowledge Walking Tour	
<b>Project Date(s):</b> January 1, 2015 to December 31, 2015	
<b>Project Location(s):</b> Pāhulu, Wailua, Kauai	
<b>Funding Request:</b> \$25,000.00	<b>Total Budget for Project:</b> \$50,000.00
<b>Expected # of Resident and In-State Attendees/Participants:</b> 600	<b>Expected # of Out-of-State Attendees/Participants:</b> 1000
<p><b>Project Description:</b> What are the major elements of the project? For example, concert, parade, food booths, hula competition, performances, educational classes, exhibits, arts and crafts, etc.:</p> <p>Project Kia'i Kai II is a Traditional Knowledge-driven walking tour focused on imparting information about the natural and cultural resources in Wailua Bay. We provide Traditional Ecological Knowledge (TEK) walking tours to visitors, working professionals in the visitor industry and community organizations. In essence, we bring people together to study and learn about Wailua Bay through the lenses of both TEK and Western science/studies. We also work to increase participant knowledge and use of Hawaiian language, culture, and "hana kūpono" practices while in Wailua Bay. This is a walking tour in which hula, oli (chant), mele (song), area mo'olelo (traditional stories), and 'eihana kai (traditional ocean sustainability practices) are an integral part of this experience.</p>	
<p><b>Project Objectives:</b> What do you hope to achieve? What are the expected outcomes?</p> <p>Our overall goal is to provide a TEK driven walking tour for 600 residents and 1000 visitors. We will do this by implementing a marketing plan, a walking tour program, a visitor satisfaction survey, and designing a plan to address the issue of long-term sustainability. We are primarily a Hawaiian immersion outreach program but realized soon after we started, that the interest for what we do went far beyond the Hawaiian language speaking community. We are happy to welcome visitors so they can learn our language, culture, history, and fishing traditions. We are a strength, place, project, and culture-based program that teaches people the value of learning about our fishing, sacred, and sustainability practices through language and culture. What is missing in the landscape of activities for visitors are offerings with a Hawaiian language component. This program can serve as a baseline for new activities on Kauai in which Hawaiian language is a major component of the activity.</p>	
FOR STAFF USE ONLY – Amount Awarded _____	

K. LOHANA ACADEMY

ATTACHMENT 66- PAGE 14



The Pacific American Foundation  
August 1, 2013

BOARD OF DIRECTORS

1. **VerlieAnn Malina-Wright Ed.D., Chair of the Board**  
Former Chair, Native Hawaiian Education Council for the US Department of Education  
Educational Officer, Hawai'i Department of Education, retired; Former Chair, Native Indian  
Education Association, Director of Continuing Education, Kamehameha Schools, retired.  
Ethnicity: Hawaiian
2. **Michael W. Beasley, Esq., Secretary**  
Legal Counsel, Corporate law practice; Brigadier General, US Army, (Retired).  
Ethnicity: Caucasian
3. **Alvin H. Paule**  
Project Manager, The Hana Group, Missile Defense Project;  
Nuclear Engineer, Rocky Flats Nuclear Munitions Plant, CO;  
Captain, nuclear submarines, U.S. Navy (Retired)  
Ethnicity: Hawaiian
4. **Ethan Scott Kalenikaika Katsumi Cooper**  
President, Haka Inc., Washington D.C., Service Disabled Veteran Owned Small Business;  
*Juris Doctorate*, received May 1991, COLUMBUS SCHOOL OF LAW;  
Bar memberships: Court of Appeals of Maryland, United States Court of Appeals for the Armed  
Forces, Army Court of Criminal Appeals.  
Ethnicity: Hawaiian
5. **Andrew Keli'ikoniaupuni Poepoe**  
Director, U.S. Small Business Administration's Hawai'i District office serving Hawai'i and  
Pacific entities. (17 years) 1991-2009  
Manager of Commercial Operations, Dole Foods Company and Vice President of Dole's  
Hawaiian Plantations Company (29 years) 1962 to 1988  
Elected to Hawai'i State Legislature, Honolulu City Council, chair, committees on Zoning  
and on Energy. 1966-1982  
MBA from the University of Hawai'i at Mānoa; BS degree in engineering and business  
from Yale University.  
Ethnicity: Hawaiian

## **Project Kia'i Kai II: Traditional Ecological Knowledge Walking Tour**

### **PROJECT INTRODUCTION**

This funding request is to conduct TEK Walking Tours in Wailua Bay, starting from Pāhulu (Kukui Heiau area) to Papaloa (area fronting the Coconut Market Place). This TEK Walking Tour is aligned with HTA efforts that "honor and perpetuate the Hawaiian culture and community" as well as the CPEP effort to "create events, activities, and experiences which fulfill visitors expectations of a quality...*Hawaiian*...experience." This is the only walking tour on Kaua'i with focuses on imparting Traditional Knowledge Ocean Practices and a Hawaiian language learning component.

Visitors come to Wailua Bay everyday but there is currently no program that teaches them about the surrounding natural and cultural resources and certainly not using Hawaiian terms and phrases as a part of the learning process. Learning TEK will increase visitor awareness about our fragile ecosystem, opportunities to participate in an authentic Hawaiian experience that features *mo'olelo, oli, hula, and hana lawai'a* (fishing practices), and increase the value of their visit to our beautiful beaches. For this project, we hope that the HTA CPEP Program will provide the \$25,000 needed for Project Kia'i Kai II as seed monies. Ideas exist to further this project to address long-term sustainability.

Wailua Bay is home to several large hotels, is often used as a film location for Hollywood Movies, and is one of the major economic hubs for our local economy. Historically, Wailua is the home to many *Kaua'i Ali'i* (royalty) and is an area in which expression of traditional culture, language, and values is widely embraced and celebrated. This is a project that gives the Hawaiian language speaking community that our language is relevant and meaningful in a place outside of our community.

### **A. ORGANIZATION CAPACITY**

#### **A.1 FISCAL SPONSOR: The Pacific American Foundation:**

The purpose of the Pacific American Foundation is to improve the lives of Pacific Americans, through service with dignity, courage, humility and competence. The Pacific American Foundation has been recognized by Hawaii's past governors as one of the nonprofit leaders in assisting native Hawaiian communities with educational and leadership programs for over seventeen years.

One of the goals of the Pacific American Foundation is to identify community based projects whose goals are similar to their core values and mission. Kaiāulu Anahola's Project Kia'i Kai II is a project conceived in partnership with the Pacific American Foundation as fiscal sponsor with a focus on sharing information about Wailua Bay cultural natural resources through their TEK Walking Tour. PAF has had great success in developing culture-based curriculum for Hawaiian fishponds, traditional near shore fisheries, the *ahupua'a*, the land division from the mountain to the sea which is the Hawaiian land management system, and island ecosystems. PAF's role will be to mentor Kaiāulu Anahola Staff to not only manage the grant and project, but also build the confidence of individuals to share the program materials with different target audiences in mind.

## A.1 KAUA'I PROGRAM: Kaiāulu Anahola Traditional Knowledge Marine Education Program:

In 2011-12, Kaiāulu Anahola partnered with the County of Kaua'i, Castle Foundation, the Office of Hawaiian Affairs, the WPRFMC and others on Kaiāulu Anahola's inaugural project, "Ke Kaiāulu O Anahola." This project included an Hawaiian moon calendar component, which also engaged the larger community in discussions related to restoring areas of the bay that have been destroyed and neglected over the years and have led to a loss of traditional practices and depletion of marine resources. Project Kūpaa is in Anahola Bay. Project Kūpaa's focus is on inventorying coastal marine resources, collecting oral histories, and revitalizing coastal area cultural practices in Anahola. We host professional development workshops for island educators in project-based education and feature a coastal TEK Walking Tour.

Project Holowai is Wailua Bay. The project includes three initiatives: 1) Development of Hawaiian language public service announcements about the natural resources in Wailua Bay, 2) Development of a Traditional Knowledge Walking Tour, and 3) Conduct research on fish-habitat utilization patterns. Kaiāulu Anahola received funding from the County of Kaua'i, The Hawaii Tourism Authority Kukulu Ola Program, and the Western Pacific Regional Fishery Management Council for these initiatives. Kaiāulu Anahola is prepared to share these experiences with visitors in Wailua Bay via our 90 minute TEK Walking Tour. We have developed the TEK with both *malihini* and *kama'āina* visitor in mind, complete with area *mo'olelo*, *oli*, *mele*, *hula*, and *hana lawai'a* (near shore fishing demonstration).

## A.2 QUALIFICATIONS AND EXPERTISE

Kamealoha Hanohano-Smith is the lead teacher and is in charge of developing and executing curriculum and project deliverables. He has taught over 20 years in the public school system as a Japanese and Hawaiian immersion teacher; he has an MA in Asian Linguistics, a PD in Hawaiian Immersion Education, and a BA in Asian Studies. Kamealoha is a language practitioner who composes songs, chants, about the areas he works in. He also has a background in teaching environmental studies.

A recent Hawaiian Immersion graduate, Kamakana's interest is in Botany. He will be returning to community college this coming semester to pursue a degree in Botany, focusing on coastal marine plants. A fluent Hawaiian language speaker and *kanaka mahi'ai*, Kamakana is valuable to the program because of his ability to teach comfortably both a western science and traditional knowledge perspective and in Hawaiian and English. Kamakana is responsible for collecting data for our fish habitat research project and producing bilingual web-based and video content.

Noe Haumea is a Kamehameha Schools Graduate and mother of 4 children, all of whom are in Hawaiian Immersion. Noe Haumea has a working knowledge of Hawaiian language and has a tutoring background in science and math. Noe brings a considerable amount of community-based non-profit experience and worked at Kawaikini PCS for 3 years as a program office specialist. Her professional goal is to complete a degree in Science and Environmental Studies at KCC.

## B. PROJECT COMPONENTS

### B.1 QUALITY DESTINATION EXPERIENCE

Project Kia'i Kai II is a Traditional Knowledge-driven walking tour focused on imparting information about the natural and cultural resources in Wailua Bay. We provide Traditional Ecological Knowledge (TEK) walking tours to visitors, working professionals in the visitor industry and community organizations. In essence, we bring people together to study and learn about Wailua Bay through the lenses of both TEK and Western science/studies.

We also work to increase participant knowledge and use of Hawaiian language, culture, which helps visitors to value, and appreciate the unique marine resources in Wailua Bay. Participants register to participate on our walking tours through our online website at [www.kaiauluanahola.org](http://www.kaiauluanahola.org). Based on the amount we are requesting from CPEP, we can effectively do 8 tours a month or two times a week on Tuesday and Thursday excluding holidays. Also, due to area carrying capacity, we can effectively host between 4 to 16 participants on each walking tour. Our marketing plan will be introduced in a later section in this narrative.

Our current walking tour program and materials were developed using *Imi 'Ike* (astute observation) and other traditional knowledge techniques. Also, researched *mo 'olelo* (traditional stories) in the 19th century Hawaiian language newspapers to share valuable historical information about the area and expand our staff and volunteer knowledge base. Also, for the past 2 years, we have been conducting research about fish habitat in the *kahekā*, monitoring the growth of *limu* on the *'apapa*, (coral reef) and use tenets of *Papamakawalu*, a holistic indigenous research methodology we use to inventory our *mea ola kai* (marine life) in *Papahulilani* (upper atmosphere), *Papahānaumoku* (shoreline resources) and *Papahulihomua* (ocean resources).

### B.2 EXECUTABLE MARKETING & PROMOTIONAL PLAN

Kaiāulu Anahola will develop a message that our Walking Tour with us is authentic, experiential, and unique to the island of Kaua'i. We will project that message in print, via social media, and if the budget allows through radio and other media. In our current grant cycle, we will use part of work day to pilot walking tours with community groups. We are scheduled to start hosting groups for the pilot walking tours from October to December 2014. We will distribute survey cards to assess what we are doing right and identify what we can improve on. Should we be funded, we will kick off our Walking Tour Message by hosting a *hō'ike*, an event, to introduce our walking tour to area hoteliers, tour companies, agencies, community and school groups. We will use a budget of \$1,000.00 to pay for the cost of this event.

Based on market research, there are no walking tour programs in our *'ahupua'a* of Wailua or our *moku* (district) of Puna. There are tour companies that sponsor bus and van tours and we are currently in discussion with one company to offer a walking tour in collaboration with their van tours. We believe with appropriate marketing, we can enter into similar partnerships with other companies that do tours in Wailua for visitors. Also as a part of our plan, we will partner with businesses and community organizations to offer this Walking Tour as a Hawaiian Culture Workshop. Our core target market for visitors, in year one, will focus on those who stay in Wailua area hotels and take tours in the Wailua area. As for area businesses and community organizations, we plan to offer this Walking Tour one time a month for a total of 120 participants.

KALUANA ACADEMY

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Given our first year goal of 1000 visitors and 600 area visitor industry employees/community people, we certainly believe that we can attain these numbers.

The marketing effort will employ a mix of strategies to convey our message. We plan to:

- Print Media - flyers, brochures, & periodic news releases through the local newspapers,
- Broadcast Media - PSA's on public access radio & social media,
- Direct Marketing - meetings with hotels, business associations, and establish relationship with concierge & area tour desks,
- Outreach - set up booths to provide information at community events, neighborhood association events, festivals, and cultural events,

The marketing effort will also be split into three (3) phases using the marketing strategies above. We plan to:

- 1) Opening (*Hō'ike*): A press packet will be sent out to appropriate media outlets and printed announcements will be sent to businesses, community, and school groups. We will also place announcements on public access radio & social media,
- 2) On-going: A flexible media campaign, using the four strategies above will regularly assess for effectiveness,
- 3) Point of Interaction: A trained staff will enhance visitor/participant experience. Surveys will be done after each walking tour. Word of mouth via direction dialogue and social media is an important to build a loyal participant/customer base.
- 4) State-wide efforts: Although the amount we are requesting is relatively small, we are preparing ourselves to market this Walking Tour statewide as a model for TEK-driven walking tours with a Hawaiian language learning component. We plan to invite HIJ and other companies to our *Hō'ike* (opening) and plan to keep our state-wide partners informed through social media and occasional marketing emails to update them about our tours & promotional events.

If granted funding, we will pilot the Wailua Bay walking tour the first year, at the same time develop strategies to address long-term sustainability. At this time we have trained staff to conduct the walking tour in English and are training staff and volunteers to conduct the walking tour in Hawaiian and Japanese. We would like to expand our walking tour to include Hawaiian language speaking organizations and international visitors. We will expand as resources allow.

KILCHANA ACADEMY

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**B.3 WORK PLAN AND TIMELINE**

Kaiāulu Anahola put together the following matrix to demonstrate that we are prepared to implement the Walking Tour Program on January 1, 2015. We have been working diligently for one year to prepare the Walking Tour for both visitors and community organizations. This our Work Plan and Timeline:

<b>Component</b>	<b>Objective</b>	<b>Major Activity</b>	<b>Timeframe</b>	<b>Outputs</b>	<b>Outcome</b>
<b>1.1 Marketing Program</b>	Implement Marketing Plan by the end of month 1	Plan Hō'ike & calendar in other phases of marketing plan	January 1 to January 31, 2015 (planning), February 1 to December 31, 2015 (marketing plan implementation - on-going, point of interaction, and statewide efforts/	Staff, Consultants, & Community will participate in implementation of marketing plan	<ol style="list-style-type: none"> <li>1) 30</li> <li>2) community groups</li> <li>3) participate in marketing plan</li> <li>4) Staff will attend 2 business meetings &amp; 2 community meetings to promote walking tour</li> </ol>
<b>2.1 Walking Tour Implementation</b>	Implement Walking Tour by the end of month 2	Work with staff & volunteers to coordinate tours with staff and visitors/community groups	January 1 to February 28, 2015 (planning), March 1 to December 31, 2015 (walking tour implementation)	Staff engages community & visitor industry contacts to promote walking tour	<ol style="list-style-type: none"> <li>1) We will do 4 tours a month for visitors &amp; 1 tour a month for community/visitor industry employees</li> <li>2) 1000 visitors participate in walking tours &amp; 600 community people</li> </ol>

*KILOANĀ ACADEMY*

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Component	Objective	Major Activity	Timeframe	Outputs	Outcome
3.1 Program Quality Control	Implement Surveys by the end of month 2	Work with staff & consultants to design surveys for visitors/participants to fill out after the tour	January 1 to February 28, 2015 (planning), March 1 to December 31, 2015 (implementation)	Staff engages visitors/participants in process by having them complete survey for final report	1) 51% or more of participants complete survey a majority of participants indicating the tour exceeded expectations. 2) 51% or more of participants want to see walking tour continue
4.1 Program Long-Term Sustainability	Start collecting information for Long-term plans by the end of month 2	Work with staff & consultants to collect data & do research for long-term sustainability plan	January 1 to February 28, 2015 (planning) March 1 to December 1, 2015 (collect data & produce report)	Consultants engage staff, volunteers, visitors, & participants in process	1) 2 meetings held for stakeholders with 25 participants in each meeting. 2) Pilot on online store as part of strategic plan in year 1

KILOHUA ACADEMY

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#### B.4 COMMUNITY SUPPORT AND INVOLVEMENT

We have successfully completed 5 informal walking tours for 25 visitors and hosted 2 community groups since we completed the materials for the walking tour at the end of August 2015. We are doing a soft-opening for the Walking Tour in October 2015 and plan to invite area businesses, community and school organizations as well as organizations that do work state-wide. We also are currently planning to host the Hawaiian Immersion School, the DOE Kūpuna Hawaiian Studies Program, NOAA Monk Seal Volunteers, and several other community-based organizations starting October 2014.

Project Kia'i Kai II is housed under Kaiāulu Anahola, a research and educational outreach program with several coastal marine projects on Kauai. Project Kia'i Kai II, is one of four projects we will plan to do starting in January 2015. Current partners for Kaiāulu Anahola include individuals and organizations that work with the AHA MOKU Traditional Knowledge Practitioners (statewide organization), The Pacific American Foundation, Kawaikini Public Charter School, Hi'ilei Aloha LLC (capacity building support), Queen Lili'uokalani Children's Center (student supplies/materials), Office of Hawaiian Affairs (office resource support) individual and organizations associated with the ALA LOA Fishing Trails, the Western Pacific Regional Fishery Management Council (providing western science technology assistance). There are others. In addition to individual families, we have a plan to increase partnership with area organizations & businesses.

#### B.5 PROJECT SUSTAINABILITY

Specific to this project and to ensure long-term stability, with a consultant, we plan to write a business plan in the very beginning stages of this project, as outlined in our Work Plan and Timeline. Our approach will be to focus on piloting an online store with an 'Ike Hawaii/Ōlelo Hawaii theme store to develop a product line, engage visitors in our stewardship activities in Wailua through FACE BOOK and develop a business plan that is consistent with HTA, KVB, and other organizations that market visitors in Hawaii. Measurable outcomes include developing a business plan, develop and execute an online store, and hold 2-community consultation throughout the year to solicit input.

Our approach to fundraising for projects is guided and grounded by a commitment to the following principles: stewardship, transparency, and integrity. These principles inform our budget making and strategic planning process, which includes both non-profit and for profit opportunities. We wrote three other grants to compliment the CPEP proposal including an HTA Kukulu Ola grant (forthcoming) to continue developing Hawaiian language materials for schools & Hawaiian theme products for pilot online store, The Bill Healy Foundation to continue doing fish/limu habitat research and the Western Pacific Regional Fishery Mgmt. Council to continue assessing the well-being of our natural and cultural resources in Wailua Bay. These grants will help broaden the scope of work but original proposal was written to stand on its on. In addition to this, we just launched Kauai Maoli: Hawaiian language workshops, Hawaiian language/culture consulting, and short-term seminars in TEK topics. The web address is: [www.kauaimaoli.com](http://www.kauaimaoli.com)



## C. PROJECT IMPACT

### C.1 REQUIRED MEASURES

Our measures include number of participants, our goal is 600 local people and 1,000 visitors and the visitor/participant satisfaction survey, our goal is have more than 50% of our participants tell us that our Walking Tour met or exceeded their expectations. As articulated in an earlier section of this narrative, based on walking tours with a place-based workshop component, we feel confident in writing that we will be able to provide training for 500 community/visitor industry employee participants. Due to the nature of our tour, we will we will be able to host 100 neighbor island participants, and due to the proximity of the hotels to the site, we believe we will be able to host 1,000 visitors from the US Mainland and/or International Visitors. The visitor to ratio mix will be about 5 to 2. For every 5 visitors, there will be 2 residents that attend our walking tours. We believe that we meet the priority programs in several areas but realize we may be only eligible for one. That written, we qualify in several areas. These are, New Projects and Events, Hula Throughout The Year, & Ongoing Experiences Available Throughout The Year.

### C.2 ADDITIONAL MEASURES

We are primarily a Hawaiian immersion outreach program but realized soon after we started, that the interest for what we do went far beyond the Hawaiian language speaking community. When we grew up, nobody thought it was important to speak Hawaiian, let alone thought that there were people outside of our community who were interested in learning about our fishing, sacred, & sustainability practices. Times have changed and now have expanded our target audience to include visitors. It is a unique and authentic Hawaiian experience, an activity that is missing in the landscape of activity offerings within the visitor industry programs that currently exist on Kaua'i. It allows for visitors to participate in an activity that draws them into the spirit of ALOHA and gives them access to aspects of Hawaiian culture not available previously. This program can serve as a baseline measure for new activities on Kauai that feature Hawaiian language and cultural learning as a major component of a visitor activity.

Itemized Budget Form – Page 2 of 2

EXPENSES	HTA CPEP CASH Request	OTHER CASH	IN-KIND	TOTAL PROJECT BUDGET
Please list specific project expenses and group expense items by category as appropriate (i.e., Administration, Operations, Marketing)				
<b>Operations</b>				
Materials & Supplies (General Office & Project Supplies)	1,500.00	1,500.00		
Personnel (Project Director, 2 Project Assistants)	5,000.00	8,500.00	10,000.00	
<b>Marketing</b>				
Consultants (Marketing, Strategic Planning)	1,000.00	2,500.00	2,500.00	
Advertising (brochures, PSA)	1,000.00			
<b>Administration</b>				
Indirect Costs (Fiscal Sponsor)	1,500.00			
<b>TOTAL EXPENSES</b>	(a) 10,000.00	(b) 12,500.00	(c) 12,500.00	(d) 35,000.00

KILONA ACADEMY

ATTACHMENT GG PAGE 24

INCOME	HTA CASH Request	OTHER CASH	IN-KIND	TOTAL PROJECT BUDGET
HTA CPEP Request	10,000.00			10,000.00
Organization's Contribution				
Other Sponsors/Sources (specify sources for both other cash and in-kind support)		12,500.00 (grants pending)	12,500.00 (volunteers)	25,000.00
<b>TOTAL INCOME</b>	(a) 10,000.00	(b) 12,500.00	(c) 12,500.00	(d) 35,000.00

*Handwritten signature*

*ATTACHMENT 66 - Page 25*

## BUDGET REQUEST AND NARRATIVE

The budget put forth reflects the amount of monies needed to carry out an effective project that is able to meet the needs of the participants and all objectives of the project plan. The amount we are requesting is \$25,000.00.

### Personnel - Salaries

Description: \$13,250.00

Justification: Part-time Program Coordinator. This person will be responsible for the delivery of the program, recruitment & training volunteers and staff, and assist Project Director with marketing to visitors, community/school groups and professional development for staff/visitor industry employee's and overall coordination of Walking Tour. Project assistants will also assist with walking tour and overall project.

### Supplies & Materials

Description: \$1,500.00

Justification: The above supplies reflect the specific type of supplies we need to successfully carry out the goals and objectives of Project Kia'i Kai II.

### Contractual

Description: \$2,500.00

Justification: We are going to contract a Marketing Consultant to work with staff to design and execute a Quality Control Program, Strategic Planning, and Business Plan to ensure long-term sustainability.

### Advertising

Description: \$1,500.00

Justification: We are going to print brochures and other print materials to for promotional literature for the walking tour.

### Other: Conferences & Meetings

Description: \$1,000.00 (2 to 4 meetings a year)

Justification: This is the amount we are requesting to pay to host community meetings throughout the year.

### Other: Professional Development

Description: \$1,000.00 (2 Professional Development Opportunities)

Justification: This is the amount we are requesting to pay to train our staff in marketing, strategic planning, social media, and advertisement so we can effectively carry out online and direct marketing plan as well as contribute to long term project sustainability plan.

### Indirect Charges

Description: \$3,750.00

Justification: PAF is the fiscal sponsor of the grant application and this amount of 15% is the projected 2013 indirect cost rate submitted to its cognizant agency.

HILONANA ACADEMY

ATTACHMENT 06- APR 26

*Malani*

**COUNTY OF KAUA'I  
DEPARTMENTAL COVER TRANSMITTAL**

RECEIVED

PRIORITY: Urgent [ ] Routine [ X ]

DEADLINE: 15 FEB 30 11 29

ACTION REQUESTED: Signature [ X ] Edit [ ] Other

OFFICE OF THE MAYOR  
COUNTY OF KAUA'I

DATE: February 27, 2015

TO: Sally A. Motta, Acting Director of Finance  
Mayor Bernard P. Carvalho, Jr.

FROM: *MS* Melissia Sugai, Office of Economic Development

SUBJECT: Grant request for The Pacific American Foundation \$10,000.00 for support funding to Project Kia'i Kai Free Wailua Tours.

RECOMMENDATION: Provide Funding

**ROUTING INSTRUCTIONS:**

1<sup>st</sup> Finance Department  
2<sup>nd</sup> Mayor's Office  
Return to: 3<sup>rd</sup> Office of Economic Development (Melissia Sugai)

*WILUANA A. CARVALHO*

*ATTACHMENT 66-PAYC27*

## **Attachment HH.**

### **Evidence of support from essential planning and implementation partners (Criterion V.A.3)**

Currently there are four (4) organizations that are essential for planning and implementing the formative years for Kilohana Academy. The partners include: The Pacific American Foundation which serves as the fiscal sponsor for Kilohana Academy, The Kapa'a Boys and Girls Club, our partner with regards to facilities, Hi'ilei Aloha LLC, a private non-profit which serves as our capacity building and strategic planning partner, Nā Lei Na'auao, the Hawaiian-focused charter school which assists with charter school academic and professional development orientation, implementation, and oversight. Kealia Farms, the County of Kauai (COK), The Department of Land and Natural Resources (DLNR), and The National Oceanic Atmospheric Administration or NOAA, which continue to serve as project partners for on-going Kaiāulu Anahola place-based projects in the Puna Moku, Kauai.

**Patrick Soloman Kamealoha Hanohano Smith**



**Education:**

PD, Teachers Certificate in Hawaiian Immersion/Traditional Knowledge  
Halau Wanana Teacher Candidate Program, Waimea, Hawaii Island

MA, Japanese Language and Literature (Second Language Teaching/Asian Traditional Knowledge)  
University of Hawaii at Manoa, Honolulu, Oahu, Hawaii

BA, Asian Studies  
Hawaii Pacific University at Hawaii Loa, Kaneohe, Oahu, Hawaii

CC, Japanese History/Culture  
Nagasaki Wesleyan University, Isahaya, Nagasaki, Japan

CC, LERN (Life-Long Learning Resource Network) in Community-Based Non-Profit Manager  
Honolulu, Hawaii

**Professional:**

2011-present Kumu 'Alaka'i (Project Director), Kaiaula Anahola Traditional Ecological Knowledge Programs, Kapa'a, Kauai

2007-present Kumu Kula Kaiapuni (Hawaiian Immersion Teacher), Kawaikini Hawaiian Immersion School/Ka 'Umeke Kā'eo, Kauai/Hawaii Island

2003-2007 Curriculum Development Specialist in Native Hawaiian Education, OHIA Consulting Literacy, Advocacy, Hawaiian/Japanese Language Honolulu, Oahu

1993-2003 Program Manager/Instructor, University of Hawaii at Manoa, Honolulu, Hawaii Develop Programs in Cultural and Eco Tourism

1988-1992 Program Manager/Instructor, Oshima Board of Education (JET Program) ESL, In-Service Teacher Training, Environmental/International Education Isahaya (1 year), Nagasaki; Oshima (3 years), Yamaguchi, Japan

**References**

Available upon Request

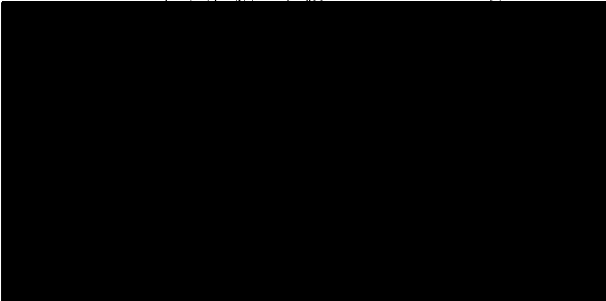
KILOHANA ACADEMY

ATTACHMENT II-AGE1

## CURRICULUM VITAE

### Personal Information:

Name: Pralet Judy Kaeonalani Ah Loo



### Key Skills:

Hawaiian language, culture and history  
Strategic planning, curriculum development, program evaluation  
Leadership, collaboration, grant writing

### Experience:

Dec 2014 - Current **Kindergarten Teacher**  
Aug 2012 - Nov 2014 **High School Social Studies HQ**  
Aug. 2011- July 2012 **Substitute Teacher**  
**Kawaikini PCS** Puhī, Kauai Alohilani Rogers  
Gather and or design; implement and evaluate Hawaiian medium curriculum relevant to content area and grade level being taught.

Aug. 2009- May 2011 **Director/Lead Teacher**  
**Kilohana Learning Community** Anahola, Kauai self  
Develop, implement and evaluate home school curriculum for two male students, grades 7 and 9.  
Coordination and integration of community mentors, supported relevant, sustainable, project based curriculum.

July 2007- May 2009 **Hawaiian Language and Cultural Resource Teacher**  
**Kanuikapono PCS** Anahola, Kauai Ipo Torio  
Design and implement Hawaiian language and culture programs. Integrate Hawaiian into all content areas.  
Supervise non-certificated personnel, create documentation indicating standards alignment with project based curriculum. Represent as NCLB highly qualified teacher.

2006-2007 **Charter School Consultant/Author**  
**Kawaikini PCS** Puhī, Kauai Kimo Perry  
Using the strategic planning process, detailing months of collaboration with teachers, parents and community, a charter document was created for this former Hawaiian Language Immersion program, accepted by the Charter School Review Panel in 2007.

July 2001- May 2007 **Teacher- Hawaiian Language Immersion Program**  
**Kapaa High School** Kapaa, Kauai Gilmore Youn  
Design and implement Hawaiian Language Immersion Program. Hawaiian language courses offered to general population, Hawaiian language medium courses offered for social studies, science, health and guidance. Hawaiian Club Advisor.

July 2000-May 2001 **Teacher- Niihau School of Kekaha**  
**Waimea High School** Waimea, Kaua'i William Arakaki  
Serve as certificated personnel for fledgeling Charter School serving unique Niihau community. Document all curriculum K-12, and detail progress towards achieving HCPS and GLO's. Teach 6 high school

KILOHANA ACADEMY

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students. Collaborate with Niihau community to create charter document. Represent school to the BOE. Charter accepted by the BOE in 2001.

**Experience:**

June – Aug. 2000

**Kanuikapono PCS**

Create charter document as outlined by Director. Charter accepted by the BOE in 2001.

**Charter School Consultant/Author**

Anahola, Kaua'i

Ipo Torio

May 1998- May 1999

**Pacific Resources in Education and Language**

Evaluations of Hawaiian Language Programs statewide were used to create a report for program funding. This report was presented at NIEA, the Native Indian Education Association Convention and came to be known as Ke Kula Kaiapuni, a Case Study on Hawaiian Language Immersion Education, co-authored with Dr. William Demmert of the Klinkit tribe of Alaska.

**Researcher/Co- Author**

Dr. William Demmert/Namaka Rawlins

Aug 1993- May 1995

**Hale Kuamoo UH Hilo**

Curriculum Development Hawaiian Language Immersion Programs

**Limahana**

Hilo, Hawaii

Keiki Kawaiaeca

Sept. 1986- May 1999

**Aha Punana Leo**

Limahana means you do whatever has to be done. Hawaiian language teacher for parents of preschool students, mandated by the program to attend classes. Advise student government for the high school Hawaiian Immersion program. President of the parent organization during a time of great change and collaboration. Steering committee member for two, soon to be, Charter Schools. Along with other teachers students and community leaders, lobbied the Hawaii state legislature to make Hawaiian Language an official language of our state by law, lobbied to attach education and funding to this law. Lobbied for Charters Schools.

**Limahana**

Puhi, Kauai/Hilo, Hawaii

Hokulani Cleeland/Kauano'e Kamana

**Education:**

May 2007

**University of Hawaii**

**Masters of Education, Education Foundations/Leadership**

Manoa, Oahu

May 2000

**University of Hawaii**

**Secondary Certification-Teacher Education Program**

Hilo, Hawaii

May 1999

**University of Hawaii**

**Bachelor of Arts, Sociology, Hawaiian Studies minor**

Hilo, Hawaii

May 1993

**Kauai CC**

**Early Childhood Education**

Puhi, Kauai

June 1978

**Windward School for Adults**

**GED Diploma**

Olomana, Oahu

**Languages:**

Hawaiian/English: Excellent written and oral skills

**References:**

Aggie Marti, author, retired social worker

Adam Asquith, taro farmer, scientist

KILOHANA ACADEMY

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## **Attachment JJ. School directors job description or qualifications (Criterion V.A.4.e)**

### **Kilohana Academy Co-Director QUALIFICATIONS**

Credential and/or License: Education: B.A. or B.S. degree required with coursework Administration, Organizational Management, or related discipline desired. Also, related coursework and experience with working with Hawaiian-focused charter schools, the Native Hawaiian Community, 'At-Risk Youth outreach programs,

Experience: Three years broad and varied experiences with budgeting, computer information systems, and organizational procedures, specific to working in the Native Hawaiian Community, Hawaiian-focused Charter Schools and with 'At-Risk Youth Programs.

Knowledge and Abilities: Knowledge of School/Outreach/Non-profit Administration experience, procedures related to operations, computer networking, food-service, budgeting & accounting, instructional leadership, community-based outreach & networking, writing reports, Knowledge of principles, methods, techniques and strategic planning related to charter schools, and Knowledge of laws, policies, regulations pertaining to employees and youth, analyzing student data, and working in partnership with community to forward the mission of Kilohana Academy.

Personal Attributes: The co-directors have to be able to work students, staff, community, agencies, and others who come into contact with students and schools. The co-directors need to deal with high-pressure situations, exercise grace, tact, and patience. The co-directors need to be able to be flexible and operate effectively in two worlds that require knowledge of culture and professional temperament.

EVALUATION: Job performance will be evaluated through the Kilohana Academy Portfolio evaluation system and will follow all applicable governing board, state, and federal laws.

**Patrick Soloman Kamealoha Hanohano Smith**



**Education:**

PD, Teachers Certificate in Hawaiian Immersion/Traditional Knowledge  
Halau Wanana Teacher Candidate Program, Waimea, Hawaii Island

MA, Japanese Language and Literature (Second Language Teaching/Asian Traditional Knowledge)  
University of Hawaii at Manoa, Honolulu, Oahu, Hawaii

BA, Asian Studies  
Hawaii Pacific University at Hawaii Loa, Kaneohe, Oahu, Hawaii

CC, Japanese History/Culture  
Nagasaki Wesleyan University, Isahaya, Nagasaki, Japan

CC, LERN (Life-Long Learning Resource Network) in Community-Based Non-Profit Manager  
Honolulu, Hawaii

**Professional:**

2011-present Kumu 'Alaka'i (Project Director), Kaiulu Anahola Traditional Ecological Knowledge Programs, Kapa'a, Kauai

2007-present Kumu Kula Kaiapuni (Hawaiian Immersion Teacher), Kawaikini Hawaiian Immersion School/Ka 'Umeke Ka'eo, Kauai/Hawaii Island

2003-2007 Curriculum Development Specialist in Native Hawaiian Education, OHIA Consulting Literacy, Advocacy, Hawaiian/Japanese Language Honolulu, Oahu

1993-2003 Program Manager/Instructor, University of Hawaii at Manoa, Honolulu, Hawaii Develop Programs in Cultural and Eco Tourism

1988-1992 Program Manager/Instructor, Oshima Board of Education (JET Program) ESL, In-Service Teacher Training, Environmental/International Education Isahaya (1 year), Nagasaki; Oshima (3 years), Yamaguchi, Japan

**References**

Available upon Request

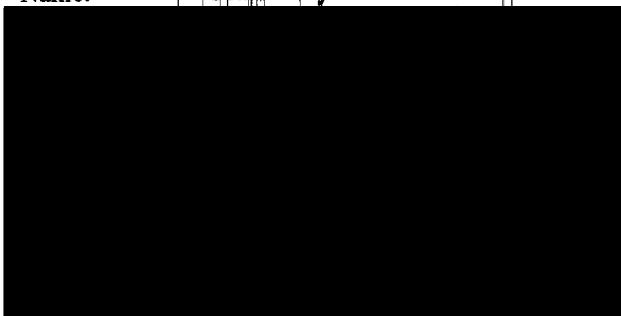
KILOHANA ACADEMY

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## CURRICULUM VITAE

### Personal Information:

Name: Prajet Judy Kaceonalani Ah Loo



### Key Skills:

Hawaiian language, culture and history  
Strategic planning, curriculum development, program evaluation  
Leadership, collaboration, grant writing

### Experience:

Dec 2014 - Current **Kindergarten Teacher**  
Aug 2012 - Nov 2014 **High School Social Studies HQ**  
Aug. 2011- July 2012 **Substitute Teacher**  
**Kawaikini PCS** Puhī, Kauai Alohilani Rogers  
Gather and or design; implement and evaluate Hawaiian medium curriculum relevant to content area and grade level being taught.

Aug. 2009- May 2011 **Director/Lead Teacher**  
**Kilohana Learning Community** Anahola, Kauai self  
Develop, implement and evaluate home school curriculum for two male students, grades 7 and 9.  
Coordination and integration of community mentors, supported relevant, sustainable, project based curriculum.

July 2007- May 2009 **Hawaiian Language and Cultural Resource Teacher**  
**Kanuikapono PCS** Anahola, Kauai Ipo Torio  
Design and implement Hawaiian language and culture programs. Integrate Hawaiian into all content areas.  
Supervise non-certificated personnel, create documentation indicating standards alignment with project based curriculum. Represent as NCLB highly qualified teacher.

2006-2007 **Charter School Consultant/Author**  
**Kawaikini PCS** Puhī, Kauai Kimo Perry  
Using the strategic planning process, detailing months of collaboration with teachers, parents and community, a charter document was created for this former Hawaiian Language Immersion program, accepted by the Charter School Review Panel in 2007.

July 2001- May 2007 **Teacher- Hawaiian Language Immersion Program**  
**Kapaa High School** Kapaa, Kauai Gilmore Youn  
Design and implement Hawaiian Language Immersion Program. Hawaiian language courses offered to general population, Hawaiian language medium courses offered for social studies, science, health and guidance. Hawaiian Club Advisor.

July 2000-May 2001 **Teacher- Niihau School of Kekaha**  
**Waimea High School** Waimea, Kaua'i William Arakaki  
Serve as certificated personnel for fledgeling Charter School serving unique Niihau community. Document all curriculum K-12, and detail progress towards achieving HCPS and GLO's. Teach 6 high school

students. Collaborate with Niihau community to create charter document. Represent school to the BOE. Charter accepted by the BOE in 2001.

**Experience:**

June – Aug. 2000

**Kanuikapono PCS**

Create charter document as outlined by Director. Charter accepted by the BOE in 2001.

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Anahola, Kaua'i

Ipo Torio

May 1998- May 1999

**Pacific Resources in Education and Language**

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**Researcher/Co- Author**

Dr. William Demmert/Namaka Rawlins

Aug 1993- May 1995

**Hale Kuamoo UH Hilo**

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**Limahana**

Puhi, Kauai/Hilo, Hawaii

Hokulani Cleeland/Kauano'e Kamana

**Education:**

May 2007

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**Masters of Education, Education Foundations/Leadership**

Manoa, Oahu

May 2000

**University of Hawaii**

**Secondary Certification-Teacher Education Program**

Hilo, Hawaii

May 1999

**University of Hawaii**

**Bachelor of Arts, Sociology, Hawaiian Studies minor**

Hilo, Hawaii

May 1993

**Kauai CC**

**Early Childhood Education**

Puhi, Kauai

June 1978

**Windward School for Adults**

**GED Diploma**

Olomana, Oahu

**Languages:**

Hawaiian/English: Excellent written and oral skills

**References:**

Aggie Marti, author, retired social worker  
Tel. no. 808-346-0473

Adam Asquith, taro farmer, scientist  
808-823-6598

*KILOHANA ACADEMY*

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**Stuart D Rosenthal**



**OBJECTIVE:** Assist a growth oriented company achieve its financial goals and objectives.

**EXPERIENCE:** 3/2011 – present Kawaikini New Century PCS Lihue, HI  
**Business Manager**

Responsible for providing all fiscal services to the Charter School. Presenting monthly financial results to management and to the board. Assisting in grant applications, Accreditation process, National School Lunch Program, Transportation and maintenance issues.

1/2008 – 3/2011 Dorland & Associates Kapaa, HI  
**Senior Accountant**

Responsible for providing Bookkeeping, Tax and Payroll services to multiple clients on an on going basis.

7/2007 – 12/2007 Michelle Kato, CPA Lihue, HI  
**Senior Accountant**

Responsible for providing Bookkeeping, Tax and Payroll services to multiple clients on an on going basis.

1/2007 – 5/2007 Kauai Veterans Memorial Hospital Waimea, HI  
**Contracts Manager**

Responsible for providing contract services, guidance, plans and policies for procurement, contracting and purchasing functions in support of the Corporate Office and HHSC healthcare facilities.

Receives, reviews and processes procurement requests to ensure completeness and accuracy with statutory and regulatory requirements.

Assists in the development of specifications, scope of services and other requirements of contractual documents.

Develops, prepares and issues Invitation for Bids, Request for Proposals, Purchase Orders, etc.

Conducts contract technical and cost reviews/negotiations.

Performs contract administration functions.

Monitors and/or performs acceptance of contract requirements and coordination of payment procedures.

Performs acquisition planning.

*KILUHANA ACADEMY*

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1/2003 – 1/2005      Grand Wireless      Billerica, MA  
**Controller**

Established policies, procedures and controls for the company.  
Responsible for all procurement of goods and services.  
Solicit requests for proposals for services such as maintenance, construction of all new locations, office equipment, printers, telephone equipment, MIS Systems, etc.  
Negotiate and review contracts with all vendors.  
Analyzed the opening of new locations.  
Perform due diligence on pending acquisitions.  
Responsible for Accounting, Financial Reporting, HR, Cash Management, and MIS.  
Developed long and short range business plans.

12/2002 – 12/2003      Sleek USA, Inc.      Wellesley, MA  
**Director of Operations/Controller**

Established policies, procedures and controls for the company.  
Responsible for the operations of the retail locations, including hiring, training, development, and the opening of new locations.  
Analyzed the opening of new locations.  
Responsible for all procurement of goods and services.  
Solicit requests for proposals for services such as maintenance, construction of all new locations, office equipment, printers, telephone equipment, MIS Systems, etc.  
Negotiate and review contracts with all vendors.  
Perform due diligence on pending acquisitions.  
Responsible for Accounting, Financial Reporting, HR, Cash Management, and MIS.  
Developed long and short range business plans.

1/1998 – 11/2002      Power Communications Corporation      Boston, MA  
**Senior VP of Finance**

Responsible for Accounting, Financial Reporting, HR, Cash Management, and MIS.  
Developed long and short range business plans.

5/1995 – 1/1998      The Big Party      West Roxbury, MA  
**Senior VP of Finance/Controller**

Responsible for Accounting, Financial Reporting, HR, Cash Management, and MIS.  
Developed and presented long and short range business plans to the Board of Directors.  
Established the controls to grow the business from 5 stores in 1995 to 50 stores by the end of 1997.  
Responsible for all procurement of goods and services.  
Solicit requests for proposals for services such as maintenance, construction of all new locations, office equipment, printers, telephone equipment, MIS Systems, etc.  
Negotiate and review contracts with all vendors.  
Analyzed the potential acquisition of two major competitors.  
Increased Trade Payables to 75 days.  
Negotiated a \$25 million line of credit with CIT Financial Group.

K. LOHANA ACADEMY

ATTACHMENT KK - PAGES

6/2006 – 1/2007  
**Business Manager**

The Kauai Food Bank, Inc.

Lihue, HI

Responsible for creating and managing the "Kauai Fresh" program for The Food Bank.  
Perform all accounting and finance functions.  
Manage the new software system including running parallel accounting systems.  
Manage the Budget process.

5/2005 – 5/2006  
**Program Manager**

Kauai County Housing Agency

Lihue, HI

Responsible for the administration, operation and implementation of the section 8 Program including interpretation of HUD policies and procedures.  
Manages, plans, coordinates, and develops resources for the Section 8 Program.  
Collects data and information and conducts research for the purposes of evaluating and planning for the Section 8 Program.  
Maintains and updates the Section 8 Administrative Plan.  
Prepares, writes and submits numerous monthly, quarterly and annual reports to the Administration and HUD.  
Prepares Position Descriptions to insure equity in the distribution and performance of work among all staff.  
Fosters and maintains working relationships with individuals, agencies, businesses, etc. to enhance the performance of the Section 8 Program.

1/2005 – 5/2005  
**Training Director of Finance**

Marriott's Waiohai Beach Club

Koloa, HI

Review day to day transactions including, processing of accounts payable and escrow, cash receipts, bank deposits, and A/R billings  
Solicit requests for proposals for services such as maintenance, construction, office equipment, printers, etc.  
Responsible for negotiating, monitoring and analyzing all contracts for Sales and Marketing.  
Perform and review all necessary journal entries and analysis to accurately close the books.  
Prepare period end Financial Statements.  
Perform and supervise audits of commissions.  
Assist in budgeting and forecasting for all business units.  
Review Sales Executives and Marketing Executives payroll.  
Continually improve processes and identify areas of efficiency in the accounting department.

KILOHANA ACADEMY

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5/1989 – 5/1995 Tile City Woburn, MA  
**Controller**

Responsible for Accounting, Financial Reporting, HR, Cash Management, and MIS.  
Responsible for all procurement of goods and services.  
Solicit requests for proposals for services such as maintenance, construction of all new locations, office equipment, printers, telephone equipment, MIS Systems, etc.  
Negotiate and review contracts with all vendors.  
Established a third party warehouse.  
Managed the Chapter 11 dealings with Vendors, Banks, Customers, and the US Bankruptcy Court.

5/1987 – 5/1989 Millipore Corporation Bedford, MA  
**Financial Analyst**

Maintain the one year rolling Budget/Forecast.  
Prepare and consolidate all divisional B/S and P/L detail.  
Developed Weekly Sales and Orders Reports corporate wide.

5/1985 – 5/1987 Xerox Corporation Boston, MA  
**Financial Analyst**

Performed functional analysis for the Regional Office including sales, expenses, gross margin and new customers.

**EDUCATION:**

5/1985 Bentley College Waltham, MA

**Master's Degree in Business Administration**

5/1982 University of Massachusetts Amherst, MA

**Bachelor's Degree**

**SKILLS:**

Skill Name	Skill Level	Last Used	Experience
Excell/Word	Intermediate	Currently Use	8 years
Great Plains	Intermediate	3 years ago	4 years
QuickBooks	Intermediate	3 years ago	4 years

**REFERENCES:** Available upon request.

KILOHANA ACADEMY

ATTACHMENT KK- PAGE 7

Not Applicable

Attachment LL