

Enrollment Plan

Grade Level	Number of Students											
	Year 1		Year 2		Year 3		Year 4		Year 5		Capacity	
	2024-2025		2025-2026		2026-2027		2027-2028		2028-2029		2029-2030	
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	100		100		100		100		100		100	
7			100		100		100		100		100	
8					100		100		100		100	
9												
10												
11												
12												
Subtotals	100		200		300		300		300		300	
Totals	100		200		300		300		300		300	

[Attachment AA]

[Exhibit 2: Statement of Assurances Form]

Statement of Assurances

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

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

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

- will ensure equitable program participation, as required under Section 427 of the General Education Provision Act;
- will follow any federal and state court orders in place in the local school district;
- will comply with federal and state applicable health and safety standards;

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

Certification

Name of Proposed School: Maui Academy of Arts and Sciences

Name of Authorized Representative: Rana Boone

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

 _____
Signature of Authorized Representative

February 2, 2022
_____ Date

Attachment B

DOE COMPLEX AREA PUBLIC AND PRIVATE SCHOOLS

DOE Kekaulike Complex Area Public Schools:

Upcountry (Haiku/Paia/Makawao/Pukalani/Kula)

- **Kalama Intermediate**
- Haiku Elementary
- King Kekaulike High School
- Kula Elementary
- Makawao Elementary
- Paia Elementary
- PukalaniElementary

Private Schools:

Upcountry (Haiku/Paia/Makawao/Pukalani/Kula)

- Carden Academy
- Clearview Christian Girls School
- Doris Todd
- Haleakala Waldorf
- Kamehameha Schools Maui
- Montessori School of Maui
- Roots School
- Seabury Hall

School: Carden Academy of Maui

- Location: Pukalani
- Current Enrollment: 143
- Student to Faculty Ratio: 10: 1 (includes enrichment teachers, max class sizes are 12 (preschool), 16 (elementary school) and 18 (middle school))
- Grades: PreK – 8
- Educational Philosophy/ Mission: To educate the whole child through a balance of academic

excellence, character development, and enrichment through the arts in a nurturing, small classroom setting.

- Religious Affiliation: None
- Annual Tuition: Pre K : \$8,500, K – 5 : \$10,250 , 6-8 : \$11,250
- Annual Events: Fall Festival , Carden Jamboree

School: Clearview Christian Girls School

- Location: Makawao
- Current Enrollment: 20
- Student to Teacher Ratio: 5-1
- Grades: 6-12
- Educational Philosophy: Clearview Christian Girls School provides a safe place for early adolescent girls to develop academic excellence, physical fitness, artistic appreciation, moral awareness, and spiritual strength.
- Religious Affiliation: Christian
- Annual Tuition:\$7,015

School: Doris Todd Memorial Christian School /Maui Christian Academy

- Location: Paia
- Current Enrollment: 178
- Student to Teacher Ratio: 14: 1
- Grades: Pre-K – 8 (and a new high school: Maui Christian Academy)
- Educational Philosophy/ Mission: The mission of Doris Todd Memorial Christian School is to provide a Christ-centered, Biblically-directed education which instills the desire and practice of academic excellence, moral integrity, patriotism, and church involvement to the glory of God.
- Annual Tuition: Preschool – 5th Grade: \$6,170 / 6-8th : \$6,535 / 9-12 \$7,072

School: Haleakala Waldorf

- Location: Kula (Infant- Middle School) \Makawao (High School)
- Current Enrollment: 292
- Student to Teacher Ratio: varies
- Grades: Pre- 12
- Educational Philosophy: Developed by Rudolf Steiner in 1919, Waldorf Education is based on an understanding of human development that addresses the needs of the growing child. Waldorf teachers strive to transform education into an art that educates the whole child—the heart and the hands, as well as the head.
- Religious Affiliation: none

- Annual Tuition: \$12,000 – \$15,000 dependent on grade level
- Application Deadline: *deadline info coming soon*
- Annual Event: Holiday Faire

School: Kamehameha School Maui

- Location: Makawao
 - Current Enrollment: 1,068
 - Grades: Preschool – 12th
 - Mission: To improve the capability and well-being of Hawaiians through education. ●
- Religious Affiliation: Christian

School: Montessori School of Maui

- Location: Makawao
- Current Enrollment: 269
- Student to Teacher Ratio: 12:1
- Grades: 18 months – 8th grade
- Educational Philosophy: The Montessori School of Maui provides a comprehensive curriculum from early childhood into adolescence by following the principles, spirit and philosophy of Dr. Maria Montessori’s method of education. This approach features a collaborative learning environment to stimulate each student’s critical thinking skills, cultivate inquisitive minds and empower children to actively participate in the rapidly changing environment of the twenty-first century.
- Religious Affiliation: none
- Annual Tuition: ranges from \$12,743-\$15,004 based on age/grade

School: Roots School

- Location: Haiku
- Grades: Preschool – 8th Grade
- Educational Philosophy: The ROOTS mission is to provide educational and learning programs that allow children to think independently, engage collaboratively, make connections across disciplines, realize their talents, and apply their learning in the world.

School: Seabury Hall

- Location: Makawao
- Current Enrollment: 454
- Student to Teacher Ratio: 10: 1
- Grades: 6-12

- Educational Philosophy:Seabury Hall is deeply committed to its college preparatory mission and its purpose to develop students in mind, body and soul. The school equally values the commitment to service to others. The nurturing learning environment of the school provides fertile soil for students to grow, potentials to be reached, and achievements to be celebrated. ● Religious Affiliation: Episcopal
- Enrollment Deadline: February 20, 2016
- Annual Tuition: \$18,950 (2015-16)
- Major Annual Fundraising Event: Seabury Hall Craft Fair

PRIVATE SCHOOLS BY LOCATION:

Upcountry (Haiku/Paia/Makawao/Pukalani/Kula)

- Carden Academy
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Maui Academy of Arts and Sciences Attachment C, Page 3

- Annual Tuition: \$18,950 (2015-16)
- Major Annual Fundraising Event: Seabury Hall Craft Fair

PUBLIC SCHOOLS BY LOCATION: Kekaulike Complex Area

Upcountry (Haiku/Paia/Makawao/Pukalani/Kula)

- Haiku Elementary
- Kalama Intermediate
- King Kekaulike High School
- Kula Elementary
- Makawao Elementary
- Paia Elementary
- PukalaniElementary

Final Review Checklist

Initial each item to indicate that it has been completed.

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

Attachment C

Curriculum Overview, Core Subjects for Grades 6-8

Middle School NGSS Scope and Sequence

Grade	Unit	Sub-topics	Grade	Unit	Sub-topics	Grade	Unit	Sub-topics
6th grade	Scientific Practices	Claim, Evidence and Reasoning (CER) (Sci Method)	7th Grade	Matter	Introduction to Atomic Structures	8th Grade	Earth's Systems	Earth's Interior
		Lab Safety			Introduction to Forces in Atoms			Plate Tectonics
		Questioning Techniques			Introduction to Basic Molecules			Earthquakes
		Common Science Language			Identification of Chemical and Physical Change			Volcanoes
	Forces and Energy	Magnetism		NGSS Standards	Waves			
		Electricity		PS1-1, PS1-2, PS1-3	NGSS Standards			
		Gravity		Forces and Energy	ESS2-2, ESS2-3, ESS3-2			
		Orbital Motion			Introduction to Kinetic Energy		Energy	Waves
		NGSS Standards		Introduction to Potential Energy	Temperature with Kinetic and Potential Energy			
	PS2-3, PS2-4, PS2-5			Introduction of Conservation of Energy	Heat			
	Planetary Systems			Planet Formation	NGSS Standards		NGSS Standards	
		Orbits		PS3-1, PS3-2	PS4-1, PS4-2, PS4-3, PS3-4			
		Scale of Planets		Cells and Body Systems	Forces		Newton's Laws	
		Scale of Solar System					Cell Functions	Conservation of Energy
	NGSS Standards	ESS1-1, ESS1-2, ESS1-3		Cell Types and Structures	Matter		Conservation of Mass	
		Earth's Systems		Systems and Functions (flow of energy)			Types of Reactions	
				Water Cycle			Conservation of Energy (photosynthesis)	Balancing Equations
Weathering and Erosion			NGSS Standards	Organic Chemistry				
Mineral Formation			LS1-1, LS1-2, LS1-3, LS1-7, LS1-8	PS2-1, PS2-2, PS3-3, PS3-5, PS1-4				
Rock Cycle	Evolution	Fossils	PS1-5, PS1-6					
Human Impact		Geologic Timescale	Evolution	Mutations				
NGSS Standards		Genetics (Natural Selection)		LS1-4, LS1-5, LS1-6, LS4-1, LS4-2, LS4-3, ESS1-4	DNA			
	ESS2-1, ESS2-4, ESS3-1, ESS3-3, ESS3-4	Earth's Systems		Currents (water and air)	Probability/Punnett Squares			
	Evolution		Types of Ecosystems	Uneven Heating	Genetic Engineering			
Human Impact		Human Impact	Climate Change	NGSS Standards				
Natural Selection (resources available)		Natural Selection (resources available)	NGSS Standards		LS4-4, LS4-5, LS4-6, LS3-1, LS3-2			
Cycling of Matter (biotic and abiotic) (food chain)		Cycling of Matter (biotic and abiotic) (food chain)	ESS2-5, ESS2-6, ESS3-5					
NGSS Standards	LS2-1, LS2-2, LS2-3, LS2-4, LS2-5							



		Module 1: Close Reading and Writing to Learn	Module 2A: Working with Evidence	Module 3A: Understanding Perspectives	Module 4: Research, Decision Making, and Forming Positions
GRADE 6	Topic	Myths: Not Just Long Ago	Rules to Live By	The Land of the Golden Mountain	Insecticides: Costs vs. Benefits
	Central Texts*	RL— <i>The Lightning Thief</i> , Rick Riordan	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI—“Stanford University Commencement Address,” Steve Jobs	RL— <i>Dragonwings</i> , Laurence Yep RI—“Comprehending the Calamity,” Emma M. Burke	RL— <i>Frightful’s Mountain</i> , Jean Craighead George RI—“The Exterminator,” Kristen Weir
	Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.2, W.6.2, 6.9) My Hero’s Journey Narrative (RL.6.3, W.6.3) 	<ul style="list-style-type: none"> Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) Research/Inform: “My Rule to Live By” (RL.6.3, W.6.2) 	<ul style="list-style-type: none"> Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9) Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7) 	<ul style="list-style-type: none"> Research Simulation (W.6.7, 6.8, 6.9) Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences? (W.6.1, 6.9)
GRADE 7	Topic	Journeys and Survival	Working Conditions	Slavery: The People Could Fly	Screen Time and the Developing Brain
	Central Texts*	RL— <i>A Long Walk to Water</i> , Linda Sue Park RI—“Sudanese Tribes Confront Modern War,” Karl Vick	RL— <i>Lyddie</i> , Katherine Patterson RI—“Commonwealth Club Address,” César Chávez	RI— <i>Narrative of the Life of Frederick Douglass</i> (excerpts)	No text purchase required; students will read articles only about the adolescent brain and the effects of technology use, provided in lesson supporting materials.
	Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis: Writing about the Theme of Survival (RL.7.1, 7.2, W.7.2, 7.9) Research-based Two-Voice Poem (RL.7.6, W.7.3, 7.9) 	<ul style="list-style-type: none"> Argument: Should Lyddie Sign the Petition? (RL.7.3, W.7.1) Consumer’s Guide to Working Conditions in the Garment Industry (W.7.2, 7.6, 7.7) 	<ul style="list-style-type: none"> Literary Nonfiction Analysis: Analyzing Douglass’s Position in the <i>Narrative</i> (RI.7.2, 7.6, W.7.2, 7.9) Children’s Book to Retell an Episode from the <i>Narrative</i> (W.7.3, 7.9) 	<ul style="list-style-type: none"> Research Simulation (W.7.7, 7.8, 7.9) Position Paper: Should the American Academy of Pediatrics raise its recommended daily entertainment screen time from two hours to four hours? (RI.7.1, W.7.1, 7.4, and 7.5)
GRADE 8	Topic	Finding Home: Refugees	Working with Evidence: Taking a Stand	Japanese American Relations in WWII	Sustainability of World’s Food Supply
	Central Texts*	RL— <i>Inside Out & Back Again</i> , Thanhha Lai* RI—“The Vietnam Wars,” Tod Olson	RL— <i>To Kill a Mockingbird</i> , Harper Lee RI—“Equal Rights for Women,” Chisholm RI—“Ain’t I a Woman?” Sojourner Truth	RI— <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i> , Laura Hillenbrand	RI— <i>The Omnivore’s Dilemma: The Secrets Behind What You Eat</i> , Michael Pollan (Young Readers’ Edition)
	Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis: Explain the Significance of the Novel’s Title (RL.8.1, 8.3, RI.8.1, W.8.2, 8.9) Research-based Free Verse Narrative Poems: “Inside Out” and “Back Again” (RI.8.1, 8.2, W.8.3, 8.9) 	<ul style="list-style-type: none"> Argument: Taking a Stand (RL.8.1, 8.2, 8.3, W.8.1) Readers Theater and Analytical Commentary: Taking a Stand in Maycomb (RL.8.11, W.8.3, 8.11) 	<ul style="list-style-type: none"> Informational Essay: Invisibility of Captives during WWII (RI.8.1, W.8.2, 8.9) Research-based Narrative: Becoming Visible after Internment (RI.8.1, W.8.3) 	<ul style="list-style-type: none"> Research Simulation (W.8.7, 8.8, 8.9) Position Paper: Which of Michael Pollan’s Four Food Chains Would Best Feed the United States? (W.8.1, 8.9)

* This plan shows most full-length books all students read, and a few key articles. See separate document “Trade Books and Other Resources” for a complete list of resources needed in order to implement the modules.



	Module 2B: Working with Evidence	Module 3B: Understanding Perspectives	Module 4B: Research, Decision Making, and Forming Positions
GRADE 6	Topic Voices of Adversity	Sustaining the Oceans	N/A
	Central Texts* RL - <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , Laura Amy Schlitz RL - <i>Blue Lipstick: Concrete Poems</i> , John Grandits RL - <i>Technically, It's Not My Fault: Concrete Poems</i> , John Grandits	RI - <i>World Without Fish</i> , Mark Kurlansky RL - <i>Flush</i> , Carl Hiassen	GRADE 7 ONLY
	Writing Tasks** • Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies</i> ? (W.6.1 and 6.9) • Narrative: Giving Voice to Adversity (W.6.3, 6.11c, SL.6.4 and 6.6)	• Research (W.6.7) • Informational Consumer Guide (W.6.2)	GRADE 7 ONLY
GRADE 7	Topic Identify and Transformation: Then and Now	N/A	Water is Life
	Central Texts* RL - <i>Pygmalion</i> , George Bernard Shaw RI - Various informational articles about identify	Please note that, for 7th grade, alternate modules will be available for Modules 2 and 4, rather than for Modules 2 and 3.	RI— <i>The Big Thirst</i> , Charles Fishman RI— “Water Is Life,” Barbara Kingsolver
	Writing Tasks** • Argument Essay: Eliza’s Changes (RL.7.1, 7.3, and W.7.1) • Advertisement Analysis and “Counter-Ad” (W.7.2a, b, c, d, e, f, 7.7, and 7.8)		• Research Simulation (W.7.7, 7.8, 7.9) • Water Management Position Paper: (RI.7.1, W.7.1, 7.4, 7.5, and L.7.6)
GRADE 8	Topic A Midsummer Night’s Dream and the Comedy of Control	The Civil Rights Movement and the Little Rock Nine	N/A
	Central Texts* RL - <i>A Midsummer Night’s Dream</i> , William Shakespeare RI - Various informational articles about Shakespeare and the universal appeal of his works	RI - <i>A Mighty Long Way: My Journey to Justice at Little Rock Central High School</i> , Carlotta Walls LaNier and Lisa Frazier Page RI - <i>Little Rock Girl 1957: How a Photograph Changed the Fight for Integration</i> , Shelley Tougas	GRADE 7 ONLY
	Writing Tasks** • Argument Essay: Controlling Others in <i>A Midsummer Night’s Dream</i> (W.8.1) • Character Confessional Narrative (RL.8.2, 8.3, W.8.3, 8.4, 8.9a, and 8.11b)	• Informational Essay: The Role of the Media in the Story of the Little Rock Nine (W.8.2) • Narrative Writing: “Snapshot in a Journey” (W.8.3)	GRADE 7 ONLY

* This plan shows most full-length books students read, and a few key articles. See separate document “Trade Books and Other Resources” for a complete list of resources needed in order to implement the modules.

** This plan shows the two main writing tasks per module and the standards most central to each task. See Curriculum Map for the full list of standards assessed (including the writing process and language standards)

For seventh grade specifically, two options for Module 4 will be available: 7M4A: (topic TBD) and 7M4B: “Water Is Life”.



A Story of Ratios: A Curriculum Overview for Grades 6-8

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Introduction

This document provides an overview of the academic year for Grades 6 through 8, beginning with a curriculum map and followed by detailed grade level descriptions.

The curriculum map is a chart that shows, at a glance, the sequence of modules comprising each grade of the Grades 6 through 8 curriculums. The map also indicates the approximate number of instructional days designated for each module of each grade. The date approximations are based on an academic calendar beginning on 9/6/12 and ending on 6/26/13 with a testing date approximately mid-late April. Details that elaborate on the curriculum map are found in the grade-level descriptions.

Each grade-level description begins with a list of the five to seven modules that comprise the instruction of that grade. That introductory component is followed by three sections: the Summary of Year, the Rationale for Module Sequence, and the alignment chart with the grade-level standards.

The “Summary of Year” portion of each grade level includes four pieces of information:

- The critical instructional areas for the grade, as described in the Common Core Learning Standards¹ (CCLS)
- The Key Areas of Focus² for the grade
- The Required Fluencies for the grade
- The CCLS Major Emphasis Clusters³ for the grade

The “Rationale for Module Sequence” portion of each grade level provides a brief description of the instructional focus of each module for that grade and explains the developmental sequence of the mathematics.

The alignment chart for each grade lists the CCLS that are addressed in each module of the grade. Note that when a cluster is referred to without a footnote, it is taught in its entirety. There are also times when footnotes are relevant to particular standards within a cluster. All standards for each grade have been carefully included in the module sequence. Some standards are deliberately included in more than one module, so that a strong foundation can be built over time. Note that the standards identified on the Pre-Post Standards⁴ document as those which should be taught after the state test in April, have been intentionally aligned with the final modules of those grades.

¹ EngageNY: http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysp12cclsmath.pdf

² Achievethecore: http://www.achievethecore.org/downloads/E0702_Description_of_the_Common_Core_Shifts.pdf

³ EngageNY: <http://engageny.org/sites/default/files/resource/attachments/nys-math-emphases-k-hs.pdf>

⁴ NYSED: <http://www.p12.nysed.gov/assessment/ei/2013/draft-math-ccls-13.pdf>



	Grade 6	Grade 7	Grade 8	
20 days	M1: Ratios and Unit Rates (35 days)	M1: Ratios and Proportional Relationships (30 days)	M1: Integer Exponents and the Scientific Notation (20 days)	20 days
20 days			M2: The Concept of Congruence (25 days)	20 days
20 days	M2: Arithmetic Operations Including Dividing by a Fraction (25 days)	M2: Rational Numbers (30 days)		M3: Similarity (25 days)
20 days	M3: Rational Numbers (25 days)	M3: Expressions and Equations (35 days)	M4: Linear Equations (40 days)	20 days
20 days	M4: Expressions and Equations (45 days)			M4: Percent and Proportional Relationships (25 days)
20 days		M5: Area, Surface Area, and Volume Problems (25 days)	M5: Statistics and Probability (25 days)	M5: Examples of Functions from Geometry (15 days)
20 days	M6: Statistics (25 days)	M6: Geometry (35 days)	M6: Linear Functions (20 days)	20 days
20 days			M7: Introduction to Irrational Numbers Using Geometry (35 days)	20 days

Approx. test date for Grades 6-8

Sequence of Grade 6 Modules Aligned with the Standards

- Module 1: Ratios and Unit Rates
- Module 2: Arithmetic Operations Including Dividing by a Fraction
- Module 3: Rational Numbers
- Module 4: Expressions and Equations
- Module 5: Area, Surface Area, and Volume Problems
- Module 6: Statistics

Summary of Year

Sixth grade mathematics is about (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Key Areas of Focus for Grade 6: Ratios and proportional reasoning; early expressions and equations

Required Fluency: 6.NS.2 Multi-digit division
6.NS.3 Multi-digit decimal operations

CCLS Major Emphasis Clusters	
Ratios and Proportional Relationships	<ul style="list-style-type: none"> • Understand ratio concepts and use ratio reasoning to solve problems.
The Number System	<ul style="list-style-type: none"> • Apply and extend previous understandings of multiplication and division to divide fractions by fractions. • Apply and extend previous understandings of numbers to the system of rational numbers.
Expressions and Equations	<ul style="list-style-type: none"> • Apply and extend previous understandings of arithmetic to algebraic expressions. • Reason about and solve one-variable equations and inequalities. • Represent and analyze quantitative relationships between dependent and independent variables.

Rationale for Module Sequence in Grade 6

In Module 1, students build on their prior work in measurement and in multiplication and division as they study the concepts and language of ratios and unit rates. They use proportional reasoning to solve problems. In particular, students solve ratio and rate using tape diagrams, tables of equivalent ratios, double number line diagrams, and equations. They plot pairs of values generated from a ratio or rate on the first quadrant of the coordinate plane.

Date: 8/10/13

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Sequence of Grade 7 Modules Aligned with the Standards

Module 1: Ratios and Proportional Relationships

Module 2: Rational Numbers

Module 3: Expressions and Equations

Module 4: Percent and Proportional Relationships

Module 5: Statistics and Probability

Module 6: Geometry

Summary of Year

Seventh grade mathematics is about (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Key Areas of Focus for Grade 7: Ratios and proportional reasoning; arithmetic of rational numbers

Rationale for Module Sequence in Grade 7

In Module 1, students build on their Grade 6 experiences with ratios, unit rates, and fraction division to analyze proportional relationships. They decide whether two quantities are in a proportional relationship, identify constants of proportionality, and represent the relationship by equations. These skills are then applied to real-world problems including scale drawings.

Students continue to build an understanding of the number line in Module 2 from their work in Grade 6. They learn to add, subtract, multiply, and divide rational numbers. Module 2 includes rational numbers as they appear in expressions and equations—work that is continued in Module 3.

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CCLS Major Emphasis Clusters
Ratios and Proportional Relationships <ul style="list-style-type: none"> Analyze proportional relationships and use them to solve real-world and mathematical problems.
The Number System <ul style="list-style-type: none"> Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
Expressions and Equations <ul style="list-style-type: none"> Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.



Module 3 consolidates and expands students’ previous work with generating equivalent expressions and solving equations. Students solve real-life and mathematical problems using numerical and algebraic expressions and equations. Their work with expressions and equations is applied to finding unknown angles and problems involving area, volume, and surface area.

Module 4 parallels Module 1’s coverage of ratio and proportion, but this time with a concentration on percent. Problems in this module include simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error. Additionally, this module includes percent problems about populations, which prepare students for probability models about populations covered in the next module.

In Module 5, students learn to draw inferences about populations based on random samples. Through the study of chance processes, students learn to develop, use and evaluate probability models.

The year concludes with students drawing and constructing geometrical figures in Module 6. They also revisit unknown angle, area, volume, and surface area problems, which now include problems involving percentages of areas or volumes.

Alignment Chart

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 7 Modules ¹³
<p>Module 1: Ratios and Proportional Relationships (30 days)</p>	<p>Analyze proportional relationships and use them to solve real-world and mathematical problems.¹⁴</p> <p>7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2 / 1/4 miles per hour, equivalently 2 miles per hour.</i></p> <p>7.RP.2 Recognize and represent proportional relationships between quantities.</p> <p>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.</p>

¹³ When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

¹⁴ Percent and proportional relationships are covered in Module 4.

Sequence of Grade 8 Modules Aligned with the Standards

Module 1: Integer Exponents and Scientific Notation

Module 2: The Concept of Congruence

Module 3: Similarity

Module 4: Linear Equations

Module 5: Examples of Functions from Geometry

Module 6: Linear Functions

Module 7: Introduction to Irrational Numbers Using Geometry

Summary of Year

Eighth grade mathematics is about (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Key Areas of Focus for Grade 8: Linear algebra

Rationale for Module Sequence in Grade 8

This year begins with students extending the properties of exponents to integer exponents in Module 1. They use the number line model to support their understanding of the rational numbers and the number system. The number system is revisited at the end of the year (in Module 7) to develop the *real* number line through a detailed study of irrational numbers.

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CCLS Major Emphasis Clusters
Expressions and Equations <ul style="list-style-type: none"> • Work with radicals and integer exponents. • Understand the connections between proportional relationships, lines, and linear equations. • Analyze and solve linear equations and pairs of simultaneous linear equations.
Functions <ul style="list-style-type: none"> • Define, evaluate, and compare functions.
Geometry <ul style="list-style-type: none"> • Understand congruence and similarity using physical models, transparencies, or geometry software. • Understand and apply the Pythagorean Theorem.



In Module 2, students study congruence by experimenting with rotations, reflections, and translations of geometrical figures. Their study of congruence culminates with an introduction to the Pythagorean Theorem in which the teacher guides students through the “square-within-a-square” proof of the theorem. Students practice the theorem in real-world applications and mathematical problems throughout the year. (In Module 7, students learn to prove the Pythagorean Theorem on their own and are assessed on that knowledge in that module.)

The experimental study of rotations, reflections, and translations in Module 2 prepares students for the more complex work of understanding the effects of dilations on geometrical figures in their study of similarity in Module 3. They use similar triangles to solve unknown angle, side length and area problems. Module 3 concludes with revisiting a proof of the Pythagorean Theorem from the perspective of similar triangles.

In Module 4, students use similar triangles learned in Module 3 to explain why the slope of a line is well-defined. Students learn the connection between proportional relationships, lines, and linear equations as they develop ways to represent a line by different equations ($y = mx + b$, $y - y_1 = m(x - x_1)$, etc.). They analyze and solve linear equations and pairs of simultaneous linear equations. The equation of a line provides a natural transition into the idea of a function explored in the next two modules.

Students are introduced to functions in the context of linear equations and area/volume formulas in Module 5. They define, evaluate, and compare functions using equations of lines as a source of linear functions and area and volume formulas as a source of non-linear functions.

In Module 6, students return to linear functions in the context of statistics and probability as bivariate data provides support in the use of linear functions.

By Module 7 students have been using the Pythagorean Theorem for several months. They are sufficiently prepared to learn and explain a proof of the theorem on their own. The Pythagorean Theorem is also used to motivate a discussion of irrational square roots (irrational cube roots are introduced via volume of a sphere). Thus, as the year began with looking at the number system, so it concludes with students understanding irrational numbers and ways to represent them (radicals, non-repeating decimal expansions) on the real number line.

GRADE 6 WORLD HISTORY

Anchor Standard	Grades 6-8 Inquiry Standards
<i>The student demonstrates an understanding of</i>	<i>Therefore, the student is able to</i>
Anchor Standard 1 Developing Questions and Planning Inquiries	Inquiry Standard SS.6-8.1.1 Create compelling questions representing key ideas of the disciplines
	Inquiry Standard SS.6-8.1.2 Explain how a question reflects an enduring issue in the field
	Inquiry Standard SS.6-8.1.3 Create supporting questions that address key ideas identified in compelling questions
	Inquiry Standard SS.6-8.1.4 Explain the relationship between compelling and supporting questions
Anchor Standard 2 Gathering and Evaluating Sources	Inquiry Standard SS.6-8.2.1 Evaluate the credibility of a source by examining its origin, author, context, and content
	Inquiry Standard SS.6-8.2.2 Gather relevant information from credible sources representing a wide range of views
Anchor Standard 3 Creating Claims	Inquiry Standard SS.6-8.3.1 Develop claims and counterclaims while pointing out the strengths and limitations of both
	Inquiry Standard SS.6-8.3.2 Identify specific evidence that supports the claims and counterclaims
Anchor Standard 4 Communicating Conclusions	Inquiry Standard SS.6-8.4.1 Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
	Inquiry Standard SS.6-8.4.2 Present arguments and explanations using a variety of print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)

Theme 2		Classical Eastern and Western Civilizations: 600 BCE–600 CE	
Sample Compelling Questions		<ul style="list-style-type: none"> • Must all empires fall? • What innovations of classical civilizations are most valuable to us now? 	
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
Civics Anchor Standard 6 Civic and Political Institutions	Classical Eastern Civilizations	Content Standard SS.6.2.6.1 Describe cultural and political structures in classical eastern societies	<ul style="list-style-type: none"> • Maruyan-Gupta India: Buddhism replaced by Hinduism, monarchy assisted bureaucracy • China: civil service examination, Han China, imperial bureaucracy
Civics Anchor Standard 6 Civic and Political Institutions	Classical Western Civilizations	Content Standard SS.6.2.6.2 Describe cultural and political structures in classical western societies	<ul style="list-style-type: none"> • Greece: democracy, Greek city-states (Golden Age of Athens), polis, rule of Pericles, Spartan rule • Rome: councils, empire, monarchy, patricians, plebians, republic, Roman Empire (Pax Romana), senate
Geography Anchor Standard 16 Global Interconnections: Changing Spatial Patterns	Arts, Science, and Technology	Content Standard SS.6.2.16.3 Evaluate the lasting impact of philosophy, art, science, and technology of Classical Greece, Rome, India, and China	<ul style="list-style-type: none"> • Philosophy: Greek philosophy (Aristotle, Plato), India (Upanishads), China (Confucianism, legalism) • Arts: architecture, drama, literature, sculpture • Science and Technology: aqueducts, astronomy, mathematics, metallurgy
History Anchor Standard 19 Causation and Argumentation	Fall of Classical Civilizations	Content Standard SS.6.2.19.4 Compare causes of decline in the Roman, Han, and Gupta empires	<ul style="list-style-type: none"> • Causes: class inequality, decline in political leadership, economic decline, foreign invasion • Roman: class inequality, decline in political leadership, economic decline, foreign invasion, overexpansion • Han: difficulty collecting taxes, foreign invasions, weakened imperial court • Gupta: foreign invasions, weakened leadership

Theme 4		Post-Classical Societies: 600 CE–1450 CE		
Sample Compelling Questions		<ul style="list-style-type: none"> • Is paper more powerful than gold? • Does literacy foster individual freedom or centralized power? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts	
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>		
Geography Anchor Standard 15 Human Population: Spatial Patterns and Movements	Innovations of Post-Classical Societies	Content Standard SS.6.4.15.1 Analyze the importance of innovations of the Middle Eastern Abbasid Dynasty, Indian Gupta Empire, and Chinese Tang and Song Dynasties	<ul style="list-style-type: none"> • Middle Eastern Abbasid Dynasty: algebra, Arabic numerals, geometry, mathematics • Indian Gupta Empire: astronomy, coinage, mathematical concepts, medicine • Chinese Tang and Song Dynasties: gunpowder, magnetic compass, papermaking, porcelain, printing, silk 	
Geography Anchor Standard 14 Human-Environment Interaction: Place, Regions and Culture	Expansion of Sub-Saharan African States	Content Standard SS.6.4.14.2 Explain the reasons for expansion of Sub-Saharan African regions	<ul style="list-style-type: none"> • Growth of Imperial States: Mali (Sundiata, Mansa Musa), Songhai (Sonni Ali) • Expanding Trade: Sub-Saharan gold for salt • Spread of Islam: spread of bureaucratic administration, spread of literacy 	
History Anchor Standard 19 Causation and Argumentation	European Feudalism	Content Standard SS.6.4.19.3 Explain how the fall of the Roman Empire led to the emergence of European feudalism	<ul style="list-style-type: none"> • Effects of Roman Empire Fall: central government loss, cities to rural population shift, increase of church authority, literacy decline, spread of Christianity • Emergence of Feudalism: Age of Chivalry, lords, manorial system, serfs, vassals 	
Economic Anchor Standard 9 Economic Decision Making	Manorialism and Feudal System	Content Standard SS.6.4.9.4 Describe the distribution of resources among classes in the feudal hierarchy	<ul style="list-style-type: none"> • King-Lords: loyalty, military aid • Lords-Knights: food, homage, military service, protection • Knights-Peasants: food, labor, protection, rent, shelter 	

Theme 5		Post-Classical Trade Networks: 600 CE–1450 CE	
Sample Compelling Questions		<ul style="list-style-type: none"> • Does the exchange of goods always change cultures? • Is the exchange of ideas more powerful than the trade of goods? 	
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
Economics Anchor Standard 10 Exchange and Markets	Trade Networks	Content Standard SS.6.5.10.1 Describe how trade networks and the transfer of goods and ideas linked post-classical societies	<ul style="list-style-type: none"> • Silk Road Luxury Goods: cotton textiles, silk, spices, porcelain, precious metals and gems • Silk Road Transportation Innovations: China's Grand Canal, magnetic compass, saddle and stirrup • Silk Road Ideas Exchanged: gunpowder, movable type, papermaking, religion • Trans-Saharan Luxury Goods: gold, ivory, salt • Trans-Saharan Transportation Innovations: camel saddles, caravans • Trans-Saharan Ideas Exchanged: religion, science • Indian Ocean Luxury Goods: cotton textiles, exotic animals, precious metals and gems, spices • Indian Ocean Transportation Innovations: astrolabe, sails • Indian Ocean Ideas Exchanged: larger ship designs in sea travel, new forms of credit and monetization (credit, checks, banking houses)
Geography Anchor Standard 15 Human Population: Spatial Patterns and Movements	Spread of Culture and Ideas	Content Standard SS.6.5.15.2 Explain how the transfer of goods and ideas along trade routes affected ideas and cultures of different people in post-classical societies	<ul style="list-style-type: none"> • Access to Luxury Goods: art, ivory, jewelry, pottery, silk clothing • Access to New Foods: olive oil, salt, spices, wine • Access to New Transportation: camel, horse, ship • Access to New Ideas: language, medical and scientific learning, religion

Theme 6		Encounters and Exchanges: 600 CE–1450 CE		
Sample Compelling Questions		<ul style="list-style-type: none"> • Is conquest unjust? • Do the benefits of encounters and exchanges outweigh their costs? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts	
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>		
Geography Anchor Standard 15 Human Population: Spatial Patterns and Movements	Mongol Conquest	Content Standard SS.6.6.15.1 Explain how encounters and exchanges of the Mongols linked the world	<ul style="list-style-type: none"> • Encounters: Mongol invasions • Exchanges: disease, food products, silk, skills, spices • Links: Marco Polo explorations, reopening of the Silk Road 	
History Anchor Standard 19 Causation and Argumentation	The Crusades	Content Standard SS.6.6.19.2 Describe encounters between Christians, Muslims, and Jews during the Crusades	<ul style="list-style-type: none"> • Encounters: conflict over Jerusalem between Christians and Jews, between Christians and Muslims • Exchanges: goods (agricultural products, medicine, spices), ideas (algebra, Arabic numerals, education) • Effects: increased power of the king and the church, territorial expansion, culture flourishes, advances in science and health care 	
History Anchor Standard 19 Causation and Argumentation	Chinese Explorations	Content Standard SS.6.6.19.3 Explain how the voyages of Zheng He contributed to the rise of the Ming Dynasty	<ul style="list-style-type: none"> • Ming Dynasty: influential in Asia, short-term extensive maritime outreach • Zheng He: voyages to impress foreign countries with China's power, extend China's influence, and encourage trade • Contribution: offered China an opportunity to become a maritime power 	

Theme 7	Mesoamerican Empires: Pre–1500		
Sample Compelling Questions	<ul style="list-style-type: none"> • How do Mesoamerican cultures still influence us today? • What do great cultures have in common? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
Geography Anchor Standard 16 Global Interconnections: Changing Spatial Patterns	Characteristics of Mesoamerican Empires	Content Standard SS.6.7.16.1 Compare cultural and technological innovations of the Olmec, Mayan, Aztec, and Inca civilizations	<ul style="list-style-type: none"> • Olmec: cultural (Olmec stone heads, sculpture, temples), technological (agricultural settlements, development of maize, first calendars, indigenous writing systems) • Maya: cultural (reliefs of kings and gods, urban temple complexes, writing), technological (365-day agriculture-based calendar, raised bed agriculture) • Inca: cultural (Cuzco, Machu Picchu, palaces), technological (quipu computational system, road systems, terraced agriculture) • Aztec: cultural (gold and silver ornaments, sculpture, Tenochtitlan), technological (road systems, terraced agriculture, writing)

Theme 8		Renewal in Europe: 1300 CE–1500 CE	
Sample Compelling Questions		<ul style="list-style-type: none"> • How did the Black Death change the world? • Does the Renaissance still matter? 	
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
Civics Anchor Standard 6 Civic and Political Institutions	Medieval Europe Transformation	Content Standard SS.6.8.6.1 Explain the reestablishment of Europe's political and social order in medieval times	<ul style="list-style-type: none"> • Political Order: city-states, papal states (Catholic Church), republics, rise of monarchies • Social Order: decline of feudalism, guilds
History Anchor Standard 17 Change, Continuity, and Context	Effects of Black Death	Content Standard SS.6.8.17.2 Analyze social, political, and economic effects of the Black Death on Europe	<ul style="list-style-type: none"> • Social: reduced power of the church, weakened feudalism • Political: increased political rights to commoners, laws to freeze wages, weakened autonomy of landlords • Economic: high wages, inflation, labor shortage, plague spread through established trade routes
History Anchor Standard 19 Causation and Argumentation	Rise of the European Renaissance	Content Standard SS.6.8.19.3 Explain the rise of the European Renaissance	<ul style="list-style-type: none"> • Rise of the European Renaissance: long-term impact of the Black Death, new science and learning, new technologies, new wealth of merchants, rise of towns
History Anchor Standard 19 Causation and Argumentation	Influence of the Renaissance	Content Standard SS.6.8.19.4 Explain how people, ideas, art, literature, science, and technology shaped the Renaissance	<ul style="list-style-type: none"> • People: Dante Alighieri, Da Vinci, Durer, Galileo, Gutenberg, Machiavelli, Michelangelo, Newton, Petrarch, Raphael • Ideas: humanism • Literature: Machiavelli, Petrarch, Shakespeare • Art: frescos, paintings, sculptures • Science and Technology: alchemy, astronomy, geography, magic, medicine, printing press

HISTORY OF THE HAWAIIAN KINGDOM

Anchor Standard	Grades 6-8 Inquiry Standards
<i>The student demonstrates an understanding of</i>	<i>Therefore, the student is able to</i>
Anchor Standard 1 Developing Questions and Planning Inquiries	Inquiry Standard SS.6-8.1.1 Create compelling questions representing key ideas of the disciplines
	Inquiry Standard SS.6-8.1.2 Explain how a question reflects an enduring issue in the field
	Inquiry Standard SS.6-8.1.3 Create supporting questions that address key ideas identified in compelling questions
	Inquiry Standard SS.6-8.1.4 Explain the relationship between compelling and supporting questions
Anchor Standard 2 Gathering and Evaluating Sources	Inquiry Standard SS.6-8.2.1 Evaluate the credibility of a source by examining its origin, author, context, and content
	Inquiry Standard SS.6-8.2.2 Gather relevant information from credible sources representing a wide range of views
Anchor Standard 3 Creating Claims	Inquiry Standard SS.6-8.3.1 Develop claims and counterclaims while pointing out the strengths and limitations of both
	Inquiry Standard SS.6-8.3.2 Identify specific evidence that supports the claims and counterclaims
Anchor Standard 4 Communicating Conclusions	Inquiry Standard SS.6-8.4.1 Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
	Inquiry Standards SS.6-8.4.2 Present arguments and explanations using a variety of print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)

Theme 1		Unification of the Hawaiian Kingdom		
Sample Compelling Questions		<ul style="list-style-type: none"> • Was unification good for Hawai'i? • What are the characteristics of a good leader? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts	
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>		
History Anchor Standard 17 Change, Continuity, and Context	Unification of the Hawaiian Islands	Content Standard SS.7HHK.1.17.1 Analyze the role of individuals, events, and ideas leading to the unification of the Hawaiian Kingdom	<ul style="list-style-type: none"> • Events: Kaua'i cession, major battles • People: Kahekili, Kalanikūpule, Kalaniōpu'u, Kamehameha, Keawema'uhili, Keōua, Kīwala'ō • Ideas: foreign advisors (e.g., Davis, Young), strategies, weapons 	
	Arrival of James Cook	Content Standard SS.7HHK.1.18.2 Compare and contrast Hawaiian and Western perspectives on the arrival of James Cook in Hawai'i	<ul style="list-style-type: none"> • Hawaiian Perspectives: debate over Cook as the god Lono • Western Perspectives: debate over Hawaiians as "civilized" • Changes: ecological, economic, social 	
Civics Anchor Standard 6 Civic and Political Institutions	Hawaiian Kingdom Under Kamehameha I	Content Standard SS.7HHK.1.6.3 Assess the changes initiated by Kamehameha I on Hawaiian society after unification	<ul style="list-style-type: none"> • Changes: establishment of monarchy, council of chiefs, governorships, Kānāwai Māmalahoe, use of foreign advisors 	

Theme 2		The Developing Hawaiian Kingdom		
Sample Compelling Questions		<ul style="list-style-type: none"> • What happens when cultures collide? • Does economic growth and diversification always benefit a society? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts	
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>		
History Anchor Standard 17 Change, Continuity, and Context	End of the Kapu System	Content Standard SS.7HHK.2.17.1 Assess the impact of the abolishment of the kapu system	<ul style="list-style-type: none"> • Impact: free trade of sandalwood, increasing influence of Ka'ahumanu and foreigners, religious vacuum, resistance by Hawaiians 	
History Anchor Standard 17 Change, Continuity, and Context	Arrival of Missionaries	Content Standard SS.7HHK.2.17.2 Assess the social and cultural changes resulting from missionary influence in Hawaiian society	<ul style="list-style-type: none"> • Social and Cultural Changes: Christian code of conduct regarding work and domestic life, establishment of Western style education and literacy, growth of Christian churches, Hawaiian cultural practice restrictions, influence of 'Ōpūkaha'ia 	
Economics Anchor Standard 9 Economic Decision Making	Development of a Market Economy	Content Standard SS.7HHK.2.9.3 Analyze how the sandalwood and whaling industries impacted Hawai'i's economy	<ul style="list-style-type: none"> • Impacts of Sandalwood: increase in maritime merchant traffic, shift from subsistence agriculture to market economy, unsustainable harvesting practices • Impacts of Whaling: growth of businesses to supply ships (e.g., bakeries, blacksmiths, carpenters, laundries, sail makers), growth of whaling towns, selling of non-native foods to sailors 	
Geography Anchor Standard 14 Human-Environment Interaction: Place, Regions, and Culture	Western Influence	Content Standard SS.7HHK.2.14.4 Explain the social and environmental changes resulting from foreign influence	<ul style="list-style-type: none"> • Social: Hawaiian emigration, native depopulation, spread of foreign diseases by sailors • Environmental: change from land stewardship to land ownership, development of Western style towns and structures 	

Theme 3		The Late Hawaiian Kingdom		
Sample Compelling Questions		<ul style="list-style-type: none"> • What types of resources are best owned in common? • Did a constitutional monarchy make Hawaiians more free? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts	
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>		
Geography Anchor Standard 15 Human Population: Spatial Patterns and Movements	Mass Immigration	Content Standard SS.7HHK.3.15.1 Analyze the causes and impacts of immigration of various ethnic groups for plantation labor	<ul style="list-style-type: none"> • Causes: need for plantation labor, push factors (overpopulation, political instability, poverty), time of arrival for immigrant groups • Impacts: development of pidgin English, emergence of local culture, plantation towns, population shifts 	
Civics Anchor Standard 8 Process, Rules, and Laws	Constitutional Monarchy	Content Standard SS.7HHK.3.8.2 Explain the processes, ideas, and people's roles involved in the transition from absolute monarchy to constitutional monarchy	<ul style="list-style-type: none"> • Processes: Declaration of Rights, international recognition, promulgation of constitutions, treaties • Ideas: absolute monarchy, civil and political rights, constitutional monarchy, sovereignty • People: Kamehameha I, Kamehameha III, William Richards 	
Economics Anchor Standard 11 The National Economy	Changes in Land Tenure	Content Standard SS.7HHK.3.11.3 Evaluate the impact of changing land tenure on Hawaiians	<ul style="list-style-type: none"> • Impact on Hawaiians: The Paulet Affair, creation of private property in 1848 Māhele and Kuleana Act, foreign land ownership from Resident Alien Act of 1850, displacement of maka'āinana • Impacts of Sugar: accelerated use of technology, banking, growth of shipping, railroads, shift from subsistence farming to agribusiness, utilities 	

Theme 4		Overthrow of the Hawaiian Kingdom	
Sample Compelling Questions		<ul style="list-style-type: none"> • Does economic power lead to political power? • What makes a government legitimate? 	
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
Economics Anchor Standard 12 The Global Economy	Causes of the Overthrow	Content Standard SS.7HHK.4.12.1 Evaluate the political and economic developments leading to the overthrow of the Hawaiian Kingdom	<ul style="list-style-type: none"> • Political: American expansionism, Bayonet Constitution, Draft Constitution of 1893 • Economic: Reciprocity Treaty, McKinley Tariff
History Anchor Standard 18 Perspectives	Overthrow	Content Standard SS.7HHK.4.18.2 Compare and contrast perspectives of proponents and opponents of the 1893 overthrow of the Hawaiian Kingdom	<ul style="list-style-type: none"> • Opponents of overthrow: Hui Aloha 'Āina, James Blount, Joseph Nāwahī, President Grover Cleveland, Queen Lili'uokalani, Robert Wilcox • Proponents of overthrow: foreigner-led groups (Committee of Safety, Hawaiian League, Honolulu Rifles), John Stevens, Lorrin Thurston, Sanford Dole

GRADE 8 UNITED STATES HISTORY

Anchor Standard	Grades 6-8 Inquiry Standards
<i>The student demonstrates an understanding of</i>	<i>Therefore, the student is able to</i>
Anchor Standard 1 Developing Questions and Planning Inquiries	Inquiry Standard SS.6-8.1.1 Create compelling questions representing key ideas of the disciplines
	Inquiry Standard SS.6-8.1.2 Explain how a question reflects an enduring issue in the field
	Inquiry Standard SS.6-8.1.3 Create supporting questions that address key ideas identified in compelling questions
	Inquiry Standard SS.6-8.1.4 Explain the relationship between compelling and supporting questions
Anchor Standard 2 Gathering and Evaluating Sources	Inquiry Standard SS.6-8.2.1 Evaluate the credibility of a source by examining its origin, author, context, and content
	Inquiry Standard SS.6-8.2.2 Gather relevant information from credible sources representing a wide range of views
Anchor Standard 3 Creating Claims	Inquiry Standard SS.6-8.3.1 Develop claims and counterclaims while pointing out the strengths and limitations of both
	Inquiry Standard SS.6-8.3.2 Identify specific evidence that supports the claims and counterclaims
Anchor Standard 4 Communicating Conclusions	Inquiry Standard SS.6-8.4.1 Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
	Inquiry Standard SS.6-8.4.2 Present arguments and explanations using a variety of print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)

Theme 1		The US Constitution: 1785–1791		
Sample Compelling Questions		<ul style="list-style-type: none"> • What is the purpose of government? • What is the balance between the rights and responsibilities of citizenship? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts	
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>		
Civics Anchor Standard 6 Civic and Political Institutions	Constitutional Origins	Content Standard SS.8.1.6.1 Examine how challenges the government faced were resolved at the Constitutional Convention	<ul style="list-style-type: none"> • Postwar Challenges: Articles of Confederation, debt crisis, Shays' Rebellion, state militias • Compromises: commerce clause, Great Compromise, Three-Fifths Compromise 	
Civics Anchor Standard 6 Civic and Political Institutions	Structure of Government	Content Standard SS.8.1.6.2 Explain the structure and powers of the three branches of the federal government	<ul style="list-style-type: none"> • Structure: executive, judicial, and legislative branches, federalism • Powers: appropriations, checks and balances, declarations of war, impeachment, judicial review, legislation, veto 	
Civics Anchor Standard 7 Civic Virtues and Democratic Principles	Individual Liberties	Content Standard SS.8.1.7.3 Analyze how the Bill of Rights protects individual liberties from the national government	<ul style="list-style-type: none"> • Types of Liberties: civil liberties, criminal law protections, political freedoms, religious freedom 	

Theme 2	Governing Early America: 1787–1837		
Sample Compelling Questions	<ul style="list-style-type: none"> • What does it mean to be a good citizen? • When is restricting the right to vote justified? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
History Anchor Standard 17 Change, Continuity and Context	Exclusions and Restrictions	Content Standard SS.8.2.17.1 Analyze citizenship and voting rights in early America	<ul style="list-style-type: none"> • Citizenship: 1790 Alien Naturalization Act, Native Americans • Voting Rights: free Blacks, Jacksonian Democracy, property qualifications, women
Civics Anchor Standard 6 Civic and Political Institutions	Politics in Transition	Content Standard SS.8.2.6.2 Explain how political parties developed out of conflicts in early America	<ul style="list-style-type: none"> • Factions to Parties: Anti-Federalists, Democratic-Republicans, Federalists, Jacksonian Democrats, Whigs • Dividing Issues: state debts, Whiskey Rebellion, Alien and Sedition Acts, War of 1812, Panic of 1819, Second Bank of the United States

Theme 3		Native America and Westward Expansion: 1787–1876	
Sample Compelling Questions		<ul style="list-style-type: none"> • Were the justifications for territorial expansion “just”? • How can we make amends for historical wrongs? 	
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
History Anchor Standard 19 Causation and Argumentation	Causes of Western Expansion	Content Standard SS.8.3.19.1 Analyze the ideological and socioeconomic reasons for U.S. territorial expansion	<ul style="list-style-type: none"> • Ideological: Hudson River School, Manifest Destiny, Romanticism • Socioeconomic: agricultural expansion, canals, cotton production, fur trade, gold rush, Homestead Act, population growth, railroads, steamboats, technological advances
Geography Anchor Standard 16 Global Interconnections: Changing Spatial Patterns	Acquisition of Western Territory	Content Standard SS.8.3.16.2 Trace how the United States acquired new territories, including purchases, annexation, treaties, and war	<ul style="list-style-type: none"> • Territorial Acquisition: Northwest Ordinance, Louisiana Purchase, Florida, Texas Annexation, Oregon, Mexican Cession, Gadsden Purchase, Alaska • Frontier Migration: Oregon Trail, Santa Fe Trail, Mormon Trail • International Wars: Indian Wars, Mexican-American War
History Anchor Standard 17 Change, Continuity, and Context	Interaction and Conflict	Content Standard SS.8.3.17.3 Explain how Native Americans resisted U.S. territorial expansion	<ul style="list-style-type: none"> • Confederacies and Alliances: Cherokee Confederacy, Ghost Dance, Tecumseh, • Revolts and Warfare: Battle of Fallen Timbers, Seminole Wars, Dakota War, Bear River Massacre, Great Plains Wars, Chief Joseph, Geronimo
History Anchor Standard 19 Causation and Argumentation	Impacts of Western Expansion	Content Standard SS.8.3.19.4 Assess the effects of U.S. expansion on Native Americans in terms of population loss, land dispossession, and culture	<ul style="list-style-type: none"> • Depopulation and Impoverishment: buffalo eradication, disease, warfare • Displacement and Reservations: Trail of Tears, Oklahoma Territory, Long Walk of the Navajo • Forced Assimilation: missionaries, reservations, Indian boarding schools

Theme 4		Industrial America: 1810–1860		
Sample Compelling Questions		<ul style="list-style-type: none"> • Did industrialization improve daily life? • What sparks innovation? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts	
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>		
Economics Anchor Standard 9 Economic Decision Making	Changing Standard of Living	Content Standard SS.8.4.9.1 Analyze how economic growth and industrialization transformed daily life	<ul style="list-style-type: none"> • Work Life: clock time, factory system, putting-out system, slave labor, wage work • Society: emerging middle class, immigration, leisure, women's sphere, urbanization 	
Geography Anchor Standard 15 Human Population: Spatial Patterns and Movements	Technological Advancements	Content Standard SS.8.4.15.2 Explain how innovations in transportation, communication, and production reshaped American society	<ul style="list-style-type: none"> • Transportation: National Road, Erie Canal, steamboats, railroads • Communication: Pony Express, telegraph • Production: cotton gin, interchangeable parts, Lowell mills, steel plow 	
Economics Anchor Standard 10 Exchange and Markets	Social Change and Conflict	Content Standard SS.8.4.10.3 Analyze how the market revolution contributed to labor conflicts and divisions over slavery	<ul style="list-style-type: none"> • Labor Organizations and Conflicts: cycles of joblessness, guilds, Lowell strikes, workingmen's parties • Social Divisions: economic inequality, expansion of slavery 	

Theme 5		Slavery: 1808–1861	
Sample Compelling Questions		<ul style="list-style-type: none"> • How can oppressed people respond to injustice? • Why does forced labor exist? 	
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
Economics Anchor Standard 9 Economic Decision Making	Economics of Slavery	Content Standard SS.8.5.9.1 Analyze how slavery shaped the economic development of the North and South	<ul style="list-style-type: none"> • Types of slavery: artisans, gang labor system, plantations, servants, urban slavery • North: finance, textile production • South: Cotton Kingdom, internal slave trade
Geography Anchor Standard 14 Human-Environment Interaction: Place, Regions, and Culture	Endurance and Resistance	Content Standard SS.8.5.14.2 Examine how enslaved people adapted to and resisted slavery	<ul style="list-style-type: none"> • Repression: illiteracy, paternalism, slave codes, violence • Adaptation: family, music, religion, slave community • Resistance: Amistad, deception, Gabriel’s Rebellion, Harriet Tubman, Nat Turner, sabotage, Underground Railroad

Theme 6		Social Reform Movements: 1800–1860	
Sample Compelling Questions		<ul style="list-style-type: none"> • What is a perfect society? • How can people make society better? 	
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
History Anchor Standard 18 Perspectives	Religion and Reform	Content Standard SS.8.6.18.1 Analyze the religious and utopian movements that flourished around the Second Great Awakening	<ul style="list-style-type: none"> • Religion: Hiram Bingham, Methodism, Mormonism, revival meetings • Utopian Communities: New Harmony, Oneidas, Shakers
Civics Anchor Standard 7 Civic Virtues and Democratic Principles	Social Reform Movements	Content Standard SS.8.6.7.2 Evaluate the effectiveness of 19 th -century reform movements	<ul style="list-style-type: none"> • Abolitionism: American Anti-Slavery Society, Frederick Douglass, Harriet Beecher Stowe, William Lloyd Garrison • Women's Rights: Elizabeth Cady Stanton, Seneca Falls Convention • Alcohol: Women's Christian Temperance Union • Prisons and Asylums: Dorothea Dix • Public Education: Horace Mann

Theme 7		Civil War: 1861–1865		
Sample Compelling Questions		<ul style="list-style-type: none"> • Does war settle issues? • Did the North win the Civil War or did the South lose it? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts	
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>		
History Anchor Standard 19 Causation and Argumentation	Causes of Civil War	Content Standard SS.8.7.19.1 Explain how conflicts over slavery led the North and South to war	<ul style="list-style-type: none"> • Antebellum Conflicts: states' rights, Compromise of 1850, Dred Scott case, Bleeding Kansas, John Brown's raids, Lincoln's election, secession • Debates: free-labor ideology, Lincoln-Douglas campaign, pro-slavery arguments, Republican Party 	
History Anchor Standard 17 Change, Continuity, and Context	Turning Points of Civil War	Content Standard SS.8.7.17.2 Analyze major factors that determined the outcome of the Civil War	<ul style="list-style-type: none"> • Social and Economic Factors: disease, manufacturing, national currency, population, slaves • Leadership: Abraham Lincoln, Emancipation Proclamation, Jefferson Davis, Robert E. Lee, Ulysses S. Grant • Military: Antietam, Fifty-Fourth Massachusetts Volunteers, Gettysburg, naval blockade, Sherman's March 	

Theme 8	Reconstruction and the Rise of Jim Crow: 1865–1900		
Sample Compelling Questions	<ul style="list-style-type: none"> • Did Reconstruction fail? • How should societies reconcile after conflict? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
Civics Anchor Standard 8 Processes, Rules, and Laws	Promise of Reconstruction	Content Standard SS.8.8.8.1 Assess the efforts of the federal government and African Americans to forge a new political and social order after emancipation	<ul style="list-style-type: none"> • Federal Action: Sherman Field Order 15, Presidential Reconstruction, Freedmen’s Bureau, Radical Republicans, Civil Rights Act of 1875, Reconstruction Amendments • Freedpeople: Black churches, Black officeholders, Black schools and colleges, Juneteenth
History Anchor Standard 17 Change, Continuity, and Context	Jim Crow: Repression and Segregation	Content Standard SS.8.8.17.2 Assess how the end of Reconstruction affected African Americans	<ul style="list-style-type: none"> • End of Reconstruction: Ku Klux Klan, Panic of 1873, racial terrorism, Slaughterhouse Cases, Compromise of 1877 • Restrictions of Freedom: Black Codes, convict leasing, Jim Crow, Plessy v. Ferguson, sharecropping

Attachment D.1 Curriculum Planning Supports

Session Scope

Dates	Session	Absent	PPT Link	Resources
Jul. 21st	Session 1: Drafting an ELA Vision Statement Facilitator: Leslie Shellito, ELA Content Lead		PPT	<ol style="list-style-type: none"> ELA Instructional Vision Note-Catcher Example ELA Instructional Visions TNTP ELA Instructional Vision Additional Readings <ol style="list-style-type: none"> Chalkbeat article about the Knowledge Gap NRP Excerpt (foundational skills) Session Recording Feedback Form
Jul. 23rd	Session 2: Drafting a MATH Vision Statement Facilitator: Carla Seeger, Math Content Lead		PPT	<ol style="list-style-type: none"> Session Recording Padlet PDF Beta Academy vision Southbridge Vision Additional Visions <ol style="list-style-type: none"> Gladstone GEO TNTP Core Beliefs Focus Documents Coherence Map Progressions Additional Reading <ol style="list-style-type: none"> What Is Rigor
Jul. 28th	Session 3: Curricular Assumptions & Pedagogy (Math) Facilitator: Lyndz Leibowitz, ADIS		PPT	<ol style="list-style-type: none"> Session Recording Collaborative Document EdReports.org EQulP Rubric
Jul. 30th	Session 4: Curricular Assumptions & Pedagogy (ELA) Facilitator: Julie Ebling, ADIS		PPT	<ol style="list-style-type: none"> Session Recording Drive for Session NSVE

				<ol style="list-style-type: none"> Session 4 Materials EdReports.org EQulP Rubric: ELA/Literacy K-2 EQulP Rubric: ELA/Literacy 3-12
Aug. 4th	Session 5: Surfacing the Instructional Core Facilitator: John Prince, Math Content Lead		PPT	<ol style="list-style-type: none"> Instructional Core Reflection Doc The Instructional Core ELA IPG with Guiding Questions Math IPG with Guiding Questions Aligning Content and Practice: The Design of the IPG Science IPG - Draft Math IPG ELA IPG Session Recording
Aug. 6th	Session 6: Building a Learning Organization Facilitator: Valery Dragon, MDIS		PPT	<ol style="list-style-type: none"> ICF Rubric ICF Excerpt Transformational Leadership Framework: New Leaders Organizational Structures Distributive Leadership Toolkit What Makes Great Schools Tick Session Recording
Aug. 26th	Session 7: Instructionally Relevant Conversations Facilitator: Valery Dragon, MDIS		PPT	<ol style="list-style-type: none"> The Core PDF Statesman Academy Webpage Statesman Academy Charter Application Teaching as Decision Making

Attachment D.1 Curriculum Planning Supports

				<ul style="list-style-type: none"> 5. Equity Reset Toolkit 6. Instructional Models-Doing the Right things Right 7. 4 Disciplines of Execution Free PDF 8. Session Recording
October 14	Session 8: Structures Integral to Teacher Development Facilitator: Charlotte Hansen, DIS		PPT	
TBD	Session 9: The Instructional Leader Facilitator: Amponsah Nkansah, DIS		PPT	
TBD	Session 10: Goals Setting and the Stepback Facilitator: Valery Dragon, MDIS		PPT	

September: Advisory Design Block

August- September	Wellness Pillar:	February- March	Wellness Pillar:
Essential Learnings	Experiences or Shared Outcomes at Friday Gatherings	Essential Learnings	Experiences or Shared Outcomes at Friday Gatherings
Introduce the Wellness Wheel	Activities developing the idea of Whole-Person Wellness	HĀ: Responsibility	Shared ownership and leadership opportunities
October- November	Wellness Pillar:	April-May	Wellness Pillar:
Essential Learnings	Experiences or Shared Outcomes at Friday Gatherings	Essential Learnings	Experiences or Shared Outcomes at Friday Gatherings
HĀ: Belonging	Activities developing the idea of all students having a strengthened sense of belonging to this place	HĀ: Aloha	Total well being
December- January	Wellness Pillar:	June-July	Wellness Pillar:
Essential Learnings	Experiences or Shared Outcomes at Friday Gatherings	Essential Learnings	Experiences or Shared Outcomes at Friday Gatherings
HĀ: Hawaii	Learn and apply Hawaiian traditional world view and knowledge in contemporary settings. Strengthened sense of the meaning of being from this place.	HĀ: Excellence	Utilize creativity and imagination to problem-solve and innovate

Scheduling Considerations				
SUBJECT	HIGH SCHOOL DIPLOMA	<i>In reviewing HS requirements for promotion, what courses will you offer 8th grade for each named subject area?</i>	<i>How does the 8th grade course listing impact required courses for 7th grade?</i>	<i>How does the 7th grade course listing impact required courses for 6th grade?</i>
English	<ul style="list-style-type: none"> 4 credits including: English Language Arts 1 (1.0 credit) English Language Arts 2 (1.0 credit); Expository Writing* (0.5 credit); and Common Core aligned language arts electives or proficiency based equivalents [ELA basic electives (1.5 credits)] 	To be completed	To be completed	To be completed
Social Studies	<ul style="list-style-type: none"> 4 credits including: <ul style="list-style-type: none"> U.S. History and Government (1.0 credit); World History and Culture (1.0 credit); Modern History of Hawaii (0.5 credit); Participation in a Democracy (0.5 credit); Social Studies basic elective (1.0 credit) 	To be completed	To be completed	To be completed
Math	3 credits including: <ul style="list-style-type: none"> Algebra 1 (1.0 credit); Geometry (1.0 credit); and mathematics basic elective (1.0 credit) 	To be completed	To be completed	To be completed
Science	3 credits including: <ul style="list-style-type: none"> Biology 1 (1.0 credit); and science basic electives (2.0 credits) 	To be completed	To be completed	To be completed
Elective/Specified Programs	<ul style="list-style-type: none"> 2 credits in one of the specified programs of study. World Language (note 1) Fine Arts (note 2) Career and Technical Education / JROTC (note 3) 	To be completed	To be completed	To be completed
Physical Education (P.E.)	<ul style="list-style-type: none"> 1 credit including Physical Education Lifetime Fitness (0.5 credit); and Physical Education basic elective (0.5 credit) 	To be completed	To be completed	To be completed
Health	<ul style="list-style-type: none"> 0.5 credit in Health Today and Tomorrow 	To be completed	To be completed	To be completed

Master Schedule Mock-Up Target Enrollment: 100 6th Grade Students

Time	6.1	6.2	6.3	6.4	Notes

Sample Free 6th Grade Science Curriculum Resources

Resource #1: The Kūkulu Nā Uapo curriculum seeks to enhance school success for 6th grade Native Hawaiian and local students by providing a curriculum that is relative to their interests and experiences, culturally conscious, developmentally appropriate and centered around each child learning more about themselves their world, and their sense of place in their world. Kūkulu Nā Uapo is a science curriculum that meets Hawaii’s Department of Education 6th grade academic standards and weaves in Hawaiian cultural standards and practices. Throughout the academic year, the student will gain a greater understanding of themselves, their relationship to others and the world around them, and their responsibility (kuleana) to nurture themselves, others and their environment.

FREE SCIENCE CURRICULUM RESOURCE #2 [NOT REFLECTED IN MATRIX BELOW]: *Wondering if this is a better match that could be turnkeyed as a framework to launch into CAPSTONE or feed into “ In The Field Fridays”:* Nā Hana Ma Ka Ahupua‘a, Science in Hawai‘i, is a 3 year Native Hawaiian Education project funded by a US DOE grant. The curriculum offers middle and high school teachers over one year of General Science Lessons centered on the Interdependence of Natural Resources in our watersheds, the Ahupua‘a of Hawai‘i. Evidence-based components infused into the curriculum to help all students succeed include: differentiated instruction for general and/or special education students, hands-on activities, concrete learning, projects & field trips, interaction with role models, kupuna/elders, community members & local scientists, adapted readings appropriate to student reading levels and age, locally relevant content focused 1st on community, island & state, then linked globally, culturally responsive teaching methods & learning style. **Guiding Document: Welcome, Overview, & Resources (Zip Archive) 5.5mb**

Kukulu Overview (Zip Archive) 3.2mb/

Unit	Unit Topic	Supplemental Resources	Summary of Curricular Gaps	Approach to Mitigate Gaps
Unit 1	<u>Relevance</u> (Zip Archive) 9.5mb	Videos: <u>Controlling the Coqui</u> , <u>Hanging With Joe</u> , <u>Hawai'i is a Special Place</u> , <u>Mana'o of Kupuna</u> , <u>Science of Sport</u>		
Unit 2	<u>Physical Science</u> (Zip Archive) 7.4mb	Videos: <u>Food As Fuel</u>		
Unit 3	<u>Origins</u> (Zip Archive) 5.8mb	Videos: <u>Mana Energy</u> , <u>Star Stuff & the Kumulipo</u>		
Unit 4	<u>Matter</u> (Zip Archive) 9.6mb	Videos: <u>Buoyancy Beneath the Surface</u> , <u>Rocks Matter</u>		
Unit 5	<u>Impact Zones</u> (Zip Archive) 9.5mb	Videos: <u>Energy Conversion</u> , <u>Intro to Renewable and Non-Renewable Energy</u> , <u>Science & Culture Working in Lokahi</u> , <u>Scientific Process</u>		
Unit 6	<u>Global Heat Engine</u> (Zip Archive) 8.1mb	Videos: <u>Looking Back at the Stars</u> , <u>Mahina the Moon</u> , <u>Water Cycle</u>		

Sample: Free 6th Grade Social Studies (Note: If you opt into the Humanities route, we will need to think of this after ELA curriculum is selected).

Unit	Unit Topic	Supplemental Resources	Summary of Curricular Gaps	Approach to Mitigate Gaps

ELA & MATH Curriculum Adoption: Decision Points Overview

October: Gearing up for curriculum selection

	Action Step	Owner(s)	Date	Status
Access EL Curriculum	Use login credentials to access/download curriculum and explore: <ul style="list-style-type: none"> • Login Email: cca@instructionpartners.org • Password: InstructUP! • Or access curriculum materials right here from EngageNY 			
Explore Expeditionary Learning as a Curriculum	Use this matrix to explore: <ul style="list-style-type: none"> • EL's mission and vision • 6th-8th grade themes in core content 			

Provider				
Open Resources Route or Curriculum Purchase	Decision Point: Decide if you intend on purchasing or using open resource curriculum for required courses. This can narrow the focus for curriculum review.			
Content- Driven Selection Team	Plan your process for selection: <ul style="list-style-type: none"> ● Determine work plan/timeline ● Finalize committee members ● Build out roles and responsibilities for committee members in terms of who will review core content curriculum. ● Establish communication plan 			Selection Timelines Selection Plan Equitable Committee Recruitment Guidance
Vision Setting	<ul style="list-style-type: none"> ● Determine a vision for Core Content excellence. ● Solicit community feedback on vision. ● Build shared understanding of graduation requirements and content shifts. ● Describe the academic focus of the school 			Standards Training Guidance and Examples Email for Communicating Standards Training to the Review Committee Key Messages for Maintaining High Expectations for Students

Curriculum Review & Selection Process

- *Process Option 1: Customize Phase 1 action steps for each content/ content team.*
- *Process Option 2: Create a timeline for the Phase 1 plan to be used by a single team for each content area.*

Key Action	Time	Steps and Objectives	Who?	Resources
Phase #1: Set Vision & Select Aligned Materials [WINTER]				

<p>Develop a Rubric and Vet Curricula & Instructional Tools</p>	<p>October-November</p>	<ul style="list-style-type: none"> ● Develop a criteria for assessing materials, programs, and tools: <ul style="list-style-type: none"> ○ Do the materials align with the instructional shifts required by the competencies and content standards? ○ Do materials align with the vision of content knowledge and application? ○ Do the materials offer the desired level of instructional support for teachers? ○ Do the materials provide English Language Learner support? ○ Do the materials provide a scope and sequence that will meet the needs of future learners? ● Develop a rubric for assessing materials, programs, and tools ● Review EdReports.org and select 1-2 sets of materials per content area to demo (some tools may address multiple content areas) ● Procure the demo set of materials and determine supports for instructors, requirements of students/families, required instructional materials, etc. 		<p>This resource from EdReports</p> <p>Questions for Naming Curriculum Criteria</p> <p>Selection Plan</p> <p>EdReports website</p> <p>Review Committee Training Agenda, Email, and Survey</p>
<p>Review, Pilot, Decide</p>	<p>November-December</p>	<ul style="list-style-type: none"> ● Conduct the reviews and solicit community feedback, specifically from stakeholders such as students, families, teachers, and leaders. ● Demo the set of materials and report findings to committee leads. ● Make final recommendations re: materials, programs, and tools ● Explain why the instructional strategies and proposed curriculum are well-suited for the targeted student population ● Explain how the academic plan aligns with Hawaii's academic standards 		<p>Agenda for Materials Review and Discussion</p> <p>Selection Plan</p> <p>Email-Sharing-Selection-Decision-and-Rationale</p> <p>PowerPoint Sharing Selection Decision and Rationale</p> <p>The Curriculum Talking Points and FAQ on Selection</p>
<p>Procurement</p>	<p>January-February</p>	<ul style="list-style-type: none"> ● Order/Procure materials/program/tool ● Develop and Communicate Timeline for Implementation & Materials including supplementary materials or equipment ● Establish Distribution Plan 		<p>Procurement Responsibilities</p> <p>Procurement Options</p> <p>Materials Procurement Organization Template</p>

				Tracking Materials Orders
Phase #2: Preparing to Recruit the Founding Team [SPRING]				
Deepen Instructional Vision	Early March	<ul style="list-style-type: none"> Refine instructional vision, including the role, responsibilities, and experiences of students and teachers/staff, across and unique to content areas Codify and propose course sequence and catalogue Outline the school's academic plan Describe the most important characteristics of the academic plan - specific educational philosophy, instructional methods, features of the proposed school Describe current research supporting the academic plan and how the plan will drive academic improvement for all students and help close achievement gaps 		Three Pillars of Teacher Support
Develop Roles for School-Based Team	Late March	<ul style="list-style-type: none"> Draft and recommend faculty/staff roles for year 1 and across 3 year growth of Maui Academy.. Draft job descriptions for faculty/staff roles including any minimum expectation for required content knowledge. 		Roles and Responsibilities Matrix
Define Expectations of Gotham Tech Team	Early April	<ul style="list-style-type: none"> Develop and recommend criteria for selecting faculty/staff and related rubric. Develop and recommend questions, scenarios, performance assessments, or gating criteria for faculty/staff interviews. 		
Identify Gotham Team	January – April	<ul style="list-style-type: none"> Recruit, select, and hire founding team members, including school leader 		
Phase #2: Teacher Development Plan [SPRING-SUMMER]				
Develop Plan to Implement Instructional Vision	April	<ul style="list-style-type: none"> Draft goals and develop plan for founding team to implement instructional vision (curricula, roles/responsibilities, student experience, etc) Align with other committees to answer key questions/problems. 		Implementation Support Team Roles and Responsibilities Implementation Support Team Leader Roles and Responsibilities

		<ul style="list-style-type: none"> Describe the curriculum and basic learning environment including class size and structure 		Phase II Decision-Making Map Implementation Plan Implementation Team Charge Progress Monitoring Plan and Approaches
Determine Plan for Assessment and Grading	May	<ul style="list-style-type: none"> Identify and study assessments, align with Project-Based Learning committee Determine plan for common assessments and how data will be used Establish grading guidance Recommend any next steps and communicate with school leader Detail the proposed instructional goals and methods, including specific academic benchmarks Describe how the school's approach to help remediate students' academic underperformance Describe methods for providing differentiated instruction to meet the needs of all students, including plans for RTI that aligns with HI guidelines 		Agenda for Assessment Study Guide for Discussing Assessment Assessment Purposes ANet's Analyzing Assessment Strategy Case Study (pages 36-39) Assessment Inventory Template Completed Assessment Inventory Assessment Review Tools Assessment Purpose Template SAP's Text at the Center paper SAP's ELA Assessment Quick Reference Guide Resources on Grading Common Grading Challenges
Determine Expectations for Use of and Plan for Collaborative Planning	June	<ul style="list-style-type: none"> Study design of materials Develop draft schedules at various intervals (daily, weekly, and quarter/trimester/etc) Determine yearlong pacing of content 		Curriculum Study Scheduling Considerations Pacing Guidance

		<ul style="list-style-type: none"> • Establish guidance for common use and customization of curricula, instructional delivery, and student support • Determine how teachers will be supported in planning and instructional delivery • Determine how teachers will be supported in student support/advisement and SEL • Recommend any next steps and communicate with school leader 		Guidance on Curriculum Use Example Curriculum Use Guidance Practice What You Teach Checklist for Schools and Systems Teacher Focus Group on Planning Support Student Work Protocols Collaborative Planning Protocols Collaborative Planning Models Lesson Planning Structures Support Roles for Teacher Planning
Determine the Plan for Coaching	July	<ul style="list-style-type: none"> • Understand current coaching practices • Establish observation and coaching tool aligned to school vision and commitments • Determine support and training for coaches • Recommend any next steps and communicate with school leader 		Teacher Survey on Coaching Experience Curriculum Walkthrough Tools Coaching Model Overview Implementation Plan Aligning Evaluation and Curriculum Coach Curriculum Training Coaching Support
Determine the Plan for Training Teachers and Leaders	July	<ul style="list-style-type: none"> • Understand available training and current plans • Study training and PD resources with materials • Determine training needs for each stakeholder group • Determine the plan and prepare facilitators • Recommend any next steps and communicate with school leader 		Coach Curriculum Training Coaching Support Common Materials and Vision Training Needs Groups Who Will Need Training

				Materials Training Options Email for External Trainers Implementation Plan
Finish Setting Goals, Roles and Monitoring Plan	June	<ul style="list-style-type: none"> • Revisit and set implementation goals and determine how to monitor progress • Revisit roles and responsibilities and set the plan 		

Resources:

- Native [Hawaiian Curriculum](#) Project
- Pono [Life Skills](#) Curriculum

Session Scope

Dates	Session	Absent	PPT Link	Resources
Jul. 21st	Session 1: Drafting an ELA Vision Statement Facilitator: Leslie Shellito, ELA Content Lead		PPT	<ol style="list-style-type: none">1. ELA Instructional Vision Note-Catcher2. Example ELA Instructional Visions3. TNTP ELA Instructional Vision4. Additional Readings<ol style="list-style-type: none">a. Chalkbeat article about the Knowledge Gapb. NRP Excerpt (foundational skills)5. Session Recording6. Feedback Form
Jul. 23rd	Session 2: Drafting a MATH Vision Statement Facilitator: Carla Seeger, Math Content Lead		PPT	<ol style="list-style-type: none">1. Session Recording2. Padlet PDF3. Beta Academy vision4. Southbridge Vision5. Additional Visions<ol style="list-style-type: none">a. Gladstoneb. GEOc. TNTP6. Core Beliefs7. Focus Documents8. Coherence Map9. Progressions10. Additional Reading<ol style="list-style-type: none">a. What Is Rigor
Jul. 28th	Session 3: Curricular Assumptions & Pedagogy (Math) Facilitator: Lyndz Leibowitz, ADIS		PPT	<ol style="list-style-type: none">1. Session Recording2. Collaborative Document3. EdReports.org4. EQulP Rubric
Jul. 30th	Session 4: Curricular Assumptions & Pedagogy (ELA) Facilitator: Julie Ebling, ADIS		PPT	<ol style="list-style-type: none">1. Session Recording2. Drive for Session NSVF

				Session 4 Materials 3. EdReports.org 4. EQuIP Rubric: ELA/Literacy K-2 5. EQuIP Rubric: ELA/Literacy 3-12
Aug. 4th	Session 5: Surfacing the Instructional Core Facilitator: John Prince, Math Content Lead		PPT	1. Instructional Core Reflection Doc 2. The Instructional Core 3. ELA IPG with Guiding Questions 4. Math IPG with Guiding Questions 5. Aligning Content and Practice: The Design of the IPG 6. Science IPG - Draft 7. Math IPG 8. ELA IPG 9. Session Recording
Aug. 6th	Session 6: Building a Learning Organization Facilitator: Valery Dragon, MDIS		PPT	1. ICF Rubric 2. ICF Excerpt 3. Transformational Leadership Framework- New Leaders 4. Organizational Structures 5. Distributive Leadership Toolkit 6. What Makes Great Schools Tick 7. Session Recording
Aug. 26th	Session 7: Instructionally Relevant Conversations Facilitator: Valery Dragon, MDIS		PPT	1. The Core PDF 2. Statesman Academy Webpage 3. Statesman Academy Charter Application 4. Teaching as Decision Making

				<ul style="list-style-type: none"> 5. Equity Reset Toolkit 6. Instructional Models- Doing the Right things Right 7. 4 Disciplines of Execution Free PDF 8. Session Recording
October 14	Session 8: Structures Integral to Teacher Development Facilitator: Charlotte Hansen, DIS		PPT	
TBD	Session 9: The Instructional Leader Facilitator: Amponsah Nkansah, DIS		PPT	
TBD	Session 10: Goals Setting and the Stepback Facilitator: Valery Dragon, MDIS		PPT	

Proposed Learning Standards

[Hawaii DOE | Subject matter standards](#)

Exit Standards for Graduating Students

Middle School Grading, Credits and Promotion (Grades 6-8)

Under Policy 102-9, Middle Level Education Promotion Policy, the Board of Education recognizes that young adolescence is a critical period in the development and education of students. The middle level student must develop 21st century learning skills and be able to use technological tools. Through our standards based education, including technological skills and classes, the Maui Academy student will be prepared for high school. All students in grades six, seven and eighth shall be required to take language arts, mathematics, science, and social studies and be able to demonstrate their 21st century knowledge and skills. In addition, students will be given the opportunity to choose two electives; earning ½ a credit per semester; 1 credit per year.

Students will receive an academic unit for each of the core content courses to be promoted to the next grade level. Successful completion shall be based on academic proficiency on identified benchmarks. Hawaii Board of Education Policy 102-8 (Former policy 4502 Approved: 9/02; Amended: 4/7/05; 8/5/10)

This section includes guidance around middle school grading, credits, and promotion (Grades 6-8) if there are long-term school closures. Complex Area and middle school staff should prioritize meeting specific promotion requirement needs for middle level students. Middle school staff priority is to ensure grade 8 students can be promoted to high school. Middle Level Education Promotion Policy Hawaii's middle level promotion is based, in part, on completing a set number of middle level credits. School staff should determine which classes and credits middle level students still need to complete to meet credit requirements for promotion. This should include assessing the current class schedule for classes providing required middle level credits (i.e., language arts, mathematics, science, and social studies and be able to demonstrate their 21st-century knowledge and skills). HIDOE should provide multiple options for middle level students to demonstrate they have met standards across required content areas. Students will receive an academic unit for each of the core content courses to be promoted to the next grade level. Successful completion shall be based on academic proficiency on identified benchmarks aligned to HIDOE Content Area Standards.

6th Grade

Language Arts
Mathematics
Science
Social Studies
2 Electives, .5 credit

Total: 5 credits

7th Grade

Language Arts
Mathematics
Science
Social Studies
2 Electives

Total: 5 credits

8th Grade

Language Arts
Mathematics
Science
Social Studies
2 Electives

Total: 5 credits

Attachment F

MAAS 2024-2025 School Year Calendar

For our proposed first year calendar, we plan to follow the HIDOE school calendar in the school year 2024-2025. The purpose of following this particular school calendar is to align with the other public schools in the area to accommodate families and their other children's schedules at the public elementary schools and high school in the area.

At the start of the school year, our Academic Plan calls for solid foundations to be built in teacher awareness and practice of trauma-informed strategies, cross-curricular planning with colleagues, and internalizing the school vision and mission. To this end, we have discussed the possibilities of having students attend campus for camp-like community-building activities while teachers attend professional development. We have discussed the various possibilities for how to make this necessary professional development possible for our teachers within the standard calendar. We have sought advice from Andrea Eshelmann, Deputy Executive Director at the Hawai'i State Teacher's Association to be sure that our proposed ideas are in compliance with Hawai'i Revised Statute Chapter 89, Article XVI. We were advised on the various opportunities to accommodate for additional professional development time for teachers without extending the school day or school year. At this time we are not ready to explore negotiating a supplemental contract for any major changes in the school calendar. However, this might be a possibility in the future as we consider the many creative ways to support teacher development while ensuring that student learning time is being maximized.

Hawaii State Department of Education 2024-2025 OFFICIAL SCHOOL CALENDAR

Teachers' Work Year - 1st Semester: July 30, 2024 - January 6, 2025; 2nd Semester: January 7, 2025 - June 2, 2025

Students' Work Year - 1st Semester: August 5, 2024 - December 20, 2024; 2nd Semester: January 7, 2025 - May 30, 2025

Week	Student Days	Teacher Days	Su	M	T	W	Th	F	Sa		
1	8	0	July 2024								1st SEMESTER - 89 Student Days (Ends December 20)
			21	22	23	24	25	26	27	July 30: Teachers' First Day	
2	15	9	28	29	30	31	1	2	3	July 30 - August 2: Teacher Work Days (no students)	
			August								August 5: Students' First Day
3	22	16	4	5	6	7	8	9	10	August 16: Statehood Day	
4	29	23	11	12	13	14	15	16	17		
5	36	30	18	19	20	21	22	23	24		
6	43	37	25	26	27	28	29	30	31		
			September								September 2: Labor Day
7	50	44	1	2	3	4	5	6	7		
8	57	51	8	9	10	11	12	13	14		
9	64	58	15	16	17	18	19	20	21		
10	71	65	22	23	24	25	26	27	28		
			October								October 7-11: Fall Break***
11	78	72	29	30	1	2	3	4	5		
12	85	79	6	7	8	9	10	11	12		
13	92	86	13	14	15	16	17	18	19		
14	99	93	20	21	22	23	24	25	26		
15	106	100	27	28	29	30	31	1	2		
			November								November 5: Election Day
16	113	107	3	4	5	6	7	8	9	November 11: Veterans' Day	
17	120	114	10	11	12	13	14	15	16	November 28: Thanksgiving	
18	127	121	17	18	19	20	21	22	23	November 29: School Holiday****	
19	134	128	24	25	26	27	28	29	30		
			December								December 23-January 6: Winter Break***/*
20	141	135	1	2	3	4	5	6	7		
21	148	142	8	9	10	11	12	13	14		
22	155	149	15	16	17	18	19	20	21		
			January 2025								December 25: Christmas
23	162	156	22	23	24	25	26	27	28	2nd SEMESTER - 93 Student Days (Ends May 30)	
24	169	163	29	30	31	1	2	3	4	January 1: New Year's Day	
25	176	170	5	6	7	8	9	10	11	January 6: Teacher Workday (no students*)	
26	183	177	12	13	14	15	16	17	18	January 20: Dr. Martin Luther King Jr Day	
27	190	184	19	20	21	22	23	24	25		
			February								February 10-14: Institute Day (One day with no students during the week. Date for each island TBD.)
28	197	191	26	27	28	29	30	1	2	February 17: Presidents' Day	
29	204	198	2	3	4	5	6	7	8		
30	211	205	9	10	11	12	13	14	15		
31	218	212	16	17	18	19	20	21	22		
			March								March 17 - 21: Spring Break***
32	225	219	23	24	25	26	27	28	29	March 26: Kuhio Day	
33	232	226	30	31	1	2	3	4	5		
34	239	233	6	7	8	9	10	11	12		
			April								April 18: Good Friday
35	246	240	13	14	15	16	17	18	19		
36	253	247	20	21	22	23	24	25	26		
			May								May 26: Memorial Day
37	260	254	27	28	29	30	1	2	3	May 30: Last Day for Students and Second Semester Ends**	
38	267	261	4	5	6	7	8	9	10	June 2: Last Day for Teachers	
39	274	268	11	12	13	14	15	16	17		
40	281	275	18	19	20	21	22	23	24		
41	288	282	25	26	27	28	29	30	31		
			June								
42	295	289	1	2	3	4	5	6	7		
43	302	296	8	9	10	11	12	13	14		
44	309	303									
45	316	310									
46	323	317									
47	330	324									
48	337	331									
49	344	338									
50	351	345									
51	358	352									
52	365	359									
53	372	366									
54	379	373									
55	386	380									
56	393	387									
57	400	394									
58	407	401									
59	414	408									
60	421	415									
61	428	422									
62	435	429									
63	442	436									
64	449	443									
65	456	450									
66	463	457									
67	470	464									
68	477	471									
69	484	478									
70	491	485									
71	498	492									
72	505	499									
73	512	506									
74	519	513									
75	526	520									
76	533	527									
77	540	534									
78	547	541									
79	554	548									
80	561	555									
81	568	562									
82	575	569									
83	582	576									
84	589	583									
85	596	590									
86	603	597									
87	610	604									
88	617	611									
89	624	618									
90	631	625									
91	638	632									
92	645	639									
93	652	646									
94	659	653									
95	666	660									
96	673	667									
97	680	674									
98	687	681									
99	694	688									
100	701	695									
101	708	702									
102	715	709									
103	722	716									
104	729	723									
105	736	730									
106	743	737									
107	750	744									
108	757	751									
109	764	758									
110	771	765									
111	778	772									
112	785	779									
113	792	786									
114	799	793									
115	806	800									
116	813	807									
117	820	814									
118	827	821									
119	834	828									
120	841	835									
121	848	842									
122	855	849									
123	862	856									
124	869	863									
125	876	870									
126	883	877									
127	890	884									
128	897	891									
129	904	898									
130	911	905									
131	918	912									
132	925	919									
133	932	926									
134	939	933									
135	946	940									
136	953	947									
137	960	954									
138	967	961									
139	974	968									
140	981	975									
141	988	982									
142	995	989									
143	1002	996									
144	1009	1003									
145	1016	1010									
146	1023	1017									
147	1030	1024									
148	1037	1031									
149	1044	1038									
150	1051	1045									
151	1058	1052									
152	1065	1059									
153	1072	1066									
154	1079	1073									
155	1086	1080									
156	1093	1087									
157	1100	1094									
158	1107	1101									
159	1114	1108									
160	1121	1115									
161	1128	1122									
162	1135	1129									
163	1142	1136									
164	1149	1143									
165	1156	1150									
166	1163	1157									
167	1170	1164									
168	1177	1171									
169	1184	1178									
170	1191	1185									
171	1198	1192									
172											

Attachment G

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[2024-2025 OFFICIAL SCHOOL CALENDAR](#)

MAAS Sample Daily and Weekly Schedule

for Students and Teachers



Sample School Schedules

The Maui Academy of Arts and Sciences is a proposed public charter middle school with the plan of serving the North Shore and Upcountry communities. The school will begin with 6th grade and 100 students, adding a grade per year for the next two years. It is founded on values of Hawaiian culture. With these values at its foundation, the school intends to offer a new model for children to engage in an environment that includes classroom learning coupled with outdoor exploration. In addition to and via the core curriculum, students will learn about land and ocean stewardship, sustainable agriculture, innovative projects to address community problems, dance and fine arts, native and foreign languages, all while accessing 21st century education innovations. At the heart of the school's curriculum is a dedication to place-based learning:

"Place-based education (PBE) is an approach to learning that takes advantage of geography to create authentic, meaningful and engaging personalized learning for students. It allows students to learn while addressing needs and concerns within the community or local environment."

Students will engage in their Common Core-aligned curriculum classes in 50-minute increments of study: Cross-Curricular Literacy (Reading/Language Arts), Applied Mathematics, Indigenous Science/Environment, and Hawaiian/U.S./World History. Each of these 50-minute Learning Blocks will be followed by 15-minute Connections time. These allow students and teachers to have flexible time to continue an interesting discussion, have one-on-one conversations about life, work, or homework, and help both students and teachers connect to avoid a stressful feeling of rushing from class to class. Scientific research supports that the brain learns and retains information best when focused on work and new information for approximately 50 minutes at a time, followed by 15-minute brain breaks. School will also start and end on a slightly later schedule than surrounding schools, as adolescents' circadian rhythms cause them to naturally stay up later and need more sleep at this age. After lunch students will self-select their enrichment classes for two elective periods. Their options will be native Hawaiian/Foreign Language, Music/Dance, Technology/STEAM, Agriculture/Garden, Physical Education, and Fine Art (including Native, Western, and Eastern practices).

On Focus Friday mornings teachers host their homerooms at school-wide events. On a rotating monthly schedule, this time allows for culture-building, celebration, Advisory groups, and public project presentations. The remainder of the day on Focus Fridays will be wholly dedicated to the

Attachment H

specific problem being explored through cross-curricular unit examination. Teachers will escort students on field work trips within the larger community. The teachers who are not on the field work trips will remain on campus for cross-curricular planning time. Parents fulfill their commitment to chaperone at least once per semester. Experts from the community will lead these sessions with the support of school teachers. These sessions will provide the bulk of time for hands-on learning, research, design, and innovating solutions to the identified community issue. This model is also unique to MAAS, not currently being offered by any other school on the island of Maui.

For example, during Monday through Thursday Cross-Curricular Literacy and Indigenous Science/Environment classes the students will engage in a unit called “Trouble in Our Oceans”, reading about and researching the impact of plastics that make their way into the sea. They will watch and discuss the documentary film “Plastic Paradise”, about how this problem plagues the ocean and beaches of Hawai’i. Students will study the flow patterns of the four major oceans and how these determine where the plastics are distributed across the globe. They will use Applied Math to study the rate at which water moves across the earth, amounts of debris deposited on specific beaches, and pollution's impact on animals. For the Friday hands-on learning experience in the environment, students will have the choice to either work in teams to research and design an ocean clean-up tool, collect debris on the neighboring shoreline, or engage with community experts on how the local animal populations have been affected by pollution in their ocean homes. This is just one example of the approach taken to learning that reimagines the student experience by allowing children to take ownership over their learning and its impact.

Maui Academy of Arts and Sciences Sample Teacher School Day

8:00 8:30	<i>Monday-Thursday</i>	<i>Teacher Prep Time</i>	<i>Friday</i>
8:30 9:20	Class A	On Focus Fridays teachers host homerooms at school-wide events. On a rotating monthly schedule, this time allows for culture-building, celebration, Advisory groups, and public project presentations.	
9:35 10:25	Class B		
10:40 11:30	Class C		
11:30 12:15	<i>LUNCH</i>		
12:15 1:05	Class D	Once per month, a teacher (or two) escorts students on field trips led by a master kumu (teacher) from within the larger community. Parents fulfill their commitment to chaperone at least once per semester.	
1:15 2:00	Elective 1		
2:10 2:55	Elective 2		
3:00 3:30	<i>TEACHER PREP TIME</i>		

**Research shows that employees have a higher level of work satisfaction when they have flexibility in reporting times. Early risers can choose to report during the morning prep block, and those who gain their energy later in the day may stay for prep time in the afternoon block. The remaining minutes required for a teacher prep period can be found during the lunch block, which boasts 45 reasonable minutes instead of the customary 20-30 minutes.*



MAUI ACADEMY
OF ARTS & SCIENCES

Sample Student School Day

8:00-8:30	<i>Optional Breakfast/Study Hall/Outdoor Activities</i>	
8:30-9:20	Class A	Applied Mathematics
9:35-10:25	Class B	Cross-Curricular Literacy
10:40-11:30	Class C	Indigenous Science/Environment
11:30-12:10	<i>LUNCH</i>	
12:15-1:05	Class D	World/Hawaiian History/US History
1:15-2:00	Elective	Music/Dance, 'Ōlelo Hawai'i, STEM
2:10-2:55	Elective	Agriculture/Garden, P.E., Fine Arts
2:55-3:00	<i>DISMISSAL</i>	

**Research consistently shows that teenagers need more sleep; middle schools should offer later start times to align more closely with students' circadian rhythms.*

***Studies show that the brain learns best with 50 minutes of focused study (approximately) followed by 15-minute 'brain breaks'.*



MAUI ACADEMY
OF ARTS & SCIENCES

Sample School Week Schedule for Students and Teachers

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:30	Teacher Prep Time				
8:30 9:20	Group A	Group D	Group C	Group B	<i>Fridays are flexible* for teachers to collaborate, plan, and grade. On a rotating schedule,</i>
9:35 10:25	Group B	Group A	Group D	Group C	
10:40 11:30	Group C	Group B	Group A	Group D	
11:30 12:15	LUNCH				
12:15 1:05	Group D	Group C	Group B	Group A	<i>once per month, 1-2 teachers will accompany students on a field trip led by a master kumu in the community.</i>
1:15 2:00	Elective 1	Elective 1	Elective 1	Elective 1	
2:10 2:55	Elective 2	Elective 2	Elective 2	Elective 2	
2:55 3:30	DISMISSAL/TEACHER PREP TIME				

- *Focus Fridays have built-in collaboration time for teachers. Students will spend time in culture-building and other sessions with School Co-Directors to allow teachers planning and collaboration time.*
- *Students in 6th grade will take part in 2 Elective courses per trimester. In this way they will become familiar with each of the 6 elective offerings.*
- *In 7th and 8th grades students may self-select which electives they wish to focus on for one semester at a time; 7th and 8th graders will have the opportunity to work toward mastery in these desired electives.*



Sample Student School Day

8:00-8:30	<i>Optional Breakfast/Study Hall/Outdoor Activities</i>	
8:30-9:20	Class A	Applied Mathematics
9:35-10:25	Class B	Cross-Curricular Literacy
10:40-11:30	Class C	Indigenous Science/Environment
11:30-12:10	<i>LUNCH</i>	
12:15-1:05	Class D	World/Hawaiian History/US History
1:15-2:00	Elective	Music/Dance, 'Ōlelo Hawai'i, STEM
2:10-2:55	Elective	Agriculture/Garden, P.E., Fine Arts
2:55-3:00	<i>DISMISSAL</i>	

**Research consistently shows that teenagers need more sleep; middle schools should offer later start times to align more closely with students' circadian rhythms.*

***Studies show that the brain learns best with 50 minutes of focused study (approximately) followed by 15-minute 'brain breaks'.*

Sample School Week

	<i>MONDAY</i>	<i>TUESDAY</i>	<i>WEDNESDAY</i>	<i>THURSDAY</i>	<i>FRIDAY</i>
8:30-9:20	Class A	Class D	Class C	Class B	<i>Students will engage in weekly field trips. Experts from the community will guide hands-on</i>
9:35-10:25	Class B	Class A	Class D	Class C	
10:40-11:30	Class C	Class B	Class A	Class D	
11:30-12:10	<i>LUNCH</i>				
12:15-1:05	Class D	Class C	Class B	Class A	<i>learning in the field, accompanied by a teacher(s) and parent(s) from MAAS.</i>
1:15-2:00	Elective 1	Elective 1	Elective 1	Elective 1	
2:10-2:55	Elective 2	Elective 2	Elective 2	Elective 2	
2:55-3:00	<i>DISMISSAL</i>				

**Students in 6th grade will take part in 2 Elective courses per trimester. In this way they will become familiar with each elective offering. In 7th and 8th grades students may self-select which electives they wish to continue with and focus on for one semester at a time, and will have the opportunity to work toward mastery in selected electives.*

Maui Academy of Arts and Sciences

Sample Teacher School Day

8:30 9:20	Class A	On Focus Fridays teachers host homerooms at school-wide events. On a rotating monthly
9:35 10:25	Class B	schedule, this time allows for culture-building,
10:40 11:30	Class C	celebration, Advisory groups, and public project presentations.
11:30 12:15	<i>LUNCH</i>	
12:15 1:05	Class D	Once per month, a teacher (or two) escorts students on field trips led by a master kumu (teacher) from within the larger community. Parents fulfill their commitment to chaperone at least once per semester.
1:15 2:00	Elective 1	
2:10 2:55	Elective 2	
3:00 3:30	<i>TEACHER PREP TIME</i>	

**Research shows that employees have a higher level of work satisfaction when they have flexibility in reporting times. Early risers can choose to report during the morning prep block, and those who gain their energy later in the day may stay for prep time in the afternoon block. The remaining 15 minutes required for a 45-minute period can be found during the lunch block.*

Sample Teacher School Week

8:30 9:20	Group A	Group	Group	Group B	<i>Fridays are flexible* for teachers to collaborate, plan, and grade. On a rotating schedule,</i>
9:35 10:25	Group B	Group A	Group D	Group C	
10:40 11:30	Group C	Group B	Group A	Group D	
11:30 12:15	<i>LUNCH</i>				
12:15 1:05	Group D	Group C	Group B	Group A	<i>once per month, 1-2 teachers will accompany students on a field trip led by a master kumu in the</i>
1:15 2:00	Elective 1	Elective 1	Elective 1	Elective 1	
2:10 2:55	Elective 2	Elective 2	Elective 2	Elective 2	

					community.
2:55 3:30	DISMISSAL/TEACHER PREP TIME				

** Focus Fridays have built-in collaboration time for teachers. Students will spend time in culture-building and other sessions with School Co-Directors to allow teachers planning and collaboration time. • Students in 6th grade will take part in 2 Elective courses per trimester. In this way they will become familiar with each of the 6 elective offerings.*

- In 7th and 8th grades students may self-select which electives they wish to focus on for one semester at a time; 7th and 8th graders will have the opportunity to work toward mastery in these desired electives.*

Attachment K

MAUI ACADEMY OF ARTS AND SCIENCES ADMISSIONS AND ENROLLMENT POLICY

The goal of Maui Academy of Arts and Sciences is to attract, enroll, and retain the broadest spectrum of students and families representative of the rich diversity existing in Maui, Hawai'i. The School is nonsectarian in its programs, admission policies, employment practices, and all other operations. Maui Academy of Arts and Sciences does not charge tuition and does not discriminate against any student, employee, or other person on the basis of race, ethnicity, national origin, gender, sexual orientation, or disability, or any other criteria prohibited by law. An admission criterion does not consider intellectual or athletic ability, aptitude, disability, race, creed, national origin, religion, or ancestry.

Parents of students who are interested in attending Maui Academy of Arts and Sciences can learn more about the school by visiting the school's web site at (website to be built) or contacting the school by calling (phone number TBD.)

PREFERENCE

Preference for enrollment shall be extended to students listed below in order of priority:

1. Current students.
2. Children of staff, governing board members and advisory board members.
3. Siblings of students currently enrolled in the school.
4. Applicants who reside in Maui, Hawai'i.

RE-ENROLLMENT

Students currently attending Maui Academy of Arts and Sciences will have the opportunity to re-enroll for the next school year by accurately completing and returning the required Student Re-Enrollment Form by the deadline provided. Students whose parents fail to return an accurate Student Re-Enrollment Form by the posted deadline will not be guaranteed enrollment for the upcoming school year and will be required to participate in the pre-enrollment process with new students seeking admission to the school.

PRE-ENROLLMENT

Parents of new students interested in enrolling at Maui Academy of Arts and Sciences will be given the opportunity to participate in an annual Pre-Enrollment Process. The date pre-enrollment begins and ends will be determined by the school administration each year and will be posted in the school office as well as on the school's web site. Parents of students interested in enrolling in the school must complete and return an accurate Pre-Enrollment Form by the deadline provided by the school. Only children who are residents of Maui, Hawai'i are eligible to apply for enrollment – proof of residency may be required upon submission of a pre-enrollment application.

LOTTERY

In the event the number of applicants for any given grade or section exceeds the number of enrollment slots (seats) available, the school will accept students by a random selection process. The school will grant enrollment preference according to the aforementioned criteria. A public lottery will be held, as necessary, to determine enrollment. The date, time and location of the public lottery will be posted at the school, on the school's web site, and in a newspaper of general circulation at least one week prior to the lottery being held. A neutral party will conduct the lottery on behalf of the school. The school will notify applicant parents within 30 days of the lottery with the outcome as to whether their child has been accepted or has been placed on a wait list.

WAIT LISTS

After all available enrollment slots (seats) are filled, wait lists will be created and maintained for each grade. The initial wait list will be created randomly as part of the public lottery. Following the lottery, additional students will be added to the wait lists on a first come/first served basis. When a slot becomes available in a grade, the parents of the first student on the waitlist will be contacted and given twenty four hours to accept the position. Acceptance is determined by the parent completing and hand delivering an accurate Enrollment Form to the school office within twenty-four (24) hours of being notified by the school. If the enrollment slot is declined, if no response is received, or an accurate Enrollment Form is not hand delivered to the school office within twenty four hours of being notified, the enrollment slot will be forfeited and the next student on the waitlist will be contacted. Once all vacant enrollment slots for each particular grade and section are filled, enrollment will be closed.

DEADLINES

It is the responsibility of each parent to familiarize themselves with the enrollment process, including deadlines. All deadlines are final, and no exceptions will be made.

PARENT WORKSHOP

Maui Academy of Arts and Sciences will host at least one parent workshop to provide information regarding the school to new parents as well as finalize student enrollment. Attendance by at least one parent of each new student at a parent workshop shall be a mandatory component in the enrollment process. Students whose parents fail to participate in a parent workshop will not be guaranteed enrollment and will lose any preference in enrollment.

ATTENDANCE

Any student who does not attend school on the first day of scheduled classes will be dropped from the rolls (lose spot) as an active student, unless the student's parent or legal guardian provides the school advance notice of the absence. Any student who has ten consecutive days of unexcused absence will be dropped from the rolls as an active student (lose spot).

ACADEMIC TESTING

After a student is accepted as part of the pre-enrollment process, Maui Academy of Arts and Sciences reserves the right to complete academic testing to determine if it is in the student's best interest to enroll in the School in the grade and/or class to which he/she has been accepted. If the results of the testing cause the parent not to enroll the student, that student shall be classified as a Holdover Student from the prior year and shall have preference for admission after Returning Students, Founders, and Siblings during the following year's pre-enrollment process, if a vacancy exists at that time.

DATE OF BIRTH

Maui Academy of Arts and Science must ascertain a child's age at the time of enrollment. Acceptable documentation includes a government-issued birth certificate, notarized copy of birth certificate, baptismal certificate, copy of the record of baptism notarized and showing the date of birth, notarized statement from parents or another relative indicating date of birth, a valid passport or a prior school record indicating date of birth.

PROOF OF RESIDENCY

Parents and legal guardians of prospective new students are required to provide proof of residency acceptable to the school prior to admission. Students who live with someone other than a biological parent are required to provide documentation proving legal custody and physical residency, within 30 days following the public enrollment lottery. A student residing with someone other than a parent may qualify for enrollment if the requirements of Hawai'i State law are met, and the responsible adult provides a signed affidavit, proof of residency, and proof that they are supporting the child gratis. Students whose parents/guardians fail to provide proof of residency and legal custody acceptable to school administration within 30 days following the public enrollment lottery will not be guaranteed enrollment and will lose any preference in enrollment.

IMMUNIZATIONS

Hawai'i State law requires public schools to ascertain that a child has been immunized in accordance with Hawai'i law prior to admission to school. Maui Academy of Arts and Sciences requires that parents provide all required immunization and other health records to the school registrar no later than one week prior to the first day of school. Students whose parents/guardians fail to provide complete and accurate health records to the school no later than one week prior to the first day of school will not be guaranteed enrollment and will lose any preference in enrollment.

Children need not be immunized if a physician provides a written statement that immunization may be detrimental to the health of the child. Children need not be immunized if the parent or legal guardian objects in writing to the immunization on religious grounds or on the basis of a strong moral or ethical conviction similar to a religious belief. In either situation, written documentation must be provided to the school registrar no later than one week prior to the first day of school. Students whose parents/guardians fail to provide the appropriate documentation to the school registrar no later than

one week prior to the first day of school will not be guaranteed enrollment and will lose any preference in enrollment.

SUSPENSION OR EXPULSION

A sworn statement attesting to whether the student has been or is suspended or expelled from another school for offenses involving drugs, alcohol, weapons, infliction of injury or violence on school property must be provided for a student to be admitted.

NUMBER OF STUDENTS PER CLASS

Classes shall not exceed twenty-six (25) students in any class without advance approval by the Governing Board.

ANNUAL PROTOCOL

Each year, the school administration shall:

1. Establish a procedure for the Re-Enrollment of existing students, including the determination of a firm deadline for Re-Enrollment;
2. Establish a procedure for Pre-Enrollment of new students, including the determination of a firm deadline for Pre-Enrollment;
3. Establish a deadline for students after which no new students will be accepted (transfers in) for the current school year, and the waitlist for those grades for the current school year shall expire; no new students will be accepted (transfers in) for the current school year after September 30 of that school year, and the waitlist shall expire on September 30;
4. Establish a procedure to coordinate a public lottery and provide the appropriate public notice regarding the lottery, Admissions Policy, applicable timeline and required forms; 5. Coordinate a parent workshop to provide information regarding the school to new parents; 6. Establish a procedure for Enrollment of new students, including required forms and the determination of firm deadlines for completing the Enrollment process for new students

The Governing Board reserves the right to amend the Student Admission Policy at any time.

Student Discipline

High Expectations

At Maui Academy of Arts and Sciences we promote a positive school culture through our School Wide Behavior Expectations. We hold high expectations for all students that are clear, supported by teachers, parents, and school leadership. The expectations are made explicit through behavior modeling, policies, and procedures. This high bar sets the tone for creating a safe and orderly environment to promote academic achievement, positive student self-identity, and respect for others within the community.

Policy

Our policy of holding high expectations and accountability is rooted in our core value of Kuleana (responsibility). It holds that students and adults alike are expected to behave in a way that is respectful to everyone in the learning community. Each person has the obligation to contribute to a positive learning environment. When this does not happen we give ample opportunities to correct the behavior. These opportunities for improvement are made explicit through Positive Behavior Intervention Supports (PBIS) and Response to Intervention (RtI) models. These allow for many layers of structure and support in between the identification of inappropriate behaviors and more severe measures such as suspension or dismissal.

Approach

As a preemptive measure to minimize student discipline issues, Maui Academy of Arts and Sciences is grounded in the idea of Student Wellness as a key indicator of where student needs are being met and where they need support. School leadership and staff will engage in in-depth professional development around several wellness tools that will be used school-wide throughout the year. Students and parents will become well-versed in the Wellness curriculum during the orientation week at the start of the school year. Students will practice a weekly check-in with their Wellness Wheel, a tool for personal reflection on all areas of wellness. Students will then share their reflection with a teacher, parent, or peer. In this way students at MAAS will learn self-reflection, self-regulation, and the importance of focusing on a healthy balance of behaviors in one's daily life.

When the needs arises for students to further reflect on their actions and whether these were supportive for the school community, we will employ best practices of Restorative Justice. Instead of the usual punitive discipline, Restorative Justice aims to reconcile the student's behavior with the members of our community. This may happen through peer-to-peer mediation, adult-led reflective conversations, or time spent outdoors beautifying the campus and working in the garden. Our goal through this Discipline Framework is to ensure that everyone at MAAS feels a sense of connectivity and belonging. We engrain in our students through our curriculum, mission, and vision a positive sense of self with a focus on leadership to provide for an effective, positive school climate aligned to academic goals, student self-awareness, and respect for each other and staff.

Procedural Due Process

1. We will follow legally sound policies under Chapter 19 and Special Education due process measures under IDEA.

Attachment L

2. Chapter 19, while not required of Hawai'i charter schools, will be followed at the Maui Academy of Arts and Sciences. We will ask for parent input to our school policies through our PTA and parent Board Members.



The Ian Walsh Menehune Mayhem Foundation

Surf • Art • Academics • Environmental Awareness

Jan 10, 2022

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

Aloha Chairperson and Commissioners,

I am writing in support of the proposed public charter school, Maui Academy of Arts and Sciences (MAAS) for the Maui County North Shore Community. The mission and vision of MAAS align closely with those of our foundation:

The Ian Walsh Menehune Mayhem Foundation seeks to support activities and events that encourage the youth of Maui:

- to maximize their potential in surfing, fitness and healthy living
- to cultivate their talents in communication through academics and the arts
- to care for and champion the natural environment of their island home

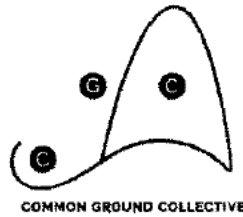
The Ian Walsh Menehune Mayhem Foundation has supported Maui County families for the past 15 years through free surf competitions with recognition of academics and the arts. In recent years we have focused on guiding the youth of Maui to respect and care for our reefs and beaches. We are looking forward to working together with MAAS toward our common goals in the years to come.

Mahalo for your thoughtful consideration.

Sincerely,

Kitty Walsh
Director
The Ian Walsh Menehune Mayhem Foundation





Aloha Chairperson and Commissioners,

This letter is submitted in support of the proposed public charter school, Maui Academy of Arts and Sciences (MAAS), designed to serve the families of the North Shore and Upcountry areas of Maui.

As you are aware, there is a strong need for additional opportunities for middle schools in the North Shore/Upcountry areas, other than the one traditional middle school or private schools currently available. One viable option that can serve the North Shore/Upcountry community is a locally governed, place-based curriculum, public charter school. MAAS intends to fulfill these needs.

MAAS is the result of local community members, parents, and professionals coming together and discussing the needs of Maui's children and the future of the North Shore/Upcountry areas. Countless conversations and interviews with local families shaped the vision of MAAS and the instructional model being proposed. This vision is centered on Hawaiian culture being its foundation, designed to engage students in place-based learning. The educational model proposed brings the students out of traditional classrooms, and into learning environments that cultivate ambition and personal growth, while developing community values and environmental awareness.

On a more personal note - I am a life-long resident of Maui's North Shore, who attended the only public middle school Upcountry, and a new mother; I am relieved at the prospect to send my daughter to MAAS. I am also a graduate of the Sustainable Science Management BAS program at the University of Hawaii Maui College and understand the importance of 1. place-based learning and 2. acknowledging interconnected systems (environment/community/economy). The future of our islands is in the education of our children. By providing them with local examples of making a difference, we will create the change our community needs for the future.

This innovative approach to education and the guidance of Maui's youth is why I am a strong supporter of Maui Academy of Arts and Sciences and confident in the success of this school. Thank you for your time and consideration and please reach out with any questions you may have.



Terese Masters
President
Common Ground Collective
president@commongroundcollective.com



Vincent Mina
State President

January 25, 2022

Kyle Studer
Vice-President
Ka'u, Hawai'i

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

David Case
Secretary
Kona, Hawai'i

Aloha Chairperson and Commissioners,

Karen Reid
Treasurer
Haleakala, Maui

Hawaii Farmers Union United is in strong support of the proposed public charter school, Maui Academy of Arts and Sciences, designed to serve children in the North Shore/Upcountry areas of Maui County.

James McCay
Waimanalo, Oahu

As president of the organization I can personally attest to the value of what charter school represents. Our daughter attended Kihei charter and in her junior and senior year was able through the charter school partnership with Maui College take fashion design courses and came out with a business in designing and fabricating women's swimwear and active wear. What made this significant was that she was raised in an entrepreneurial household being around our family farm. This gave her the understanding and value of what this represents. Without the bridge of charter school she would not have had that exposure to being empowered in this way.

Dash Kuhr
Kohola, Hawai'i

Dave Burlaw
North Shore, Oahu

Maureen Datta
Kona, Hawai'i

Maui Academy of Arts and Sciences maintains that the arts and sciences are intrinsic to learning about and understanding a place. MAAS's Creative Arts Department recognizes that there is a need to honor tradition while making personal connections based on where we are today. The arts allow students to make connections with *this place* in the past, through traditional Hawaiian practices, which included many agricultural art forms that translated into feeding a nation.

Steve Lund
Maui, Hawai'i

Ray Maki
Kauai

It is our hope that through our organization, which currently has a program in place called Farm Apprentice Program (FAM) which is based on setting those up who want to farm for a living, to be able to have the tools to do so. In having a charter school on the north shore this will ensure that there will be an opportunity to work with the youth to encourage and draw out of them the passion that lies within, in growing and harvesting of food.

Robert Pahia
Maui Kahalawai, Maui

Through the efforts of a north shore charter school we then will be able to connect students to place and to where their food comes from and how to best utilize it to living a productive and healthy life

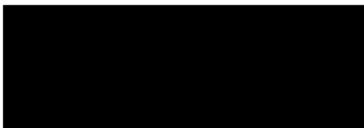
John Dobovan
Haleakala, Maui

James Simpliciano
Lahaina, Maui

Sincerely,

HAWAII FARMERS UNION UNITED

Yuri Zhuraw
East Hawai'i



Christian Zuckerman
Wai'anae, Oahu

Vincent Mina, President

MANAPUEO FARM

May 8, 2016

State Public Charter School Commission
1111 Bishop Street, Suite 56
Honolulu, HI, 96813

Aloha Chairperson and Commissioners,

I am writing in support of the proposed public charter school, Maui Academy of Arts and Sciences, designed to meet the need for an alternative middle school for our North Shore/ Upcountry students.

Middle school is the place where students begin to build a foundation that determines how they will fit in and support their community in the future. A place-based learning environment like the proposed Maui Academy of Arts and Sciences (MAAS) will give students the opportunity to connect their school studies with the environment and the community they live in, open their minds to creative ideas, and give personal meaning to their studies.

In the mid seventies I taught at a community based alternative school (Roeper City and Country School) in Michigan and witnessed first hand how these programs encouraged participation, a willingness to learn, and the feeling of being connected.

Since 1978 I have been helping to build "off the grid" electrical systems and small tropical farms on the North Shore/Upcountry area of Maui. I now house and mentor young adults interested in off grid living and sustainable tropical farming practices and sell fruit and flowers at a weekly farmers market. Now that we no longer have a sugar based agricultural economy, this school (MAAS) would provide an opportunity for students to partake in and open up to the possibility of becoming (much needed) future farmers on Maui.

This is just one example of the many ways that MAAS could serve our community and the families who live here.

Thank You for taking the time to read this letter and of the possibility of giving your support to the proposed Maui Academy of Arts and Sciences.

Mahalo,

James Bickford
Owner and Director,
Manapueo Farm



Maui Dance Council

January 2, 2022

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

Aloha Chairperson and Commissioners,

I am writing in support of the proposed public charter school, Maui Academy of Arts and Sciences, designed to serve children in the North Shore/Upcountry areas of Maui County. This community is growing at an unprecedented pace, impacting our infrastructure, our economics, and our schools. Maui Academy of Arts and Sciences (MAAS) aims to meet the growing need for an alternative public school option for our North Shore/Upcountry middle school students, while striving to preserve the integrity of our rural community. Utilizing a Hawaiian culture *place-based* learning framework MAAS will offer a fresh approach to education, making content more relevant to learners and impactful for our community.

Middle school can be challenging time, for many life often feels off-balance. Students this age question their identity and where they belong. Our place, rural Maui, lives and breathes arts and culture. By connecting to *place culture* through the arts and sciences, students make personal connections that allow them to discover and build a sense of belonging.

Maui Academy of Arts and Sciences maintains that the arts and sciences are intrinsic to learning about and understanding a place. MAAS's Creative Arts Department recognizes that there is a need to honor tradition while making personal connections based on where we are today. The arts allow students to make connections with *this place* in the past, through traditional Hawaiian practices (e.g. hula, chant, weaving) and to *this place* in the present through creative artistic interpretation (e.g. choreographing contemporary dances, or writing lyrics, that explore the ahupua'a). The students' discoveries and findings through the sciences feed these creative processes.

The team of educators that have come together to guide the MAAS vision into fruition bring with them extensive experience not only in education, but in living and working within this North Shore/Upcountry community for decades. These teachers possess a passion for empowering children, utilizing the arts and sciences as tools for self-discovery, and for deepening understanding. In this learning environment the teachers' role is less traditional, rather than imparting information, their approach values creating interactive learning experiences. Furthermore, when teachers are embracing the arts and sciences, they put themselves in a learner role, modeling for students that the teacher is on their side. This educational design fosters a relationship of mutual respect between the student and the teacher, which in turn extends out to our community and our environment. Maui Academy of Arts and Sciences plants the seeds of change that this North Shore/Upcountry community needs and deserves.

Thank you for your time and consideration, please reach out with any questions you may have.

Sincerely,

Maggie Costigan
Executive Director
Maui Dance Council



KAMEHAMEHA SCHOOLS®

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

May 8, 2018

Aloha e Chairperson a me Commissioners,

I would like to submit this letter in support of the Maui Academy of Arts and Sciences (MAAS), a Native Hawaiian focused charter school that began as a community-based initiative to meet the need for a Hawaiian cultural, collaborative place-based learning educational setting in the communities of Upcountry and North Shore on Maui.

From the time our Maui, Moloka'i and Lāna'i regional office became aware of this grassroots, community driven initiative, we have become a strong supporter of their efforts to create a school that is dedicated in utilizing Hawaiian culture and values as its core foundation. This would be the first public charter school in the area to offer a choice between current middle and private school options for families of Maui's Upcountry and North Shore communities. There is definitely a strong need for an additional educational option for our families. It will also be the first Native Hawaiian focused charter school on the island, which has been a very long awaited request from our families on Maui. We have already financially supported the organizers of MAAS to attend a Kamehameha Schools' Network of Native Hawaiian Schools' Kanaeokana meeting in an effort to have them network with other charter schools across the state and build lasting relationships with those who can serve as peers and mentors to Maui Academy of Arts and Sciences. Once MAAS receives their charter school status, they will be invited to officially join the Kanaeokana Network, which is currently comprised of 'ōlelo Hawai'i, Hawaiian culture, and 'āina-based schools (preschool through university level) engaged in collaborative efforts to strengthen Hawaiian education.

As a member of Kanaeokana, MAAS will also be given consideration to receive Native-Hawaiian focused charter school support funding from Kamehameha Schools. We are confident that MAAS' team of educators that has decades of collective years of teaching experience, combined with experience living and working in Upcountry/North Shore communities, diversity and depth in local leadership, and a deep commitment to empowering children within our ahupua'a, will be a strong KS partnership.

Mahalo for your time and attention to support this community initiative that has been years in the making. We envision many students' lives touched because of your thoughtful consideration. Please feel free to contact me with any questions you may have at [REDACTED]

Me ka ha'aha'a,
[REDACTED]

Venus Rosete-Medeiros
Kamehameha Schools Regional Director
Maui, Moloka'i & Lāna'i

ALAN M. ARAKAWA
MAYOR



KEITH A. REGAN
MANAGING DIRECTOR

OFFICE OF THE MAYOR

Ke'ena O Ka Mea

COUNTY OF MAUI – Kalana O Maui

May 10, 2018

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

Aloha Chairperson and Commissioners:

My name is Alan Arakawa and I am the Mayor of Maui County. I have met with Daria and Rana Boone and discussed their anticipated charter school project. I am in support of their efforts to found a free public charter middle school, Maui Academy of Arts and Sciences (MAAS), designed to serve our keiki in the North Shore and Upcountry areas of Maui. This community is comprised of farmers, artists, fishermen, ranch workers, and all other types of citizens. MAAS aims to meet the growing needs of all of our families with an alternative public school option for our North Shore and Upcountry communities.

Utilizing a Hawaiian culture-based learning framework while engaging students in problem-solving current community issues, MAAS will prepare students to be engaged citizens both here at home and in the world beyond our island. MAAS will offer a new learning model in our current education system, making content more relevant to learners and impactful for our community. MAAS upholds that the arts and sciences are intrinsic to a quality education. The model of learning both inside the classroom and out in the field through hands-on place-based service projects is one that has been successful in other places. Yet, this model does not currently exist on Maui. This school's academic philosophy will be new to Maui and bring a much-needed modern approach to current learning practices.

The Office of the Mayor has offered its support in assisting the school founders Daria Boone and Rana Boone in identifying potential school sites and setting up visits to these sites, so that they can eventually secure a site location for the proposed school. With finances in mind, we are recommending county properties that may offer lease options for as low as one dollar per year. We look forward to continuing to work with the founders of MAAS to help them bring this school into reality for the keiki and families of Maui.

Thank you for your time and consideration of this important project. Please feel free to reach out to my office with any further questions you may have.

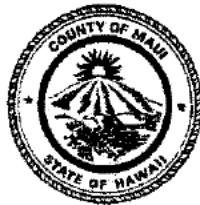
Sincerely,

A handwritten signature in black ink that reads "Alan Arakawa". The signature is fluid and cursive.

ALAN M. ARAKAWA
Mayor, County of Maui

MICHAEL P. VICTORINO
Mayor

SANDY K. BAZ
Managing Director



COUNTY OF MAUI
OFFICE OF THE MAYOR

April 21, 2020

Hawai'i State Public Charter School Commission
1164 Bishop Street, Suite 1100
Honolulu, HI 96813

Dear Chairperson and Commissioners:

RE: LETTER OF SUPPORT FOR MAUI ACADEMY OF ARTS AND SCIENCE

Let me introduce myself, Michael P. Victorino, Mayor of Maui County. Daria Boone and Rana Boone recently met with me to discuss their proposed charter school project. I am writing in support of their efforts to found a free public charter middle school, Maui Academy of Arts and Sciences (MAAS). MAAS is designed to serve our keiki in the North Shore and Upcountry areas of Maui. This community is comprised of all types of citizens, including farmers, artists, fishermen, ranchers, and business people. MAAS aims to meet the growing needs of Maui families by creating an alternative public school option for our North Shore and Upcountry communities.

Maui Academy of Arts and Sciences plans to serve an area of our island that is growing at an unprecedented pace, impacting our infrastructure, our economics, and our schools. MAAS, will utilize a Hawaiian culture place-based learning framework, engaging students in problem-solving current community issues, while preparing them to become active citizens, both locally and globally. MAAS, upholds that the Arts and Sciences are intrinsic to a quality education. The model of learning inside the classroom and out in the field. Through hands-on place-based service projects, is one that has been successful in other places. Yet, this model does not currently exist on Maui. This school's academic philosophy will be new to Maui, bringing a much-needed modern approach to current learning and teaching practices.

The Office of the Mayor will support the school founders. We look forward to continuing to work with the founders of Maui Academy of Arts and Sciences to help them bring this school into reality for the keiki and families of Maui

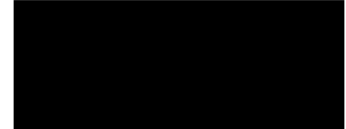
Mahalo,

A handwritten signature in black ink that reads "Michael P. Victorino".

MICHAEL P. VICTORINO
MAYOR, COUNTY OF MAUI



Bridget Hinman
Owner/CEO



February 1, 2022

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

Aloha Chairperson and Commissioners,

I am submitting this letter in support of the proposed public charter school, Maui Academy of Arts and Sciences, designed to serve the children of Upcountry and North Shore of Maui.

In 2015-17; I held the position of Director of the Haiku Boys and Girls Club which provides after school programming for children in Upcountry and North Shore areas of Maui. A majority of our members attended nearby Haiku Elementary School. During my time there I had many conversations with 5th grade parents regarding the lack of choices available for middle school during such a pivotal stage of their child's education. I also saw very stressed parents trying to figure out how to pay for a private school alternative; many had chosen home-schooling. I currently volunteer as President of the Haiku School PTA and these same conversations pop up with new 5th grade parents..

By having these conversations over the years, I believe a new public charter school in this area would definitely be well received within our community. I have attended many of the organizational meetings and am impressed with the well rounded approach and community input that went into every element. The fact that this is the only school with a specific focus on Hawaiian culture as its foundation on Maui truly solidifies my full support of this project. Indoor/outdoor programming and curriculum designed to engage students in place-based learning should be the norm not an exception in Hawaii. Maui Academy for Arts and Sciences is intended to address this need and fill this void.

Maui Academy for Arts and Sciences has a team of educators that has decades of collective years of teaching experience, combined with experience living and working in Upcountry/North Shore communities, diversity and depth in local leadership and work experience and a deep commitment to empowering children.

The level of organization that this team and board have put into this project amazes me. What seemed at first to be a lovely utopian dream has through their hard work, passion, and dedication turned into an actionable realistic plan for the future of middle school education on the North Shore/Upcountry of Maui. I am in full support of Maui Academy of Arts and Science becoming a public charter school. These are very exciting times for our local community.

Thank you for your time and consideration and please reach out with any questions you may have.

Sincerely,



Bridget E. Hinman
Owner/CEO
Unicorn Square

Maui Academy of Arts & Sciences Community Interest Form

Please Print Clearly, Mahalo!

Name	Email	Phone	City	Age of Children
Lee Grotel	[REDACTED]	[REDACTED]	HAHUNA	[REDACTED]
LORI LEWIS	[REDACTED]	[REDACTED]	Haiku	Spec. Ed. Teacher
Gloria Madden	[REDACTED]	[REDACTED]	Paia	PTA 5-8
Allison Kermode	[REDACTED]	[REDACTED]	Haiku	[REDACTED]
Danielle Madaus	[REDACTED]	[REDACTED]	Pukalani	[REDACTED]
Jim McEvoy	[REDACTED]	[REDACTED]	Haiku	[REDACTED]
Armen Cook	[REDACTED]	[REDACTED]	Haiku	[REDACTED]
David Johnston	[REDACTED]	[REDACTED]	Kihei	—
Emilia Bonetti	[REDACTED]	[REDACTED]	Haiku	—
Ailani Andaya	[REDACTED]	[REDACTED]	Haiku	[REDACTED]
Abbie Kimmel	[REDACTED]	[REDACTED]	Paia	[REDACTED]



Maui Academy



Middle School

3 messages

stillunfolding

Wed, Jul 21, 2021 at 9:37 AM

To: [Redacted]

Aloha,

I'm inquiring about h charter school that was proposed a while back. It's been a long time, and obviously much has happened, but I'm wondering if you have any intention of moving forward with your charter middle school vision.

Blessings and Aloha,
Kara Whitaker

Maui Academy of Arts & Sciences

Wed, Feb 2, 2022 at 9:54 PM

To: stillunfolding [Redacted]

Aloha Kara,

Thank you for reaching out. Yes, we have been working tirelessly on this and have the opportunity to submit our application this week Friday.

We won't find out if we make it through until June of '22.

Please continue to reach out and keep in touch.

All the best,
Rana & Daria Boone
[Quoted text hidden]

Maui Academy of Arts & Sciences
A Hawaiian Culture-based School for Grades 6-8
Scheduled to open in the 2021-2022 School Year

School Founders

Daria Boone [Redacted]
Rana Boone [Redacted]

stillunfolding

Thu, Feb 3, 2022 at 6:32 AM

To: Maui Academy of Arts & Sciences [Redacted]

Wow, this is wonderful news. I'm sure you've worked very hard to bring it this far. Best wishes!

Blessings and Aloha,
Kara
[Quoted text hidden]

Maui Academy of Arts & Sciences Community Interest Form

Please Print Clearly, Mahalo!

Name	Email	Phone	City	Age of Children
Wynn Healey	[REDACTED]	[REDACTED]	Haiku	[REDACTED]
Jennifer Oberg	[REDACTED]	[REDACTED]	Haiku	[REDACTED]
Cathy Knowlton	[REDACTED]	[REDACTED]	Haiku	None CURRENTLY TEACHER
Craig Mullins	[REDACTED]	[REDACTED]	Haiku	[REDACTED]
Tara Gray	[REDACTED]	[REDACTED]	Makawao	[REDACTED]
Diane Paddy	[REDACTED]	[REDACTED]	Haiku	[REDACTED]
Kim Eng	[REDACTED]	[REDACTED]	Haleo	[REDACTED]
Sudie Weather	[REDACTED]	[REDACTED]	Makawao	[REDACTED]
Kate Griffiths	[REDACTED]	[REDACTED]	Haiku	[REDACTED]
Paula Phillips	[REDACTED]	[REDACTED]	Haiku	[REDACTED]
Natalie Norberg	[REDACTED]	[REDACTED]	Haiku	[REDACTED]
Alison Feldman	[REDACTED]	[REDACTED]	Haiku	[REDACTED]

Community Interest Form

Please Print Clearly, Mahalo!

Name	Email	Phone	City	Age of Children
ing Mojonier	[REDACTED]	[REDACTED]	HAiku	[REDACTED]
WUG MACKLIN	[REDACTED]	[REDACTED]	Paia	[REDACTED]
Julie Matheis	[REDACTED]	[REDACTED]	Haiku	[REDACTED]
eva Busti	[REDACTED]	[REDACTED]	Paia	[REDACTED]
Nanaya Renier	[REDACTED]	[REDACTED]	Haiku	[REDACTED]
Nami Fortune	[REDACTED]	[REDACTED]	Haiku	[REDACTED]
W. K. LAMANDANI	[REDACTED]	[REDACTED]	HUELO	☺
verb Barry	[REDACTED]	[REDACTED]	HAIKU	[REDACTED]
WAI NICHOLS	[REDACTED]	[REDACTED]	HAHA	[REDACTED]
Ony Tworowski	[REDACTED]	[REDACTED]	Paia	[REDACTED]
al Curtis	[REDACTED]	[REDACTED]	Haiku	[REDACTED]
my Fonarow	[REDACTED]	[REDACTED]	Waikuku	-?☺

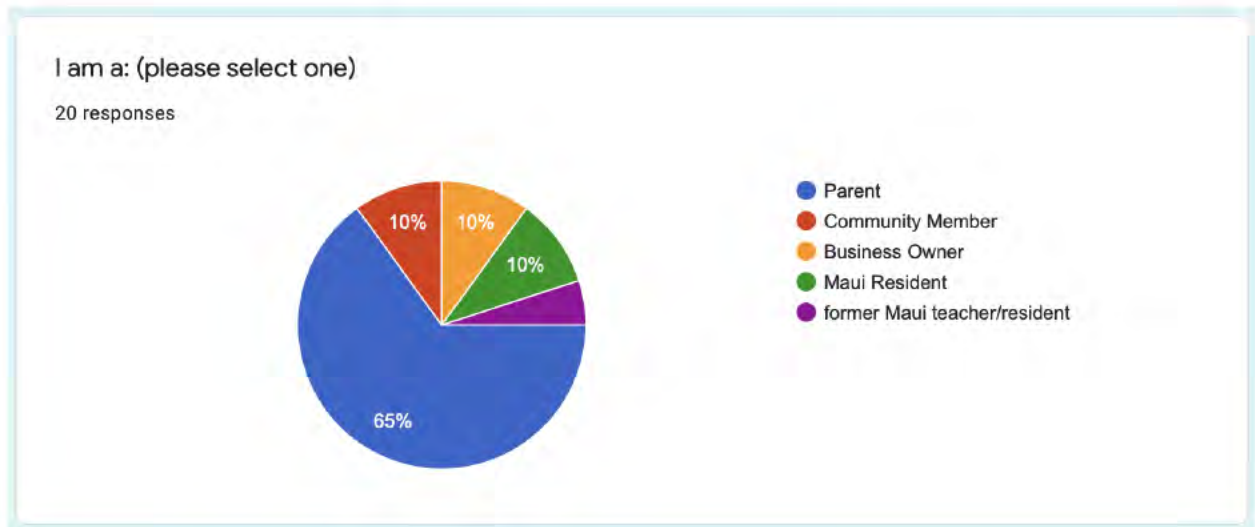
Maui Academy of Arts & Sciences

Community Interest Form

Please Print Clearly, Mahalo!

Name	Email	Phone	City	Age of Children
Cecilia Ortiz	[REDACTED]	[REDACTED]	Haiku	[REDACTED]
Theresa Haberstroh	[REDACTED]	[REDACTED]	Haiku	[REDACTED]
MICHAEL GAGNE	[REDACTED]	[REDACTED]	HAIKU	[REDACTED]
Erica White	☺	☺	Haiku	[REDACTED]
Sam Small	[REDACTED]	[REDACTED]	Maui	—
Antoinette Smith	[REDACTED]	[REDACTED]	Haiku	[REDACTED]
Bernadette Kovach	[REDACTED]	[REDACTED]	Haiku	[REDACTED]
Jennifer Karara	[REDACTED]	[REDACTED]	Haiku	[REDACTED]
Daria Boone	[REDACTED]	[REDACTED]	Haiku	[REDACTED]
Melinda Carroll	[REDACTED]	[REDACTED]	Keolu	[REDACTED]
Jan Fisker	[REDACTED]	[REDACTED]	Haiku	[REDACTED]
Sarah Freistat Pajimola	[REDACTED]	[REDACTED]	Waipahoehoe	[REDACTED]

Maui Academy of Arts and Sciences Community Survey January/February 2022



Please briefly explain why you support the approval of an additional public middle school for the North Shore and Upcountry communities of Maui:

1. Maui is growing. The class sizes at Kalama are insane. I'd rather it be a charter school with rules that aren't laid down by the federal government
2. I fully support the approval of an additional public school in this area. With the extreme growth of our upcountry/northshore communities in the last few years, this district is in dire need of an additional option for middle school students. The only public school serving grades 6-8 is Kalama Intermediate for students who live in Kanaio, Keokea, Kula, Makawao, Pukalani, Hali'imaile, Olinda, Pā'ia, Ha'ikū, Huelo, and Nāhiku (a 50 mile span) as well as out of district students in the Kula Kaiapuni Hawaiian Immersion Program. This is the largest district for any Maui county school. Having an additional option will not only allow parents a

Attachment M.2

choice in their child's educational experience but will help to alleviate morning/afternoon traffic congestion, overcrowding in classrooms and faculty strain, and create a more positive learning environment for all kids.

3. I believe this would be a great opportunity to an additional education for middle schoolers in the upcountry area, very much needed. I highly support an approval.
4. More jobs for good people
5. 1) Kalama is a hell hole. I know. I went there, I've spoken with other kids who went there. I've spoken with other parents of kids who go there now. It's a miserable experience for a child. I have visited Kalama as an adult, as an artist in the schools, performing in traveling theater for the kids. The kids are still treated as cattle. Yelled at daily, and hustled from one holding pen to the next. With never a care for their well-being. 2) Our kids deserve options. Not all kids are the same. Not all kids can handle the mental stress of being tossed from one of our cozy elementary schools into the huge middle school environment. 3) The population upcountry is way bigger than it was when Kalama opened. No way that place is not completely overcrowded. Even back in 1987-89, the walkways were packed when it was time to change classes. And when I returned to perform for the kids, they hardly fit into the cafeteria to watch our show. With all the new transplants to the upcountry area, all Maui schools could use some relief. Just look at what's going on with covid and the teacher shortage. Kids sitting with no teachers. Only shame. 4) The people who are trying to get the new charter school are excellent educators. They include people born and raised on Maui. People with dedication to our kids and to our community. To our way of life. Please open a charter school upcountry.
6. Maui needs more middle school options.
7. I support the approval because an additional Middle School for North Shore and Upcountry Maui is needed.
8. much needed with emphasis on Sustainable Agriculture
9. As an educator I am very aware of the need for additional options for middle school.

Attachment M.2

10. There needs to be more options for middle school aged keiki upcountry.
11. I support the approval of a science and nature and arts based school because our kids deserve an alternative to the current curriculum. Hawaii offers an amazing fusion of cultures and incredible weather which allows children to feel and experience math, science, arts and cultures in an incredible atmosphere. There is a real opportunity to bring these elements of life to our curriculum and help kids of all types of learning styles to integrate and feel happy and excited about learning and understand their personal place and their contribution to the whole.
12. Having a convenient middle school would be helpful for all families. It would also lessen the large classroom size in the current schools.
13. I believe it's needed for our growing community and for our upcoming keiki to thrive.
14. We need more opportunities and options for our youth on Maui to get a quality education. Middle school is such a pivotal age for our youth and they need all the guidance and learning they can get. Being at a school that is created with that in mind is what this community needs.
15. Much needed with only one option for upcountry. Kalama cannot handle all the current students. Aina based learning has amazing outcomes
16. The island is growing and we need educational options for families!
17. As a parent I truly understand how important education is for the future of our children. Doing these trying times of Covid over the last 2 years, I also understand how important school choice is. We as parents want access to the best K-12 education options for our children, be it the traditional public school or the addition of a public charter school that is truly needed in our community of Haiku. By having a choice we don't have to settle for the status quo and by having an option it will make the future brighter. By adding this survey, it

Attachment M.2

already shows the benefits of a charter school, as the emphasis is being placed on inclusion and group involvement from our community. Mahalo

18. At the moment there is only one public middle school for the north shore and upcountry communities, there should be another for the amount of kids.

19. Middle school years are the most challenging for students. Kalama is very large and overwhelming for a lot of students. Having more school choice is always a good thing.

20. Kalama is the only public middle school. It is the feeder school for Kula, Makawai, Pukalani, Paia and Haiku ! The children deserve an alternative learning environment

Name (optional)

Misha

Kaimalia M.

Liliuokalani Berman Fogarty

April Boone

Mary Jane P. Bennett CD(DONA) LCCE IBLCE ECE

Paul Tallman

Melita Charan

Regina Gairo

Melekai Jenson

Anonymous

Results from Maui Mama Magazine Online Survey Conducted May 2018

[Mauimama Magazine](#)

Mamas, are you interested in a free public charter middle school on the North Shore/Upcountry Maui? The model would be Hawaiian culture-based, indoor/outdoor learning with hands-on 'aina-based projects, incorporating traditional and modern arts and sciences. Timeline 2020-2021 School Year! If you are in support of this being created please leave comments below.

(Comments collected in May 2018)

[Melissa Kreutner](#) Yes please

[Kate Griffiths](#) I think this is a great idea and would be very interested.

[Marsée Ho'opai](#) Interested!

[Vona Broccoli](#) Would be wonderful to have that option!

[Mauimama Magazine](#) This will be incredible!

[Mauimama Magazine](#) Yes it will Sommer! Love you!

[Holly Stockwell](#) I would be very interested in finding out more!

[Mauimama Magazine](#) I could see your girls loving it.

[Cynthia Rose](#)

[Melissa Kreutner](#) Recruit

[Kiki Russell](#) Very interested!

Attachment M3

[Kamie-Lei Greyhorse](#) to help

[Kamalani Pahukoa](#)

[Leinani Hong](#) yes, we need more middle school options like this...

[Olivia Barry](#)

[Fusayo Maui](#) Awesome ideas!

[Sylvie Berg](#) YES!!!! And it would be perfect timing

[Katie Miller Jalbert](#) Yes, we would love this as an elementary school as well, we start kindergarten in another year, sounds great!

[Kristin Fernandez](#) Following. Interested

[Lexi Mikail](#) Yes!!

[Julia Forbes](#) Yes

[Kamiki Benavides](#)

[Mariah Strong](#) Yes!!! So needed at such an important developmental age!

[Sheena Kuwashima](#) Interested.. high school? Free, even better!!! Where on the north shore?

[Erin Griffith](#) Yes!!

[Kanoë Merino](#)

[Jafra Depontes](#) check it out!

[Haley Rabago Callahan](#) Totally. With great outdoor teachers like [Darren Rabago!](#)

Attachment M3

[Summer Anderson](#) Yep, interested!

[Shelley Tiss](#) Absolutely yessssss

[Lauryn Rego](#) Yes!

[Deb Mader](#) Yes!!!

[Marisa Acidera](#)

[Kanani Palakiko](#) Interested!

[Marsha Lowery](#) Yes

[Leilani Digmon](#) Absolutely in support!

[Barbara Heil Barry](#)

[Megan Kanekoa](#) YES!

[Ann Cobain](#) Our community could really benefit from more choices in schools!

[Kapuaolaokalani Chang](#)

[Kii Kahooahanohano](#) Following

[Suzanne Bell](#) "aina-based projects" YES! Teaching these young souls how to live in harmony with nature.

[Karyne Daniels](#) How can I help?

[Monet Becker](#) YES!!

[Charlotte Chandler](#) Yes!!!!!! Would love this upcountry

Attachment M3

[Lillian Smith](#)

[Jennifer Karaca](#) Yes please

[Cailin Marie](#) Yes please.. how can I help??

[Ah Leesh](#) Yes!!

[Erika Lechuga DiSalvo](#) Yes!!!

[Sunny Savage](#) Yes

[Julie Watts](#) Absolutely!!!

[Yvonne Lang Huber](#) Yes!

[Arielle Ollivier](#) Yes, Yes, Yes!!!

[Pia Ryan](#) Yes!!!!

[Ilima Smallwood](#) Heck yeah!!! What can we do to see it happen?!?

[Jeremy Anderson](#) Yes

[Marion Ina May Hasegawa](#) Yess!

[Adnaloy Espinosa](#) Yes!

[Emily Joy Ramirez](#) Yes please!

[Jennie Ben Dayan](#) I would soooo love this. My son would really enjoy this approach.

[Zari Casil](#) Yes!

[Tulsi Greenlee](#) Yes please

Attachment M3

[Claire Byler](#)

[Stephanie Nicole](#) Yes!

[Erika Zap](#) Yes

[Ashley McGuire](#) Please

[Lisa Morrison](#) How about we encourage the public schools already in existence to do this? I think ALL kids could benefit from this approach.

[Stef Hildreth](#) Very interested

[Bénédicte Lechrist](#) Definitely LOVE the idea! Thank you for sharing and supporting our children, always

[Lillian Smith](#)

[Ah Leesh](#) Yes!

[Amy Vutiyakornkun](#) Definitely!

[Jennifer Oberg](#) Yes!

[Tulsi Greenlee](#) Yes please

[Jenny Padgett](#) Very interested!

[Ah Sun](#) I would love to teach at that type of school

[Danette Marie](#) Yes yes

[Agnes Kienitz Prianto](#) Yes

Attachment M3

[Lara Schoeppner](#) Yes!!! Definitely!!

[Anne-Marie Forsythe](#) This would be an incredible gift to Maui families. Please support this option.

[Maja Liotta](#) Very very interested ! Can we get a meeting together ?

[Jessi Leal Flaherty](#) Aloha! Yes please.

[Ronda Nelson](#) yes!!!

[Rebecca Bell](#) Yes, yes, yes!!!!

[Gloria Cami](#) Please provide upcountry with this gift our children need it!!!!

[Lisa Schad](#) Absolutely!!

[Amina Zahra Abdusamad](#) Interested!

[Julia Forbes](#) Yes

[Daina Auger](#) Yes

**Results from Maui Mama Magazine Online Survey Conducted
May 2018**

Attachment N

Daria Boone, School Leader, Chief Academic Officer.

Daria was born and raised in Pa'uwela, Ha'ikū, Maui, Hawaii in a large family. She attended public school from preschool through the twelfth grade. She has been a teacher at Ha'ikū Elementary, her alma mater, where she has been an employee for 17 years. As a middle school student, Daria took a steadfast interest in education and the track system in place at that time, knowing well that in order to be successful one needed to be on the high level track for college and career readiness. At Maui High School, she studied Spanish and French, traveling abroad to France twice for extended periods of time for cultural and language immersion. Daria was also a MHS soccer player, a high school student-coach of youth AYSO soccer, and later became an AYSO parent volunteer and coach. In college, she joined the Dual Degree program at the University of San Francisco, majoring in both Sociology and Education. She student taught at various private, public, and inner-city schools, working with students at-risk in the Bay Area. Daria graduated with Honors, earning a Bachelor of Arts in Sociology and a Master of Arts in Elementary Education.

Upon returning to Maui, Daria became a teacher at 'Iao Intermediate School, using an indoor/outdoor teaching model approach with the Maui Heroes Project to reach her at-risk students through the oral storytelling tradition of identifying with and through Hawaiian demi-gods and their many talents. Eventually, she began teaching at Ha'ikū Elementary School. Daria is a long-time DOE employee who dedicates herself to her students' total well-being: socially, emotionally, and intellectually--with a special niche for helping students find their best self. She has been a yearbook advisor, founded the Ha'ikū School Read-a-Thon, was a long-time Grade Level Chairperson, was nominated to represent Ha'ikū School as its Teacher of the Year in 2019, and is an active member of the Junior National Leadership Conference Committee. Daria also traveled across the country visiting excellent schools to further hone her craft through the Rural School Leadership Academy, a fellowship offered through Teach for America. Most recently, she has taken on a leadership role at her school as the Curriculum Coordinator, where she supports teachers in professional development, academic programs, schoolwide initiatives, and student celebrations. In addition to this new role, Daria is enrolled in post-graduate course work at Harvard Business School and Harvard Graduate School of Education. She is enrolled in Harvard's School-level Leadership program. In her free time, Daria enjoys energetic walks on the beach with her partner and son.

Daria Boone

Professional Experience

Curriculum Coordinator, Hawai'i Department of Education, Maui, HI **6.2021-present**

- Align curriculum across *all* grades to Common Core State Standards and State Exam.
- Motivate students and teachers to set learning targets in the school's universal screeners to achieve increased student outcomes.
- Organize school-wide events that meet our academic and financial plan goals.
- Articulate with the administration and leadership team often to move the school in a forward direction with focus, determination, and organization.
- Plan school-wide professional development and professional learning communities for teachers to best implement the planned multi-tiered levels of student support.

Teacher, Fifth Grade, Hawai'i Department of Education, Maui, HI 1.2006 - 6.2021

Teacher, Middle School, Stella Charter Academy, Los Angeles, CA. 8.2004-6.2006

Teacher, Middle School, Hawai'i Department of Education, Maui, HI 8.2003-6.2004

- Teacher of the Year nominee 2019
- Align instruction to Common Core Standards and State Exam. Motivate students to learn through highly engaging lessons including media, technology, books, theater, movement, joy, and enthusiasm.
- Teach multi-level students using Tier 1, 2, 3 Interventions to close the achievement gap. Impact students' belief in their abilities to succeed, regardless of previous performance.
- As an elementary teacher, I have taught: Third grade, all subjects; Fourth grade, all subjects; and Fifth-grade (12+ years total); Middle School at-risk students; Grade level science teacher (10 years)
- Founded annual Haiku School Read-a-Thon. Grade-Level Chairperson and Yearbook Advisor for 8 years.
- Collaborate with colleagues on data driven instruction, student learning objectives, planning and pacing guides, general learner outcomes for students.
- Participate in school wide events; Trunk or Treat, Holiday Night; Back to School Night.
- Organize parents within the grade level to plan grade level fundraisers, events.
- After school math tutor for many years, supporting students below grade level.
- Math coach for Math Matters, Maui. (2013-2014)
- Analyzed and assessed past school performance data in order to innovate improvements.
- Participate in ongoing staff professional development training sessions.
- IEP/504 Familiarity: Create high quality instruction that meets the needs of all students, using the inclusion model, small group instruction, flexible grouping.
- Attend a variety of professional development workshops centered on learning goals, classroom management, student motivation, STEM, and engaging learning activities.
- Implement Character Education in classroom to support students physically, emotionally, and socially.
- Use positive reinforcement method to redirect poor behavior.
- Maintain open communication with parents/guardians to share growth, needs, successes and concerns of the student.
- Work with an average of 24 students, servicing an average of 80 students per week.
- Fellow in Rural School Leadership Academy (Cohort 7) through Teach for America; visited, collaborated, studied best practices in top-performing schools in rural & indigenous communities across the country.

Education

Bachelor of Arts in Sociology, *cum laude* [REDACTED]
University of San Francisco, San Francisco, CA

Master of Education in Elementary Ed. *magna cum laude* [REDACTED]
University of San Francisco, San Francisco, CA.

Certification

Hawai'i Elementary Self-Contained License (Grades K-6)
Harvard University online Certificate of School Level Management & Leadership”
*Completion by 12.2022

*Letters of Recommendation available upon request

Rana Boone, School Leader, Chief Education Officer.

Rana was raised in a large family in Pa'uwela, Ha'iku, Maui. She and her eight siblings learned from their parents the importance of being contributing citizens of the world and getting an education. Rana has more than twenty years of experience as a teacher, instructional coach, school administrator, and national education consultant. She has worked in the education sector in California, Hawai'i, Texas, Kansas, Louisiana, New York City, and Washington, D.C. She began her career as a first grade teacher; she has also taught middle and high school courses. She recently led her alma mater as its K-12 Principal before embarking on the challenge of founding a community-based charter school with her sister. Rana currently works as an Education Consultant: she enjoys her work as a Diversity, Equity, and Inclusion (DEI) coach where she coaches teachers, principals, and district leaders in Florida through the online course "Courageous Conversations About Race". She is also currently leading teachers in Chicago Public Schools through the training and rollout of the district's new DEI-focused English-Language Arts curriculum.

During the recent pandemic era, Rana has enjoyed working with Teach For America's national team and Teach For America Hawai'i, where she has led interactive DEI sessions with incoming corps members (new teachers) to help acclimate them to the unique cultural, historical, and political landscape of Hawai'i's school communities. She was also a fellow in Teach For America's Rural School Leadership Academy. This yearlong, all-expenses-paid fellowship offers a unique opportunity to build a network of 50-60 peers who are working in similar rural contexts, while exploring one's strengths and building skills to become an effective school leader. Rana was also a member of Teach For All's second cohort of International Principals Community of Practice, where a network of 30 principals learned to support each other in problem-solving issues across their international schools. Before this, Rana was featured on PBS Frontline's "Dropout Nation" documentary as one of 4 administrators at Houston's Sharpstown High School working tirelessly to help students graduate against the odds. She was also a guest facilitator for Houston district principals on Difficult Conversations: this involved coaching principals on how best to prepare the conversation when giving feedback on teacher data tracking, effective planning, & rigorous classroom instruction. Rana was proud to successfully complete a year-long Leadership Development Internship for new administrators, including two Action Research projects that resulted in growth in both Advanced Placement & AVID programs. Growth included increased student access to these programs, as well as increased rigor and teacher effectiveness.

Rana is also passionate about languages: she studied French, Hawaiian, Italian, Japanese, and Spanish. She is a proud graduate of Howard University, Washington, D.C., where she earned a Bachelor of Arts in Political Science. She received her teacher certification and pursued her Master of Education Administration at the University of St. Thomas, Houston, TX. She is a certified teacher in Texas and Hawai'i. Rana lives in her hometown of Ha'ikū with her husband Terry and their two daughters. In her spare time, Rana enjoys relaxing, reading, running, pilates, singing, and beach days with her very large extended family.

Rana Boone

Professional Experience

Education Consultant/Coach, Public Consulting Group, New York, NY

1.2019-Present

- Support between 60-90 administrators and teacher-leaders per coaching cycle in Broward County Public Schools, FL, as they expand their understanding of the impact of race on education via the online course “Courageous Conversations About Race”.
- » Engage with the learners by providing timely specific feedback and grading on their unit assignments, Mid-Course project, and Final Capstone project.
- Provide supportive yet challenging commentary in the learners' online discussion forum.
- Provide professional learning to teachers in Chicago Public Schools, IL, using PCG-developed professional development materials and frameworks housed within the new Skyline English Language Arts curriculum.
- Deliver quarterly faci(itation with fidelity and in alignment with PCG's professional norms so that CPS teachers can internalize:
 - 1.) the features, principles, structures, and supports around which the curriculum was designed
 - 2.) how to prepare for instruction, including *classroom* set up, finding and using the materials, planning, pacing, and managing instructional time.
- Successfully complete PCG's intensive consultant/facilitator training program prior to delivery of services to CPS in the months of August, November, and December 2021, and January, February, and March 2022.

Diversity, Equity, Inclusion Facilitator. Teach For America, Honolulu, HI.

7.2019-Present

- Facilitate sessions about systems of oppression, socialization, bias, power, and leadership development.
- Support 60 beginning teachers each summer in their development as anti-racist teacher-leaders.
- Collaborate with staff during spring semester preceding training to design, edit, & practice sessions.

Fellow, Freedom Fellows Institute, Memphis, TN.

7.2019-7.2020

- Researched, designed, and wrote innovative charter school application to be accepted in home community.
- Engaged in more than 600 hours researching and studying various educational program components, behavior management philosophies, school finance, operations, and charter school governance.
- Visited high-performing charter schools to glean best practices from administrators, staff, & teachers.

Principal, Kinder-12th Grades, St. Anthony School, Wailuku, HI.

7.2017-2.2019

- Ensured outstanding teaching and rigorous learning are at the core of strategic planning.
- Led, motivated, challenged, and supported staff in order to sustain continuous improvement.
- Created a shared learning culture and positive environment through distributive leadership.
- Designed with staff the vision and values that guide the everyday work and practices of excellence.

Director, Strategic Support Initiatives, Leading Educators, New Orleans, LA.

1.2013-9.2014

- Served as primary East Coast consultant for external partner districts to increase the quality and scope of Leading Educators programmatic offerings, resulting in extremely high customer satisfaction.

- Designed, facilitated, and trained colleagues, consultants, and district trainers in the delivery of high-quality professional development across all aspects of the Leading Educators programmatic model including: formal training, coaching, Problem Solving Communities, and Training of Trainers sessions.
- Consistently earned a 90% or higher rating of “Satisfied/Highly Satisfied” on session surveys completed by teacher leaders and school principals.
- Consistently earned a 90% or higher rating of “Excellent and Strong” on organization’s performance rubric.
- Collaborated with national executive team, Chief Program Officer, Senior Director of Adult Learning, and Senior Manager of Strategic Growth to set strategic direction across regions.

Dean of Instruction, Houston Independent School District, Houston, TX.

6.2011-9.2012

- Advised and assisted school principal in providing instructional and administrative leadership necessary for addressing student achievement and overall school effectiveness.
- Synthesized quarterly reports with various district documents to maintain the status of campus and state grant funds, totaling more than \$1.2 million.
- Designed and led trainings for Staff Development of all faculty staff, including nine administrators.
- Improved the leadership culture and skill sets of administrative team through the creation and execution of inaugural Leadership Retreat, Summer 2012.

Instructional Coach, Teaching Excellence Certification Program, KIPP Inc., TX.

6.2010-6.2011

- Conducted 300 classroom observations and debriefs of new teachers, totaling 500 hours in one year.
- Earned highest teacher satisfaction, retention, and certification rates of all 16 coaches at KIPP and YES Prep charter school networks: end of year scores were 98% satisfaction, 94% retention, and 100% certified.
- Designed, scripted, and led workshops for the beginning elementary teacher cohort of 36 teachers during the summer institute and throughout school year totaling 180 hours. Wrote the elementary cohort scope and sequence for year-long certification program.
- Organized and maintained running records of state-mandated documentation of observations, debriefs, and strategies for supporting beginning teachers toward their end goal of state certification.

Program Director, TFA-Houston, TX and TFA-Hawai’i, Honolulu, HI.

6.2008-6.2010

- Defined and worked toward a vision and goals for student achievement and corps member leadership in two Teach For America regions. Managed 35 teachers each year in all subject areas in all grades (Pre-K-12).
- Earned highest satisfaction levels of all Hawai’i Program Directors; this led to assignment of least-satisfied corps members in Houston to boost morale. Increased KIPP TFA corps members' connection to TFA.
- Maintained 100% retention of all teachers both years-- a rare feat with new teachers.
- Communicated cooperatively with school leaders, district leaders, and university partners to facilitate effective school placements and establish lasting partnerships.

Teacher, Houston Ind. School District and Hawai'i Dept. of Education.

7.2000-2008, 7.2016-2017

- Taught for ten years across elementary, middle, and high school grades.
- Aligned instruction to Common Core Standards and State Exam. Motivated students to learn through highly engaging lessons including media, technology, books, music, movement, joy, and enthusiasm.
- Taught “Growth Mindset”. At least 80% of students grew 1.5 - 2 years academically each school year.
- Teach For America corps member in 2000; Grade-Level Chair; Site-Based Decision-Making Committee.

Education

Bachelor of Arts in Political Science, Minor in Sociology, Cum Laude
Howard University, Washington, D.C.

Master of Education in Administration
University of St. Thomas, Houston, TX.

Certification

Hawai'i Elementary Self-Contained License (Grades 1-6)
Texas Elementary Self-Contained (Grades 1-6)
Texas Administrator
Advancement Via Individual Determination
English as a Second Language
Advanced Placement
Gifted and Talented

Maui Academy of Arts and Sciences
School Director Job Description

School Director Job Description

The School Director is a visionary leader who plans and delivers improvements through effective management and delegation. The School Director fosters the academic growth of all students. As the key communicator for the school, the School Director shares matters of importance with Staff, School Board and PTO on a regular basis. The School Director represents the school to the external community.

Main Duties and Responsibilities

- Gives priority to the development of the whole child
- Fosters quality interpersonal relationships in an atmosphere of collegiality and respect
- Emphasizes service consciousness of teachers and students
- Involves members of the community in projects, curricula, and school activities
- Supports the coordination of community programs to affect student learning and impact

Leading Teaching and Learning

- Ensures outstanding teaching and learning is at the core of strategic planning
- Demonstrates a deep commitment to a culturally responsive approach to teaching
- Provides inspiration and strong strategic leadership to the teachers to ensure that the school continues to deliver the highest standards of learning for all
- Drives a continuous and consistent focus on students' achievement, using data as benchmarks to monitor and evaluate progress
- Promotes an exciting and challenging curriculum with a focus on local applicability and problem-solving
- Ensures that the curriculum is regularly reviewed, evaluated and updated to maintain its relevance
- Annually facilitates school evaluation and utilizes that information to make improvements
- Tackles underperformance at all levels
- Ensures policies promote good conduct and behavior and reinforce the school's approach to positive behavior management

Staffing and Team Development

- Leads, motivates, challenges and supports staff in order to sustain continuous improvement
- Motivates others to create a shared learning culture and positive environment through distributive leadership and an environment which enables everyone to work collaboratively
- Ensures there are effective processes for staff induction and professional development
- Treats staff/teachers fairly and with dignity to maintain a positive school culture
- Builds leadership capacity amongst teachers and provides leadership opportunities at all levels
- Ensures effective planning, allocation, support and evaluation of teachers/staff
- Regularly reviews own practice, sets goals, and takes responsibility for own development.
- Effectively manages own workload
- Effectively monitors staff/teacher workload to allow an appropriate work/life balance
- Ensures individual accountabilities are clearly defined, understood and agreed and are subject to rigorous and timely review and evaluation
- Acknowledges the responsibilities and celebrates the achievements of individuals and teams

Managing the Organization

- Collaborates with school board finance committee and school business manager to prepare the annual

Attachment O

budget and budget projections

Sets appropriate priorities for expenditure, allocation of funds and effective administration and control of the above

Manages the school's financial and human resources effectively and efficiently to achieve the school's educational and spiritual goals and priorities

Ensures that systems are in place for the effective administration and control of the school budget

Participates in the recruitment and selection of the highest quality teaching and support staff who are willing and able to make a positive contribution to the ethos of the school

Puts in place effective team communication mechanisms to ensure that all staff and key parties are involved in and kept informed of key developments

Facilitates and oversees the maintenance and creation of activities that support enrollment

Oversees and supports the school's development and fundraising plans

Overseeing the Care of School Buildings and Site

Ensures effective supervision and security of the school building, contents and grounds

Ensures any maintenance, repairs or moderations are acted on promptly and are in compliance with health and safety regulations

Maximizes the potential of the site to provide stimulating learning environments, sport and play provision and community facilities

Ensures compliance of procedures at all times with health and safety regulations

Strengthening links

Maintains a positive PR and Marketing focus to showcase the school's unique quality of education both in terms of academics and the building of leadership and moral character of the students

Fosters a culture of collaborative communication

Ensures that parents and students are well informed about the school's direction, priorities, curriculum, student achievement and progress

Creates and maintains effective partnerships with School Board, PTO and community members

Shaping the Future

Demonstrates the vision and values of the school in everyday work and practice

Works with School Board and Staff to develop and maintain strategic vision and promote the values to students, staff, and the wider community and ensures that all are committed and involved

Is willing to innovate and take on new challenges in the field of education

BASIC PROFESSIONAL AND PERSONAL REQUIREMENTS

Masters Degree or equivalent (certification in administration preferred)

Eight (8) years of demonstrated success in teaching

Commitment to culturally responsive approach to teaching

Demonstrated leadership ability

Excellent interpersonal skills

OTHER PERSONAL SPECIFICATIONS

Understands the history and culture of Hawaii

Has a passion for teaching, learning and caring for students

Is approachable, flexible, and enthusiastic, with a good sense of humor

Is able to build relationships at all levels

Attachment O

Is committed to continually achieving and raising the highest standards
Is highly motivated and proactive
Has a fierce resolve but with a sense of humility
Has the ability to effectively handle and report matters of a sensitive and confidential nature
Has the ability to meet deadlines and to work positively under pressure when necessary
Has the ability to tackle challenges openly and honestly and seek guidance in the appropriate places
Has the ability to engender respect and trust
Is a clear thinker, a good communicator, and a strong delegator
Is visible, welcoming, friendly, and inclusive
Has integrity and dedication
Is comfortable making difficult decisions
Is fair and equitable in dealings with staff, parents and students
Is comfortable representing the school and all it stands for, both on campus and off campus

School Management Team Information

School Management Team Information Chart

Title	Responsibilities	Timeline to Hire
School Co-Director	The CEO will be responsible for the management of the facilities, along with the Business Manager. The CEO will also be the main point of contact with parents, families, and the community.	The first School Co-Director has already been identified. This person will work on the school full-time in the year before school opening. Salary will be paid through private grants specifically designed to support school founders during the start-up year.
School Co-Director	The CAO will be responsible for the professional development of all staff. The CAO will be the main point of contact for students and teachers.	The second School Co-Director has already been identified. This person will work on the school at least half-time in the year before school opening. Salary will be paid through private grants specifically designed to support school founders during the start-up year.
Business Manager	The Business Manager will be responsible for managing Finances, Operations, and overall Facilities. Ensures that school goals and objectives are met through the budget planning process. The Business Manager will engage in planning, forecasting, allocating resources, budgetary resources, and advise the School Co-Directors as needed.	The Business Manager will be hired in the Fall of 2023. This will allow them time to get onboarded and acclimated to the school's vision and mission to serve the community. This will also place the Business Manager at the ready for the student recruitment season and staff hiring process that will begin in the late winter/early spring of 2024. The process for recruiting and hiring this person will follow the common practice of posting the job description on job sites such as LinkedIn, Indeed, and educational job boards. Candidates will interview with both School Leaders, background checks will be performed before a contract is signed.

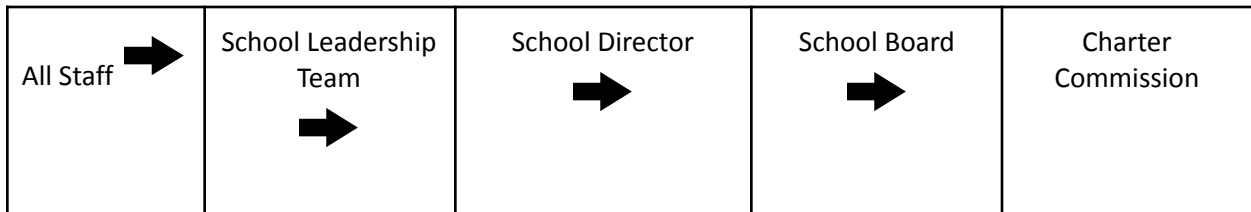
Organizational Charts and Staffing

Attachment Q

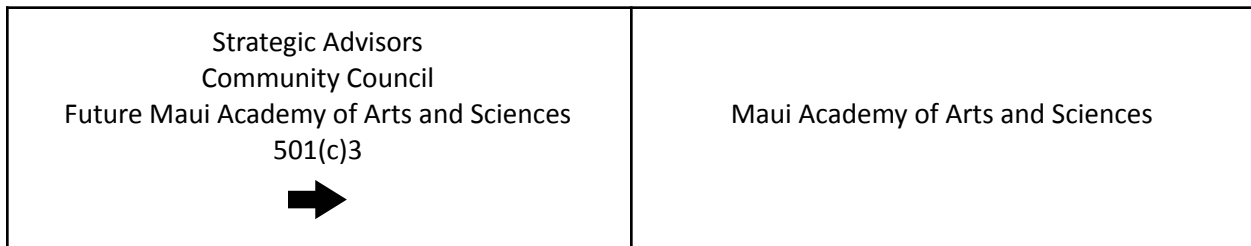


School Governance, Management and Staffing Organizational Charts

Lines of Authority and Reporting *Within the School*:



Lines of Authority and Reporting *Affecting the School*:



Founding Applicant Board

- Rana Boone
- Daria Boone
- Alike Atay
- Maggie Costigan
- Maile Davis
- Chelsie Evans
- Jennifer Ka’imi Gutierrez
- Kahokule’a Haiku
- Staycie Kaholi
- Allison Kermode
- Jasmine Kilborn

Attachment Q

Applicant Governing Board

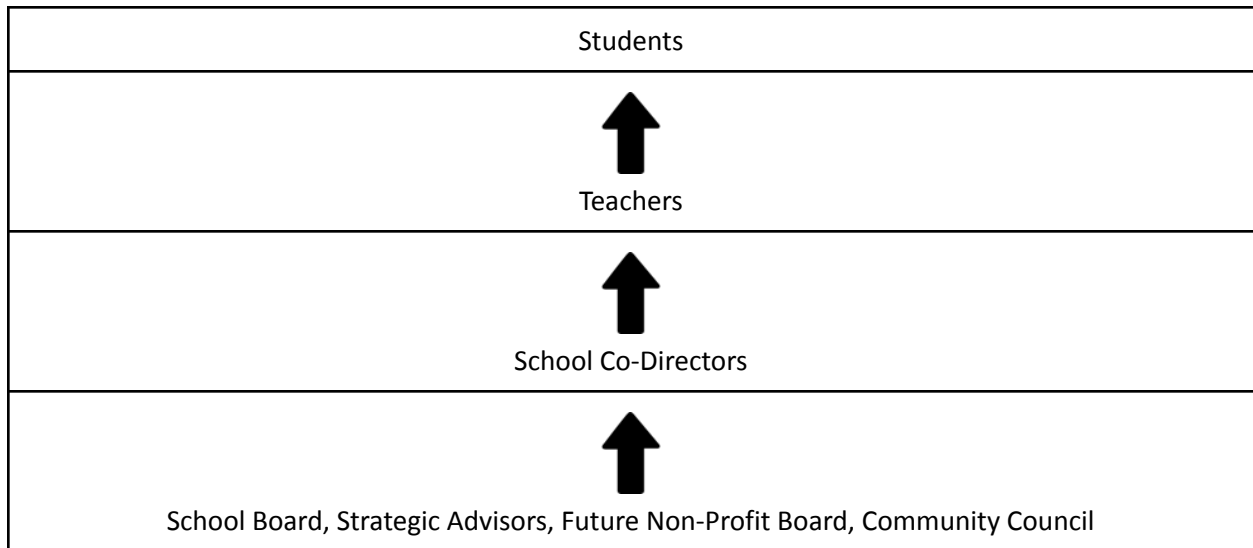
Board Chair, Board Secretary, Board Treasurer, School Co-Directors, and Board Members

Governing Board

Chair, Vice-Chair, Treasurer, Secretary, School Co-Directors and Board Members

- The number of members constituting the entire Board shall be not less than seven nor more than fifteen;
- They shall be divided into three groups of approximately equal size and shall serve staggered terms;
- A term is generally defined as three years; however, the Board may at its discretion adjust the term for new members to ensure balance among the three rotating groups;
- As the Board grows during the growth of the school, additional board members will be added, others will rotate off (if decided), and officer elections will occur;
- Onboarding and new board member mentorship protocols
- Honorary members may be added by vote of Board during any point in the year.

School Leadership Support Team



Attachment Q

Staffing Structure

Title	FTE Per Position Per Year					Capacity 2028
	2 0 2 4	2 0 2 5	2 0 2 6	2 0 2 7	2 0 2 8	
School Co-Director (1.0 FTE)	1	1	1	1	1	1
School Co-Director (1.0 FTE)	1	1	1	1	1	1
Business Manager (1.0 FTE)	1	1	1	1	1	1
SPED/Counselor (1.0 FTE)	1	1	1	1	1	1
Operations/Office Manager (1.0 FTE)	-	-	1	1	1	1
Supplemental Teacher (1.0 FTE)	1	2	3	3	3	3
Classroom Teachers, 6th (CoreSubjects) (4 FTE)	4	4	4	4	4	4
Classroom Teacher, 6th (Support & Elective) (0.5 FTE)	.5	.5	.5	.5	.5	.5
Classroom Teachers, 7th (Core Subjects) (4 FTE)		4	4	4	4	4
Classroom Teacher, 7th (Support & Elective) (0.5 FTE)		.5	.5	.5	.5	.5
Classroom Teachers, 8th (Core Subjects) (4 FTE)			4	4	4	4
Classroom Teacher, 8th (Support & Elective) (0.5 FTE)			.5	.5	.5	.5
Total FTEs	9.5	15	21.5	21.5	21.5	21.5