

## Governing Board Member Information and Roles

### Attachment R, Part A: Governing Board Members and Roles

<b>Board Member Name</b>	<b>Role</b>
Alika Atay	Board Member
Daria Boone	Co-Director
Rana Boone	Co-Director
Maggie Costigan	Board Member
Maile Davis	Board Chair
Chelsie Evans	Board Member
Jennifer Gutierrez	Board Member
Kahokule'a Haiku	Board Member
Staycie Kaholi	Board Secretary
Allison Kermode	Board Member
Jasmine Kilborn	Board Treasurer

**Attachment R, Part B: Governing Board Member Qualifications**

The Maui Academy of Arts and Sciences board members will ensure that all students will be well prepared for success in high school, college, work and life. The board members will oversee the proper operations of MAAS (both legally and ethically) through monthly board member meetings. Meetings will be held in person and virtually to ensure the board upholds its mission, vision, and values. Board members will ensure Maui Academy is run by highly qualified leaders. These leaders will infuse the school with a positive culture and learning environment where the terms of the charter contract are fulfilled and the organization is prepared for renewal. The board will ensure proper execution of its governing policies, sharing one voice in support of Maui Academy’s vision and mission. The board will maintain clear goals, ensuring that the people and the programs are equally empowered, supported, evaluated, and held accountable.

<p>Alika Atay</p>	<p>As a former Maui County Council member, recently oversaw Maui County governance, policy-making, and the balancing of fiscal budgets of over \$800 million. Fundraised for campaign funds.</p> <p>Additionally, Atay brings indigenous 'ike (knowledge) to the board as a respected elder of the community. Alika is also an organic farmer who utilizes indigenous practices. He is a member of HINA: Hawai'i Indigenous Native Agriculture; HFUU: Hawai'i Farmers United Union--Mauna Kahalawai; Kihei Canoe Club and Kihei Youth Center. Alika has spent many years coaching and guiding the youth of Maui through the activities of canoe and organic farming.</p>
<p>Daria Boone</p>	<p>Experience applying for private and public grants. Fundraising for major school and community fundraisers.</p> <p>Boone oversees school-wide curriculum and development, project-based learning school liaison, school achievement expert. Has seventeen years teaching experience within Hawai'i's Department Of Education; has carried many leadership responsibilities such as Grade Level Chair--responsible for curriculum, parent/teacher communication, field trips, end of year events such as May Day and the Fifth Grade Banquet. Has led the Math PLC and Data Team; Math Coach; Yearbook Advisor; Founder of the School-Wide Holiday Read-A-Thon at Ha'ikū Elementary. She was a past CSAP teacher of at-risk students at 'Iao Intermediate School; ELL Teacher and Computer Tech Teacher at Stella Charter Academy in Los Angeles; Private School substitute teacher in Los Angeles; Tutor at the Learning Center of Maui.</p>

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<p>Rana Boone</p>	<p>Experience applying for private and public grants. Fundraising for major school and community fundraisers. Experience working with school accountant to monitor spending and internal controls. Experience with development, predicting enrollment numbers needed to cover salaries, facilities, etc. Experience planning fundraising events. Oversees school-wide curriculum and development, project-based learning school liason, school achievement expert.</p> <p>Boone was recently a Fellow in the Freedom Fellows Institute, a program designed to equip school founders of color with the skills needed to launch high-quality charter schools in their home communities. Prior to this role, Rana was Principal at a private K-12 school on Maui. She is a graduate of the high school where she studied Japanese, Hawaiian, Italian, French, and Spanish. At Howard University, she studied political science, earning a Bachelor of Arts. She received her teacher certification and pursued her Masters of Education Administration at the University of St. Thomas-Houston. Boone has more than 20 years of experience as a teacher, instructional coach, school administrator and education consultant. She has worked in the education sector in California, Hawai'i, Texas, Kansas, Louisiana, Florida, New York City, and Washington, D.C. She piloted a financial literacy program in Houston helping at-risk high school students make college a reality, and she worked to retain quality teachers across the country by empowering them with new instructional and leadership skills through a national teacher leadership program.</p>
<p>Maggie Costigan</p>	<p>Deep experience applying for public and private grant funding to support her non-profit organization. Arts integration into the curriculum through Maui Dance Council across all grade levels.</p>
<p>Maile Davis</p>	<p>Experience planning major community fundraising events. Experience applying for private and public grants. Fundraising for major school and community fundraisers. Curriculum experience as a long term public school substitute in grades K-6, Parent Community Network Coordinator (PCNC).</p> <p>Davis is a fixture in the local community. She has Community Outreach Fundraising, and Academic expertise: she is an Early Childhood Educator in the Hawai'i PATCH Program. She has also worked as the Parent-Community Networking Center Coordinator and Kindergarten Teacher at Ha'ikū Elementary School, Ha'ikū, Hawai'i, as well as Assistant Teacher (Grades K-2) at Roots School, Ha'ikū, Hawai'i. Maile has volunteered as the Upcountry Maui AYSO Registrar. She is a</p>

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	<p>longtime fundraiser for and coordinator of the Ha'iku Ho'olaule'a and Flower Festival.</p>
Chelsie Evans	<p>As Executive Director of several non-profit organizations, has experience with grant-writing, fundraising, and monitoring accounting and internal controls.</p>
Jennifer Ka'imi Gutierrez	<p>Experienced in grant-writing and fundraising. Curriculum development expert.</p> <p>Gutierrez also brings Academic Management expertise, having worked as a Hawai'i D.O.E. District-level Resource Teacher. She has a Bachelor of Arts in Hawaiian Studies, Bachelor of Education in Elementary Education, Master of Education in Curriculum Studies--Language Arts and Literacy, all from University of Hawai'i-Mānoa. Jennifer has twenty years experience with HIDOE, the last two at the District level in the Campbell-Kapolei Complex Area in the Leeward District. She previously taught at the K-6 level as a General Ed teacher, Curriculum Coordinator, International Baccalaureate Coordinator, Gifted and Talented teacher, Hawaiian Studies teacher, PTA board teacher representative.</p>
Kahokule'a Haiku	<p>Experience in grant-writing. Hawaiian culture practitioner, Hawaiiana teacher.</p> <p>Haiku is an award-winning Cultural Educator, Native Hawaiian Adventurer, Kahu (keeper of traditions), Musician, and Conservationist. He credits his elders for raising him on Maui with the mountains and ocean as his classroom and playground. Haiku is a third generation Kamehameha Schools graduate and a proud pioneer of Distance Learning Education. He has over 20 years of Cultural Education experience; he specializes in creating and facilitating traditional curriculum-based educational experiences for local students and the visitor industry. Haiku is also a cultural advisor for the film industry; he has received accolades in several national and international publications.</p>
Stacye Kaholi	<p>Financial Management: Responsible for \$40 million in retail revenue.</p> <p>Kaholi brings Human Resources and Fundraising expertise to our board: she has experience in human resources, community engagement, strategic planning, and client development. She is currently Director at Tiffany &amp; Co. in Ala Moana, Hawai'i. Prior to this she was Director at Tiffany &amp; Co. in Wailea, Hawai'i. She is a Planning Board Member with the Maui Arts and Cultural Center for their Maui Calls fundraiser. She is</p>



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	also a Community Partner with Book Trust of Hawai'i. She has 20 years experience with human resources partnerships at the retail level.
Allison Kermode	<p>Experience planning fundraising events for large non-profit organizations. Office staffing and management.</p> <p>Kermode is a neighborhood parent whose children attend public school. She brings Governance and Fundraising expertise as a board member at Catholic Charities in Chicago. She held a leadership role at Muscular Dystrophy Association summer camps in Chicago and Philadelphia. Allison has volunteered at numerous Maui nonprofits, including the Ha'ikū Ho'olaule'a and Flower Festival, Ha'ikū, Hawai'i.</p>
Jasmine Kilborn	<p>Financial Management: Handles payroll for her company, office staffing and management. Has run her own successful Hawaiian culture-based business with her husband for over ten years. She brings knowledge in budgeting, finance, managing the sales, accounts, bookkeeping, vehicles, and employees. She was an Events Coordinator at the Maui Chamber of Commerce for many years.</p>
Board Member TBD	<p>A future board member will bring legal expertise to the Governing Board. All current board members have actively sought out attorneys who are potentially interested in serving in this capacity. It is expected that a new member with legal expertise will join the Board within the first start-up year.</p>

**Attachment R, Part C: Board Member Information Forms and Resumes**

**Please see [Attachments R1-R11](#) for Board Member Information Forms, Professional Biographies, and Resumes of all board members.**

## Board Member Information

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

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

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

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

### **Background: Your Role and Experience**

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

Maui Academy of Arts and Sciences

2. Contact information:

Name: Alika Atay

Phone: [REDACTED]

E-mail: [REDACTED]

1. Describe your role and indicate your position on the governing board.

Founding Board Member. I am responsible for governing with others to ensure that our school is delivering on its mission to educate its students, and that our organization is fulfilling its duties as a steward of public funds. I am a representative of the school in public spaces: raising awareness of and public support for the school. I am committed to meeting at our annual board meeting, as well as every two to three months in the planning year(s) of the school start-up; I expect to attend monthly board meetings once the school is open and in session. I plan to attend two board retreats in the planning year(s), and one retreat annually in the years following. I understand that I may attend additional committee meetings and an additional yearly retreat as required by any committee that I join.

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

Resume and professional bio are attached to this form. Please see attachments as well as the information contained in the Intent To Apply Packet.

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

Does not apply to me  Yes

Common Ground Collective

HINA- Hawaiian Indigenous Natural Agriculture

HFUU-Mauna Kahalawai (Hawaii Farmers Union United)

Kihei Canoe Club

Kihei Youth Center

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

I believe in the need for another tuition-free school option for the children of Maui. We are the only island without a Hawaiian culture-based charter school. I want to serve on the board to help shape what this school will offer our keiki. Through my leadership I want to ensure that the board serves its responsibilities to the children, families, and community of the North Shore.

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

My role is to advance the charter school's mission and support academic achievement. I will work closely with board members and the school leader to meet the goals we set out to accomplish for the keiki and families of Upcountry Maui. I am to help ensure that the school is operating in accordance with its original purpose and abiding by its legal responsibilities. I may serve on a committee to share my specific expertise, while largely focusing on academic excellence, increasing student achievement, making sure our board acts strategically, raising and using resources wisely, fulfilling all compliance expectations, and managing both the school leader and our board members.

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

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I recently sat as a Maui County Councilmember that oversaw the County of Maui governance, policymaking, and the balancing of its fiscal budgets that were over \$800+million. I have broad board experience, as listed in Question #3.

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

Indigenous 'Ike (knowledge)

### School Mission and Plan

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

After spending the last four years working with this applicant governing board, I am very familiar with the school's mission and guiding beliefs. They are as listed below:

**Our Mission:** Maui Academy of Arts and Sciences develops individuals who are capable, connected, and cared for. Our school culture fosters confidence through active, collaborative place-based learning experiences inside and outside the classroom. Our students are empowered leaders who are engaged both locally and globally; they leave us fully prepared for rigorous high school and the world beyond.

**Our Vision:** Maui Academy of Arts and Sciences is the school of choice for all of Maui's students who seek to engage in work that matters to them while impacting the broader community. Working with experts beyond the walls of our school, our students self-select field work and projects they see a societal need to pursue. In this way our children develop an emerging sense of their own purpose and internalize that they are agents of change. The inquiry-based curriculum exposes students to community challenges in order to innovate real-world solutions. Our school nurtures students' creativity, curiosity, and desire to contribute their gifts to society for the greater good.

**Guiding Beliefs:** In Maui's North Shore and Upcountry communities, our families currently have just one public middle school option. We are excited to present a second public option through Maui Academy. Our academic goal is to consistently increase student achievement year over year until we meet or exceed the State's academic goals for our students. We will accomplish this through rigorous instruction with a keen focus on student-driven goal setting, frequent monitoring, and student-selected project-based learning. We have additional cultural and student wellness goals that are the pillars of our school model. These pillars are rooted in our **Core Values:**

- Mālama Honua/Care for the Earth-- We protect the environment. We understand that our health and well-being are directly connected to the health of our earth. We are deeply connected to this place, our ahupua'a, and our homeland.

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- 'Imi/Seek: We search for answers. We solve problems. We look for creative ways to do new things. We are bold, we ask questions that haven't been asked. We look to others who have more experience and ask them to guide us.
- Pono/Righteousness-- We strive to be morally righteous and fair. Our ethics guide our identification of problems and direct us to find socially just solutions.
- Kūpa'a/Steadfastness: We aim for our goals. When the going gets tough, we hang in, dig deeper, persevere. We ask for help when we need it. We encourage each other to give our all. We do not give up until we've done our best. We hold fast to our dreams, aspirations, goals, and vision.
- Kūlia/Aspire: We aim high. We strive to find and fulfill our purpose. We support each other, we lift one another up, and higher. We inspire our communities.
- Ka'ana/Share: We spread our knowledge. We give our time. We volunteer. We show each other that we care. We ask others to share with us what they have to give. We are part of a family and the larger community.
- Ha'aheo/Pride: We put forth our best efforts in all things. We take pride in learning, asking, engaging, trying, and trying again. We take pride in ourselves and in turn, we make our families, teachers, and communities proud.

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

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 learning the Common Core State Standards via cross-curricular learning units Monday through Thursday. On Fridays, students will apply their learning via field work in the community. For the Friday hands-on learning experience in the environment, students will have the choices to either work in teams to do research and design, work individually or in groups to take action on their project, or engage with community experts on how to solve their self-selected problem. Master teaching experts from the community will lead these sessions with the support of a schoolteacher. 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 unique to MAAS, not currently being offered by any other school on the island of Maui. This is just one example of the

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approach taken to learning that sets Maui Academy of Arts and Sciences apart from other middle schools on the island.

Assessments will include the process and culmination of hands-on learning projects in service to the community, as well as the required state standardized testing at End of Year. All students will take part in additional Beginning of Year and Middle of Year assessments to gauge student baseline and growth/mastery data. Interim assessments will take place as teachers determine they are needed. After Beginning of Year assessments, students will set their own individualized learning goals, tracking their own progress toward those goals throughout the year with the support of their teachers and families. This approach leads to more authentic learning and engagement, which is the purpose of inquiry-based and student-centered instructional models.

At Maui Academy of Arts and Sciences we have also set holistic aims for the whole child: Student Wellness and Community Belonging. These are integrated into the daily curriculum, as they greatly impact a student's overall academic performance. We strive to create a trauma-sensitive environment so that all our learners feel safe, included, and well-known by staff and peers alike. Students complete a daily personal reflection on the Wellness Wheel tool to check in on their own well-being. They share this with a peer, parent, or staff member on one day each week. We embrace equity and justice (both social and environmental) through our focus on community involvement. We believe that communities are strengthened by those who live there and know what is best for the people with whom the space is shared. Empowering our community and its keiki is our paramount goal. These are some examples of how the school's Academic Plan is rounded out with emphasis placed on the school culture via a focus on Community Belonging and Student Wellness.

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

The characteristics of a successful school are rooted in the school's mission and vision; students who internalize that they are the change agents of tomorrow; a leadership team that inspires, motivates, respects all, and is respected; teachers who embrace high standards for teaching in their classrooms and hold learners to high expectations; strong community support from parents, families and community members; and staff professional development to meet the needs of the 21st century learner. The school has a strong governing board, along with a PTA that supports the faculty. Students are driven to go beyond the classroom walls to learn and engage in their individual visions of a better tomorrow. Students are supported by master teachers in the community who take very seriously their responsibility to share their knowledge and help develop the next generation of cultural and environmental stewards of our island home.

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

Academically: First, we will employ traditional and mandated indicators of student success (i.e. SBA test results, BOE policy adherence, BOE strategic plan adherence, etc.). Student results on interim and end of year standardized assessments are strong, and trending upward. Students show ownership of individual learning goals within their core classes. Students can narrate their own understanding of

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their growth over time, as well as how the school learning model has impacted them. Students can clearly describe the positive impact they have had on the environment and larger community, and support this description with specific evidence. Survey results will indicate that students, parents, staff, community stakeholders, and board members feel included, engaged, empowered, and satisfied with the school.

**Organizationally:** The school is stable in its staffing; retention is high, turnover is low due to a positive work climate and unity around a common goal. Communication is clear across all channels; all stakeholders feel included and aware of how the school is progressing. The school adheres to sound policies and procedures, is consistent in prioritizing transparency and effectiveness of operations, and operates in compliance with all state and federal laws.

**Financially:** Compliance with all Commission, State, and Federal guidelines is prioritized and consistent. Enrollment and committed funds are stable and growing, allowing the school to operate with stability and predictability. The school adheres to state performance metrics and maintains an increasing reserve and funding support. Supporters recommend our school to other potential donors as a solid investment for the community benefit.

We will know the school is not succeeding if any of the three focus areas listed above are not being met. The Board will need to act swiftly to correct any decline in any one of these foundational areas of board governance.

### Governance

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

The board's mission is to support the school in the governance of high-level academic, organizational, and financial strategy to enable the school to operate a high quality, viable educational program as outlined in the academic plan. Governance within our model will mean providing the resources, thought-partnership, and strategic support to empower MAAS with adequate autonomy to operate our educational model, while also working diligently to help us hold ourselves accountable to the goals, metrics, and success indicators outlaid in our charter. Strategic counsel across academic, organizational, and financial pillars of our school model, from the perspective of a managing board, is essential to the effective delivery of our educational program, as well as the success of our students.

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

With review of our school's mission and vision, coupled with review of our Comprehensive Needs Assessment (CNA) that drives our Academic Financial Plan (AFP), along with results from our School Quality Survey (SQS), and our annual state testing results (STRIVE HI), we will know if we are successful academically after Year One. If our Year One class of sixth graders show growth and proficiency has increased from students' previous years' test scores, we will know Year One was successful. Anecdotally, when we hear people in the community speaking highly of our school, we will further know that Year One was a success.

Organizationally, internally, we will look to gauge three buckets: (1) compliance, (2) climate, and (3) charter. We will assess data, personnel performance, and any corrective action that was necessary

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over the course of the year to determine the year's success. Externally, our main priority is compliance with the Charter Commission through both Epicenter tasks as well as any additional compliance-related tasks. Lastly, having secured a building or space to grow into our next year will be a key success indicator.

Financially, we will look internally, to see that we meet our own framework metrics and are building a sustainable financial position, in compliance with charter, state, and federal guidelines (law).

Externally, we meet the financial performance metrics laid forth by the Charter Commission. Included in both (internal, external) is tight financial control and record over our cash in and outflows, a clear and accurate budget for the current and upcoming fiscal year, strong partnership with our non-profit, and additional financial sustainability measures that are laid out in the financial performance metrics of our application.

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

At the end of five years, we will know if our school is successful by seeing a steady enrollment of students, repeat families enrolling their younger children, students achieving at and above the State average on assessments, a governing board that is still in existence with the founding board members still largely involved, more partnerships with community organizations, accurate documentation of our finances, and a growing school body/campus that is meeting the needs of the North Shore community of Maui County. Our school will remain firmly grounded in its original mission and vision, recognized as the top middle school of choice in the area.

We will have no major compliance issues over the first five years, our facilities will be acquired and sustainable, our board will be thriving, our school culture will be supportive and nurturing, with student leaders at the forefront, we will have a committed community of family members, teachers, administrators, and community members, our staff will be full with a high retention rate. We will have a well-respected reputation at the school, county, and state level. Our funding will continue to come in each year from many different organizations that believe in our school's mission and vision.

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

**STEP 1: Build clarity and alignment** - The board will need to begin by ensuring that every board member has a clear understanding of their role and responsibilities to the board and school. They will need to form sub-committees which take on areas of each board member's specific expertise, such as a Finance Committee. We will need to work closely with each other, with the school leadership, with staff and families of our school, with our community, with schools in our complex and complex leadership, with our non-profit, and the local education community, and with the Charter Commission to ensure partnership, alignment, swift and effective corrective action, and overall responsiveness to the needs of our growing school.

**STEP 2: Build a proactive culture** – We will need to closely abide by the performance metrics and protocol outlined in our charter to maintain a culture of active governance and proactive intervention so that we are ahead of issues and, if they do arise, we deal with them immediately. Proactive communication and messaging will be important to ensure that the narrative is controlled by the board as much as possible and is in alignment with what we set out to achieve in our charter.



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STEP 3: Development – Diverse board members with varying perspectives and expertise are a priority; internal development of our existing board is important to the health of the school. Bi-annual board retreats will be beneficial in year one, and annual retreats in subsequent years will ensure that our board members' development continues as the school grows and changes.

STEP 4: Reflection and improvement – Taking time to step back in order to reflect on successes and needs for improvement at quarterly and yearly intervals; bringing in external perspectives, engaging feedback, adjusting, creating new policies, innovating, using a typical data-driven cycle of assessment, analysis, and action to ensure success as a growing, living, thriving school.

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

Ethics and integrity are central to our school operation and culture. If there is an unethical act, it will be noted and brought to the board chair and addressed accordingly. This will likely result in addressing the person involved, bringing the act to the board overall, and following bylaws and procedures to take corrective action. (If legal and unethical, it could mean a vote off the board; if illegal, we would engage proper authorities to address the situation). If the board chair is involved, the procedure would shift in that the school director and/or other board members would be involved to follow a similar pattern of events. Ultimately, the bylaws, Charter Commission expectations, and state statute will determine procedure once actions are brought to the overall board. Transparency is very important to the operation of our school and our board.

### Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I/we do not know these individuals  Yes I have gotten to know Daria Boone and Rana Boone as we have worked on this charter school project together. However, they both will move off of the Applicant Governing Board once the school is open.
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.  
 I/we do not know any such employees  Yes I have become more acquainted with Daria Boone and Rana Boone, who will serve as school Co-Directors. Please see response to Question #1 above for precise nature of relationship.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I/we do not know any such persons  Yes Click or tap here to enter text.

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

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**Certification**

I, Alika Atay, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.



Signature

February 1, 2022

Date

**Alika Atay, Board Member.**

Alika was born and raised in Hana, Maui until he attended St. Anthony's Elementary School in Wailuku, Maui for his "formative years of education". Beginning in his 7th grade year he lived away from his Maui family and boarded at the Kamehameha Schools' Kapalama campus in Honolulu. He graduated from Kamehameha High School in [REDACTED] with All-State Athletic Awards in football, basketball, and track & field. After the completion of high school, he attended Hastings College in Hastings, Nebraska where he received a Bachelor of Arts Degree in [REDACTED] with the primary field of study in Physical Education and Biology. While at Hastings College he received numerous awards of recognition for football and for serving as the President of the Kappa Tau Phi fraternity for two years.

Upon completion of his college education, he returned to Maui and has been an active community servant leader for the past 40 years. Alika is an Active Organic/Natural Farmer; he develops and administers Hawaiian indigenous natural farming techniques. He was also a recent Hawai'i County Council Member, setting policy and governance of Maui County government, setting the fiscal County Budget of \$700+ million. Prior to this public service role, he served as the Executive Director of the Kihei Youth Center, responsible for overall administrative and operational activities, including financial and fiscal budgeting; preparation of grant applications, maintaining conformity to all health and safety regulations for the youth center, maintaining an active role with community relations, and overseeing staff development as well as program planning duties. Alika previously supported KYC as the Youth Center Program Director and the Ocean Awareness Project Director. He has held many other leadership roles in the community, working directly with youth in the county's drug and violence prevention programs, youth crisis, therapy, and rehabilitation programs, as well as coaching youth canoe paddling for decades.

Alika is a Kanaka Maoli (Indigenous Hawaiian) descended from five generations of 'ohana (family) on Maui alone and is also from a Filipino family that migrated here during the early sugar plantation-era days. He is married to Maile Arensdorf Atay and has two children; a daughter, Moani Tiare Atay and a son, Matahi Atay, who attend Kamehameha School's Maui campus.

PHONE [REDACTED]

E-MAIL: [REDACTED]

## ALIKA ATAY

### EDUCATION

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[REDACTED]	Hastings College	Hastings, Nebraska
<i>Bachelor of Arts, Biology/Phys. Ed.</i>		
[REDACTED]	Kamehameha Schools	Honolulu, Hawai'i
<i>College Prep with JROTC High School Diploma</i>		

### PROFESSIONAL EXPERIENCE

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7/2006-Current	Active Organic/Natural Farmer	Wailuku, Hawai'i
<i>Farmer</i>		
■ Develop and administer Hawaiian Indigenous Natural Farming techniques		
1/2017-12/2018	Maui County	Wailuku, Hawai'i
<i>County Council Member</i>		
■ Set policy and governance of Maui County government; set fiscal County Budget of \$700+ Million		
5/2007-5/2011	Maui Economic Opportunity Inc. (MEO)	Wailuku, Hawai'i
<i>Program Director of Youth Services</i>		
■ Develop and coordinate MEO Youth Services' programs and activities for MEO Americorps, MEO YouthBank, and its Tobacco Prevention Programming. Previously supported the YouthBank program as its Program Specialist in 2001-2002.		
5/2003-4/2007	Kihei Youth Center (KYC)	Kihei, Hawai'i
<i>Executive Director</i>		
■ Responsible for overall administrative and operational activities for the Kihei Youth Center. Including financial and fiscal budgeting; preparation of grant applications, maintaining conformity to all health and safety regulations for the youth center, maintaining an active role with community relations groups within the community, conduct and oversee staff development and the program planning duties. Previously supported KYC as the Youth Center Program Director and the Ocean Awareness Project Director in 2002.		
7/2002-5/2003	Pacific Resources for Education and Learning (PREL)	Honolulu, Hawai'i
<i>Maui Program Specialist</i>		

- Develop and coordinate drug prevention and violence prevention activities for Native Hawaiian youths.

2001-2002                      Various Roles at KYC and MEO                      Maui, Hawai'i  
*See Prior Job Descriptions*

6/1999 – 4/2001                      Child and Family Service (CFS)                      Kahului, Hawai'i  
*Bio-Psycho Social Rehabilitation (BPSR) Program Coordinator*

- Oversaw the supervision of staff and planning, coordination, implementation of therapy and activities for the program, which services clinically diagnosed youth with behavioral issues.
- Contacted various community resources to network.

2/1996– 6/1999                      Maui Youth and Family Services (MYFS)                      Pa'ia, Hawai'i  
*Crisis and Outreach Youth Counselor and Coordinator*

- Provided 24-hour crisis response for Maui youths. Implemented crisis interventions involving suicidal, homicidal, and runaway youth.
- Responded to police diversion calls involving youths needing assistance with follow-up counseling and transportation from police station to home and/or youth shelter.
- Provided follow-up counseling and community networking for youths needing servicing.

*Community and Youth Project Coordinator*

- Planned, coordinated and implemented recreational, art and educational activities for youths residing in Maui's Hawaii Housing Complexes (Kahekili Terrace, Piihaha Terrace, Waiehu Terrace, and David Malo Housing).
- Supervised parent volunteers and staff with implementation of activities and programs of this community development project.

6/1995-2/1996                      Ekahi Tours                      Kahului, Hawai'i  
*Hana Tour Driver*

- Drove and narrated a cultural and botanical tour to Hana for visitors. Interacted regularly with tourists.

Early 80's, Early 90's                      KAOI Radio FM 95.1                      Wailuku, Hawai'i  
*Radio Personality and Sales and Marketing*

- On air radio personality known as "Brother Alike." Was also responsible for sales and marketing of daily afternoon show called "Hawaiian Sunset."
- Also created the daily on-air "Hawaiian Moon Calendar."

1979-1983                      Alulike, Inc.                      Wailuku, Hawai'i  
*Community Specialist*

- Developed and implemented community-based projects benefiting the Native Hawaiian population for the entire island of Maui.
- Attended and participated in numerous community meetings and public hearings which affected and benefited the Native Hawaiian population. *Employment and Training Coordinator*
- Implemented and coordinated a Native American/Native Hawaiian employment and training program for the island of Maui. Coordinated distribution of funds from Federal Grant.
- Assisted Native Hawaiian individuals in job training, preparation and acquiring full-time employment. *Job Developer*

- Worked within the Maui business community and sought, found and created job openings for Native Hawaiian clients that needed to acquire employment or job training education.

1978-1979

County of Maui

Wailuku, Hawai'i

*Office of the Mayor/Youth Services Project Coordinator*

- Implemented and coordinated an at-risk youth program focused on Hawaiian values/culture, GED prep education, job search and job readiness with entrepreneurial training through agricultural farming (hog raising, cattle, poultry, vegetable farming, forestry, horticulture and landscaping).

#### **COMMUNITY ACTIVITIES AND COMMUNITY PROJECTS**

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- 2006 "Project Indonesia," carwash fundraiser for flood victims of Indonesia (collaboration with the Rotary Club of Kihei-Wailea), D3 Little League Carnival, Focus Maui Nui Youth Alliance, RHYLA – Rotary Youth Leadership Camp at Camp Maluhia, Service Learning Projects with Scottsdale, Arizona schools, Service Learning Projects with St. Charles, Illinois district schools, Sugar Museum Festival.
- 2005 Terry Fox Run Spiritual Ceremony at Four Seasons Wailea, Xterra Triathlon Championship finishline, community workday- storm drain awareness (spray painting), D3 Little League Carnival, Focus Maui Nui Youth Alliance.
- 2004 Terry Fox Run Spiritual Ceremony at Four Seasons Wailea, Xterra Triathlon Championship finishline.
- 2003 Lt. Governor's Community Action Seminar, Mayor's Collaboration Team on Preventing Underage Drinking, OJJDP youth surveys
- 2002 Martin Luther King Day kupuna intergenerational tree planting project, Honokowai Valley restoration, Hastings College Winterim visit to Maui.
- 2001 Hokulea Maui 2001 Voyage, Hawaiian Blessing Ceremony *Koa Manutea Wa'a*, Na Opio Paddling with Maui Interscholastic Paddling (MICA) lobbying to be an MIL sport.
- 2000 Celebration of Canoes, Maui Marathon/Maui Tacos 5K, Kamakauia Luau, Koa Tree Expedition
- 1999 Celebration of Canoes, Maui Paddlers Open, Mayor's Drug-Free Coalition "Family Fun-Day", Youth "Sportsfest" for Hawaii Housing Association.
- 1998 Mayor's Drug-Free Coalition "Family Fun-Day", Youth "Sportsfest" for Hawaii Housing Association.

## Board Member Information

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

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

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

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

### Background: Your Role and Experience

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

Maui Academy of Arts and Sciences

2. Contact information:

Name: Daria Boone

Phone: [REDACTED]

E-mail: [REDACTED]

1. Describe your role and indicate your position on the governing board.

Founding Board Member. I am responsible for governing with others to ensure that our school is delivering on its mission to educate its students, and that our organization is fulfilling its duties as a steward of public funds. I am a representative of the school in public spaces: raising awareness of and public support for the school. I am committed to meeting at our annual board meeting, as well as every two to three months in the planning year(s) of the school start-up; I expect to attend monthly board meetings once the school is open and in session. I plan to attend two board retreats in the planning year(s), and one retreat annually in the years following. I understand that I may attend additional committee meetings and an additional yearly retreat as required by any committee that I join.

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



Attachment R

Resume and professional bio are attached to this form. Please see attachments as well as the information contained in the Intent To Apply Packet.

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

Does not apply to me  Yes

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

I believe in the need for another tuition-free school option for the children of Maui. We are the only island without a Hawaiian culture-based charter school. I want to serve on the governing board to help shape what this school will offer our keiki. Through my leadership I want to ensure that the board serves its responsibilities to the children, families, and community of the North Shore of Maui County.

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

My role is to advance the charter school's mission and support academic achievement. I will work closely with board members and the school leader to meet the goals we set out to accomplish for the keiki and families of Upcountry Maui. I am to help ensure that the school is operating in accordance with its original purpose and abiding by its legal responsibilities. I may serve on a committee to share my specific expertise, while largely focusing on academic excellence, increasing student achievement, making sure our board acts strategically, raising and using resources wisely, fulfilling all compliance expectations, and managing both the school leader and our board members.

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

I have been an educator and a long time community member on the island of Maui. I am dedicated to the children of Hawaii and feel I have the diligence and skill set to be on a board. I have no specific experience on a board but have excellent interpersonal skills.

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

I bring a skill set to the governing board as an educator, community member, and parent who was born and raised in Haiku, Maui. I bring the knowledge of this land and the ways of the past to bring to the future. I share a vision of the island's history and loss of its true authentic identity today. Students in our current school district haven't had Hawaiian cultural class or knowledge for many years as budgets have been cut, the culture has shifted, and the knowledge of the ancient Hawaiian ways have been shifted. Being a founder of the school, I share my vision and mission for Maui Academy of Arts and Sciences and the hope I see for Maui's future generations.

### School Mission and Plan

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

After spending the last four years working with this applicant governing board, I am very familiar with the school's mission and guiding beliefs. They are as listed below:

**Our Mission:** Maui Academy of Arts and Sciences develops individuals who are capable, connected, and cared for. Our school culture fosters confidence through active, collaborative place-based learning experiences inside and outside the classroom. Our students are empowered leaders who are engaged both locally and globally; they leave us fully prepared for rigorous high school and the world beyond.

**Our Vision:** Maui Academy of Arts and Sciences is the school of choice for all of Maui's students who seek to engage in work that matters to them while impacting the broader community. Working with experts beyond the walls of our school, our students self-select field work and projects they see a societal need to pursue. In this way our children develop an emerging sense of their own purpose and internalize that they are agents of change. The inquiry-based curriculum exposes students to community challenges in order to innovate real-world solutions. Our school nurtures students' creativity, curiosity, and desire to contribute their gifts to society for the greater good.

**Guiding Beliefs:** In Maui's North Shore and Upcountry communities, our families currently have just one public middle school option. We are excited to present a second public option through Maui Academy. Our academic goal is to consistently increase student achievement year over year until we meet or exceed the State's academic goals for our students. We will accomplish this through rigorous instruction with a keen focus on student-driven goal setting, frequent monitoring, and student-selected project-based learning. We have additional cultural and student wellness goals that are the pillars of our school model. These pillars are rooted in our **Core Values:**

- Mālama Honua/Care for the Earth-- We protect the environment. We understand that our health and well-being are directly connected to the health of our earth. We are deeply connected to this place, our ahupua'a, and our homeland.
- 'Imi/Seek: We search for answers. We solve problems. We look for creative ways to do new things. We are bold, we ask questions that haven't been asked. We look to others who have more experience and ask them to guide us.
- Pono/Righteousness-- We strive to be morally righteous and fair. Our ethics guide our identification of problems and direct us to find socially just solutions.
- Kūpa'a/Steadfastness: We aim for our goals. When the going gets tough, we hang in, dig deeper, persevere. We ask for help when we need it. We encourage each other to give our all. We do not give up until we've done our best. We hold fast to our dreams, aspirations, goals, and vision.
- Kūlia/Aspire: We aim high. We strive to find and fulfill our purpose. We support each other, we lift one another up, and higher. We inspire our communities.

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- Ka'ana/Share: We spread our knowledge. We give our time. We volunteer. We show each other that we care. We ask others to share with us what they have to give. We are part of a family and the larger community.
- Ha'aheo/Pride: We put forth our best efforts in all things. We take pride in learning, asking, engaging, trying, and trying again. We take pride in ourselves and in turn, we make our families, teachers, and communities proud.

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

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 learning the Common Core State Standards via cross-curricular learning units Monday through Thursday. On Fridays, students will apply their learning via field work in the community. For the Friday hands-on learning experience in the environment, students will have the choices to either work in teams to do research and design, work individually or in groups to take action on their project, or engage with community experts on how to solve their self-selected problem. Master teaching experts from the community will lead these sessions with the support of a schoolteacher. 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 unique to MAAS, not currently being offered by any other school on the island of Maui. This is just one example of the approach taken to learning that sets Maui Academy of Arts and Sciences apart from other middle schools on the island.

Assessments will include the process and culmination of hands-on learning projects in service to the community, as well as the required state standardized testing at End of Year. All students will take part in additional Beginning of Year and Middle of Year assessments to gauge student baseline and growth/mastery data. Interim assessments will take place as teachers determine they are needed. After Beginning of Year assessments, students will set their own individualized learning goals, tracking their own progress toward those goals throughout the year with the support of their teachers and families. This approach leads to more authentic learning and engagement, which is the purpose of inquiry-based and student-centered instructional models.

At Maui Academy of Arts and Sciences we have also set holistic aims for the whole child: Student Wellness and Community Belonging. These are integrated into the daily curriculum, as they greatly impact a student's overall academic performance. We strive to create a trauma-sensitive environment

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so that all our learners feel safe, included, and well-known by staff and peers alike. Students complete a daily personal reflection on the Wellness Wheel tool to check in on their own well-being. They share this with a peer, parent, or staff member on one day each week. We embrace equity and justice (both social and environmental) through our focus on community involvement. We believe that communities are strengthened by those who live there and know what is best for the people with whom the space is shared. Empowering our community and its keiki is our paramount goal. These are some examples of how the school's Academic Plan is rounded out with emphasis placed on the school culture via a focus on Community Belonging and Student Wellness.

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

The characteristics of a successful school are rooted in the school's mission and vision; students who internalize that they are the change agents of tomorrow; a leadership team that inspires, motivates, respects all, and is respected; teachers who embrace high standards for teaching in their classrooms and hold learners to high expectations; strong community support from parents, families and community members; and staff professional development to meet the needs of the 21st century learner. The school has a strong governing board, along with a PTA that supports the faculty. Students are driven to go beyond the classroom walls to learn and engage in their individual visions of a better tomorrow. Students are supported by master teachers in the community who take very seriously their responsibility to share their knowledge and help develop the next generation of cultural and environmental stewards of our island home.

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

Academically: First, we will employ traditional and mandated indicators of student success (i.e. SBA test results, BOE policy adherence, BOE strategic plan adherence, etc.). Student results on interim and end of year standardized assessments are strong, and trending upward. Students show ownership of individual learning goals within their core classes. Students can narrate their own understanding of their growth over time, as well as how the school learning model has impacted them. Students can clearly describe the positive impact they have had on the environment and larger community, and support this description with specific evidence. Survey results will indicate that students, parents, staff, community stakeholders, and board members feel included, engaged, empowered, and satisfied with the school.

Organizationally: The school is stable in its staffing; retention is high, turnover is low due to a positive work climate and unity around a common goal. Communication is clear across all channels; all stakeholders feel included and aware of how the school is progressing. The school adheres to sound policies and procedures, is consistent in prioritizing transparency and effectiveness of operations, and operates in compliance with all state and federal laws.

Financially: Compliance with all Commission, State, and Federal guidelines is prioritized and consistent. Enrollment and committed funds are stable and growing, allowing the school to operate

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with stability and predictability. The school adheres to state performance metrics and maintains an increasing reserve and funding support. Supporters recommend our school to other potential donors as a solid investment for the community benefit.

We will know the school is not succeeding if any of the three focus areas listed above are not being met. The Board will need to act swiftly to correct any decline in any one of these foundational areas of board governance.

### Governance

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

The board's mission is to support the school in the governance of high-level academic, organizational, and financial strategy to enable the school to operate a high quality, viable educational program as outlined in the academic plan. Governance within our model will mean providing the resources, thought-partnership, and strategic support to empower MAAS with adequate autonomy to operate our educational model, while also working diligently to help us hold ourselves accountable to the goals, metrics, and success indicators outlaid in our charter. Strategic counsel across academic, organizational, and financial pillars of our school model, from the perspective of a managing board, is essential to the effective delivery of our educational program, as well as the success of our students.

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

With review of our school's mission and vision, coupled with review of our Comprehensive Needs Assessment (CNA) that drives our Academic Financial Plan (AFP), along with results from our School Quality Survey (SQS), and our annual state testing results (STRIVE HI), we will know if we are successful academically after Year One. If our Year One class of sixth graders show growth and proficiency has increased from students' previous years' test scores, we will know Year One was successful. Anecdotally, when we hear people in the community speaking highly of our school, we will further know that Year One was a success.

Organizationally, internally, we will look to gauge three buckets: (1) compliance, (2) climate, and (3) charter. We will assess data, personnel performance, and any corrective action that was necessary over the course of the year to determine the year's success. Externally, our main priority is compliance with the Charter Commission through both Epicenter tasks as well as any additional compliance-related tasks. Lastly, having secured a building or space to grow into our next year will be a key success indicator.

Financially, we will look internally, to see that we meet our own framework metrics and are building a sustainable financial position, in compliance with charter, state, and federal guidelines (law).

Externally, we meet the financial performance metrics laid forth by the Charter Commission. Included in both (internal, external) is tight financial control and record over our cash in and outflows, a clear and accurate budget for the current and upcoming fiscal year, strong partnership with our non-profit, and additional financial sustainability measures that are laid out in the financial performance metrics of our application.

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

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At the end of five years, we will know if our school is successful by seeing a steady enrollment of students, repeat families enrolling their younger children, students achieving at and above the State average on assessments, a governing board that is still in existence with the founding board members still largely involved, more partnerships with community organizations, accurate documentation of our finances, and a growing school body/campus that is meeting the needs of the North Shore community of Maui County. Our school will remain firmly grounded in its original mission and vision, recognized as the top middle school of choice in the area.

We will have no major compliance issues over the first five years, our facilities will be acquired and sustainable, our board will be thriving, our school culture will be supportive and nurturing, with student leaders at the forefront, we will have a committed community of family members, teachers, administrators, and community members, our staff will be full with a high retention rate. We will have a well-respected reputation at the school, county, and state level. Our funding will continue to come in each year from many different organizations that believe in our school's mission and vision.

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

STEP 1: Build clarity and alignment - The board will need to begin by ensuring that every board member has a clear understanding of their role and responsibilities to the board and school. They will need to form sub-committees which take on areas of each board member's specific expertise, such as a Finance Committee. We will need to work closely with each other, with the school leadership, with staff and families of our school, with our community, with schools in our complex and complex leadership, with our non-profit, and the local education community, and with the Charter Commission to ensure partnership, alignment, swift and effective corrective action, and overall responsiveness to the needs of our growing school.

STEP 2: Build a proactive culture – We will need to closely abide by the performance metrics and protocol outlined in our charter to maintain a culture of active governance and proactive intervention so that we are ahead of issues and, if they do arise, we deal with them immediately. Proactive communication and messaging will be important to ensure that the narrative is controlled by the board as much as possible and is in alignment with what we set out to achieve in our charter.

STEP 3: Development – Diverse board members with varying perspectives and expertise are a priority; internal development of our existing board is important to the health of the school. Bi-annual board retreats will be beneficial in year one, and annual retreats in subsequent years will ensure that our board members' development continues as the school grows and changes.

STEP 4: Reflection and improvement – Taking time to step back in order to reflect on successes and needs for improvement at quarterly and yearly intervals; bringing in external perspectives, engaging feedback, adjusting, creating new policies, innovating, using a typical data-driven cycle of assessment, analysis, and action to ensure success as a growing, living, thriving school.

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

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Ethics and integrity are central to our school operation and culture. If there is an unethical act, it will be noted and brought to the board chair and addressed accordingly. This will likely result in addressing the person involved, bringing the act to the board overall, and following bylaws and procedures to take corrective action. (If legal and unethical, it could mean a vote off the board; if illegal, we would engage proper authorities to address the situation). If the board chair is involved, the procedure would shift in that the school director and/or other board members would be involved to follow a similar pattern of events. Ultimately, the bylaws, Charter Commission expectations, and state statute will determine procedure once actions are brought to the overall board. Transparency is very important to the operation of our school and our board.

### Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I/we do not know these individuals  Yes Yes, I am sister's with the Co-Director. I have worked in some capacity at Haiku School with Maile Davis. I know Staycie Kaholi and Jasmine Kilborn. I know parent Allison Kermode to some degree.
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.  
 I/we do not know any such employees  Yes My sister and I, as founders of the school, also plan to be co-directors. We have been discussing the need for a charter school of this nature since Daria Boone wrote her Master's Thesis on this specific content in 2003. We have spent the last year planning and designing the school with the hope that the state charter application window would open soon to bring this school to reality for our island community. We are wholly invested in bringing this school to fruition together.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I/we do not know any such persons  Yes Click or tap here to enter text.
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I/we do not anticipate conducting any such business  Yes Click or tap here to enter text.
5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.  
 I/we do not have a financial interest  Yes Click or tap here to enter text.

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

**Certification**

I, Daria Boone\_\_\_, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.



Signature

February 1, 2022

Date



**Daria Boone, School Leader, Chief Academic Officer.**

Daria was born and raised in Pa'uwele, 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

## Board Member Information

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

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

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

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

### **Background: Your Role and Experience**

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

Maui Academy of Arts and Sciences

2. Contact information:

Name: Rana Boone

Phone: [REDACTED]

E-mail: [REDACTED]

1. Describe your role and indicate your position on the governing board.

Founding Board Member. I am responsible for governing with others to ensure that our school is delivering on its mission to educate its students, and that our organization is fulfilling its duties as a steward of public funds. I am a representative of the school in public spaces: raising awareness of and public support for the school. I am committed to meeting at our annual board meeting, as well as every two to three months in the planning year(s) of the school start-up; I expect to attend monthly board meetings once the school is open and in session. I plan to attend two board retreats in the planning year(s), and one retreat annually in the years following. I understand that I may attend additional committee meetings and an additional yearly retreat as required by any committee that I join.

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

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Resume and professional bio are attached to this form. Please see attachments as well as the information contained in the Intent To Apply Packet.

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

Does not apply to me  Yes

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

I am a co-creator of this school idea. I hear the demand from community members for more innovative schooling options on Maui. I have been a principal of a K-12 school on the island and have worked as a teacher and curriculum coordinator in two HIDOE schools. I am the parent of a child who attends public school. I have seen and experienced directly the need for more and varied public school options for the children and families of our island. I strongly believe in the need for another *tuition-free* school option for the children of Maui. We are the only island without a Hawaiian culture-based charter school. I want to serve on the **applicant** governing board to help shape what this school will offer our keiki. Through my leadership I want to ensure that the board serves its responsibilities to the children, families, and community of the North Shore.

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

My role is to advance the charter school's mission and support academic achievement. I will work closely with board members and the school leader to meet the goals we set out to accomplish for the keiki and families of Upcountry Maui. I am to help ensure that the school is operating in accordance with its original purpose and abiding by its legal responsibilities. I may serve on a committee to share my specific expertise, while largely focusing on academic excellence, increasing student achievement, making sure our board acts strategically, raising and using resources wisely, fulfilling all compliance expectations, and managing both the school leader and our board members.

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

I recently worked as a fellow in a charter school founder fellowship program. This founding fellows program trained me in the many skills required to research, found and run a charter school. I have a broad network of support to be successful in helping make this school an excellent option for our community. I have had the privilege of coaching teachers and principals, leading a school, supporting children as a classroom teacher, and have taken part in several leadership fellowships to prepare me for this role.

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

I bring more than 20 years of expertise in education. I was well trained as a teacher through Teach For America, where I spent a decade committed to children as a classroom teacher. Later, I received a great amount of excellent professional development as a staff member at Teach For America. From there I became an instructional coach, developing teachers in their practice and helping them to hone their craft. I have many years of experience writing curriculum and adult professional learning experiences, as well as leading adults through professional development sessions and courses. I currently coach teachers, principals, and district leaders in several school districts across the country. My expertise in education and school management will contribute to the success that my board will have in supporting the management of this new school.

### School Mission and Plan

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

After spending the last four years working with this applicant governing board, I am very familiar with the school's mission and guiding beliefs. They are as listed below:

**Our Mission:** Maui Academy of Arts and Sciences develops individuals who are capable, connected, and cared for. Our school culture fosters confidence through active, collaborative place-based learning experiences inside and outside the classroom. Our students are empowered leaders who are engaged both locally and globally; they leave us fully prepared for rigorous high school and the world beyond.

**Our Vision:** Maui Academy of Arts and Sciences is the school of choice for all of Maui's students who seek to engage in work that matters to them while impacting the broader community. Working with experts beyond the walls of our school, our students self-select field work and projects they see a societal need to pursue. In this way our children develop an emerging sense of their own purpose and internalize that they are agents of change. The inquiry-based curriculum exposes students to community challenges in order to innovate real-world solutions. Our school nurtures students' creativity, curiosity, and desire to contribute their gifts to society for the greater good.

**Guiding Beliefs:** In Maui's North Shore and Upcountry communities, our families currently have just one public middle school option. We are excited to present a second public option through Maui Academy. Our academic goal is to consistently increase student achievement year over year until we meet or exceed the State's academic goals for our students. We will accomplish this through rigorous instruction with a keen focus on student-driven goal setting, frequent monitoring, and student-selected project-based learning. We have additional cultural and student wellness goals that are the pillars of our school model. These pillars are rooted in our **Core Values:**

- **Mālama Honua/Care for the Earth--** We protect the environment. We understand that our health and well-being are directly connected to the health of our earth. We are deeply connected to this place, our ahupua'a, and our homeland.

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- 'Imi/Seek: We search for answers. We solve problems. We look for creative ways to do new things. We are bold, we ask questions that haven't been asked. We look to others who have more experience and ask them to guide us.
- Pono/Righteousness-- We strive to be morally righteous and fair. Our ethics guide our identification of problems and direct us to find socially just solutions.
- Kūpa'a/Steadfastness: We aim for our goals. When the going gets tough, we hang in, dig deeper, persevere. We ask for help when we need it. We encourage each other to give our all. We do not give up until we've done our best. We hold fast to our dreams, aspirations, goals, and vision.
- Kūlia/Aspire: We aim high. We strive to find and fulfill our purpose. We support each other, we lift one another up, and higher. We inspire our communities.
- Ka'ana/Share: We spread our knowledge. We give our time. We volunteer. We show each other that we care. We ask others to share with us what they have to give. We are part of a family and the larger community.
- Ha'aheo/Pride: We put forth our best efforts in all things. We take pride in learning, asking, engaging, trying, and trying again. We take pride in ourselves and in turn, we make our families, teachers, and communities proud.

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

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 learning the Common Core State Standards via cross-curricular learning units Monday through Thursday. On Fridays, students will apply their learning via field work in the community. For the Friday hands-on learning experience in the environment, students will have the choices to either work in teams to do research and design, work individually or in groups to take action on their project, or engage with community experts on how to solve their self-selected problem. Master teaching experts from the community will lead these sessions with the support of a schoolteacher. 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 unique to MAAS, not currently being offered by any other school on the island of Maui. This is just one example of the

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approach taken to learning that sets Maui Academy of Arts and Sciences apart from other middle schools on the island.

Assessments will include the process and culmination of hands-on learning projects in service to the community, as well as the required state standardized testing at End of Year. All students will take part in additional Beginning of Year and Middle of Year assessments to gauge student baseline and growth/mastery data. Interim assessments will take place as teachers determine they are needed. After Beginning of Year assessments, students will set their own individualized learning goals, tracking their own progress toward those goals throughout the year with the support of their teachers and families. This approach leads to more authentic learning and engagement, which is the purpose of inquiry-based and student-centered instructional models.

At Maui Academy of Arts and Sciences we have also set holistic aims for the whole child: Student Wellness and Community Belonging. These are integrated into the daily curriculum, as they greatly impact a student's overall academic performance. We strive to create a trauma-sensitive environment so that all our learners feel safe, included, and well-known by staff and peers alike. Students complete a daily personal reflection on the Wellness Wheel tool to check in on their own well-being. They share this with a peer, parent, or staff member on one day each week. We embrace equity and justice (both social and environmental) through our focus on community involvement. We believe that communities are strengthened by those who live there and know what is best for the people with whom the space is shared. Empowering our community and its keiki is our paramount goal. These are some examples of how the school's Academic Plan is rounded out with emphasis placed on the school culture via a focus on Community Belonging and Student Wellness.

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

The characteristics of a successful school are rooted in the school's mission and vision; students who internalize that they are the change agents of tomorrow; a leadership team that inspires, motivates, respects all, and is respected; teachers who embrace high standards for teaching in their classrooms and hold learners to high expectations; strong community support from parents, families and community members; and staff professional development to meet the needs of the 21st century learner. The school has a strong governing board, along with a PTA that supports the faculty. Students are driven to go beyond the classroom walls to learn and engage in their individual visions of a better tomorrow. Students are supported by master teachers in the community who take very seriously their responsibility to share their knowledge and help develop the next generation of cultural and environmental stewards of our island home.

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

Academically: First, we will employ traditional and mandated indicators of student success (i.e. SBA test results, BOE policy adherence, BOE strategic plan adherence, etc.). Student results on interim and end of year standardized assessments are strong, and trending upward. Students show ownership of individual learning goals within their core classes. Students can narrate their own understanding of



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their growth over time, as well as how the school learning model has impacted them. Students can clearly describe the positive impact they have had on the environment and larger community, and support this description with specific evidence. Survey results will indicate that students, parents, staff, community stakeholders, and board members feel included, engaged, empowered, and satisfied with the school.

Organizationally: The school is stable in its staffing; retention is high, turnover is low due to a positive work climate and unity around a common goal. Communication is clear across all channels; all stakeholders feel included and aware of how the school is progressing. The school adheres to sound policies and procedures, is consistent in prioritizing transparency and effectiveness of operations, and operates in compliance with all state and federal laws.

Financially: Compliance with all Commission, State, and Federal guidelines is prioritized and consistent. Enrollment and committed funds are stable and growing, allowing the school to operate with stability and predictability. The school adheres to state performance metrics and maintains an increasing reserve and funding support. Supporters recommend our school to other potential donors as a solid investment for the community benefit.

We will know the school is not succeeding if any of the three focus areas listed above are not being met. The Board will need to act swiftly to correct any decline in any one of these foundational areas of board governance.

### Governance

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

The board's mission is to support the school in the governance of high-level academic, organizational, and financial strategy to enable the school to operate a high quality, viable educational program as outlined in the academic plan. Governance within our model will mean providing the resources, thought-partnership, and strategic support to empower MAAS with adequate autonomy to operate our educational model, while also working diligently to help us hold ourselves accountable to the goals, metrics, and success indicators outlined in our charter. Strategic counsel across academic, organizational, and financial pillars of our school model, from the perspective of a managing board, is essential to the effective delivery of our educational program, as well as the success of our students.

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

With review of our school's mission and vision, coupled with review of our Comprehensive Needs Assessment (CNA) that drives our Academic Financial Plan (AFP), along with results from our School Quality Survey (SQS), and our annual state testing results (STRIVE HI), we will know if we are successful academically after Year One. If our Year One class of sixth graders show growth and proficiency has increased from students' previous years' test scores, we will know Year One was successful. Anecdotally, when we hear people in the community speaking highly of our school, we will further know that Year One was a success.

Organizationally, internally, we will look to gauge three buckets: (1) compliance, (2) climate, and (3) charter. We will assess data, personnel performance, and any corrective action that was necessary

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over the course of the year to determine the year's success. Externally, our main priority is compliance with the Charter Commission through both Epicenter tasks as well as any additional compliance-related tasks. Lastly, having secured a building or space to grow into our next year will be a key success indicator.

Financially, we will look internally, to see that we meet our own framework metrics and are building a sustainable financial position, in compliance with charter, state, and federal guidelines (law).

Externally, we meet the financial performance metrics laid forth by the Charter Commission. Included in both (internal, external) is tight financial control and record over our cash in and outflows, a clear and accurate budget for the current and upcoming fiscal year, strong partnership with our non-profit, and additional financial sustainability measures that are laid out in the financial performance metrics of our application.

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

At the end of five years, we will know if our school is successful by seeing a steady enrollment of students, repeat families enrolling their younger children, students achieving at and above the State average on assessments, a governing board that is still in existence with the founding board members still largely involved, more partnerships with community organizations, accurate documentation of our finances, and a growing school body/campus that is meeting the needs of the North Shore community of Maui County. Our school will remain firmly grounded in its original mission and vision, recognized as the top middle school of choice in the area.

We will have no major compliance issues over the first five years, our facilities will be acquired and sustainable, our board will be thriving, our school culture will be supportive and nurturing, with student leaders at the forefront, we will have a committed community of family members, teachers, administrators, and community members, our staff will be full with a high retention rate. We will have a well-respected reputation at the school, county, and state level. Our funding will continue to come in each year from many different organizations that believe in our school's mission and vision.

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

STEP 1: Build clarity and alignment - The board will need to begin by ensuring that every board member has a clear understanding of their role and responsibilities to the board and school. They will need to form sub-committees which take on areas of each board member's specific expertise, such as a Finance Committee. We will need to work closely with each other, with the school leadership, with staff and families of our school, with our community, with schools in our complex and complex leadership, with our non-profit, and the local education community, and with the Charter Commission to ensure partnership, alignment, swift and effective corrective action, and overall responsiveness to the needs of our growing school.

STEP 2: Build a proactive culture – We will need to closely abide by the performance metrics and protocol outlined in our charter to maintain a culture of active governance and proactive intervention so that we are ahead of issues and, if they do arise, we deal with them immediately. Proactive communication and messaging will be important to ensure that the narrative is controlled by the board as much as possible and is in alignment with what we set out to achieve in our charter.

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STEP 3: Development – Diverse board members with varying perspectives and expertise are a priority; internal development of our existing board is important to the health of the school. Bi-annual board retreats will be beneficial in year one, and annual retreats in subsequent years will ensure that our board members' development continues as the school grows and changes.

STEP 4: Reflection and improvement – Taking time to step back in order to reflect on successes and needs for improvement at quarterly and yearly intervals; bringing in external perspectives, engaging feedback, adjusting, creating new policies, innovating, using a typical data-driven cycle of assessment, analysis, and action to ensure success as a growing, living, thriving school.

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

Ethics and integrity are central to our school operation and culture. If there is an unethical act, it will be noted and brought to the board chair and addressed accordingly. This will likely result in addressing the person involved, bringing the act to the board overall, and following bylaws and procedures to take corrective action. (If legal and unethical, it could mean a vote off the board; if illegal, we would engage proper authorities to address the situation). If the board chair is involved, the procedure would shift in that the school director and/or other board members would be involved to follow a similar pattern of events. Ultimately, the bylaws, Charter Commission expectations, and state statute will determine procedure once actions are brought to the overall board. Transparency is very important to the operation of our school and our board.

### Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
- I/we do not know these individuals  Yes I know Daria Boone as we are siblings; we have worked on this charter school project together for five years. We both will move off of the Applicant Governing Board once the school is open in order to lead the school as its Co-Directors. We will have two different roles with distinctly different responsibilities. I also know Jennifer Gutierrez and Kahokule'a Haiku, as we were high school classmates. I met Chelsie Evans while going through the most recent charter application cycle and we have maintained a professional relationship. Alika Atay was well known to another member of my extended family; we were introduced and I got to know him once he joined our applicant governing board. I have been acquainted with the other board members but did not get to know any of them until we began to work together on this board in this capacity.
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
- I/we do not know any such employees  Yes Daria Boone is my sister; we will serve as school Co-Directors. We have worked together on this charter school project for five years. We both will lead the school and support its staff as its Co-Directors. We will have two different roles with distinctly different responsibilities as CEO and CAO. We do not anticipate having any conflicts, as we have experience working together in a professional capacity. We have a prior

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working relationship from the year-long fellowship we did together called the Rural School Leaders Academy. We have a current successful professional working relationship: we share the responsibilities and role of Curriculum Coordinator at our neighborhood public school in this current school year.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I/we do not know any such persons  Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I/we do not anticipate conducting any such business  Yes
5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.  
 I/we do not have a financial interest  Yes
6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I/we do not know any such persons  Yes [Click or tap here to enter text.](#)
7. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.  
 N/A.  I/we have no such interest  Yes [Click or tap here to enter text.](#)
8. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
 N/A  I/we or my family do not anticipate conducting any such business  Yes
9. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any

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organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family  Yes

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

None  Yes

**Certification**

I, Rana Boone, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.



Signature

February 1, 2022

Date

### **Rana Boone, School Leader, Chief Education Officer.**

Rana was raised in a large family in Pa'uwela, Ha'ikū, 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

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## 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 facilitation 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

## Board Member Information

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

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

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

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

### **Background: Your Role and Experience**

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

Maui Academy of Arts and Sciences

2. Contact information:

Name: Maggie Costigan

Phone: [REDACTED]

E-mail: [REDACTED]

1. Describe your role and indicate your position on the governing board.

Founding Board Member. I am responsible for governing with others to ensure that our school is delivering on its mission to educate its students, and that our organization is fulfilling its duties as a steward of public funds. I am a representative of the school in public spaces: raising awareness of and public support for the school. I am committed to meeting at our annual board meeting, as well as every two to three months in the planning year(s) of the school start-up; I expect to attend monthly board meetings once the school is open and in session. I plan to attend two board retreats in the planning year(s), and one retreat annually in the years following. I understand that I may attend additional committee meetings and an additional yearly retreat as required by any committee that I join.

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

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Resume and professional bio are attached to this form. Please see attachments as well as the information contained in the Intent To Apply Packet.

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

Does not apply to me  Yes

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

I believe in the need for another tuition-free school option for the children of Maui. We are the only island without a Hawaiian culture-based charter school. I want to serve on the board to help shape what this school will offer our keiki. Through my leadership I want to ensure that the board serves its responsibilities to the children, families, and community of Upcountry and the North Shore.

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

My role is to advance the charter school's mission and support academic achievement. I will work closely with board members and the school leader to meet the goals we set out to accomplish for the keiki and families of Upcountry Maui. I am to help ensure that the school is operating in accordance with its original purpose and abiding by its legal responsibilities. I may serve on a committee to share my specific expertise, while largely focusing on academic excellence, increasing student achievement, making sure our board acts strategically, raising and using resources wisely, fulfilling all compliance expectations, and managing both the school leader and our board members.

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

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

### **School Mission and Plan**

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

After spending the last four years working with this applicant governing board, I am very familiar with the school's mission and guiding beliefs. They are as listed below:

## Attachment R

**Our Mission:** Maui Academy of Arts and Sciences develops individuals who are capable, connected, and cared for. Our school culture fosters confidence through active, collaborative place-based learning experiences inside and outside the classroom. Our students are empowered leaders who are engaged both locally and globally; they leave us fully prepared for rigorous high school and the world beyond.

**Our Vision:** Maui Academy of Arts and Sciences is the school of choice for all of Maui's students who seek to engage in work that matters to them while impacting the broader community. Working with experts beyond the walls of our school, our students self-select field work and projects they see a societal need to pursue. In this way our children develop an emerging sense of their own purpose and internalize that they are agents of change. The inquiry-based curriculum exposes students to community challenges in order to innovate real-world solutions. Our school nurtures students' creativity, curiosity, and desire to contribute their gifts to society for the greater good.

**Guiding Beliefs:** In Maui's North Shore and Upcountry communities, our families currently have just one public middle school option. We are excited to present a second public option through Maui Academy. Our academic goal is to consistently increase student achievement year over year until we meet or exceed the State's academic goals for our students. We will accomplish this through rigorous instruction with a keen focus on student-driven goal setting, frequent monitoring, and student-selected project-based learning. We have additional cultural and student wellness goals that are the pillars of our school model. These pillars are rooted in our **Core Values:**

- Mālama Honua/Care for the Earth-- We protect the environment. We understand that our health and well-being are directly connected to the health of our earth. We are deeply connected to this place, our ahupua'a, and our homeland.
- 'Imi/Seek: We search for answers. We solve problems. We look for creative ways to do new things. We are bold, we ask questions that haven't been asked. We look to others who have more experience and ask them to guide us.
- Pono/Righteousness-- We strive to be morally righteous and fair. Our ethics guide our identification of problems and direct us to find socially just solutions.
- Kūpa'a/Steadfastness: We aim for our goals. When the going gets tough, we hang in, dig deeper, persevere. We ask for help when we need it. We encourage each other to give our all. We do not give up until we've done our best. We hold fast to our dreams, aspirations, goals, and vision.
- Kūlia/Aspire: We aim high. We strive to find and fulfill our purpose. We support each other, we lift one another up, and higher. We inspire our communities.
- Ka'ana/Share: We spread our knowledge. We give our time. We volunteer. We show each other that we care. We ask others to share with us what they have to give. We are part of a family and the larger community.
- Ha'aheo/Pride: We put forth our best efforts in all things. We take pride in learning, asking, engaging, trying, and trying again. We take pride in ourselves and in turn, we make our families, teachers, and communities proud.

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

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 learning the Common Core State Standards via cross-curricular learning units Monday through Thursday. On Fridays, students will apply their learning via field work in the community. For the Friday hands-on learning experience in the environment, students will have the choices to either work in teams to do research and design, work individually or in groups to take action on their project, or engage with community experts on how to solve their self-selected problem. Master teaching experts from the community will lead these sessions with the support of a schoolteacher. 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 unique to MAAS, not currently being offered by any other school on the island of Maui. This is just one example of the approach taken to learning that sets Maui Academy of Arts and Sciences apart from other middle schools on the island.

Assessments will include the process and culmination of hands-on learning projects in service to the community, as well as the required state standardized testing at End of Year. All students will take part in additional Beginning of Year and Middle of Year assessments to gauge student baseline and growth/mastery data. Interim assessments will take place as teachers determine they are needed. After Beginning of Year assessments, students will set their own individualized learning goals, tracking their own progress toward those goals throughout the year with the support of their teachers and families. This approach leads to more authentic learning and engagement, which is the purpose of inquiry-based and student-centered instructional models.

At Maui Academy of Arts and Sciences we have also set holistic aims for the whole child: Student Wellness and Community Belonging. These are integrated into the daily curriculum, as they greatly impact a student's overall academic performance. We strive to create a trauma-sensitive environment so that all our learners feel safe, included, and well-known by staff and peers alike. Students complete a daily personal reflection on the Wellness Wheel tool to check in on their own well-being. They share this with a peer, parent, or staff member on one day each week. We embrace equity and justice (both social and environmental) through our focus on community involvement. We believe that communities are strengthened by those who live there and know what is best for the people with whom the space is shared. Empowering our community and its keiki is our paramount goal. These are

## Attachment R

some examples of how the school's Academic Plan is rounded out with emphasis placed on the school culture via a focus on Community Belonging and Student Wellness.

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

The characteristics of a successful school are rooted in the school's mission and vision; students who internalize that they are the change agents of tomorrow; a leadership team that inspires, motivates, respects all, and is respected; teachers who embrace high standards for teaching in their classrooms and hold learners to high expectations; strong community support from parents, families and community members; and staff professional development to meet the needs of the 21st century learner. The school has a strong governing board, along with a PTA that supports the faculty. Students are driven to go beyond the classroom walls to learn and engage in their individual visions of a better tomorrow. Students are supported by master teachers in the community who take very seriously their responsibility to share their knowledge and help develop the next generation of cultural and environmental stewards of our island home.

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

Academically: First, we will employ traditional and mandated indicators of student success (i.e. SBA test results, BOE policy adherence, BOE strategic plan adherence, etc.). Student results on interim and end of year standardized assessments are strong, and trending upward. Students show ownership of individual learning goals within their core classes. Students can narrate their own understanding of their growth over time, as well as how the school learning model has impacted them. Students can clearly describe the positive impact they have had on the environment and larger community, and support this description with specific evidence. Survey results will indicate that students, parents, staff, community stakeholders, and board members feel included, engaged, empowered, and satisfied with the school.

Organizationally: The school is stable in its staffing; retention is high, turnover is low due to a positive work climate and unity around a common goal. Communication is clear across all channels; all stakeholders feel included and aware of how the school is progressing. The school adheres to sound policies and procedures, is consistent in prioritizing transparency and effectiveness of operations, and operates in compliance with all state and federal laws.

Financially: Compliance with all Commission, State, and Federal guidelines is prioritized and consistent. Enrollment and committed funds are stable and growing, allowing the school to operate with stability and predictability. The school adheres to state performance metrics and maintains an increasing reserve and funding support. Supporters recommend our school to other potential donors as a solid investment for the community benefit.

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We will know the school is not succeeding if any of the three focus areas listed above are not being met. The Board will need to act swiftly to correct any decline in any one of these foundational areas of board governance.

### Governance

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

The board's mission is to support the school in the governance of high-level academic, organizational, and financial strategy to enable the school to operate a high quality, viable educational program as outlined in the academic plan. Governance within our model will mean providing the resources, thought-partnership, and strategic support to empower MAAS with adequate autonomy to operate our educational model, while also working diligently to help us hold ourselves accountable to the goals, metrics, and success indicators outlined in our charter. Strategic counsel across academic, organizational, and financial pillars of our school model, from the perspective of a managing board, is essential to the effective delivery of our educational program, as well as the success of our students.

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

With review of our school's mission and vision, coupled with review of our Comprehensive Needs Assessment (CNA) that drives our Academic Financial Plan (AFP), along with results from our School Quality Survey (SQS), and our annual state testing results (STRIVE HI), we will know if we are successful academically after Year One. If our Year One class of sixth graders show growth and proficiency has increased from students' previous years' test scores, we will know Year One was successful. Anecdotally, when we hear people in the community speaking highly of our school, we will further know that Year One was a success.

Organizationally, internally, we will look to gauge three buckets: (1) compliance, (2) climate, and (3) charter. We will assess data, personnel performance, and any corrective action that was necessary over the course of the year to determine the year's success. Externally, our main priority is compliance with the Charter Commission through both Epicenter tasks as well as any additional compliance-related tasks. Lastly, having secured a building or space to grow into our next year will be a key success indicator.

Financially, we will look internally, to see that we meet our own framework metrics and are building a sustainable financial position, in compliance with charter, state, and federal guidelines (law).

Externally, we meet the financial performance metrics laid forth by the Charter Commission. Included in both (internal, external) is tight financial control and record over our cash in and outflows, a clear and accurate budget for the current and upcoming fiscal year, strong partnership with our non-profit, and additional financial sustainability measures that are laid out in the financial performance metrics of our application.

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

At the end of five years, we will know if our school is successful by seeing a steady enrollment of students, repeat families enrolling their younger children, students achieving at and above the State average on assessments, a governing board that is still in existence with the founding board members

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still largely involved, more partnerships with community organizations, accurate documentation of our finances, and a growing school body/campus that is meeting the needs of the North Shore community of Maui County. Our school will remain firmly grounded in its original mission and vision, recognized as the top middle school of choice in the area.

We will have no major compliance issues over the first five years, our facilities will be acquired and sustainable, our board will be thriving, our school culture will be supportive and nurturing, with student leaders at the forefront, we will have a committed community of family members, teachers, administrators, and community members, our staff will be full with a high retention rate. We will have a well-respected reputation at the school, county, and state level. Our funding will continue to come in each year from many different organizations that believe in our school's mission and vision.

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

STEP 1: Build clarity and alignment - The board will need to begin by ensuring that every board member has a clear understanding of their role and responsibilities to the board and school. They will need to form sub-committees which take on areas of each board member's specific expertise, such as a Finance Committee. We will need to work closely with each other, with the school leadership, with staff and families of our school, with our community, with schools in our complex and complex leadership, with our non-profit, and the local education community, and with the Charter Commission to ensure partnership, alignment, swift and effective corrective action, and overall responsiveness to the needs of our growing school.

STEP 2: Build a proactive culture – We will need to closely abide by the performance metrics and protocol outlined in our charter to maintain a culture of active governance and proactive intervention so that we are ahead of issues and, if they do arise, we deal with them immediately. Proactive communication and messaging will be important to ensure that the narrative is controlled by the board as much as possible and is in alignment with what we set out to achieve in our charter.

STEP 3: Development – Diverse board members with varying perspectives and expertise are a priority; internal development of our existing board is important to the health of the school. Bi-annual board retreats will be beneficial in year one, and annual retreats in subsequent years will ensure that our board members' development continues as the school grows and changes.

STEP 4: Reflection and improvement – Taking time to step back in order to reflect on successes and needs for improvement at quarterly and yearly intervals; bringing in external perspectives, engaging feedback, adjusting, creating new policies, innovating, using a typical data-driven cycle of assessment, analysis, and action to ensure success as a growing, living, thriving school.

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

Ethics and integrity are central to our school operation and culture. If there is an unethical act, it will be noted and brought to the board chair and addressed accordingly. This will likely result in addressing the person involved, bringing the act to the board overall, and following bylaws and procedures to take corrective action. (If legal and unethical, it could mean a vote off the board; if



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illegal, we would engage proper authorities to address the situation). If the board chair is involved, the procedure would shift in that the school director and/or other board members would be involved to follow a similar pattern of events. Ultimately, the bylaws, Charter Commission expectations, and state statute will determine procedure once actions are brought to the overall board. Transparency is very important to the operation of our school and our board.

### Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I/we do not know these individuals  Yes I know Daria Boone in a professional capacity. I have worked seasonally as a fine arts teacher at the public school where Daria has been a teacher for many years. However, Daria Boone will move off of the Applicant Governing Board and will not be a governing board member once the school is in operation.
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.  
 I/we do not know any such employees  Yes Daria Boone will be a Co-Director of the school. See response to disclosure question #1 for the precise nature of the relationship.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I/we do not know any such persons  Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I/we do not anticipate conducting any such business  Yes [Click or tap here to enter text](#).
5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.  
 I/we do not have a financial interest  Yes [Click or tap here to enter text](#).
6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education

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service provider or school management organization.

I/we do not know any such persons  Yes Click or tap here to enter text.

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

N/A.  I/we have no such interest  Yes Click or tap here to enter text.

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

N/A  I/we or my family do not anticipate conducting any such business  Yes Click or tap here to enter text.

- 9. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family  Yes Click or tap here to enter text.

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

None  Yes Click or tap here to enter text.

**Certification**

I, Maggie Costigan, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.



Signature



February 1, 2022

Date

**Maggie Costigan, Board Member.**

Maggie is an artist, educator, and arts administrator, dedicated to empowering youth through movement exploration and the creative process. She holds B.A. degrees in dance and psychology from Loyola Marymount University in Los Angeles and continues her education through professional development with organizations including: the Kennedy Center for Performing Arts, Wolftrap, and the Lincoln Center.

Maggie has been a teaching artist in Hawaii's public schools since 1989, providing curriculum integrated dance residencies to over seventy-five K-8th grade classrooms annually. She is part of the Artistic Teaching Partner Roster for the Hawaii State Foundation on Culture and the Arts "*Artist In The Schools Program*", and has been a frequent participant in Honolulu Theatre for Youth "*Collaborative Residency Project*", working with classroom teachers to design and implement arts curriculum for the classroom.

As the Executive Director of the Maui Dance Council, Maggie has expanded the organization's *Chance To Dance* program to service 15 public schools and over 5,000 youth annually. She currently resides on the island of Maui, where she continues to study and choreograph dance, while enjoying the Pacific Ocean in her spare time.

# MAGGIE COSTIGAN

## EDUCATION

	Loyola Marymount University Bachelor of Arts: Dance / Bachelor of Arts: Psychology	Los Angeles, CA
1987	Laban Centre at Goldsmith College Dance	London, UK
1988-1989	Hawaii State Dance Council: Teaching Artist Training	Maui, HI
1997-present	MACC / HAA / HTY / Kennedy Center Arts Education Professional Development Workshops	Maui/Oahu, HI

## WORK EXPERIENCE

1989-present	Maui Dance Council Teaching Artist Maui County Schools Executive Director (2000-present)	Maui, HI
2011-2016	Honolulu Theatre for Youth Collaborative Residency Program	Maui/Oahu, HI
2003-2016	Maui Arts & Cultural Center Professional Development / Arts Advocacy Workshop Presenter Teaching Artist Maui County Public Schools / Can Do Day	Maui, HI
1997-2009	North Shore Movement Arts Dance & Gymnastics Program Director/Instructor/Coach	Maui, HI
1996-2001	Pā'ia Youth & Cultural Center Dance Club Director/Choreographer	Maui, HI
1995-1997	Maui Community College PACE Program Dance Instructor/Choreographer	Maui, HI
1995-1996	Maui Academy of Performing Arts Dance Instructor/Choreographer	Maui, HI
1993-1996	Maui Community School for Adult Education Senior Citizen Movement Instructor	Maui, HI
1993-1996	Maui Family YMCA Teen Dance Program Director/Instructor	Maui, HI
1982-1988	Santa Monica Gymnastics Center Recreational & Competitive Coach	Los Angeles, CA

## PROFESSIONAL / PERFORMANCE EXPERIENCE

2007-2011	Saldaze Dance	Maui, HI
1996-2003	Halau Hula O Kela La	Maui, HI
1996-2000	Maui Dance Ensemble	Maui, HI
1994-2007	Stamping Ground Dance Troupe	Maui, HI
1993	Renegades of Funk Dance Troupe	Maui, HI
1991	One On One Productions Directors: Eric & Amy Gilliom	Maui, HI
1990-1996	MDC Artists In The Schools Performance Troupe	Maui, HI
1989-1995	Village Pulse Dance Co.	Maui, HI
1988-1991	Maui Alliance Dance Co.	Maui, HI
1987-1988	LMU Alumni Dance Co.	Los Angeles, CA
1986-1988	Hlt & Run Dance Troupe	Los Angeles, CA

## ACCREDITATIONS / AWARDS

2007-present	Artistic Teaching Partner Hawaii State Foundation on Culture & The Arts	Hawaii
2005	Level III Teaching Artist, ARTS FIRST Partners of Hawaii	Maui, HI
1992	State Choreographic Forum Award Recipient	Maui, HI
1989, 1997	State Choreographic Award Dancer	Honolulu, HI

## COMMUNITY ACTIVITIES

1998-present	Haiku Ho'olaule'a Presenter	Maui, HI
1990-present	DOE Teacher Trainer/Coach Maui County Public Schools	Maui, HI
2000-2010	Spotlight on Education Presenter	Maui, HI
1997	Hana Tarō Fest Guest Performer	Maui, HI
1996-2000	Keanae/Wailua Nui Ho'olaule'a Guest Performer	Maui, HI
1994-1995	First Night Maui Choreographer/Coordinator	Maui, HI

## INTERESTS / ABILITIES

Contemporary, Hip-Hop, Jazz, Ballet, Hula, African, Caribbean and Latin Dance, Gymnastics, Capoeira, Improvisation, Drumming & Percussion, Yoga, 'Oleio Hawaii', Nutrition, Conservation.

## Board Member Information

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

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

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

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

### Background: Your Role and Experience

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

Maui Academy of Arts and Sciences

2. Contact information:

Name: Maile Davis

Phone: [REDACTED]

E-mail: [REDACTED]

1. Describe your role and indicate your position on the governing board.

As Board Chair, my general responsibilities are to operate as the senior volunteer leader of the organization who presides at all board meetings. I will be involved in all committees of the board. I will oversee implementation of all policies and make sure that the correct administrative practices are implemented and followed.

As a Founding Board Member I am responsible for governing with others to ensure that our school is delivering on its mission to educate its students, and that our organization is fulfilling its duties as a steward of public funds. I am a representative of the school in public spaces: raising awareness of and public support for the school. I am committed to meeting at our annual board meeting, as well as every two to three months in the planning year(s) of the school start-up; I expect to attend monthly board meetings once the school is open and in session. I plan to attend two board retreats in the planning year(s), and one retreat annually in the years following. I understand that I may attend

## Attachment R

additional committee meetings and an additional yearly retreat as required by any committee that I join.

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

Resume and professional bio are attached to this form. Please see attachments as well as the information contained in the Intent To Apply Packet.

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

Does not apply to me

Yes

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

I strongly believe that the children of Maui need more educational options, especially culture based. I would like to volunteer my time to ensure that a cultural based Charter School is something that is available to Maui students, families and the community.

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

My role is to advance the charter school's mission and support academic achievement. I will work closely with board members and the school leader to meet the goals we set out to accomplish for the keiki and families of Upcountry Maui. I am to help ensure that the school is operating in accordance with its original purpose and abiding by its legal responsibilities. I may serve on a committee to share my specific expertise, while largely focusing on academic excellence, increasing student achievement, making sure our board acts strategically, raising and using resources wisely, fulfilling all compliance expectations, and managing both the school leader and our board members.

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

While I have not served on very many boards, I work in many different capacities within the community. I have a personal passion to provide and give access to the best educational opportunities possible to my children's peers and the future of Maui. I have a broad sense of organizing and supporting various projects. I am well connected in the community and have the ability to share our school's mission.

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

I have a broad understanding of various school structures and community partnerships. As a participant with other nonprofits, I understand the importance of upholding the bylaws and regulations while fulfilling a mission and vision in collaboration with others.

### School Mission and Plan

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

After spending the last four years working with this applicant governing board, I am very familiar with the school's mission and guiding beliefs. They are as listed below:

**Our Mission:** Maui Academy of Arts and Sciences develops individuals who are capable, connected, and cared for. Our school culture fosters confidence through active, collaborative place-based learning experiences inside and outside the classroom. Our students are empowered leaders who are engaged both locally and globally; they leave us fully prepared for rigorous high school and the world beyond.

**Our Vision:** Maui Academy of Arts and Sciences is the school of choice for all of Maui's students who seek to engage in work that matters to them while impacting the broader community. Working with experts beyond the walls of our school, our students self-select field work and projects they see a societal need to pursue. In this way our children develop an emerging sense of their own purpose and internalize that they are agents of change. The inquiry-based curriculum exposes students to community challenges in order to innovate real-world solutions. Our school nurtures students' creativity, curiosity, and desire to contribute their gifts to society for the greater good.

**Guiding Beliefs:** In Maui's North Shore and Upcountry communities, our families currently have just one public middle school option. We are excited to present a second public option through Maui Academy. Our academic goal is to consistently increase student achievement year over year until we meet or exceed the State's academic goals for our students. We will accomplish this through rigorous instruction with a keen focus on student-driven goal setting, frequent monitoring, and student-selected project-based learning. We have additional cultural and student wellness goals that are the pillars of our school model. These pillars are rooted in our **Core Values:**

- Mālama Honua/Care for the Earth-- We protect the environment. We understand that our health and well-being are directly connected to the health of our earth. We are deeply connected to this place, our ahupua'a, and our homeland.
- 'Imi/Seek: We search for answers. We solve problems. We look for creative ways to do new things. We are bold, we ask questions that haven't been asked. We look to others who have more experience and ask them to guide us.
- Pono/Righteousness-- We strive to be morally righteous and fair. Our ethics guide our identification of problems and direct us to find socially just solutions.
- Kūpa'a/Steadfastness: We aim for our goals. When the going gets tough, we hang in, dig deeper, persevere. We ask for help when we need it. We encourage each other to give our all. We do not give up until we've done our best. We hold fast to our dreams, aspirations, goals, and vision.
- Kūlia/Aspire: We aim high. We strive to find and fulfill our purpose. We support each other, we lift one another up, and higher. We inspire our communities.

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- Ka'ana/Share: We spread our knowledge. We give our time. We volunteer. We show each other that we care. We ask others to share with us what they have to give. We are part of a family and the larger community.
- Ha'aheo/Pride: We put forth our best efforts in all things. We take pride in learning, asking, engaging, trying, and trying again. We take pride in ourselves and in turn, we make our families, teachers, and communities proud.

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

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 learning the Common Core State Standards via cross-curricular learning units Monday through Thursday. On Fridays, students will apply their learning via field work in the community. For the Friday hands-on learning experience in the environment, students will have the choices to either work in teams to do research and design, work individually or in groups to take action on their project, or engage with community experts on how to solve their self-selected problem. Master teaching experts from the community will lead these sessions with the support of a schoolteacher. 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 unique to MAAS, not currently being offered by any other school on the island of Maui. This is just one example of the approach taken to learning that sets Maui Academy of Arts and Sciences apart from other middle schools on the island.

Assessments will include the process and culmination of hands-on learning projects in service to the community, as well as the required state standardized testing at End of Year. All students will take part in additional Beginning of Year and Middle of Year assessments to gauge student baseline and growth/mastery data. Interim assessments will take place as teachers determine they are needed. After Beginning of Year assessments, students will set their own individualized learning goals, tracking their own progress toward those goals throughout the year with the support of their teachers and families. This approach leads to more authentic learning and engagement, which is the purpose of inquiry-based and student-centered instructional models.

At Maui Academy of Arts and Sciences we have also set holistic aims for the whole child: Student Wellness and Community Belonging. These are integrated into the daily curriculum, as they greatly impact a student's overall academic performance. We strive to create a trauma-sensitive environment



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so that all our learners feel safe, included, and well-known by staff and peers alike. Students complete a daily personal reflection on the Wellness Wheel tool to check in on their own well-being. They share this with a peer, parent, or staff member on one day each week. We embrace equity and justice (both social and environmental) through our focus on community involvement. We believe that communities are strengthened by those who live there and know what is best for the people with whom the space is shared. Empowering our community and its keiki is our paramount goal. These are some examples of how the school's Academic Plan is rounded out with emphasis placed on the school culture via a focus on Community Belonging and Student Wellness.

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

The school's mission statement and vision is the guiding force for what will be considered successful. Students who are engaged and engrossed in their community with a self-purposeful way to approach their own education will be a success in my eyes. A supporting school and community at large will be a part of that success.

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

Academically: First, we will employ traditional and mandated indicators of student success (i.e. SBA test results, BOE policy adherence, BOE strategic plan adherence, etc.). Student results on interim and end of year standardized assessments are strong, and trending upward. Students show ownership of individual learning goals within their core classes. Students can narrate their own understanding of their growth over time, as well as how the school learning model has impacted them. Students can clearly describe the positive impact they have had on the environment and larger community, and support this description with specific evidence. Survey results will indicate that students, parents, staff, community stakeholders, and board members feel included, engaged, empowered, and satisfied with the school.

Organizationally: The school is stable in its staffing; retention is high, turnover is low due to a positive work climate and unity around a common goal. Communication is clear across all channels; all stakeholders feel included and aware of how the school is progressing. The school adheres to sound policies and procedures, is consistent in prioritizing transparency and effectiveness of operations, and operates in compliance with all state and federal laws.

Financially: Compliance with all Commission, State, and Federal guidelines is prioritized and consistent. Enrollment and committed funds are stable and growing, allowing the school to operate with stability and predictability. The school adheres to state performance metrics and maintains an increasing reserve and funding support. Supporters recommend our school to other potential donors as a solid investment for the community benefit.

We will know the school is not succeeding if any of the three focus areas listed above are not being met. The Board will need to act swiftly to correct any decline in any one of these foundational areas of board governance.

## Governance

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

The board's mission is to support the school in the governance of high-level academic, organizational, and financial strategy to enable the school to operate a high quality, viable educational program as outlined in the academic plan. Governance within our model will mean providing the resources, thought-partnership, and strategic support to empower MAAS with adequate autonomy to operate our educational model, while also working diligently to help us hold ourselves accountable to the goals, metrics, and success indicators outlaid in our charter. Strategic counsel across academic, organizational, and financial pillars of our school model, from the perspective of a managing board, is essential to the effective delivery of our educational program, as well as the success of our students.

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

With review of our school's mission and vision, coupled with review of our Comprehensive Needs Assessment (CNA) that drives our Academic Financial Plan (AFP), along with results from our School Quality Survey (SQS), and our annual state testing results (STRIVE HI), we will know if we are successful academically after Year One. If our Year One class of sixth graders show growth and proficiency has increased from students' previous years' test scores, we will know Year One was successful. Anecdotally, when we hear people in the community speaking highly of our school, we will further know that Year One was a success.

Organizationally, internally, we will look to gauge three buckets: (1) compliance, (2) climate, and (3) charter. We will assess data, personnel performance, and any corrective action that was necessary over the course of the year to determine the year's success. Externally, our main priority is compliance with the Charter Commission through both Epicenter tasks as well as any additional compliance-related tasks. Lastly, having secured a building or space to grow into our next year will be a key success indicator.

Financially, we will look internally, to see that we meet our own framework metrics and are building a sustainable financial position, in compliance with charter, state, and federal guidelines (law). Externally, we meet the financial performance metrics laid forth by the Charter Commission. Included in both (internal, external) is tight financial control and record over our cash in and outflows, a clear and accurate budget for the current and upcoming fiscal year, strong partnership with our non-profit, and additional financial sustainability measures that are laid out in the financial performance metrics of our application.

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

At the end of five years, we will know if our school is successful by seeing a steady enrollment of students, repeat families enrolling their younger children, students achieving at and above the State average on assessments, a governing board that is still in existence with the founding board members still largely involved, more partnerships with community organizations, accurate documentation of our finances, and a growing school body/campus that is meeting the needs of the North Shore community of Maui County. Our school will remain firmly grounded in its original mission and vision, recognized as the top middle school of choice in the area.

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We will have no major compliance issues over the first five years, our facilities will be acquired and sustainable, our board will be thriving, our school culture will be supportive and nurturing, with student leaders at the forefront, we will have a committed community of family members, teachers, administrators, and community members, our staff will be full with a high retention rate. We will have a well-respected reputation at the school, county, and state level. Our funding will continue to come in each year from many different organizations that believe in our school's mission and vision.

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

STEP 1: Build clarity and alignment - The board will need to begin by ensuring that every board member has a clear understanding of their role and responsibilities to the board and school. They will need to form sub-committees which take on areas of each board member's specific expertise, such as a Finance Committee. We will need to work closely with each other, with the school leadership, with staff and families of our school, with our community, with schools in our complex and complex leadership, with our non-profit, and the local education community, and with the Charter Commission to ensure partnership, alignment, swift and effective corrective action, and overall responsiveness to the needs of our growing school.

STEP 2: Build a proactive culture – We will need to closely abide by the performance metrics and protocol outlined in our charter to maintain a culture of active governance and proactive intervention so that we are ahead of issues and, if they do arise, we deal with them immediately. Proactive communication and messaging will be important to ensure that the narrative is controlled by the board as much as possible and is in alignment with what we set out to achieve in our charter.

STEP 3: Development – Diverse board members with varying perspectives and expertise are a priority; internal development of our existing board is important to the health of the school. Bi-annual board retreats will be beneficial in year one, and annual retreats in subsequent years will ensure that our board members' development continues as the school grows and changes.

STEP 4: Reflection and improvement – Taking time to step back in order to reflect on successes and needs for improvement at quarterly and yearly intervals; bringing in external perspectives, engaging feedback, adjusting, creating new policies, innovating, using a typical data-driven cycle of assessment, analysis, and action to ensure success as a growing, living, thriving school.

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

Ethics and integrity are central to our school operation and culture. If there is an unethical act, it will be noted and brought to the board chair and addressed accordingly. This will likely result in addressing the person involved, bringing the act to the board overall, and following bylaws and procedures to take corrective action. (If legal and unethical, it could mean a vote off the board; if illegal, we would engage proper authorities to address the situation). If the board chair is involved, the procedure would shift in that the school director and/or other board members would be involved to follow a similar pattern of events. Ultimately, the bylaws, Charter Commission expectations, and state statute will determine procedure once actions are brought to the overall board. Transparency is very important to the operation of our school and our board.

**Disclosures**

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I/we do not know these individuals  Yes I attended school with Daria Boone; we were sports teammates in high school. I was her child's preschool teacher. We have worked together at our neighborhood elementary school and have worked together on the community fundraiser. However, Daria Boone will move off of the Applicant Governing Board and will not be a governing board member once the school is in operation.
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.  
 I/we do not know any such employees  Yes Daria Boone will be a Co-Director of the school. We attended school together in our youth, have worked on various projects together, and are family friends.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I/we do not know any such persons  Yes [Click or tap here to enter text.](#)
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I/we do not anticipate conducting any such business  Yes [Click or tap here to enter text.](#)
5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.  
 I/we do not have a financial interest  Yes [Click or tap here to enter text.](#)
6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I/we do not know any such persons  Yes [Click or tap here to enter text.](#)

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

**Certification**

I, Maile Davis, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.

  
\_\_\_\_\_  
Signature

February 1, 2022  
Date

**Maile Davis, Board Chair.**

Maile is a freelance jane-of-all-trades, happily working in a variety of jobs that connect her with her community. She juggles many hats and children of her own. Currently running a successful childcare business, she has been named PATCH's Hawai'i Provider of the Year. Maile is a powerhouse of energy, yet she is content to apply her boundless energy behind the scenes to keep things moving in her community. Maile spent many years highly involved in her children's neighborhood school as the Parent-Community Networking Coordinator (PCNC) through the Department of Education at Ha'iku School. Working as the PCNC, Maile served to create supportive partnerships among the home, the school, and the community for the purposes of supporting student success and building a sense of family and broader community. The PCNC is school-based center staff for families, volunteers, and community to identify their strengths, collaborate, make decisions and create partnerships.

In addition to these talents, Maile is the Project Manager for the Ha'ikū Community Association, in charge of bringing her community together in various projects. Some of these activities include coordinating the community building and maintenance of a magical and large volunteer-run playground that is popular across the island; she is responsible for recruiting and coordinating the volunteers and resources necessary to ensure the safety and longevity of the Kalakupua Playground at 4th Marine Division Park in Ha'ikū, as well as encouraging general public membership within the community. As the Project Manager for the Community Association, she also coordinates with the HCA volunteers for production of an email newsletter to communicate with HCA members, volunteers and the general public. Maile is responsible for the administration and execution of grants from public and private sources for the benefit of the greater community; helping coordinate and run community meetings such as the Ha'ikū Historic Mapping Project; and planning large community events such as the highly anticipated annual Ha'ikū Ho'olaule'a and Flower Festival.

# Maile Davis

OBJECTIVE: To secure a position as a public relations professional in order to utilize my administrative, marketing, and interpersonal skills with accuracy and efficiency while maintaining a motivated, productive, and goal oriented environment for the entire professional team on board while maintaining extensive customer loyalty.

## Education

- University of Hawai'i at Manoa, [REDACTED]  
Bachelor of Arts, Interdisciplinary Studies, 3.5 GPA
- Focused on Peace Studies
- Organizing for Action (OFA) Fellowship, Maui, 2017
- CPR and First Aid Certified

## Relevant Experience

May 2018- Present

### Project Manager, Haiku Community Association.

Recruiting and coordinating the volunteers and resources necessary to ensure the safety and longevity of the Kalekupua Playground at 4th Marine Division Park in Haiku as well as general public membership within the community. Act as liaison with the Maui County Parks & Recreation Department (P&R) to ensure that the maintenance agreement is properly fulfilled by both Parties. Coordinate with the HCA volunteers for production of an email newsletter to communicate with HCA members, volunteers and the general public. Administration and execution of grants from public and private sources for the benefit of the greater community.

September 2017-Present

### Substitute Teacher, Hawai'i Dept. of Education.

Accomplished Long Term Substitute Teacher committed to ensuring that students are presented with comprehensive course materials. Adept at tracking student progress and providing constructive feedback. Specialize in engaging with students to ensure an optimal learning experience.

August 2014- December 2018

### PCNC (Parent Community Network Coordinator), Dept. Of Education, Haiku School.

Working as a Parent-Community Networking Coordinator (PCNCs) who serve to create supportive partnerships among the home, the school, and the community for the purposes of supporting student success, and building a sense of family and community. The PCNCs are school-based centers for families, volunteers and community to identify their strengths, collaborate, make decisions and create partnerships.

June 2008-December 2010

### **PATCH Hawaii Trainer**

Conducted training for adults classes for PATCH; assured the provision of necessary materials and supplies for each class; familiarized self with the training materials and equipment; distributed, gathered and completed paperwork related to each class; sets up and cleans up before and after each class; returned training materials and necessary paperwork to PATCH offices within a timely manner.

January 2003 – Present

### **Owner/Operator Auntie Maile's Child Care, Haiku**

Ran a successful Child Care business for over 13 years. Handled all aspects including finances, procedures and policies within contracts, prepared daily educational and developmental activities, developed problem solving skills, worked with State, County and Federal laws. Highlights include not only being a part of many families lives but also working with the State to pass a Child Care related law as well as becoming PATCH Hawaii's Provider of the Year in 2013.

### **Other Experience**

- Property Manager for the Haiku Surf Properties, August 2018- Present
- Maui Film Festival. Event Office Manager. June 2018 & June 2019
- State of Hawai'i Licensed Foster Home, fostered youth in our home. 2008-2011.
- Travel Network, now Captivating Journeys. 1999-2001.
- Receptionist/Travel Booking Agent, Hyatt Maui and Grand Wailea Recreations. 1999-2002.

### **Volunteer Experience**

- Haiku Ho'olaule'a & Flower Festival. Chair to various committees. 2014-Present
- Kamehameha School Maui Ho'olaule'a. Volunteer and Chair to various areas.
- Various Sports Fundraiser and Chair Positions, Maui United Soccer Club and Valley Isle Soccer Academy.
- American Youth Soccer Organization Board Member- Maui Upcountry
- Maui Arts & Sciences Academy Board Member- Maui Upcountry

### **Skills**

Comfortable in a variety of computer programs, social media, and able to learn new technology quickly.

### **References**

- Desiree Sides/Richard Garosso- Former Principals at Haiku Elementary School. Working relationship reference. [REDACTED]
- Sadie Mossman. Personal Reference. [REDACTED]



## Board Member Information

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

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

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

### Background: Your Role and Experience

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

Maui Academy of Arts and Sciences

2. Contact information:

Name: Chelsie Evans

Phone: [REDACTED]

E-mail: [REDACTED]

1. Describe your role and indicate your position on the governing board.

Founding Board Member. I am responsible for governing with others to ensure that our school is delivering on its mission to educate its students, and that our organization is fulfilling its duties as a steward of public funds. I am a representative of the school in public spaces: raising awareness of and public support for the school. I am committed to meeting at our annual board meeting, as well as every two to three months in the planning year(s) of the school start-up; I expect to attend monthly board meetings once the school is open and in session. I plan to attend two board retreats in the planning year(s), and one retreat annually in the years following. I understand that I may attend additional committee meetings and an additional yearly retreat as required by any committee that I join.

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

Resume and professional bio are attached to this form. Please see attachments as well as the information contained in the Intent To Apply Packet.

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

Does not apply to me  Yes

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

I believe in the need for another tuition-free school option for the children of Maui. We are the only island without a Hawaiian culture-based charter school. I want to serve on the board to help shape what this school will offer our keiki. Through my leadership I want to ensure that the board serves its responsibilities to the children, families, and community of Upcountry and the North Shore.

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

My role is to advance the charter school's mission and support academic achievement. I will work closely with board members and the school leader to meet the goals we set out to accomplish for the keiki and families of Upcountry Maui. I am to help ensure that the school is operating in accordance with its original purpose and abiding by its legal responsibilities. I may serve on a committee to share my specific expertise, while largely focusing on academic excellence, increasing student achievement, making sure our board acts strategically, raising and using resources wisely, fulfilling all compliance expectations, and managing both the school leader and our board members.

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

I have been a founder as well as an Executive Director of several organizations. I have had to work closely with my board members to get things accomplished. I have experience with writing grants, managing people, and setting a vision toward a shared goal. I bring all of these experiences and more to this governing board.

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

I have served in various capacities in the non-profit world for more than 20 years. I have worked with a variety of populations, such as high-risk teens, Native Hawaiian orphans and destitute children and their families, sexual assault victims, and domestic violence survivors. I have experience working

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across organizations to meet the needs of the children and families with whom I have worked. This knowledge of my community and expertise in supporting these groups will inform my contributions to this governing board.

### School Mission and Plan

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

After spending the last two years getting to know the co-founders and their work, I have become familiar with the school's mission and guiding beliefs. They are as listed below:

**Our Mission:** Maui Academy of Arts and Sciences develops individuals who are capable, connected, and cared for. Our school culture fosters confidence through active, collaborative place-based learning experiences inside and outside the classroom. Our students are empowered leaders who are engaged both locally and globally; they leave us fully prepared for rigorous high school and the world beyond.

**Our Vision:** Maui Academy of Arts and Sciences is the school of choice for all of Maui's students who seek to engage in work that matters to them while impacting the broader community. Working with experts beyond the walls of our school, our students self-select field work and projects they see a societal need to pursue. In this way our children develop an emerging sense of their own purpose and internalize that they are agents of change. The inquiry-based curriculum exposes students to community challenges in order to innovate real-world solutions. Our school nurtures students' creativity, curiosity, and desire to contribute their gifts to society for the greater good.

**Guiding Beliefs:** In Maui's North Shore and Upcountry communities, our families currently have just one public middle school option. We are excited to present a second public option through Maui Academy. Our academic goal is to consistently increase student achievement year over year until we meet or exceed the State's academic goals for our students. We will accomplish this through rigorous instruction with a keen focus on student-driven goal setting, frequent monitoring, and student-selected project-based learning. We have additional cultural and student wellness goals that are the pillars of our school model. These pillars are rooted in our **Core Values:**

- Mālama Honua/Care for the Earth-- We protect the environment. We understand that our health and well-being are directly connected to the health of our earth. We are deeply connected to this place, our ahupua'a, and our homeland.
- 'Imi/Seek: We search for answers. We solve problems. We look for creative ways to do new things. We are bold, we ask questions that haven't been asked. We look to others who have more experience and ask them to guide us.
- Pono/Righteousness-- We strive to be morally righteous and fair. Our ethics guide our identification of problems and direct us to find socially just solutions.
- Kūpa'a/Steadfastness: We aim for our goals. When the going gets tough, we hang in, dig deeper, persevere. We ask for help when we need it. We encourage each other to give our all. We do not give up until we've done our best. We hold fast to our dreams, aspirations, goals, and vision.

## Attachment R

- Kūlia/Aspire: We aim high. We strive to find and fulfill our purpose. We support each other, we lift one another up, and higher. We inspire our communities.
- Ka'ana/Share: We spread our knowledge. We give our time. We volunteer. We show each other that we care. We ask others to share with us what they have to give. We are part of a family and the larger community.
- Ha'aheo/Pride: We put forth our best efforts in all things. We take pride in learning, asking, engaging, trying, and trying again. We take pride in ourselves and in turn, we make our families, teachers, and communities proud.

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

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 learning the Common Core State Standards via cross-curricular learning units Monday through Thursday. On Fridays, students will apply their learning via field work in the community. For the Friday hands-on learning experience in the environment, students will have the choices to either work in teams to do research and design, work individually or in groups to take action on their project, or engage with community experts on how to solve their self-selected problem. Master teaching experts from the community will lead these sessions with the support of a schoolteacher. 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 unique to MAAS, not currently being offered by any other school on the island of Maui. This is just one example of the approach taken to learning that sets Maui Academy of Arts and Sciences apart from other middle schools on the island.

Assessments will include the process and culmination of hands-on learning projects in service to the community, as well as the required state standardized testing at End of Year. All students will take part in additional Beginning of Year and Middle of Year assessments to gauge student baseline and growth/mastery data. Interim assessments will take place as teachers determine they are needed. After Beginning of Year assessments, students will set their own individualized learning goals, tracking their own progress toward those goals throughout the year with the support of their teachers and families. This approach leads to more authentic learning and engagement, which is the purpose of inquiry-based and student-centered instructional models.

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At Maui Academy of Arts and Sciences we have also set holistic aims for the whole child: Student Wellness and Community Belonging. These are integrated into the daily curriculum, as they greatly impact a student's overall academic performance. We strive to create a trauma-sensitive environment so that all our learners feel safe, included, and well-known by staff and peers alike. Students complete a daily personal reflection on the Wellness Wheel tool to check in on their own well-being. They share this with a peer, parent, or staff member on one day each week. We embrace equity and justice (both social and environmental) through our focus on community involvement. We believe that communities are strengthened by those who live there and know what is best for the people with whom the space is shared. Empowering our community and its keiki is our paramount goal. These are some examples of how the school's Academic Plan is rounded out with emphasis placed on the school culture via a focus on Community Belonging and Student Wellness.

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

The characteristics of a successful school are rooted in the school's mission and vision; students who internalize that they are the change agents of tomorrow; a leadership team that inspires, motivates, respects all, and is respected; teachers who embrace high standards for teaching in their classrooms and hold learners to high expectations; strong community support from parents, families and community members; and staff professional development to meet the needs of the 21st century learner. The school has a strong governing board, along with a PTA that supports the faculty. Students are driven to go beyond the classroom walls to learn and engage in their individual visions of a better tomorrow. Students are supported by master teachers in the community who take very seriously their responsibility to share their knowledge and help develop the next generation of cultural and environmental stewards of our island home.

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

Academically: First, we will employ traditional and mandated indicators of student success (i.e. SBA test results, BOE policy adherence, BOE strategic plan adherence, etc.). Student results on interim and end of year standardized assessments are strong, and trending upward. Students show ownership of individual learning goals within their core classes. Students can narrate their own understanding of their growth over time, as well as how the school learning model has impacted them. Students can clearly describe the positive impact they have had on the environment and larger community, and support this description with specific evidence. Survey results will indicate that students, parents, staff, community stakeholders, and board members feel included, engaged, empowered, and satisfied with the school.

Organizationally: The school is stable in its staffing; retention is high, turnover is low due to a positive work climate and unity around a common goal. Communication is clear across all channels; all stakeholders feel included and aware of how the school is progressing. The school adheres to sound policies and procedures, is consistent in prioritizing transparency and effectiveness of operations, and operates in compliance with all state and federal laws.

Financially: Compliance with all Commission, State, and Federal guidelines is prioritized and consistent. Enrollment and committed funds are stable and growing, allowing the school to operate

## Attachment R

with stability and predictability. The school adheres to state performance metrics and maintains an increasing reserve and funding support. Supporters recommend our school to other potential donors as a solid investment for the community benefit.

We will know the school is not succeeding if any of the three focus areas listed above are not being met. The Board will need to act swiftly to correct any decline in any one of these foundational areas of board governance.

### Governance

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

The board's mission is to support the school in the governance of high-level academic, organizational, and financial strategy to enable the school to operate a high quality, viable educational program as outlined in the academic plan. Governance within our model will mean providing the resources, thought-partnership, and strategic support to empower MAAS with adequate autonomy to operate our educational model, while also working diligently to help us hold ourselves accountable to the goals, metrics, and success indicators outlined in our charter. Strategic counsel across academic, organizational, and financial pillars of our school model, from the perspective of a managing board, is essential to the effective delivery of our educational program, as well as the success of our students.

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

With review of our school's mission and vision, coupled with review of our Comprehensive Needs Assessment (CNA) that drives our Academic Financial Plan (AFP), along with results from our School Quality Survey (SQS), and our annual state testing results (STRIVE HI), we will know if we are successful academically after Year One. If our Year One class of sixth graders show growth and proficiency has increased from students' previous years' test scores, we will know Year One was successful. Anecdotally, when we hear people in the community speaking highly of our school, we will further know that Year One was a success.

Organizationally, internally, we will look to gauge three buckets: (1) compliance, (2) climate, and (3) charter. We will assess data, personnel performance, and any corrective action that was necessary over the course of the year to determine the year's success. Externally, our main priority is compliance with the Charter Commission through both Epicenter tasks as well as any additional compliance-related tasks. Lastly, having secured a building or space to grow into our next year will be a key success indicator.

Financially, we will look internally, to see that we meet our own framework metrics and are building a sustainable financial position, in compliance with charter, state, and federal guidelines (law). Externally, we meet the financial performance metrics laid forth by the Charter Commission. Included in both (internal, external) is tight financial control and record over our cash in and outflows, a clear and accurate budget for the current and upcoming fiscal year, strong partnership with our non-profit, and additional financial sustainability measures that are laid out in the financial performance metrics of our application.

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

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At the end of five years, we will know if our school is successful by seeing a steady enrollment of students, repeat families enrolling their younger children, students achieving at and above the State average on assessments, a governing board that is still in existence with the founding board members still largely involved, more partnerships with community organizations, accurate documentation of our finances, and a growing school body/campus that is meeting the needs of the North Shore community of Maui County. Our school will remain firmly grounded in its original mission and vision, recognized as the top middle school of choice in the area.

We will have no major compliance issues over the first five years, our facilities will be acquired and sustainable, our board will be thriving, our school culture will be supportive and nurturing, with student leaders at the forefront, we will have a committed community of family members, teachers, administrators, and community members, our staff will be full with a high retention rate. We will have a well-respected reputation at the school, county, and state level. Our funding will continue to come in each year from many different organizations that believe in our school's mission and vision.

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

STEP 1: Build clarity and alignment - The board will need to begin by ensuring that every board member has a clear understanding of their role and responsibilities to the board and school. They will need to form sub-committees which take on areas of each board member's specific expertise, such as a Finance Committee. We will need to work closely with each other, with the school leadership, with staff and families of our school, with our community, with schools in our complex and complex leadership, with our non-profit, and the local education community, and with the Charter Commission to ensure partnership, alignment, swift and effective corrective action, and overall responsiveness to the needs of our growing school.

STEP 2: Build a proactive culture – We will need to closely abide by the performance metrics and protocol outlined in our charter to maintain a culture of active governance and proactive intervention so that we are ahead of issues and, if they do arise, we deal with them immediately. Proactive communication and messaging will be important to ensure that the narrative is controlled by the board as much as possible and is in alignment with what we set out to achieve in our charter.

STEP 3: Development – Diverse board members with varying perspectives and expertise are a priority; internal development of our existing board is important to the health of the school. Bi-annual board retreats will be beneficial in year one, and annual retreats in subsequent years will ensure that our board members' development continues as the school grows and changes.

STEP 4: Reflection and improvement – Taking time to step back in order to reflect on successes and needs for improvement at quarterly and yearly intervals; bringing in external perspectives, engaging feedback, adjusting, creating new policies, innovating, using a typical data-driven cycle of assessment, analysis, and action to ensure success as a growing, living, thriving school.

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

## Attachment R

Ethics and integrity are central to our school operation and culture. If there is an unethical act, it will be noted and brought to the board chair and addressed accordingly. This will likely result in addressing the person involved, bringing the act to the board overall, and following bylaws and procedures to take corrective action. (If legal and unethical, it could mean a vote off the board; if illegal, we would engage proper authorities to address the situation). If the board chair is involved, the procedure would shift in that the school director and/or other board members would be involved to follow a similar pattern of events. Ultimately, the bylaws, Charter Commission expectations, and state statute will determine procedure once actions are brought to the overall board. Transparency is very important to the operation of our school and our board.

### Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I/we do not know these individuals  Yes I became acquainted with Rana Boone as we both went through the current charter school application process. However, she will move off of the Applicant Governing Board once the school is open.
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.  
 I/we do not know any such employees  Yes I know Rana Boone, who will serve as school Co-Director. Please see response to Question #1 above for precise nature of relationship.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I/we do not know any such persons  Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I/we do not anticipate conducting any such business  Yes
5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.  
 I/we do not have a financial interest  Yes
6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please



Attachment R

describe any such relationship.

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

I/we do not know any such persons  Yes

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

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

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

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

9. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family  Yes

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

None  Yes

**Certification**

I, Chelsie Evans, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.

 \_\_\_\_\_

Signature

February 1, 2022  
\_\_\_\_\_

Date

## **Chelsie Evans, Board Member**

No challenge is insurmountable; not if Chelsie Evans has anything to do with it! Overcoming trials in her own life has given Chelsie a deep empathy for what many Native Hawaiians face on a daily basis. From securing housing for her keiki as a teenage mom, to parenting a medically fragile child, to dealing with her own health issues, Chelsie knows that life can present some serious challenges. But she believes that having an equitable opportunity to find housing is an essential goal along life's pathway for Hawaii's people.

Chelsie was born and raised in Makawao, Maui. Her father was a social worker for then-Queen Liliuokalani Children's Center (QLCC). Seeing the kindness of everyone who worked there, and the happiness of native Hawaiian keiki in the halls, even when they had been through so much, made young Chelsie want to help others in the same way.

In 2012, she began working at QLCC in Hilo as a Direct Service Specialist, partnering with Hawaiian Homestead of Panaewa for grant opportunities to help families find housing. From there, she moved on to other organizations that helped her to grow as a native Hawaiian leader and provided her the opportunity to serve survivors of domestic violence, keiki displaced from their homes, and youth with barriers to their educational and career goals.

Along the way, she parented her son Tre' and two daughters, Lhaia and Violet. She balanced her college classes, eventually earning a bachelor's degree in psychology, and a master's degree in human services. She spoke at national symposiums for social justice and domestic violence, and founded and led Wrapped in Wings, an organization which supports critically ill children and their families. In 2019, she stepped up as Executive Director of Maui Hui Malama, an organization that focuses on eliminating barriers for at-risk youth.

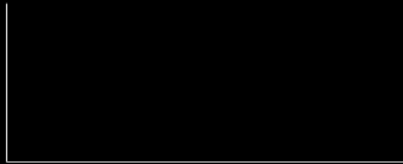
Now as Executive Director of Hawai'i Community Assets, Chelsie is committed to creating a thriving community that gives people options for the life experiences that Hawai'i has to offer. "My hope is that I can be one of those who pick up a shovel and dig that path back to Hawaiians having the housing options they deserve," Chelsie says. "I encourage everyone to take that journey with us."

# CHELSEIE

*Lehuani*

# EVANS

## CONTACT ME



## EXECUTIVE SUMMARY

Multi-faceted experience with executive management of organizations with 20 years in the non profit world; particular strengths include:

- Developing and implementing innovative programs and products and services.
- Working with constituent groups including boards, committees, volunteers, and external audiences.
- Building and retaining exceptional staff and creating excellent work environments.
- Overseeing and coordinating all aspects of budgeting and financial management.
- Leading organizations and departments through periods of substantial growth and transition.
- Fund development and management

## AFFILIATIONS

- **Advisory Board**- Aunty Jan's House of Blessings (Moloka'i)
- **Co-Founder**- Wahine Po'ai
- **Critical Illness Team Lead**- COMMIT for Keiki
- **Co-Facilitator**- Native Hawaiian Education Council statewide community meetings
- **Board Chair** of Hui Malama Learning Center Charter School initiative
- **Consultant**- 'Ike in Action
- **Board of Directors**- Haleakala Waldorf
- **Diversity and Inclusion Chair**- Haleakala Waldorf
- **Previous Ka Waiwai Facilitator (Vista)**- Hawaii Community Assets  
**Maui Academy of Arts and Sciences**

## POSITIONS HELD

### Executive Director

*Hawaiian Community Assets-| Dec 2021-present*

- Leads organization that focuses on cultural based financial education for people of Hawaii.
- Manage \$2.5 million budget
- Leading House Maui initiative
- Lead statewide housing policies

### Executive Director

*Maui Hui Malama| Jan 2019-present*

- Led organization that focuses on barriers to education, careers, and culture for at risk youth
- Managed \$500,00-\$900,000 budget
- Increased income by 65% in 1.5 year period
- Changed employment policies, benefits, and pay to a living wage based on Hawaii's cost of living
- Created and launched a social entrepreneurship model to bridge at risk youth to UH Maui, job and entrepreneurship skills while increasing organization's unrestricted funding
- Increased board giving to a 100% giving board
- Increased volunteers by 90%
- Increased marketing and community awareness of organization
- Increased client database by 60%
- Expanded program to provide basic needs support in addition to educational support
- Ensured all staff were trained in trauma informed care with Hawaiian culture components

### Founder, Executive Director

*Wrapped in Wings Jan 2018-present*

- Conducted 2 year community assessment on gaps of care for critically ill children and their families
- Recruited Board of Directors
- Created committees based on community assessment findings
- Researched innovative board structure models and presented to Board of Directors
- Led funding committee
- Created short and long term strategic plan

## EDUCATION

- **Masters Degree:** Human Services specializing in Marriage and Families
- **Bachelors Degree:** Psychology
- **Associates Degree:** Liberal Arts

## SPEAKING ENGAGEMENTS

- UH Manoa Social Justice Symposium  
Speaker
- National Conference of Health and Domestic Violence
- National Conference on Domestic Violence
- Wahine Po'ai Panel
- Department of Education, Teen Dating Violence

## POSITIONS HELD

### Community Relations Manager

*Partners in Development Foundation | Oct 2017- April 2018*

- Led statewide recruitment for Resource Caregiver's aka foster parents.
- Supervised Community Liaisons statewide
- Built strong relationship with Department of Human Services
- Led statewide campaigns specific for critically ill children and esl children
- Led statewide campaign for native Hawaiian children and other pacific islander groups

### Program Manager

*Domestic Violence Action Center | Jun 2016- October 2017*

- Managed domestic violence counseling program for Native Hawaiian Women
- Created Native Hawaiian based curriculum
- Recruited and trained new staff on facilitation of courses
- Introduced new program to domestic violence survivors in Women's Community Correctional Center, Hina Mauka Drug Rehabilitation Center, and rural areas
- Recognized by Hawaii State Coalition of Domestic Violence for innovative methods of healing in the Kane behind Wahine approach
- Managed large government contract

### Direct Service Specialist

*Lili'uokalani Trust | August 2012- June 2016*

- Partnered with Hawaiian Homestead community of Pana'ewa for grant opportunities
- Built relationship and supported structural growth to help grantees meet requirements for grant awards
- Designed grant reporting structures that worked for the grantees desired approaches that aligned with cultural mo'olelo and data analysis
- Supported and developed relationship building between constituents involved
- Provided direct service support to families with orphan or destitute situations

### Director of Teen Programs

*Boys and Girls Club of the Big Island | Nov 2009- Nov 2011*

- Managed all teen programs across Hawai'i County
- Created Native Hawaiian based curriculum for college enrichment opportunities
- Trained and supervised staff at all Clubs

## Reference

- **Previous Supervisor:**

- Summer Keli'ipio

- [REDACTED]

- **Previous Supervisor:**

- Pualani Enos

- [REDACTED]

- **Peer Reference**

- Mary Komomua

- [REDACTED]

## POSITIONS HELD

### Housing Case Manager

*Office for Social Ministry| 2007- 2009*

- Provided housing search and support for single parent families, immigrant and displaced families, and other vulnerable populations
- Increased homeowners and property managers willing to rent homes to homeless or at risk for homeless families
- Provided money management training and support in order to sustain housing
- Provided skills trainers to retain housing to clients

## Board Member Information

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

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

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

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

### Background: Your Role and Experience

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

Maui Academy of Arts and Sciences

2. Contact information:

Name: Jennifer Gutierrez

Phone: [REDACTED]

E-mail: [REDACTED]

1. Describe your role and indicate your position on the governing board.

Founding Board Member. I am responsible for governing with others to ensure that our school is delivering on its mission to educate its students, and that our organization is fulfilling its duties as a steward of public funds. I am a representative of the school in public spaces: raising awareness of and public support for the school. I am committed to meeting at our annual board meeting, as well as every two to three months in the planning year(s) of the school start-up; I expect to attend monthly board meetings once the school is open and in session. I plan to attend two board retreats in the planning year(s), and one retreat annually in the years following. I understand that I may attend additional committee meetings and an additional yearly retreat as required by any committee that I join.

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

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Resume and professional bio are attached to this form. Please see attachments as well as the information contained in the Intent To Apply Packet.

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

Does not apply to me  Yes

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

I believe in the need for another tuition-free school option for the children of Maui. We are the only island without a Hawaiian culture-based charter school. I want to serve on the board to help shape what this school will offer our keiki. Through my leadership I want to ensure that the board serves its responsibilities to the children, families, and community of Upcountry and the North Shore.

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

My role is to advance the charter school's mission and support academic achievement. I will work closely with board members and the school leader to meet the goals we set out to accomplish for the keiki and families of Upcountry Maui. I am to help ensure that the school is operating in accordance with its original purpose and abiding by its legal responsibilities. I may serve on a committee to share my specific expertise, while largely focusing on academic excellence, increasing student achievement, making sure our board acts strategically, raising and using resources wisely, fulfilling all compliance expectations, and managing both the school leader and our board members.

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

While teaching at Iroquois Point Elementary School, I sat on the school's Parent Teacher Association (PTA) in the role of teacher representative. I brought the voice of teachers to our PTA and provided the perspective of an educator. My involvement provided balanced contributions by all PTA members, with a consistent goal of focusing on student well-being and academic excellence.

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

With almost 20 years of experience in the education field, I bring to the governing board my educational background and academic expertise. For the past three years, I have been an English Learner (EL) Coordinator and Teacher at a public elementary school on Oahu. Prior to this position, I served as a Leeward District Resource Teacher in the Campbell-Kapolei Complex Area, providing support to 12 elementary, 3 middle, and 2 high schools. I have taught at the K-6 elementary level as a General Education teacher, Curriculum Coordinator, Academic Coach, International Baccalaureate Coordinator, Gifted and Talented coordinator/teacher, and Hawaiian Studies teacher. Through my studies at the University of Hawai'i at Manoa, I earned the following degrees: Bachelor of Arts in

## Attachment R

Hawaiian Studies, Bachelor of Education in Elementary Education, Master of Education in Curriculum Studies--Language Arts and Literacy. Through the Master's program, I also completed a Reading Graduate Certificate for grades K-12. I continue to expand my knowledge and experience by participating in various content area and teacher leadership professional development opportunities, as well as being an active member of professional learning communities (PLCs) in my field.

### School Mission and Plan

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

After spending the last four years working with this applicant governing board, I am very familiar with the school's mission and guiding beliefs. They are as listed below:

**Our Mission:** Maui Academy of Arts and Sciences develops individuals who are capable, connected, and cared for. Our school culture fosters confidence through active, collaborative place-based learning experiences inside and outside the classroom. Our students are empowered leaders who are engaged both locally and globally; they leave us fully prepared for rigorous high school and the world beyond.

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**Guiding Beliefs:** In Maui's North Shore and Upcountry communities, our families currently have just one public middle school option. We are excited to present a second public option through Maui Academy. Our academic goal is to consistently increase student achievement year over year until we meet or exceed the State's academic goals for our students. We will accomplish this through rigorous instruction with a keen focus on student-driven goal setting, frequent monitoring, and student-selected project-based learning. We have additional cultural and student wellness goals that are the pillars of our school model. These pillars are rooted in our **Core Values:**

- Mālama Honua/Care for the Earth-- We protect the environment. We understand that our health and well-being are directly connected to the health of our earth. We are deeply connected to this place, our ahupua'a, and our homeland.
- 'Imi/Seek: We search for answers. We solve problems. We look for creative ways to do new things. We are bold, we ask questions that haven't been asked. We look to others who have more experience and ask them to guide us.
- Pono/Righteousness-- We strive to be morally righteous and fair. Our ethics guide our identification of problems and direct us to find socially just solutions.



## Attachment R

- Kūpa'a/Steadfastness: We aim for our goals. When the going gets tough, we hang in, dig deeper, persevere. We ask for help when we need it. We encourage each other to give our all. We do not give up until we've done our best. We hold fast to our dreams, aspirations, goals, and vision.
- Kūlia/Aspire: We aim high. We strive to find and fulfill our purpose. We support each other, we lift one another up, and higher. We inspire our communities.
- Ka'ana/Share: We spread our knowledge. We give our time. We volunteer. We show each other that we care. We ask others to share with us what they have to give. We are part of a family and the larger community.
- Ha'aheo/Pride: We put forth our best efforts in all things. We take pride in learning, asking, engaging, trying, and trying again. We take pride in ourselves and in turn, we make our families, teachers, and communities proud.

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

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 learning the Common Core State Standards via cross-curricular learning units Monday through Thursday. On Fridays, students will apply their learning via field work in the community. For the Friday hands-on learning experience in the environment, students will have the choices to either work in teams to do research and design, work individually or in groups to take action on their project, or engage with community experts on how to solve their self-selected problem. Master teaching experts from the community will lead these sessions with the support of a schoolteacher. 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 unique to MAAS, not currently being offered by any other school on the island of Maui. This is just one example of the approach taken to learning that sets Maui Academy of Arts and Sciences apart from other middle schools on the island.

Assessments will include the process and culmination of hands-on learning projects in service to the community, as well as the required state standardized testing at End of Year. All students will take part in additional Beginning of Year and Middle of Year assessments to gauge student baseline and growth/mastery data. Interim assessments will take place as teachers determine they are needed.

## Attachment R

After Beginning of Year assessments, students will set their own individualized learning goals, tracking their own progress toward those goals throughout the year with the support of their teachers and families. This approach leads to more authentic learning and engagement, which is the purpose of inquiry-based and student-centered instructional models.

At Maui Academy of Arts and Sciences we have also set holistic aims for the whole child: Student Wellness and Community Belonging. These are integrated into the daily curriculum, as they greatly impact a student's overall academic performance. We strive to create a trauma-sensitive environment so that all our learners feel safe, included, and well-known by staff and peers alike. Students complete a daily personal reflection on the Wellness Wheel tool to check in on their own well-being. They share this with a peer, parent, or staff member on one day each week. We embrace equity and justice (both social and environmental) through our focus on community involvement. We believe that communities are strengthened by those who live there and know what is best for the people with whom the space is shared. Empowering our community and its keiki is our paramount goal. These are some examples of how the school's Academic Plan is rounded out with emphasis placed on the school culture via a focus on Community Belonging and Student Wellness.

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

The characteristics of a successful school are rooted in the school's mission and vision; students who internalize that they are the change agents of tomorrow; a leadership team that inspires, motivates, respects all, and is respected; teachers who embrace high standards for teaching in their classrooms and hold learners to high expectations; strong community support from parents, families and community members; and staff professional development to meet the needs of the 21st century learner. The school has a strong governing board, along with a PTA that supports the faculty. Students are driven to go beyond the classroom walls to learn and engage in their individual visions of a better tomorrow. Students are supported by master teachers in the community who take very seriously their responsibility to share their knowledge and help develop the next generation of cultural and environmental stewards of our island home.

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

Academically: First, we will employ traditional and mandated indicators of student success (i.e. SBA test results, BOE policy adherence, BOE strategic plan adherence, etc.). Student results on interim and end of year standardized assessments are strong, and trending upward. Students show ownership of individual learning goals within their core classes. Students can narrate their own understanding of their growth over time, as well as how the school learning model has impacted them. Students can clearly describe the positive impact they have had on the environment and larger community, and support this description with specific evidence. Survey results will indicate that students, parents, staff, community stakeholders, and board members feel included, engaged, empowered, and satisfied with the school.

Organizationally: The school is stable in its staffing; retention is high, turnover is low due to a positive work climate and unity around a common goal. Communication is clear across all channels; all stakeholders feel included and aware of how the school is progressing. The school adheres to sound policies and procedures, is consistent in prioritizing transparency and effectiveness of operations, and operates in compliance with all state and federal laws.

## Attachment R

Financially: Compliance with all Commission, State, and Federal guidelines is prioritized and consistent. Enrollment and committed funds are stable and growing, allowing the school to operate with stability and predictability. The school adheres to state performance metrics and maintains an increasing reserve and funding support. Supporters recommend our school to other potential donors as a solid investment for the community benefit.

We will know the school is not succeeding if any of the three focus areas listed above are not being met. The Board will need to act swiftly to correct any decline in any one of these foundational areas of board governance.

### Governance

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

The board's mission is to support the school in the governance of high-level academic, organizational, and financial strategy to enable the school to operate a high quality, viable educational program as outlined in the academic plan. Governance within our model will mean providing the resources, thought-partnership, and strategic support to empower MAAS with adequate autonomy to operate our educational model, while also working diligently to help us hold ourselves accountable to the goals, metrics, and success indicators outlaid in our charter. Strategic counsel across academic, organizational, and financial pillars of our school model, from the perspective of a managing board, is essential to the effective delivery of our educational program, as well as the success of our students.

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

With review of our school's mission and vision, coupled with review of our Comprehensive Needs Assessment (CNA) that drives our Academic Financial Plan (AFP), along with results from our School Quality Survey (SQS), and our annual state testing results (STRIVE HI), we will know if we are successful academically after Year One. If our Year One class of sixth graders show growth and proficiency has increased from students' previous years' test scores, we will know Year One was successful. Anecdotally, when we hear people in the community speaking highly of our school, we will further know that Year One was a success.

Organizationally, internally, we will look to gauge three buckets: (1) compliance, (2) climate, and (3) charter. We will assess data, personnel performance, and any corrective action that was necessary over the course of the year to determine the year's success. Externally, our main priority is compliance with the Charter Commission through both Epicenter tasks as well as any additional compliance-related tasks. Lastly, having secured a building or space to grow into our next year will be a key success indicator.

Financially, we will look internally, to see that we meet our own framework metrics and are building a sustainable financial position, in compliance with charter, state, and federal guidelines (law). Externally, we meet the financial performance metrics laid forth by the Charter Commission. Included in both (internal, external) is tight financial control and record over our cash in and outflows, a clear and accurate budget for the current and upcoming fiscal year, strong partnership with our non-profit, and additional financial sustainability measures that are laid out in the financial performance metrics of our application.

## Attachment R

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

At the end of five years, we will know if our school is successful by seeing a steady enrollment of students, repeat families enrolling their younger children, students achieving at and above the State average on assessments, a governing board that is still in existence with the founding board members still largely involved, more partnerships with community organizations, accurate documentation of our finances, and a growing school body/campus that is meeting the needs of the North Shore community of Maui County. Our school will remain firmly grounded in its original mission and vision, recognized as the top middle school of choice in the area.

We will have no major compliance issues over the first five years, our facilities will be acquired and sustainable, our board will be thriving, our school culture will be supportive and nurturing, with student leaders at the forefront, we will have a committed community of family members, teachers, administrators, and community members, our staff will be full with a high retention rate. We will have a well-respected reputation at the school, county, and state level. Our funding will continue to come in each year from many different organizations that believe in our school's mission and vision.

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

STEP 1: Build clarity and alignment - The board will need to begin by ensuring that every board member has a clear understanding of their role and responsibilities to the board and school. They will need to form sub-committees which take on areas of each board member's specific expertise, such as a Finance Committee. We will need to work closely with each other, with the school leadership, with staff and families of our school, with our community, with schools in our complex and complex leadership, with our non-profit, and the local education community, and with the Charter Commission to ensure partnership, alignment, swift and effective corrective action, and overall responsiveness to the needs of our growing school.

STEP 2: Build a proactive culture – We will need to closely abide by the performance metrics and protocol outlined in our charter to maintain a culture of active governance and proactive intervention so that we are ahead of issues and, if they do arise, we deal with them immediately. Proactive communication and messaging will be important to ensure that the narrative is controlled by the board as much as possible and is in alignment with what we set out to achieve in our charter.

STEP 3: Development – Diverse board members with varying perspectives and expertise are a priority; internal development of our existing board is important to the health of the school. Bi-annual board retreats will be beneficial in year one, and annual retreats in subsequent years will ensure that our board members' development continues as the school grows and changes.

STEP 4: Reflection and improvement – Taking time to step back in order to reflect on successes and needs for improvement at quarterly and yearly intervals; bringing in external perspectives, engaging feedback, adjusting, creating new policies, innovating, using a typical data-driven cycle of assessment, analysis, and action to ensure success as a growing, living, thriving school.

## Attachment R

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

Ethics and integrity are central to our school operation and culture. If there is an unethical act, it will be noted and brought to the board chair and addressed accordingly. This will likely result in addressing the person involved, bringing the act to the board overall, and following bylaws and procedures to take corrective action. (If legal and unethical, it could mean a vote off the board; if illegal, we would engage proper authorities to address the situation). If the board chair is involved, the procedure would shift in that the school director and/or other board members would be involved to follow a similar pattern of events. Ultimately, the bylaws, Charter Commission expectations, and state statute will determine procedure once actions are brought to the overall board. Transparency is very important to the operation of our school and our board.

### Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I/we do not know these individuals  Yes I know Rana Boone: we were classmates and sports teammates in high school. We have remained in touch as adults. Daria Boone is an acquaintance who I met through her sister, Rana. Both Rana and Daria will move off of the Applicant Governing Board and will not be governing board members once the school is in operation. I attended high school with Kahokule'a Haiku for a few years, and have had contact with him a few times since then.
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.  
 I/we do not know any such employees  Yes Rana Boone and Daria Boone will be Co-Directors of the school. See response to disclosure question #1 for precise nature of relationship.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I/we do not know any such persons  Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I/we do not anticipate conducting any such business  Yes
5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.  
 I/we do not have a financial interest  Yes

Attachment R

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

Certification

I, Jennifer Gutierrez, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.

  
Signature

February 1, 2022

Date

## **Jennifer Gutierrez, Board Member**

Growing up on the islands of Oahu and Maui, Jennifer grew up in a multilingual home and not only developed an appreciation for, but a passion for the multi-faceted world of language. Throughout her formative years, her curiosity for languages continued to expand and led her to study Japanese in high school, and Hawaiian and Spanish in college. She attributes her language development to the access she had to native speakers in the community. As an educator today, Jennifer firmly believes in the importance of giving students opportunities for authentic and meaningful experiences outside of the four walls of a classroom. She is a proud alumna of Pukalani Elementary, Samuel Enoka Kalama Intermediate, and St. Anthony High School on Maui.

With almost 20 years of experience in the education field, Jennifer shares a plethora of educational background and academic expertise. For the past three years, she has been an English Learner (EL) Coordinator and Teacher at a public elementary school on Oahu. Prior to this position, she served as a Leeward District Resource Teacher in the Campbell-Kapolei Complex Area, providing support to 12 elementary, 3 middle, and 2 high schools. Jennifer has taught at the K-6 level as a General Education teacher, Curriculum Coordinator, Academic Coach, International Baccalaureate Coordinator, Gifted and Talented coordinator/teacher, and Hawaiian Studies teacher. Through her studies at the University of Hawai'i at Manoa, she earned the following degrees: Bachelor of Arts in Hawaiian Studies, Bachelor of Education in Elementary Education, Master of Education in Curriculum Studies--Language Arts and Literacy. Through her Master's program, she also completed a Reading Graduate Certificate for grades K-12. Jennifer continues to expand her knowledge and experience by participating in various content area and teacher leadership professional development opportunities, as well as being an active member of professional learning communities (PLCs) in her field.

Jennifer currently resides in Ewa Beach, Oahu, with her husband and son. When she is not teaching, she enjoys reading, cooking, traveling, and exploring the outdoors with her friends and family.

**JENNIFER GUTIERREZ**

**EDUCATION**

UNIVERSITY OF HAWAII AT MANOA, Honolulu, Hawaii

M.Ed. Curriculum Studies, Language Arts and Literacy,  
Reading K-12 Graduate Certificate

B.Ed. Elementary Education,

B.A. Hawaiian Studies,  
Hawaiian Language Certificate,

**PROFESSIONAL EXPERIENCE**

**HOOKELE ELEMENTARY SCHOOL** **2019 - present**  
Department of Education, Leeward District, Kapolei, Hawaii  
*English Learner (EL) Coordinator/Teacher*

**JAMES CAMPBELL HIGH SCHOOL** **2018 - 2019**  
Department of Education, Leeward District, Ewa Beach, Hawaii  
*Student Activities Teacher*

**CAMPBELL-KAPOLEI SCHOOL SUPPORT CENTER** **2016 - 2018**  
Department of Education, Leeward District, Ewa Beach, Hawaii  
*Comprehensive Student Support System (CSSS)  
Response to Intervention (RTI) Complex Area Resource Teacher*

**IROQUOIS POINT ELEMENTARY SCHOOL** **2005 - 2015**  
Department of Education, Leeward District, Ewa Beach, Hawaii  
*Grade 2 Teacher  
Gifted and Talented Coordinator/Teacher  
Curriculum Coordinator  
Academic Coach  
International Baccalaureate (IB) Coordinator*

**AHUIMANU ELEMENTARY SCHOOL** **2004 - 2005**  
Department of Education, Windward District, Kaneohe, Hawaii  
*Grade 1 Teacher*

**HAWAII DEPARTMENT OF EDUCATION** **2002 - 2004**  
*Substitute Teacher*

**NUUANU ELEMENTARY SCHOOL** **2001 - 2002**  
Department of Education, Honolulu District, Honolulu, Hawaii  
*Grade 4 Teacher*



**QUALIFICATIONS/ PROFESSIONAL DEVELOPMENT**

Hawaii Teacher Standards Board (HTSB) Advanced License – Teacher Leader

Every Student Succeeds Act (ESSA) Highly Qualified Teacher (HQT)

Educator Effectiveness System (EES) – Highly Effective/Distinguished Rating

Sheltered Instruction Qualification (SIQ)

***CONTENT AREA Professional Development***

Achieve3000

Reading Wonders

i-Ready Diagnostic and Instruction

Renaissance Learning (Star)

Imagine Learning

Multisensory Structured Language (MSL) Approach to Literacy

Readers' Workshop: Kathy Collins, Stephanie Harvey, Anne Goudvis

Writers' Workshop: Katie Wood Ray, Lester Laminack, Ralph Fletcher

Hawaii Writing Project

Integrating Geography with Language Arts

Arts First Institute – Art Strategies for Literacy

Common Core and the Power of Arts Integration

Teachers of English to Speakers of Other Languages (TESOL) International Convention

***LEADERSHIP AND LEARNING Professional Development***

Visible Learning

Adaptive Schools

Schools of the Future Conference

New Teacher Center Mentor Training

International Center for Leadership in Education, Model Schools Conference

International Center for Leadership in Education, Inclusion Training

Collaborative Professional Learning Team: Become a Learning School

Classroom Assessment for Student Learning – Jan Chappuis

Next Generation: Leaders and Learners – Common Core, Assessments & Data Teams

Leadership Symposium, Leadership for Learning: From Successful Practices to Action

Joint Venture Education Forum (JVEF) – Military Culture Course

Solution Tree, Professional Learning Communities at Work Institute

Hawaii Conference on Differentiated Instruction - Grades K-8

National Council of Teachers of English Conference

Ceeds of Peace: Preparing Leaders in Civic Action, Critical Problem-solving, and Multiculturalism

Council for Exceptional Children Conference

Staff Development for Educators Differentiated Instruction Conference

***INTERNATIONAL BACCALAUREATE (IB) Professional Development***

(Served as IB Coordinator during the candidacy, authorization and evaluation processes)

***IB Primary Years Program- Iroquois Point Elementary School***

Introduction to Primary Years Program  
Primary Years Program for Administration and Coordinators  
Inquiry  
Promoting International Mindedness  
The Role of Science and Social Studies  
Exhibition  
Concept Based Learning

***IB Diploma Program – James Campbell High School***

Diploma Program Coordination  
Diploma Program Administrator

**ADDITIONAL ROLES**

Complex Area Support Team (Joint CAST) member  
Academic Review Team (ART) member  
Data Team Facilitator  
Gifted/Talented Program Assessment Coordinator (screening, identification, placement)  
Hawaii State Assessment (scheduling, proctoring, data collection/analysis/reporting)  
Grade Level and Faculty Meeting Presenter/Facilitator  
Spanish Program Coordinator  
Grade Level Chair  
Curriculum Fair Coordinator  
Spelling Bee Coordinator and Coach  
Geography Bee Coordinator and Coach  
Family Geography Night Coordinator  
Read Across America Coordinator  
Parent Teacher Association (PTA) Teacher Representative  
International Baccalaureate Exhibition Mentor  
Hawaii International Baccalaureate World Schools (HAIBWS) Primary Years Program (PYP) Liaison

## Board Member Information

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

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

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

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

### **Background: Your Role and Experience**

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

Maui Academy of Arts and Sciences

2. Contact information:

Name: Kahokule'a Haiku

Phone: [REDACTED]

E-mail: [REDACTED]

1. Describe your role and indicate your position on the governing board.

Founding Board Member. I am responsible for governing with others to ensure that our school is delivering on its mission to educate its students, and that our organization is fulfilling its duties as a steward of public funds. I am a representative of the school in public spaces: raising awareness of and public support for the school. I am committed to meeting at our annual board meeting, as well as every two to three months in the planning year(s) of the school start-up; I expect to attend monthly board meetings once the school is open and in session. I plan to attend two board retreats in the planning year(s), and one retreat annually in the years following. I understand that I may attend additional committee meetings and an additional yearly retreat as required by any committee that I join.

## Attachment R

2. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.  
 Resume and professional bio are attached to this form. Please see attachments as well as the information contained in the Intent To Apply Packet.
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.  
 Does not apply to me    Yes
4. Why do you wish to serve on the governing board of the proposed charter school?

I believe in the need for another tuition-free school option for the children of Maui. We are the only island without a Hawaiian culture- based school. I want to serve on the board to help shape what this school will offer our keiki. Through my leadership I will ensure that the board serves its responsibilities to the children, families and community of the North Shore.

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

My role is to advance the charter school's mission and support academic achievement. I will work closely with board members and the school leader to meet the goals we set out to accomplish for the keiki and families of Upcountry Maui. I am to help ensure that the school is operating in accordance with its original purpose and abiding by its legal responsibilities. I may serve on a committee to share my specific expertise, while largely focusing on academic excellence, increasing student achievement, making sure our board acts strategically, raising and using resources wisely, fulfilling all compliance expectations, and managing both the school leader and our board members.

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

I am an award-winning Cultural Educator, Native Hawaiian adventurer, Kahu Musician, and Conservationist. I was born on the Island of O'ahu and raised in the traditional way by my grandparents on the island of Maui. With the guidance of my elders, the mountains and the ocean were my classroom and my playground. I have many years' experience as an educator at Waimea Valley on O'ahu. I am currently the resident Cultural Ambassador at a Maui resort, as well as a kumu of Hawaiiana at a local elementary school. I bring my cultural expertise to our school board.

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

## Attachment R

I am a third generation Kamehameha Schools graduate and a pioneer in Distance Learning Education. I have over 20 years of professional Cultural Education work experience. I specialize in creating and facilitating traditional curriculum based education programs for students, as well as for the visitor industry. I am also a cultural advisor for the film industry. I have been recognized frequently for my work, and have been featured in several national and international publications

### School Mission and Plan

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

After spending the last four years working with this applicant governing board, I am very familiar with the school's mission and guiding beliefs. They are as listed below:

**Our Mission:** Maui Academy of Arts and Sciences develops individuals who are capable, connected, and cared for. Our school culture fosters confidence through active, collaborative place-based learning experiences inside and outside the classroom. Our students are empowered leaders who are engaged both locally and globally; they leave us fully prepared for rigorous high school and the world beyond.

**Our Vision:** Maui Academy of Arts and Sciences is the school of choice for all of Maui's students who seek to engage in work that matters to them while impacting the broader community. Working with experts beyond the walls of our school, our students self-select field work and projects they see a societal need to pursue. In this way our children develop an emerging sense of their own purpose and internalize that they are agents of change. The inquiry-based curriculum exposes students to community challenges in order to innovate real-world solutions. Our school nurtures students' creativity, curiosity, and desire to contribute their gifts to society for the greater good.

**Guiding Beliefs:** In Maui's North Shore and Upcountry communities, our families currently have just one public middle school option. We are excited to present a second public option through Maui Academy. Our academic goal is to consistently increase student achievement year over year until we meet or exceed the State's academic goals for our students. We will accomplish this through rigorous instruction with a keen focus on student-driven goal setting, frequent monitoring, and student-selected project-based learning. We have additional cultural and student wellness goals that are the pillars of our school model. These pillars are rooted in our **Core Values**:

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- Pono/Righteousness-- We strive to be morally righteous and fair. Our ethics guide our identification of problems and direct us to find socially just solutions.

## Attachment R

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- Haʻaheo/Pride: We put forth our best efforts in all things. We take pride in learning, asking, engaging, trying, and trying again. We take pride in ourselves and in turn, we make our families, teachers, and communities proud.

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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 learning the Common Core State Standards via cross-curricular learning units Monday through Thursday. On Fridays, students will apply their learning via field work in the community. For the Friday hands-on learning experience in the environment, students will have the choices to either work in teams to do research and design, work individually or in groups to take action on their project, or engage with community experts on how to solve their self-selected problem. Master teaching experts from the community will lead these sessions with the support of a schoolteacher. 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 unique to MAAS, not currently being offered by any other school on the island of Maui. This is just one example of the approach taken to learning that sets Maui Academy of Arts and Sciences apart from other middle schools on the island.

Assessments will include the process and culmination of hands-on learning projects in service to the community, as well as the required state standardized testing at End of Year. All students will take part in additional Beginning of Year and Middle of Year assessments to gauge student baseline and growth/mastery data. Interim assessments will take place as teachers determine they are

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needed. After Beginning of Year assessments, students will set their own individualized learning goals, tracking their own progress toward those goals throughout the year with the support of their teachers and families. This approach leads to more authentic learning and engagement, which is the purpose of inquiry-based and student-centered instructional models.

At Maui Academy of Arts and Sciences we have also set holistic aims for the whole child: Student Wellness and Community Belonging. These are integrated into the daily curriculum, as they greatly impact a student's overall academic performance. We strive to create a trauma-sensitive environment so that all our learners feel safe, included, and well-known by staff and peers alike. Students complete a daily personal reflection on the Wellness Wheel tool to check in on their own well-being. They share this with a peer, parent, or staff member on one day each week. We embrace equity and justice (both social and environmental) through our focus on community involvement. We believe that communities are strengthened by those who live there and know what is best for the people with whom the space is shared. Empowering our community and its keiki is our paramount goal. These are some examples of how the school's Academic Plan is rounded out with emphasis placed on the school culture via a focus on Community Belonging and Student Wellness.

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

The characteristics of a successful school are rooted in the school's mission and vision; students who internalize that they are the change agents of tomorrow; a leadership team that inspires, motivates, respects all, and is respected; teachers who embrace high standards for teaching in their classrooms and hold learners to high expectations; strong community support from parents, families and community members; and staff professional development to meet the needs of the 21st century learner. The school has a strong governing board, along with a PTA that supports the faculty. Students are driven to go beyond the classroom walls to learn and engage in their individual visions of a better tomorrow. Students are supported by master teachers in the community who take very seriously their responsibility to share their knowledge and help develop the next generation of cultural and environmental stewards of our island home.

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

Academically: First, we will employ traditional and mandated indicators of student success (i.e. SBA test results, BOE policy adherence, BOE strategic plan adherence, etc.). Student results on interim and end of year standardized assessments are strong, and trending upward. Students show ownership of individual learning goals within their core classes. Students can narrate their own understanding of their growth over time, as well as how the school learning model has impacted them. Students can clearly describe the positive impact they have had on the environment and larger community, and support this description with specific evidence. Survey results will indicate that students, parents, staff, community stakeholders, and board members feel included, engaged, empowered, and satisfied with the school.

Organizationally: The school is stable in its staffing; retention is high, turnover is low due to a positive work climate and unity around a common goal. Communication is clear across all channels; all stakeholders feel included and aware of how the school is progressing. The school adheres to sound



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policies and procedures, is consistent in prioritizing transparency and effectiveness of operations, and operates in compliance with all state and federal laws.

Financially: Compliance with all Commission, State, and Federal guidelines is prioritized and consistent. Enrollment and committed funds are stable and growing, allowing the school to operate with stability and predictability. The school adheres to state performance metrics and maintains an increasing reserve and funding support. Supporters recommend our school to other potential donors as a solid investment for the community benefit.

We will know the school is not succeeding if any of the three focus areas listed above are not being met. The Board will need to act swiftly to correct any decline in any one of these foundational areas of board governance.

### Governance

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

The board's mission is to support the school in the governance of high-level academic, organizational, and financial strategy to enable the school to operate a high quality, viable educational program as outlined in the academic plan. Governance within our model will mean providing the resources, thought-partnership, and strategic support to empower MAAS with adequate autonomy to operate our educational model, while also working diligently to help us hold ourselves accountable to the goals, metrics, and success indicators outlined in our charter. Strategic counsel across academic, organizational, and financial pillars of our school model, from the perspective of a managing board, is essential to the effective delivery of our educational program, as well as the success of our students.

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

With review of our school's mission and vision, coupled with review of our Comprehensive Needs Assessment (CNA) that drives our Academic Financial Plan (AFP), along with results from our School Quality Survey (SQS), and our annual state testing results (STRIVE HI), we will know if we are successful academically after Year One. If our Year One class of sixth graders show growth and proficiency has increased from students' previous years' test scores, we will know Year One was successful. Anecdotally, when we hear people in the community speaking highly of our school, we will further know that Year One was a success.

Organizationally, internally, we will look to gauge three buckets: (1) compliance, (2) climate, and (3) charter. We will assess data, personnel performance, and any corrective action that was necessary over the course of the year to determine the year's success. Externally, our main priority is compliance with the Charter Commission through both Epicenter tasks as well as any additional compliance-related tasks. Lastly, having secured a building or space to grow into our next year will be a key success indicator.

Financially, we will look internally, to see that we meet our own framework metrics and are building a sustainable financial position, in compliance with charter, state, and federal guidelines (law). Externally, we meet the financial performance metrics laid forth by the Charter Commission. Included in both (internal, external) is tight financial control and record over our cash in



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and outflows, a clear and accurate budget for the current and upcoming fiscal year, strong partnership with our non-profit, and additional financial sustainability measures that are laid out in the financial performance metrics of our application.

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

At the end of five years, we will know if our school is successful by seeing a steady enrollment of students, repeat families enrolling their younger children, students achieving at and above the State average on assessments, a governing board that is still in existence with the founding board members still largely involved, more partnerships with community organizations, accurate documentation of our finances, and a growing school body/campus that is meeting the needs of the North Shore community of Maui County. Our school will remain firmly grounded in its original mission and vision, recognized as the top middle school of choice in the area.

We will have no major compliance issues over the first five years, our facilities will be acquired and sustainable, our board will be thriving, our school culture will be supportive and nurturing, with student leaders at the forefront, we will have a committed community of family members, teachers, administrators, and community members, our staff will be full with a high retention rate. We will have a well-respected reputation at the school, county, and state level. Our funding will continue to come in each year from many different organizations that believe in our school's mission and vision.

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

**STEP 1: Build clarity and alignment** - The board will need to begin by ensuring that every board member has a clear understanding of their role and responsibilities to the board and school. They will need to form sub-committees which take on areas of each board member's specific expertise, such as a Finance Committee. We will need to work closely with each other, with the school leadership, with staff and families of our school, with our community, with schools in our complex and complex leadership, with our non-profit, and the local education community, and with the Charter Commission to ensure partnership, alignment, swift and effective corrective action, and overall responsiveness to the needs of our growing school.

**STEP 2: Build a proactive culture** – We will need to closely abide by the performance metrics and protocol outlined in our charter to maintain a culture of active governance and proactive intervention so that we are ahead of issues and, if they do arise, we deal with them immediately. Proactive communication and messaging will be important to ensure that the narrative is controlled by the board as much as possible and is in alignment with what we set out to achieve in our charter.

**STEP 3: Development** – Diverse board members with varying perspectives and expertise are a priority; internal development of our existing board is important to the health of the school. Bi-annual board retreats will be beneficial in year one, and annual retreats in subsequent years will ensure that our board members' development continues as the school grows and changes.

**STEP 4: Reflection and improvement** – Taking time to step back in order to reflect on successes and needs for improvement at quarterly and yearly intervals; bringing in external perspectives, engaging

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feedback, adjusting, creating new policies, innovating, using a typical data-driven cycle of assessment, analysis, and action to ensure success as a growing, living, thriving school.

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

Ethics and integrity are central to our school operation and culture. If there is an unethical act, it will be noted and brought to the board chair and addressed accordingly. This will likely result in addressing the person involved, bringing the act to the board overall, and following bylaws and procedures to take corrective action. (If legal and unethical, it could mean a vote off the board; if illegal, we would engage proper authorities to address the situation). If the board chair is involved, the procedure would shift in that the school director and/or other board members would be involved to follow a similar pattern of events. Ultimately, the bylaws, Charter Commission expectations, and state statute will determine procedure once actions are brought to the overall board. Transparency is very important to the operation of our school and our board.

### Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I/we do not know these individuals  Yes I know Rana Boone: we were classmates for one year of high School. Rana and I were also acquaintances for one year of college and for one year when our workplace paths crossed. However, Rana Boone will move off of the Applicant Governing Board and will not be a governing board member once the school is in operation.
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.  
 I/we do not know any such employees  Yes I know Rana Boone. She will be a school Co-Director. See #1 for details on the precise nature of the relationship.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I/we do not know any such persons  Yes Click or tap here to enter text.
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I/we do not anticipate conducting any such business  Yes Click or tap here to enter text.

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

### Certification

I,   Kahokule'a Haiku  , certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board

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member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.

  
\_\_\_\_\_  
Signature

February 1, 2022  
Date

**Kahokule'a Haiku, Board Member.**

Aloha! My name is Kahokule'a Haiku. I am an award-winning Cultural Educator, Native Hawaiian Adventurer, Kahu, Musician, and Conservationist. I was born on the island of O'ahu and raised in the traditional way by my grandparents on the island of Maui. With the guidance of my elders, the mountains and the ocean were my classroom and playground. I am a third generation Kamehameha Schools graduate and a pioneer in Distance Learning Education.

I have 20 years of professional Cultural Education work experience. I am currently the resident Cultural Practitioner and Cultural Advisor at a prominent local resort. I am also excited to be working as a kumu of Hawaiian Students at a local public school. I specialize in creating and facilitating traditional Hawaiian curriculum-based education programs for students, as well as for the visitor industry. I am also a cultural advisor for the film industry. I have been recognized for my work and have been featured in several national and international publications such as The National Geographic Traveler magazine, the Chicago Tribune, People Magazine, Alaska Airlines magazine, Hawai'i magazine, and the Sydney Morning Herald. I have also been a Na Hoku Hanohano Award finalist for my music and was a Hawai'i Poetry Slam finalist.

*"...We were lucky to have Mr. Haiku, a veritable cultural encyclopedia..." - The New York Times, 2011*

## Kahokule'a Haiku

Aloha! My name is Kahokule'a Haiku. I am an award-winning Cultural Educator, Native Hawaiian Adventurer, Kahu, Musician, and Conservationist. I was born on the island of O'ahu and raised in the traditional way by my grandparents on the island of Maui. With the guidance of my elders, the mountains and the ocean were my classroom and playground. I am a third generation Kamehameha Schools graduate and a pioneer in Distance Learning Education. I have 20 years of professional Cultural Education work experience. I specialize in creating and facilitating traditional curriculum based education programs for students, as well as for the visitor industry. I am also a cultural advisor for the film industry. I have been recognized for my work, and have been featured in several national and international publications.

"..We were lucky to have Mr. Haiku, a veritable cultural encyclopedia..." -The New York Times, 2011

### Education

██████████ Kamehameha Schools graduate, Kapālama Campus  
██████████ Windward Community College/ Polynesian Voyaging Program  
██████████ Menlo College, CA.

### Professional Experience

1993-1994	Hawaii Interactive Television System	Distance Learning Specialist
1997-1998	Kamehameha Schools , Kapālama Campus	Distance Learning Specialist
1998-2002	Royal Hawaiian Shopping Center	Promotions and Cultural Events Coordinator
2002-2003	Envisions Entertainment Productions	Nursery Manager
2004-2008	Turtle Bay Resort	Food and Beverage Department
2008-2011	Waimea Valley, Hi'ipaka LLC	Cultural Field Educator
2011-2013	Waimea Valley, Hi'ipaka LLC	Volunteer and Service Learning Programs Dept Coordinator, Lifeguard Dept. Manager
2012-2018	Turtle Bay Resort	Cultural Consultant , Educator, Wedding Officiant
2013-2018	Hawaiian Hiking Company	Owner/ Cultural Consultant/ Cultural Educator
2016-2018	Hans Hedemann Surf Inc.	Cultural Consultant, Canoe Guide, SUP Guide.

### Awards and Recognition

2008 Nā Hōkū Hanohano Award Finalist.  
2011 Hawaii Slam Poetry Finalist  
2012 Aloha Council Boy Scouts of America- Hawaiiana Award Recipient  
2016 38th Annual Da Hui Paddle Race- 1st Place /Alaia division

**Publications**

2011 Featured in The New York Times  
2011 Featured in Hawai'i Magazine  
2012 Featured in The Sydney Morning Herald  
2013 featured in AFAR Magazine  
2014 Featured in Travel Age West Magazine  
2014 Featured in Alaska Airlines Magazine  
2015 featured in The Chicago Tribune  
2016 Featured in People Magazine  
2018 Featured in National Geographic Traveler Magazine

**References**

Denise Antolini Associate Dean for Academic Affairs, William S. Richardson School of Law,  
University of Hawai'i, Manoa [REDACTED]

Dee-Ann Heely Director of Labor and Employee Relations, The Queen's Health Systems  
\*former Human Resources Director, Waimea Valley, Hi'ipaka LLC  
[REDACTED]

Michael Coyle C.F.O. Replay Resorts [REDACTED]  
\*former C.E.O. Turtle Bay Resorts LLC

Stewart Coleman President, Surfrider Foundation- O'ahu Chapter [REDACTED]

Bobby Balouskas \*former Head Manager at Hans Hedemann Surf Inc. [REDACTED]  
Race Randle Project Manager, Howard Hughes Corporation [REDACTED]  
Michael Stewart President, Sustainable Surf [REDACTED]

**Online References and Publications**

Featured in New York Times:  
<http://travel.nytimes.com/2011/12/04/travel/hiking-in-hawaiiis-waimea-valley.html>

Featured in the Sydney Morning Herald  
<http://www.smh.com.au/travel/holiday-type/beach/the-isles-that-bind-20120921-26aei.html>

Featured in The Examiner:  
<http://www.examiner.com/article/waimea-valley-s-keiki-fun-book-available-for-2>

Featured in Hawai'i Magazine:  
<http://gh.zinio.com/sitemap/Travel-magazines/HAWAII-Magazine/Nov-Dec-11/cat1960030/is-416193183/pg-16>

Featured in Honolulu Star Bulletin:

<http://the.honoluluadvertiser.com/article/2009/Dec/07/hi/hawaii912070316.html>

Featured in Ka Wai Ola/ Office of Hawaiian Affairs Newspaper:

<http://iissuu.com/kawaiola/docs/kwo1202web>

Featured on University of Hawaii Environmental Law website:

<http://blog.hawaii.edu/elp/news-events/uncategorized/elp-explores-the-north-shore-less-travelled-in-waima-valley/#more-2815>



## Board Member Information

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

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

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

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

### **Background: Your Role and Experience**

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

Maui Academy of Arts and Sciences

2. Contact information:

Name: Staycie Kaholi

Phone: [REDACTED]

E-mail: [REDACTED]

1. Describe your role and indicate your position on the governing board.

As Board Secretary, my general responsibilities are to provide direction for the keeping of legal documents including minutes of all meetings of the board.

As a Founding Board Member I am responsible for governing with others to ensure that our school is delivering on its mission to educate its students, and that our organization is fulfilling its duties as a steward of public funds. I am a representative of the school in public spaces: raising awareness of and public support for the school. I am committed to meeting at our annual board meeting, as well as every two to three months in the planning year(s) of the school start-up; I expect to attend monthly board meetings once the school is open and in session. I plan to attend two board retreats in the planning year(s), and one retreat annually

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in the years following. I understand that I may attend additional committee meetings and an additional yearly retreat as required by any committee that I join.

2. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
  - Resume and professional bio are attached to this form. Please see attachments as well as the information contained in the Intent To Apply Packet.
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
  - Does not apply to me
  - Yes. Currently serving on the planning committee for the Maui Calls with Maui Arts & Cultural Center.

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

I believe in the need for another tuition-free school option for the children of Maui. We are the only island without a Hawaiian culture-based charter school. I want to serve on the board to help shape what this school will offer to our keiki. Through my leadership I want to ensure that the board serves its responsibilities to the children, families and community of the North Shore

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

My role is to advance the charter school's mission and support academic achievement. I will work closely with board members and the school leader to meet the goals we set out to accomplish for the keiki and families of Upcountry Maui. I am to help ensure that the school is operating in accordance with its original purpose and abiding by its legal responsibilities. I may serve on a committee to share my specific expertise, while largely focusing on academic excellence, increasing student achievement, making sure our board acts strategically, raising and using resources wisely, fulfilling all compliance expectations, and managing both the school leader and our board members.

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

I am adept at the operations management and planning while maintaining financial responsibilities. I am a strong member of the Maui community and seek to participate in organizations which serve the well being of our community

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

Skilled in operations management, human resources and long term planning with specific goal interests. 20+years experience in management.

### School Mission and Plan

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

After spending the last four years working with this applicant governing board, I am very familiar with the school's mission and guiding beliefs. They are as listed below:

**Our Mission:** Maui Academy of Arts and Sciences develops individuals who are capable, connected, and cared for. Our school culture fosters confidence through active, collaborative place-based learning experiences inside and outside the classroom. Our students are empowered leaders who are engaged both locally and globally; they leave us fully prepared for rigorous high school and the world beyond.

**Our Vision:** Maui Academy of Arts and Sciences is the school of choice for all of Maui's students who seek to engage in work that matters to them while impacting the broader community. Working with experts beyond the walls of our school, our students self-select field work and projects they see a societal need to pursue. In this way our children develop an emerging sense of their own purpose and internalize that they are agents of change. The inquiry-based curriculum exposes students to community challenges in order to innovate real-world solutions. Our school nurtures students' creativity, curiosity, and desire to contribute their gifts to society for the greater good.

**Guiding Beliefs:** In Maui's North Shore and Upcountry communities, our families currently have just one public middle school option. We are excited to present a second public option through Maui Academy. Our academic goal is to consistently increase student achievement year over year until we meet or exceed the State's academic goals for our students. We will accomplish this through rigorous instruction with a keen focus on student-driven goal setting, frequent monitoring, and student-selected project-based learning. We have additional cultural and student wellness goals that are the pillars of our school model. These pillars are rooted in our **Core Values:**

- **Mālama Honua/Care for the Earth--** We protect the environment. We understand that our health and well-being are directly connected to the health of our earth. We are deeply connected to this place, our ahupua'a, and our homeland.
- **'Imi/Seek:** We search for answers. We solve problems. We look for creative ways to do new things. We are bold, we ask questions that haven't been asked. We look to others who have more experience and ask them to guide us.
- **Pono/Righteousness--** We strive to be morally righteous and fair. Our ethics guide our identification of problems and direct us to find socially just solutions.

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- Kūpa'a/Steadfastness: We aim for our goals. When the going gets tough, we hang in, dig deeper, persevere. We ask for help when we need it. We encourage each other to give our all. We do not give up until we've done our best. We hold fast to our dreams, aspirations, goals, and vision.
- Kūlia/Aspire: We aim high. We strive to find and fulfill our purpose. We support each other, we lift one another up, and higher. We inspire our communities.
- Ka'ana/Share: We spread our knowledge. We give our time. We volunteer. We show each other that we care. We ask others to share with us what they have to give. We are part of a family and the larger community.
- Ha'aheo/Pride: We put forth our best efforts in all things. We take pride in learning, asking, engaging, trying, and trying again. We take pride in ourselves and in turn, we make our families, teachers, and communities proud.

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

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 learning the Common Core State Standards via cross-curricular learning units Monday through Thursday. On Fridays, students will apply their learning via field work in the community. For the Friday hands-on learning experience in the environment, students will have the choices to either work in teams to do research and design, work individually or in groups to take action on their project, or engage with community experts on how to solve their self-selected problem. Master teaching experts from the community will lead these sessions with the support of a schoolteacher. 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 unique to MAAS, not currently being offered by any other school on the island of Maui. This is just one example of the approach taken to learning that sets Maui Academy of Arts and Sciences apart from other middle schools on the island.

Assessments will include the process and culmination of hands-on learning projects in service to the community, as well as the required state standardized testing at End of Year. All students will take part in additional Beginning of Year and Middle of Year assessments to gauge student baseline and growth/mastery data. Interim assessments will take place as teachers determine they are needed.

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After Beginning of Year assessments, students will set their own individualized learning goals, tracking their own progress toward those goals throughout the year with the support of their teachers and families. This approach leads to more authentic learning and engagement, which is the purpose of inquiry-based and student-centered instructional models.

At Maui Academy of Arts and Sciences we have also set holistic aims for the whole child: Student Wellness and Community Belonging. These are integrated into the daily curriculum, as they greatly impact a student's overall academic performance. We strive to create a trauma-sensitive environment so that all our learners feel safe, included, and well-known by staff and peers alike. Students complete a daily personal reflection on the Wellness Wheel tool to check in on their own well-being. They share this with a peer, parent, or staff member on one day each week. We embrace equity and justice (both social and environmental) through our focus on community involvement. We believe that communities are strengthened by those who live there and know what is best for the people with whom the space is shared. Empowering our community and its keiki is our paramount goal. These are some examples of how the school's Academic Plan is rounded out with emphasis placed on the school culture via a focus on Community Belonging and Student Wellness.

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

The characteristics of a successful school are rooted in the school's mission and vision; students who internalize that they are the change agents of tomorrow; a leadership team that inspires, motivates, respects all, and is respected; teachers who embrace high standards for teaching in their classrooms and hold learners to high expectations; strong community support from parents, families and community members; and staff professional development to meet the needs of the 21st century learner. The school has a strong governing board, along with a PTA that supports the faculty. Students are driven to go beyond the classroom walls to learn and engage in their individual visions of a better tomorrow. Students are supported by master teachers in the community who take very seriously their responsibility to share their knowledge and help develop the next generation of cultural and environmental stewards of our island home.

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

Academically: First, we will employ traditional and mandated indicators of student success (i.e. SBA test results, BOE policy adherence, BOE strategic plan adherence, etc.). Student results on interim and end of year standardized assessments are strong, and trending upward. Students show ownership of individual learning goals within their core classes. Students can narrate their own understanding of their growth over time, as well as how the school learning model has impacted them. Students can clearly describe the positive impact they have had on the environment and larger community, and support this description with specific evidence. Survey results will indicate that students, parents, staff, community stakeholders, and board members feel included, engaged, empowered, and satisfied with the school.

Organizationally: The school is stable in its staffing; retention is high, turnover is low due to a positive work climate and unity around a common goal. Communication is clear across all channels; all stakeholders feel included and aware of how the school is progressing. The school adheres to sound

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policies and procedures, is consistent in prioritizing transparency and effectiveness of operations, and operates in compliance with all state and federal laws.

Financially: Compliance with all Commission, State, and Federal guidelines is prioritized and consistent. Enrollment and committed funds are stable and growing, allowing the school to operate with stability and predictability. The school adheres to state performance metrics and maintains an increasing reserve and funding support. Supporters recommend our school to other potential donors as a solid investment for the community benefit.

We will know the school is not succeeding if any of the three focus areas listed above are not being met. The Board will need to act swiftly to correct any decline in any one of these foundational areas of board governance.

### Governance

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

The board's mission is to support the school in the governance of high-level academic, organizational, and financial strategy to enable the school to operate a high quality, viable educational program as outlined in the academic plan. Governance within our model will mean providing the resources, thought-partnership, and strategic support to empower MAAS with adequate autonomy to operate our educational model, while also working diligently to help us hold ourselves accountable to the goals, metrics, and success indicators outlaid in our charter. Strategic counsel across academic, organizational, and financial pillars of our school model, from the perspective of a managing board, is essential to the effective delivery of our educational program, as well as the success of our students.

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

With review of our school's mission and vision, coupled with review of our Comprehensive Needs Assessment (CNA) that drives our Academic Financial Plan (AFP), along with results from our School Quality Survey (SQS), and our annual state testing results (STRIVE HI), we will know if we are successful academically after Year One. If our Year One class of sixth graders show growth and proficiency has increased from students' previous years' test scores, we will know Year One was successful. Anecdotally, when we hear people in the community speaking highly of our school, we will further know that Year One was a success.

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Financially, we will look internally, to see that we meet our own framework metrics and are building a sustainable financial position, in compliance with charter, state, and federal guidelines (law).

Externally, we meet the financial performance metrics laid forth by the Charter Commission. Included in both (internal, external) is tight financial control and record over our cash in and outflows,

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a clear and accurate budget for the current and upcoming fiscal year, strong partnership with our non-profit, and additional financial sustainability measures that are laid out in the financial performance metrics of our application.

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

At the end of five years, we will know if our school is successful by seeing a steady enrollment of students, repeat families enrolling their younger children, students achieving at and above the State average on assessments, a governing board that is still in existence with the founding board members still largely involved, more partnerships with community organizations, accurate documentation of our finances, and a growing school body/campus that is meeting the needs of the North Shore community of Maui County. Our school will remain firmly grounded in its original mission and vision, recognized as the top middle school of choice in the area.

We will have no major compliance issues over the first five years, our facilities will be acquired and sustainable, our board will be thriving, our school culture will be supportive and nurturing, with student leaders at the forefront, we will have a committed community of family members, teachers, administrators, and community members, our staff will be full with a high retention rate. We will have a well-respected reputation at the school, county, and state level. Our funding will continue to come in each year from many different organizations that believe in our school's mission and vision.

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

**STEP 1: Build clarity and alignment** - The board will need to begin by ensuring that every board member has a clear understanding of their role and responsibilities to the board and school. They will need to form sub-committees which take on areas of each board member's specific expertise, such as a Finance Committee. We will need to work closely with each other, with the school leadership, with staff and families of our school, with our community, with schools in our complex and complex leadership, with our non-profit, and the local education community, and with the Charter Commission to ensure partnership, alignment, swift and effective corrective action, and overall responsiveness to the needs of our growing school.

**STEP 2: Build a proactive culture** – We will need to closely abide by the performance metrics and protocol outlined in our charter to maintain a culture of active governance and proactive intervention so that we are ahead of issues and, if they do arise, we deal with them immediately. Proactive communication and messaging will be important to ensure that the narrative is controlled by the board as much as possible and is in alignment with what we set out to achieve in our charter.

**STEP 3: Development** – Diverse board members with varying perspectives and expertise are a priority; internal development of our existing board is important to the health of the school. Bi-annual board retreats will be beneficial in year one, and annual retreats in subsequent years will ensure that our board members' development continues as the school grows and changes.

**STEP 4: Reflection and improvement** – Taking time to step back in order to reflect on successes and needs for improvement at quarterly and yearly intervals; bringing in external perspectives, engaging

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feedback, adjusting, creating new policies, innovating, using a typical data-driven cycle of assessment, analysis, and action to ensure success as a growing, living, thriving school.

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

Ethics and integrity are central to our school operation and culture. If there is an unethical act, it will be noted and brought to the board chair and addressed accordingly. This will likely result in addressing the person involved, bringing the act to the board overall, and following bylaws and procedures to take corrective action. (If legal and unethical, it could mean a vote off the board; if illegal, we would engage proper authorities to address the situation). If the board chair is involved, the procedure would shift in that the school director and/or other board members would be involved to follow a similar pattern of events. Ultimately, the bylaws, Charter Commission expectations, and state statute will determine procedure once actions are brought to the overall board. Transparency is very important to the operation of our school and our board.

### Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
  - I/we do not know these individuals
  - Yes—I know Daria Boone since we attended church together as teenagers. However, Daria Boone will move off of the Applicant Governing Board and will not be a governing board member once the school is in operation.
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
  - I/we do not know any such employees
  - Yes, Daria Boone will be a Co-Director. We have known each other since high school.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
  - I/we do not know any such persons
  - Yes Click or tap here to enter text.
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
  - I/we do not anticipate conducting any such business
  - Yes Click or tap here to enter text.



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

## Certification

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I, Staycie Kaholi, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.



A large black rectangular redaction box covers the signature area.

Signature

February 1, 2022

Date

**Stacye Kaholi, Board Secretary.**

Stacye comes to the Board with 20 years of experience in Human Resources partnership at the retail level. She was recently promoted to Director of Tiffany & Co., Ala Moana, where she manages \$40 million in revenue. Prior to this promotion, as the Director at Tiffany & Co., Wailea, Hawai'i, Stacye gained extensive managerial experience in sales and service, working specifically in luxury retail. She has consistently maintained top sales for Tiffany & Co. both locally and globally. She has also excelled in Human Resources management, specifically in the hiring and firing of personnel. Prior to this role, Stacye was the store manager of Louis Vuitton, Wailea, Hawai'i. She is seasoned in all aspects of operational management. Stacye is able to consistently realize corporate sales targets; she has a strong knowledge of the local market and experience in developing clientele. She is also highly skilled in motivating teams and building morale, as well as experience in strategic planning and client development.

A mother of four boys, Stacye goes above and beyond in both her home life and work life. She supports and participates in multiple community endeavors such as the Shane Victorino Annual Fundraiser, sits on the Planning Board with the Maui Arts and Cultural Center for its annual Maui Calls fundraiser, and is a Community Partner with Book Trust of Hawai'i. In her free time, Stacye enjoys the ocean, beach days, and time with her family.



# Staycie Kaholi

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## Accomplishments

Extensive managerial experience in sales and service, working specifically in luxury retail. Seasoned in all aspects of operational management. Ability to consistently realize corporate sales targets. Strong knowledge of local market and experience in developing clientele. Skilled in motivating teams and building morale.

## Professional Experience

### Director – Tiffany & Co., Wailea, HI • Jan 2014 – Present

- Lead the team of SP's to achieve and drive individual sales targets utilizing clienteling, POB initiatives and on the spot coaching. Motivate teams and maintain energy on the sales floor.
- Maintain high levels of service on the sales floor to achieve and exceed TEI goals. Ensure clients are receiving memorable experiences to develop client loyalty and increase spend.
- Collaborate with the Store Director to achieve corporate targets, manage individual development, build Wailea network and create connections within the Maui community.

### Service Leader – Louis Vuitton, Wailea, HI • Dec 2000 – Jan 2014

- Functioning as the Assistant Manager, managing 6 direct reports. Active in hiring and training Service Associates, creating training programs geared to ensure service levels and product knowledge aptitude.
- Directly responsible for: achieving sales targets, maintaining stock availability and product offer, visual merchandising, client relations management and client repairs.

### Head Server – Merriman's Bamboo Bistro, Ma'alaea, HI • Jan 2000 – Dec 2000

- Supervised staff of 15, including servers and support staff.
- Inspected dining and serving areas to ensure cleanliness and proper setup. Acted as a liaison between kitchen staff, management, serving staff, and diners.
- Observed diners to anticipate any additional needs and respond to requests. Manage guest complaints regarding food or service.

### Sales Supervisor – Sprint PCS, Kahului, HI • Sept 1997 – Dec 2000

- Directly supervise sales staff of 5 associates in all aspects of sales achievement in order to meet and exceed individual goals.
- Up-sold customers and sought sales opportunities, generating incremental revenue. Maintained Top Seller position for over 10 months running.
- Identified sources of special products and services to meet customers' needs. Informed customers about sales and promotions in a friendly and engaging manner.
- Managed wide variety of customer service and administrative tasks to resolve customer issues quickly and efficiently. Utilize conflict resolution management.

**Books & Magazines Buyer – Tower Records, Honolulu, HI - Aug 1996 – Sept 1997**

- Responsible for buying across three departments: Books, Magazines and Retail Apparel.
- Managed Operations for the department and vendor relations. Merchandised displays to make the store experience interactive and engaging. Upheld stock levels. Conducted staff briefings with sales personnel to introduce new merchandise

## **Skills**

Basic retail Japanese speaking skill. Multi-cultural service background. Proficient in MS Office applications and POS systems.

## Board Member Information

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

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

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

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

### **Background: Your Role and Experience**

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

Maui Academy of Arts and Sciences

2. Contact information:

Name: Allison Kermode

Phone: [REDACTED]

E-mail: [REDACTED]

1. Describe your role and indicate your position on the governing board.

Founding Board Member. I am responsible for governing with others to ensure that our school is delivering on its mission to educate its students, and that our organization is fulfilling its duties as a steward of public funds. I am a representative of the school in public spaces: raising awareness of and public support for the school. I am committed to meeting at our annual board meeting, as well as every two to three months in the planning year(s) of the school start-up; I expect to attend monthly board meetings once the school is open and in session. I plan to attend two board retreats in the planning year(s), and one retreat annually in the years following. I understand that I may attend additional committee meetings and an additional yearly retreat as required by any committee that I join.

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

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Resume and professional bio are attached to this form. Please see attachments as well as the information contained in the Intent To Apply Packet.

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

Does not apply to me  Yes

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

Maui has limited educational options for middle and high school, especially in the Upcountry and North Shore areas. I believe we need another option for high quality, tuition free education for the children of Maui. When speaking with other like-minded individuals it was brought to my attention that Maui is the only island without a Hawaiian culture-based charter school. Our children should have an understanding of the history and culture of the islands on which they live. I want to serve on the board to help shape what this school will offer our keiki. Through my leadership I want to ensure that the board serves its responsibilities to the children, families, and community of the North Shore.

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

My role is to advance the charter school's mission and support academic achievement. I will work closely with board members and the school leader to meet the goals we set out to accomplish for the keiki and families of Upcountry Maui. I am to help ensure that the school is operating in accordance with its original purpose and abiding by its legal responsibilities. I may serve on a committee to share my specific expertise, while largely focusing on academic excellence, increasing student achievement, making sure our board acts strategically, raising and using resources wisely, fulfilling all compliance expectations, and managing both the school leader and our board members.

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

I have been a Chair for Haiku Elementary School's Ho'olaulea and Flower Festival for the last 3 years prior to Covid organizing my section, soliciting donations and organizing volunteers. I have always been heavily involved in community minded organizations such as Catholic Charities and the Muscular Dystrophy Association often taking on leadership roles.

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

First and foremost, I have the experience of a parent who wants the best for her children. As a member of the governing board I will be a voice from the community helping guide our school on its mission to foster confidence, leadership and an engagement in our local and global communities in our children. Secondly, my leadership experience in various organizations allows me to work cohesively with other board members to facilitate the foundation and growth of MAAS in accordance with its purpose.

### School Mission and Plan

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

After spending the last four years working with this applicant governing board, I am very familiar with the school's mission and guiding beliefs. They are as listed below:

**Our Mission:** Maui Academy of Arts and Sciences develops individuals who are capable, connected, and cared for. Our school culture fosters confidence through active, collaborative place-based learning experiences inside and outside the classroom. Our students are empowered leaders who are engaged both locally and globally; they leave us fully prepared for rigorous high school and the world beyond.

**Our Vision:** Maui Academy of Arts and Sciences is the school of choice for all of Maui's students who seek to engage in work that matters to them while impacting the broader community. Working with experts beyond the walls of our school, our students self-select field work and projects they see a societal need to pursue. In this way our children develop an emerging sense of their own purpose and internalize that they are agents of change. The inquiry-based curriculum exposes students to community challenges in order to innovate real-world solutions. Our school nurtures students' creativity, curiosity, and desire to contribute their gifts to society for the greater good.

**Guiding Beliefs:** In Maui's North Shore and Upcountry communities, our families currently have just one public middle school option. We are excited to present a second public option through Maui Academy. Our academic goal is to consistently increase student achievement year over year until we meet or exceed the State's academic goals for our students. We will accomplish this through rigorous instruction with a keen focus on student-driven goal setting, frequent monitoring, and student-selected project-based learning. We have additional cultural and student wellness goals that are the pillars of our school model. These pillars are rooted in our **Core Values:**

- Mālama Honua/Care for the Earth-- We protect the environment. We understand that our health and well-being are directly connected to the health of our earth. We are deeply connected to this place, our ahupua'a, and our homeland.
- 'Imi/Seek: We search for answers. We solve problems. We look for creative ways to do new things. We are bold, we ask questions that haven't been asked. We look to others who have more experience and ask them to guide us.
- Pono/Righteousness-- We strive to be morally righteous and fair. Our ethics guide our identification of problems and direct us to find socially just solutions.
- Kūpa'a/Steadfastness: We aim for our goals. When the going gets tough, we hang in, dig deeper, persevere. We ask for help when we need it. We encourage each other to give our all. We do not give up until we've done our best. We hold fast to our dreams, aspirations, goals, and vision.



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- Kūlia/Aspire: We aim high. We strive to find and fulfill our purpose. We support each other, we lift one another up, and higher. We inspire our communities.
- Ka'ana/Share: We spread our knowledge. We give our time. We volunteer. We show each other that we care. We ask others to share with us what they have to give. We are part of a family and the larger community.
- Ha'aheo/Pride: We put forth our best efforts in all things. We take pride in learning, asking, engaging, trying, and trying again. We take pride in ourselves and in turn, we make our families, teachers, and communities proud.

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

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 learning the Common Core State Standards via cross-curricular learning units Monday through Thursday. On Fridays, students will apply their learning via field work in the community. For the Friday hands-on learning experience in the environment, students will have the choices to either work in teams to do research and design, work individually or in groups to take action on their project, or engage with community experts on how to solve their self-selected problem. Master teaching experts from the community will lead these sessions with the support of a schoolteacher. 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 unique to MAAS, not currently being offered by any other school on the island of Maui. This is just one example of the approach taken to learning that sets Maui Academy of Arts and Sciences apart from other middle schools on the island.

Assessments will include the process and culmination of hands-on learning projects in service to the community, as well as the required state standardized testing at End of Year. All students will take part in additional Beginning of Year and Middle of Year assessments to gauge student baseline and growth/mastery data. Interim assessments will take place as teachers determine they are needed. After Beginning of Year assessments, students will set their own individualized learning goals, tracking their own progress toward those goals throughout the year with the support of their teachers and families. This approach leads to more authentic learning and engagement, which is the purpose of inquiry-based and student-centered instructional models.

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At Maui Academy of Arts and Sciences we have also set holistic aims for the whole child: Student Wellness and Community Belonging. These are integrated into the daily curriculum, as they greatly impact a student's overall academic performance. We strive to create a trauma-sensitive environment so that all our learners feel safe, included, and well-known by staff and peers alike. Students complete a daily personal reflection on the Wellness Wheel tool to check in on their own well-being. They share this with a peer, parent, or staff member on one day each week. We embrace equity and justice (both social and environmental) through our focus on community involvement. We believe that communities are strengthened by those who live there and know what is best for the people with whom the space is shared. Empowering our community and its keiki is our paramount goal. These are some examples of how the school's Academic Plan is rounded out with emphasis placed on the school culture via a focus on Community Belonging and Student Wellness.

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

The characteristics of a successful school are rooted in the school's mission and vision; students who internalize that they are the change agents of tomorrow; a leadership team that inspires, motivates, respects all, and is respected; teachers who embrace high standards for teaching in their classrooms and hold learners to high expectations; strong community support from parents, families and community members; and staff professional development to meet the needs of the 21st century learner. The school has a strong governing board, along with a PTA that supports the faculty. Students are driven to go beyond the classroom walls to learn and engage in their individual visions of a better tomorrow. Students are supported by master teachers in the community who take very seriously their responsibility to share their knowledge and help develop the next generation of cultural and environmental stewards of our island home.

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

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Organizationally: The school is stable in its staffing; retention is high, turnover is low due to a positive work climate and unity around a common goal. Communication is clear across all channels; all stakeholders feel included and aware of how the school is progressing. The school adheres to sound policies and procedures, is consistent in prioritizing transparency and effectiveness of operations, and operates in compliance with all state and federal laws.

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### Governance

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

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

With review of our school's mission and vision, coupled with review of our Comprehensive Needs Assessment (CNA) that drives our Academic Financial Plan (AFP), along with results from our School Quality Survey (SQS), and our annual state testing results (STRIVE HI), we will know if we are successful academically after Year One. If our Year One class of sixth graders show growth and proficiency has increased from students' previous years' test scores, we will know Year One was successful. Anecdotally, when we hear people in the community speaking highly of our school, we will further know that Year One was a success.

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Externally, we meet the financial performance metrics laid forth by the Charter Commission. Included in both (internal, external) is tight financial control and record over our cash in and outflows, a clear and accurate budget for the current and upcoming fiscal year, strong partnership with our non-profit, and additional financial sustainability measures that are laid out in the financial performance metrics of our application.

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

At the end of five years, we will know if our school is successful by seeing a steady enrollment of students, repeat families enrolling their younger children, students achieving at and above the State average on assessments, a governing board that is still in existence with the founding board members still largely involved, more partnerships with community organizations, accurate documentation of our finances, and a growing school body/campus that is meeting the needs of the North Shore community of Maui County. Our school will remain firmly grounded in its original mission and vision, recognized as the top middle school of choice in the area.

We will have no major compliance issues over the first five years, our facilities will be acquired and sustainable, our board will be thriving, our school culture will be supportive and nurturing, with student leaders at the forefront, we will have a committed community of family members, teachers, administrators, and community members, our staff will be full with a high retention rate. We will have a well-respected reputation at the school, county, and state level. Our funding will continue to come in each year from many different organizations that believe in our school's mission and vision.

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

STEP 1: Build clarity and alignment - The board will need to begin by ensuring that every board member has a clear understanding of their role and responsibilities to the board and school. They will need to form sub-committees which take on areas of each board member's specific expertise, such as a Finance Committee. We will need to work closely with each other, with the school leadership, with staff and families of our school, with our community, with schools in our complex and complex leadership, with our non-profit, and the local education community, and with the Charter Commission to ensure partnership, alignment, swift and effective corrective action, and overall responsiveness to the needs of our growing school.

STEP 2: Build a proactive culture – We will need to closely abide by the performance metrics and protocol outlined in our charter to maintain a culture of active governance and proactive intervention so that we are ahead of issues and, if they do arise, we deal with them immediately. Proactive communication and messaging will be important to ensure that the narrative is controlled by the board as much as possible and is in alignment with what we set out to achieve in our charter.

STEP 3: Development – Diverse board members with varying perspectives and expertise are a priority; internal development of our existing board is important to the health of the school. Bi-annual board retreats will be beneficial in year one, and annual retreats in subsequent years will ensure that our board members' development continues as the school grows and changes.

STEP 4: Reflection and improvement – Taking time to step back in order to reflect on successes and needs for improvement at quarterly and yearly intervals; bringing in external perspectives, engaging feedback, adjusting, creating new policies, innovating, using a typical data-driven cycle of assessment, analysis, and action to ensure success as a growing, living, thriving school.

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

Ethics and integrity are central to our school operation and culture. If there is an unethical act, it will be noted and brought to the board chair and addressed accordingly. This will likely result in addressing the person involved, bringing the act to the board overall, and following bylaws and procedures to take corrective action. (If legal and unethical, it could mean a vote off the board; if illegal, we would engage proper authorities to address the situation). If the board chair is involved, the procedure would shift in that the school director and/or other board members would be involved to follow a similar pattern of events. Ultimately, the bylaws, Charter Commission expectations, and state statute will determine procedure once actions are brought to the overall board. Transparency is very important to the operation of our school and our board.

### Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I/we do not know these individuals  Yes  
Maile Davis: I have known Maile Davis as a parent involved in school, community, and sports activities with our children. She is a friend of mine.  
Daria Boone: I know Daria in her role as a teacher at Haiku Elementary and through our children's friendship.
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.  
 I/we do not know any such employees  Yes As I stated above, I know Daria Boone who will be a co-director of MAAS.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I/we do not know any such persons  Yes Click or tap here to enter text.
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I/we do not anticipate conducting any such business  Yes Click or tap here to enter text.
5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.  
 I/we do not have a financial interest  Yes Click or tap here to enter text.

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

**Certification**

I, Allison Kermode\_\_, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.



Signature

February 1, 2022

Date

**Allison Kermode, Board Member.**

I am a community-minded healthcare professional whose professional focus has been on the health and wellness of individuals and who personally focuses on the improvement of her community. My organizational and communication skills have allowed me to successfully fill leadership roles at work and in numerous community organizations. As a founding charter school board member, I look forward to utilizing my skills to help shape Maui Academy of Arts and Sciences into a school that best serves our community.

As a Senior Physical Therapist, I also have experience as the Clinic Coordinator: I was responsible for finding new commercial space and led the move to and set up of a new clinic. Currently I mentor new hires in company policy, financial and billing considerations, communication with physicians and treatment techniques and treat a diverse patient population. I have supported my community as a youth tennis and cross-country running coach; I have been a co-chair of the Ha'ikū Ho'olaule'a and Flower Festival; and as a Junior Board Member of Catholic Charities of Chicago, I established volunteer opportunities for my contemporaries and oversaw events and volunteers as needed.

# ALLISON KERMODE, MPT



I am a community-minded healthcare professional whose professional focus has been on the health and wellness of individuals and who personally focuses on the improvement of her community. My organizational and communication skills have allowed me to successfully fill leadership roles at work and in numerous community organizations. As a founding board member, I look forward to utilizing my skills to help shape Maui Academy of Arts and Sciences into a school that best serves our community.

## EXPERIENCE

**2005 – PRESENT**

**SENIOR PHYSICAL THERAPIST, ELITE PHYSICAL THERAPY**

I aided in the establishment of the company helping write company policy, marketing the new company and authoring necessary forms for the business. As Clinic Coordinator, in 2006 aided in finding new commercial space and led the move to and set up of a new clinic. In 2007 I stepped out of my full time position to focus on family and the community. Currently I mentor new hires in company policy, financial and billing considerations, communication with physicians and treatment techniques and treat a diverse patient population.

**2003 – 2004**

**STAFF PHYSICAL THERAPIST, ELAM SPORTS OAHU**

## EDUCATION

**B.S. BIOLOGY, DEPAUL UNIVERSITY**

**MASTER OF PHYSICAL THERAPY, TEMPLE UNIVERSITY**

## BOARD INVOLVEMENT AND COMMUNITY LEADERSHIP/SERVICE

- SECTION CHAIR, HA'IKU HO'OLAULEA AND FLOWER FESTIVAL  
Organize my section and volunteers, solicit donations
- CROSS COUNTRY COACH, HA'IKU ELEMENTARY and TENNIS COACH, CARDEN ACADEMY  
Solicit sponsors for team, coach keiki
- UNIT LEADER, MUSCULAR DYSTROPHY ASSOCIATION SUMMER CAMPS (CHICAGO & PHILADELPHIA)  
Oversee volunteers and attendees in my assigned cabin or assigned section
- JUNIOR BOARD MEMBER, CATHOLIC CHARITIES OF CHICAGO  
Establish volunteer opportunities for my contemporaries and oversee events and volunteers as needed



## Board Member Information

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

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

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

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

### **Background: Your Role and Experience**

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

Maui Academy of Arts and Sciences

2. Contact information:

Name: Jasmine Pualani Kilborn

Phone: [REDACTED]

E-mail: [REDACTED]

1. Describe your role and indicate your position on the governing board.

As Board Treasurer, my general responsibilities include providing direction for the financial management of our board, helping it to meet its financial oversight responsibilities.

As a Founding Board Member I am responsible for governing with others to ensure that our school is delivering on its mission to educate its students, and that our organization is fulfilling its duties as a steward of public funds. I am a representative of the school in public spaces: raising awareness of and public support for the school. I am committed to meeting at our annual board meeting, as well as every two to three months in the planning year(s) of the school start-up; I expect to attend monthly board meetings once the school is open and in session. I plan to attend two board retreats in the planning year(s), and one retreat annually

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in the years following. I understand that I may attend additional committee meetings and an additional yearly retreat as required by any committee that I join.

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

Resume and professional bio are attached to this form. Please see attachments as well as the information contained in the Intent To Apply Packet.

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

Does not apply to me  Yes

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

To help realize this vision – Provide a quality education with a focus on cultural enrichment & self-sustainability. Cultivate ample space for creativity, ingenuity and innovation. Become a resource hub for our youth & parents - encouraging them to care for themselves and our community. Together we can groom the children of today to become our leaders for tomorrow.

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

My role is to advance the charter school's mission and support academic achievement. I will work closely with board members and the school leader to meet the goals we set out to accomplish for the keiki and families of Upcountry Maui. I am to help ensure that the school is operating in accordance with its original purpose and abiding by its legal responsibilities. I may serve on a committee to share my specific expertise, while largely focusing on academic excellence, increasing student achievement, making sure our board acts strategically, raising and using resources wisely, fulfilling all compliance expectations, and managing both the school leader and our board members.

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

I have chaired many events at Kamehameha Schools in support of my own children's education & campus community. I also coordinated networking events for the Maui Chamber of Commerce for a number of years. Today, I successfully manage a business that grosses \$400,000 annually. I do not have any board experience, however, I believe I am suited to step up to the table because I possess and live by the Maui Academy of Arts and Sciences stated core values. I also have excellent inter-personal communication skills, intimate knowledge of the community (born & raised from this area) and am passionate about making this world a better place ~ especially for our children.

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

Please see above answer to listing my previous experience and knowledge.

### School Mission and Plan

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

After spending the last four years working with this applicant governing board, I am very familiar with the school's mission and guiding beliefs. They are as listed below:

**Our Mission:** Maui Academy of Arts and Sciences develops individuals who are capable, connected, and cared for. Our school culture fosters confidence through active, collaborative place-based learning experiences inside and outside the classroom. Our students are empowered leaders who are engaged both locally and globally; they leave us fully prepared for rigorous high school and the world beyond.

**Our Vision:** Maui Academy of Arts and Sciences is the school of choice for all of Maui's students who seek to engage in work that matters to them while impacting the broader community. Working with experts beyond the walls of our school, our students self-select field work and projects they see a societal need to pursue. In this way our children develop an emerging sense of their own purpose and internalize that they are agents of change. The inquiry-based curriculum exposes students to community challenges in order to innovate real-world solutions. Our school nurtures students' creativity, curiosity, and desire to contribute their gifts to society for the greater good.

**Guiding Beliefs:** In Maui's North Shore and Upcountry communities, our families currently have just one public middle school option. We are excited to present a second public option through Maui Academy. Our academic goal is to consistently increase student achievement year over year until we meet or exceed the State's academic goals for our students. We will accomplish this through rigorous instruction with a keen focus on student-driven goal setting, frequent monitoring, and student-selected project-based learning. We have additional cultural and student wellness goals that are the pillars of our school model. These pillars are rooted in our **Core Values:**

- Mālama Honua/Care for the Earth-- We protect the environment. We understand that our health and well-being are directly connected to the health of our earth. We are deeply connected to this place, our ahupua'a, and our homeland.
- 'Imi/Seek: We search for answers. We solve problems. We look for creative ways to do new things. We are bold, we ask questions that haven't been asked. We look to others who have more experience and ask them to guide us.
- Pono/Righteousness-- We strive to be morally righteous and fair. Our ethics guide our identification of problems and direct us to find socially just solutions.

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- Kūpa'a/Steadfastness: We aim for our goals. When the going gets tough, we hang in, dig deeper, persevere. We ask for help when we need it. We encourage each other to give our all. We do not give up until we've done our best. We hold fast to our dreams, aspirations, goals, and vision.
- Kūlia/Aspire: We aim high. We strive to find and fulfill our purpose. We support each other, we lift one another up, and higher. We inspire our communities.
- Ka'ana/Share: We spread our knowledge. We give our time. We volunteer. We show each other that we care. We ask others to share with us what they have to give. We are part of a family and the larger community.
- Ha'aheo/Pride: We put forth our best efforts in all things. We take pride in learning, asking, engaging, trying, and trying again. We take pride in ourselves and in turn, we make our families, teachers, and communities proud.

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

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 learning the Common Core State Standards via cross-curricular learning units Monday through Thursday. On Fridays, students will apply their learning via field work in the community. For the Friday hands-on learning experience in the environment, students will have the choices to either work in teams to do research and design, work individually or in groups to take action on their project, or engage with community experts on how to solve their self-selected problem. Master teaching experts from the community will lead these sessions with the support of a schoolteacher. 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 unique to MAAS, not currently being offered by any other school on the island of Maui. This is just one example of the approach taken to learning that sets Maui Academy of Arts and Sciences apart from other middle schools on the island.

Assessments will include the process and culmination of hands-on learning projects in service to the community, as well as the required state standardized testing at End of Year. All students will take part in additional Beginning of Year and Middle of Year assessments to gauge student baseline and growth/mastery data. Interim assessments will take place as teachers determine they are needed.

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After Beginning of Year assessments, students will set their own individualized learning goals, tracking their own progress toward those goals throughout the year with the support of their teachers and families. This approach leads to more authentic learning and engagement, which is the purpose of inquiry-based and student-centered instructional models.

At Maui Academy of Arts and Sciences we have also set holistic aims for the whole child: Student Wellness and Community Belonging. These are integrated into the daily curriculum, as they greatly impact a student's overall academic performance. We strive to create a trauma-sensitive environment so that all our learners feel safe, included, and well-known by staff and peers alike. Students complete a daily personal reflection on the Wellness Wheel tool to check in on their own well-being. They share this with a peer, parent, or staff member on one day each week. We embrace equity and justice (both social and environmental) through our focus on community involvement. We believe that communities are strengthened by those who live there and know what is best for the people with whom the space is shared. Empowering our community and its keiki is our paramount goal. These are some examples of how the school's Academic Plan is rounded out with emphasis placed on the school culture via a focus on Community Belonging and Student Wellness.

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

The characteristics of a successful school are rooted in the school's mission and vision; students who internalize that they are the change agents of tomorrow; a leadership team that inspires, motivates, respects all, and is respected; teachers who embrace high standards for teaching in their classrooms and hold learners to high expectations; strong community support from parents, families and community members; and staff professional development to meet the needs of the 21st century learner. The school has a strong governing board, along with a PTA that supports the faculty. Students are driven to go beyond the classroom walls to learn and engage in their individual visions of a better tomorrow. Students are supported by master teachers in the community who take very seriously their responsibility to share their knowledge and help develop the next generation of cultural and environmental stewards of our island home.

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

Academically: First, we will employ traditional and mandated indicators of student success (i.e. SBA test results, BOE policy adherence, BOE strategic plan adherence, etc.). Student results on interim and end of year standardized assessments are strong, and trending upward. Students show ownership of individual learning goals within their core classes. Students can narrate their own understanding of their growth over time, as well as how the school learning model has impacted them. Students can clearly describe the positive impact they have had on the environment and larger community, and support this description with specific evidence. Survey results will indicate that students, parents, staff, community stakeholders, and board members feel included, engaged, empowered, and satisfied with the school.

Organizationally: The school is stable in its staffing; retention is high, turnover is low due to a positive work climate and unity around a common goal. Communication is clear across all channels; all

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stakeholders feel included and aware of how the school is progressing. The school adheres to sound policies and procedures, is consistent in prioritizing transparency and effectiveness of operations, and operates in compliance with all state and federal laws.

Financially: Compliance with all Commission, State, and Federal guidelines is prioritized and consistent. Enrollment and committed funds are stable and growing, allowing the school to operate with stability and predictability. The school adheres to state performance metrics and maintains an increasing reserve and funding support. Supporters recommend our school to other potential donors as a solid investment for the community benefit.

We will know the school is not succeeding if any of the three focus areas listed above are not being met. The Board will need to act swiftly to correct any decline in any one of these foundational areas of board governance.

### Governance

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

The board's mission is to support the school in the governance of high-level academic, organizational, and financial strategy to enable the school to operate a high quality, viable educational program as outlined in the academic plan. Governance within our model will mean providing the resources, thought-partnership, and strategic support to empower MAAS with adequate autonomy to operate our educational model, while also working diligently to help us hold ourselves accountable to the goals, metrics, and success indicators outlaid in our charter. Strategic counsel across academic, organizational, and financial pillars of our school model, from the perspective of a managing board, is essential to the effective delivery of our educational program, as well as the success of our students.

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

With review of our school's mission and vision, coupled with review of our Comprehensive Needs Assessment (CNA) that drives our Academic Financial Plan (AFP), along with results from our School Quality Survey (SQS), and our annual state testing results (STRIVE HI), we will know if we are successful academically after Year One. If our Year One class of sixth graders show growth and proficiency has increased from students' previous years' test scores, we will know Year One was successful. Anecdotally, when we hear people in the community speaking highly of our school, we will further know that Year One was a success.

Organizationally, internally, we will look to gauge three buckets: (1) compliance, (2) climate, and (3) charter. We will assess data, personnel performance, and any corrective action that was necessary over the course of the year to determine the year's success. Externally, our main priority is compliance with the Charter Commission through both Epicenter tasks as well as any additional compliance-related tasks. Lastly, having secured a building or space to grow into our next year will be a key success indicator.

Financially, we will look internally, to see that we meet our own framework metrics and are building a sustainable financial position, in compliance with charter, state, and federal guidelines (law). Externally, we meet the financial performance metrics laid forth by the Charter Commission. Included

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in both (internal, external) is tight financial control and record over our cash in and outflows, a clear and accurate budget for the current and upcoming fiscal year, strong partnership with our non-profit, and additional financial sustainability measures that are laid out in the financial performance metrics of our application.

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

At the end of five years, we will know if our school is successful by seeing a steady enrollment of students, repeat families enrolling their younger children, students achieving at and above the State average on assessments, a governing board that is still in existence with the founding board members still largely involved, more partnerships with community organizations, accurate documentation of our finances, and a growing school body/campus that is meeting the needs of the North Shore community of Maui County. Our school will remain firmly grounded in its original mission and vision, recognized as the top middle school of choice in the area.

We will have no major compliance issues over the first five years, our facilities will be acquired and sustainable, our board will be thriving, our school culture will be supportive and nurturing, with student leaders at the forefront, we will have a committed community of family members, teachers, administrators, and community members, our staff will be full with a high retention rate. We will have a well-respected reputation at the school, county, and state level. Our funding will continue to come in each year from many different organizations that believe in our school's mission and vision.

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

STEP 1: Build clarity and alignment - The board will need to begin by ensuring that every board member has a clear understanding of their role and responsibilities to the board and school. They will need to form sub-committees which take on areas of each board member's specific expertise, such as a Finance Committee. We will need to work closely with each other, with the school leadership, with staff and families of our school, with our community, with schools in our complex and complex leadership, with our non-profit, and the local education community, and with the Charter Commission to ensure partnership, alignment, swift and effective corrective action, and overall responsiveness to the needs of our growing school.

STEP 2: Build a proactive culture – We will need to closely abide by the performance metrics and protocol outlined in our charter to maintain a culture of active governance and proactive intervention so that we are ahead of issues and, if they do arise, we deal with them immediately. Proactive communication and messaging will be important to ensure that the narrative is controlled by the board as much as possible and is in alignment with what we set out to achieve in our charter.

STEP 3: Development – Diverse board members with varying perspectives and expertise are a priority; internal development of our existing board is important to the health of the school. Bi-annual board retreats will be beneficial in year one, and annual retreats in subsequent years will ensure that our board members' development continues as the school grows and changes.

STEP 4: Reflection and improvement – Taking time to step back in order to reflect on successes and needs for improvement at quarterly and yearly intervals; bringing in external perspectives, engaging

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feedback, adjusting, creating new policies, innovating, using a typical data-driven cycle of assessment, analysis, and action to ensure success as a growing, living, thriving school.

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

Ethics and integrity are central to our school operation and culture. If there is an unethical act, it will be noted and brought to the board chair and addressed accordingly. This will likely result in addressing the person involved, bringing the act to the board overall, and following bylaws and procedures to take corrective action. (If legal and unethical, it could mean a vote off the board; if illegal, we would engage proper authorities to address the situation). If the board chair is involved, the procedure would shift in that the school director and/or other board members would be involved to follow a similar pattern of events. Ultimately, the bylaws, Charter Commission expectations, and state statute will determine procedure once actions are brought to the overall board. Transparency is very important to the operation of our school and our board.

### Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I/we do not know these individuals  Yes I knew Daria Boone in our youth; we were acquaintances. We became friends as adults and have worked together on this project for the last four years. However, Daria Boone will move off of the Applicant Governing Board and will not be a governing board member once the school is in operation.
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.  
 I/we do not know any such employees  Yes Daria Boone will be a Co-Director of the school. We grew up in the same town and have become friends in our adult years.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I/we do not know any such persons  Yes [Click or tap here to enter text.](#)
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I/we do not anticipate conducting any such business  Yes [Click or tap here to enter text.](#)



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

### Certification

I, Jasmine Kilborn, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.

A large black rectangular redaction box covering the signature area.

Signature

February 1, 2022

Date

**Jasmine Kilborn, Board Treasurer.**

Jasmine is a born and raised Ha'ikū girl who has held a variety of positions in her work experience. These include being the Events Coordinator at the Maui Chamber of Commerce for two years and acting as an Activity Sales Agent for Adventure in Hawaii.com for two years.

She has been successfully self-employed since the year 2008 when she and her husband started a transportation company here on the island - Holo Holo Maui LLC. Their goal is to share the beauty, culture & history of Hawai'i with our visitors. Jasmine and her husband want to connect with their customers on a deeper level, leaving their guests inspired to think about ancestral connections, the natural law of the land, and exposed to the current issues of Hawai'i. Today, Jasmine's personal duties include teaching while on tour: mo'olelo (traditional Hawaiian stories and oral history), science, botany, music, etc., office upkeep: reservations, sales & marketing, bookkeeping, maintaining our licenses & vehicles, etc., coordinating cultural enrichment activities for continued education, and managing a team of six.

## **JASMINE P. KILBORN**

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### **OBJECTIVE**

To continue to be a contributing member of the community of Maui. Engage in opportunities which encourage teamwork, inspire creativity and allow room for personal growth. To be in an environment consisting of knowledgeable peers and professional employees.

### **EMPLOYMENT HISTORY**

March 2009 - Present

Owner & Operator of Holo Holo Maui Tours LLC

- Execute private tours around the island of Maui
- Facilitate training sessions for all new employees
- Sell, and secure activity reservations
- Bookkeeping including A/R, A/P and Payroll
- Secure new contracts
- Create continued education opportunities
- Seek and maintain permits & certifications

June 2007 - Present Maui Film Festival at Waiea Waiea, HI  
Front House Manager Annual Event

- Manage Main and VIP entrances to the main festival grounds
- Brief volunteers on ticketing, attendance counts, ballot distribution & collection
- Direct motorcoach traffic ensuring a smooth flow of arriving, and departing vehicles
- Resolve admission questions/disturbances at the entrance gates
- Prepare nightly attendance and ballot reports

May 2007 - Jan 2009 Hawaii Travel & Tours Kula, HI  
Activity Coordinator

- Assist website customers via toll-free line. Provide helpful tips, and general education of the Hawaiian Islands.
- Sell, and secure activity reservations for the State of Hawaii
- Process daily customer credit card charges
- Maintain and follow-up on existing customer accounts

Sept 2005 - May 2006 Synergy Sports Haiku, HI  
Office Clerk

- Create and manage purchase orders, and product invoices for a windsurf sail and accessory production company.
- Maintain inventory

- Prepare taxes
- Payroll, accounts receivable, accounts payable

Nov 2002 - Apr 2005 MC&A, Inc. Kahului, HI  
 Administrative Assistant/Program Development Manager

- Compose proposals for corporate incentive programs and event conferences
- Program budgeting requiring efficient delivery of requested services within specified parameters. Creativity and customization are key components in this costing and planning stage. Quality, profitability and serviceability is of utmost concern
- Devise and manage site inspection agendas. Produce sales staff and VIP daily itineraries. Arrange air travel, ground transportation, sales meetings, recreation, dining reservations and all other miscellaneous requests
- Composition of Letter of Agreements for sold programs
- Secure, review, approve and sign vendor contracts
- Generate and deliver service orders for all agenda inclusions Create billing for prepayment invoices
- Complete the above tasks while adhering to very strict, time sensitive deadlines
- Develop strong clientele and vendor relations to ensure future business

Jan 2001 - Jan 2002 Maui Chamber of Commerce Kahului, HI  
 Events and Committees Director (Promoted June 2001)

- Organized, promoted and facilitated annual, monthly and seasonal events
- Information management for organized committee meetings including scheduling, creation and distribution of notices, taking minutes, and dispersal of related materials
- Website and newsletter development
- Grant maintenance
- Database Manager
- Updated and maintained membership database
- Monthly billings for membership dues
- Performed numerous secretarial/clerical duties involving public relations
- Provide support and assistance to staff and membership

#### **EDUCATION & TRAINING**

Maui Community College

- Achieved Liberal Arts Degree in Fall of [REDACTED]

#### **REFERENCES**

- Barry Rivers; Producer, Maui Film Festival [REDACTED]
- Kevin Ditamore; Owner, Hawaii Travel & Tours [REDACTED]
- Garret Ura; Maui Event Manager, MC&A, Inc. [REDACTED]

Attachment S

Nonprofit board members

The Maui Academy of Arts and Sciences does not currently have an associated non-profit.

# Maui Academy of Arts and Sciences Governing Board Code of Ethics Conflict of Interest Policy and Bylaws

## **Maui Academy of Arts and Sciences Code of Ethics for Board Members**

As a member of the Board, I shall promote the best interests of the District as a whole and, to that end, shall adhere to the following ethical standards:

### **Equity in attitude**

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

### **Trustworthiness in stewardship**

- I will be accountable to the public by representing District policies, programs, priorities and progress accurately.
- I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of District resources.
- I will make no personal promise or take private action that may compromise my performance of my responsibilities.

### **Honor in conduct**

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

### **Integrity of character**

- I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.

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· I will keep confidential information that is privileged by law or that will needlessly harm the District if disclosed.

### Commitment to service

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

### Student-centered focus

- I will be continuously guided by what is best for all students of the District.
- *\*Borrowed from Texas Association of School Boards*

## Maui Academy of Arts and Sciences Governing Board Bylaws

### ARTICLE I: Maui Academy of Arts and Sciences, North Shore and Upcountry Maui, a community public charter middle school

**Section 1:** The name of the organization is Maui Academy of Arts and Sciences.

**Section 2:** The principal location of Maui Academy of Arts and Sciences is 65 Kahiapo Pl., Haiku, HI, 96708, and the registered agent is Rana Boone. Maui Academy of Arts and Sciences may have offices at such other places as the Board of Directors shall determine the business of Maui Academy of Arts and Sciences requires; provided, however, that the registered office be registered with the Secretary of State of Hawaii and the agent so registered be located at the same address, or otherwise as provided by the Board of Directors.

**Section 3:** Maui Academy of Arts and Sciences is organized exclusively for educational purposes as described under Section 501(c)(3) of the Internal Revenue Code, with the specific purpose to enter into charter contracts with charter school authoring agencies in the State of Hawaii.

**Section 4:** Upon the dissolution of Maui Academy of Arts and Sciences, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by a court of competent jurisdiction in the county in which the principal office of Maui Academy of Arts and Sciences is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

### ARTICLE II: Members



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Maui Academy of Arts and Sciences does not have members.

### **ARTICLE III: Board of Directors**

**Section 1:** The Board of Directors (“the Board”) shall consist of at least seven (7) Directors and no more than fifteen (15) Directors. All Directors shall have identical rights and responsibilities. The respective school leaders for any proposed or approved charter schools granted to Maui Academy of Arts and Sciences will be non-voting members of the Board and serve in an ex officio capacity. The Board shall, or it may direct others to, conduct the activities and affairs of Maui Academy of Arts and Sciences. The Board shall exercise all corporate power unless delegated.

**Section 2:** Board members shall be sought who reflect the qualities and qualifications and diversity determined by the Board delineated in the Job Description of the Board of Directors.

**Section 3:** The Governance Committee, shall present a slate of potential Directors and officers for election by the Board of Directors. This slate shall be presented at the annual meeting of the Board. The initial Board of Directors will be selected and installed by the principal agent.

**Section 4:** Directors shall serve a term of 2 years from the date of their appointments, or until their successors are seated. A full term shall be considered to have been served upon the passage of 2 annual meetings. After election, the term of a Director may not be reduced, except for cause as specified in the bylaws. No Director shall serve more than three (3) consecutive terms. Directors shall serve staggered terms to balance continuity with new perspective.

**Section 5:** The initial Board of Directors will serve staggered terms beginning on April 1, 2020. The initial Board shall consist of at least three (3) Directors who will serve a one-year term, at least two (2) Directors who will serve a 2-year term, and at least two (2) Directors who will serve a 3-year term.

**Section 6:** Any vacancy occurring in the Board of Directors and any position to be filled by reason of an increase in the number of Directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Directors. A Director elected to fill the vacancy shall be elected for the unexpired term of his or her predecessor in office.

**Section 7:** A Director may resign at any time by filing a written resignation with the Chair of the Board.

**Section 8:** The Board may remove any Officer or Director by majority vote of the entire Board of Directors at any regular or special meeting of the Board, provided that a statement of the reason or reasons shall have been mailed by Registered Mail to the Officer or Director proposed for removal at least 30 days before any final action is taken by the Board. This statement shall be accompanied by a notice of the time when, and the place where, the Board is to take action on the removal. The Officer or Director shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

**Section 9:** Members of the Board of Directors:

1. Shall receive no payment or honoraria, except for reimbursement of expenses incurred in performance of Maui Academy of Arts and Sciences activities in accordance with Maui Academy of Arts and Sciences policies and procedures.

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2. Shall serve Maui Academy of Arts and Sciences with the highest degree of duty, loyalty, and care and shall undertake no enterprise to profit personally or professionally from their position with Maui Academy of Arts and Sciences.
3. Shall have no direct or indirect financial interest in the assets or leases of Maui Academy of Arts and Sciences; any Director who individually or as part of a business or professional firm is involved in the business transactions or current professional services of Maui Academy of Arts and Sciences shall disclose this relationship to the Board and shall not participate in any vote taken with respect to such transactions or services.

**Section 10:** The Board shall develop its own rules and procedures for performing its duties and functions. The Secretary of Maui Academy of Arts and Sciences shall keep and maintain complete and accurate minutes of each meeting of the Board of Maui Academy of Arts and Sciences.

**Section 11:** The Board reserves unto itself the right and authority to:

1. Approve the adoption or amendment of mission, vision, and purpose statements of Maui Academy of Arts and Sciences;
2. Approve the amendment, revision or restatement of the Articles of Incorporation or Bylaws of Maui Academy of Arts and Sciences;
3. Approve the merger or consolidation of this Corporation, into or with any other corporation or association, and the dissolution of the affairs of Maui Academy of Arts and Sciences;
4. Approve the purchase, sale, lease, exchange, mortgage, pledge, or encumbrance of any or all assets of Maui Academy of Arts and Sciences;
5. Approve any indebtedness to be incurred by Maui Academy of Arts and Sciences and operating charter schools it holds;
6. Approve the establishment or incorporation of any new affiliated entities, organizations, or sub-entities and organizations of Maui Academy of Arts and Sciences;
7. Approve the annual budget;
8. Approve the annual compensation of the school leaders of any approved or operating charter schools it holds;
9. Approve the external audit firm;
10. Conduct any other required action on behalf of Maui Academy of Arts and Sciences that is within generally accepted practices of other similarly-situated boards.

### **ARTICLE IV: Officers**

**Section 1:** There shall be four (4) elected Officers of the Board: Chair, Vice-Chair, Secretary, and Treasurer. These Officers shall comprise the Executive Committee.

**Section 2:** The Governance Committee shall present a slate of Officers to the Board of Directors. The nominated Officers shall be drawn from among the members of the Board of Directors. The election of Officers shall be held at the annual meeting of the Board. In the first year of existence for Maui Academy of Arts and Sciences, as outlined in Section 2 of Article VI, the Governance Committee will be constituted by the Executive Committee. As a result, the initial officers of Maui Academy of Arts and Sciences for its first year of existence will be individually nominated and appointed by the initial Board of Directors.

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**Section 3:** The newly elected Officers shall take office on July 1 following the close of the meeting at which they are elected, and the term of office shall be one year, or until respective successors assume office. A Director may serve more than 1 term in the same office, but not more than 2 consecutive terms in the same office.

**Section 4:** In the event that the office of the Chair becomes vacant, the Vice-Chair shall become Chair for the unexpired portion of the term. In the event that the office of Vice-Chair, Secretary, or Treasurer becomes vacant, the Chair shall appoint interim Officers to fill such vacant offices until a scheduled meeting of the Board can be held.

**Section 5:** The initial Executive Committee shall be tasked with defining the areas of responsibility, duties, and obligations for each officer role and for future office holders. In the absence of that definition, the Executive Committee will operate in the following capacity:

- 1) The Chair shall be responsible for presiding over all meetings of the Board of Maui Academy of Arts and Sciences and ensuring adherence to its own rules, bylaws, as well as any other legal obligations under any applicable Hawaii open meeting and open records laws;
- 2) The Vice-Chair of Maui Academy of Arts and Sciences, in the absence or disability of the Chair, shall be responsible for the duties of such office and shall generally assist the Chair as needed;
- 3) The Secretary of Maui Academy of Arts and Sciences shall ensure that all meetings and corporate action are properly noticed and documented pursuant to these bylaws and any other legal obligations under any applicable Hawaii open meeting and open records laws;
- 4) The Treasurer of Maui Academy of Arts and Sciences shall report to the Board on a regular basis about the financial condition of Maui Academy of Arts and Sciences and any of its approved charter schools and work closely with each charter school's respective chief financial officer to ensure all financial and reporting obligations to local, state, and federal agencies are being met.

### **ARTICLE V: Meetings**

**Section 1:** The annual meeting of the Board of Directors shall occur in the last quarter of the fiscal year. There shall be at least 4 other regular meetings of the Board held each year. Notice shall be given to each Director 30 days prior to the date of every regular meeting of the Board. Notice to the public of annual and regular meetings shall be given in accordance with applicable Hawai'i open meeting laws.

**Section 2:** Special meetings of the Board of Directors may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, and hour therefore, due notice having been given each Director 1 calendar day prior to the meeting. Notice to the public of special meetings shall be given in accordance with applicable Hawai'i open meeting and open records laws.

**Section 3:** A majority of the Directors then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Directors, except where otherwise required by these Bylaws. Notice to the public of such meetings shall be given in accordance with applicable Hawaii open meeting and open records laws.

**Section 4:** The Board shall select its own meeting format in any method allowed by the laws of the state of Hawaii. Any such meeting, whether regular or special, complying with Sections 1, 2, or 3 of Article V

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shall constitute a meeting of the Board of Directors and shall subscribe to the policies, procedures, and rules adopted by the Board.

**Section 5:** Notice of all regular and special meetings of the Board, an agenda of all items to be discussed at such meetings, and agenda support materials shall be circulated to all Directors prior to the meeting. Any Director may waive notice of any meeting. The attendance of a Director at any meeting also shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

**Section 6:** For regularly scheduled meetings of the Board, members are expected to attend in person. Unless prohibited by law or by these bylaws, however, a member of the Board, under exceptional circumstances, and up to a maximum of 3 times per fiscal year, may participate in a meeting of the Board by video conference or similar communications equipment which enables all persons participating in the meeting to hear each other and which permits full compliance with the provisions of these bylaws concerning public observation of meetings. Attendance at a meeting by this method constitutes presence at the meeting. New Board members must minimally attend the first 5 meetings in person. Board members may not miss more than 3 Board meetings per year. If a Board member misses more than 3 meetings, the Board Chair will meet with them to discuss their participation. If they are unable to fulfill their responsibilities, may be removed from the Board in accordance with Article III, Section 8.

**Section 7:** Emergency meetings may be called by the Chair or by any of 3 other directors with less than 24 hours' notice only if an actual emergency exists which would not permit the meeting to be a Special Meeting. A director is considered present if by use of any means of communication, all directors participating may simultaneously hear each other during the meeting. Any written notice that is to be delivered to a director pursuant to these Bylaws may be delivered by electronic mail (e-mail).

### **ARTICLE VI: Committees**

**Section 1:** A Board resolution shall appoint committees of the Board, except the Governance Committee. Committees may be composed of Directors or community members, or both. The Board may prescribe the need and/or the composition of such committees.

1. The Board will not delegate decision-making authority to any committee that includes a non-member of the Board.
2. The majority of the voting members of any committee will constitute a quorum, and a committee's actions must be authorized by the affirmative vote of the majority of its voting members.
3. Each committee will abide by applicable Hawaii open meeting and open records laws.
4. Any member of a committee may be removed by a unanimous vote of all other members of the applicable committee.

**Section 2:** There shall be a standing nominating committee, known as the Governance Committee. In the first year of existence, this committee shall be composed of the elected officers of the Board (the Executive Committee). Thereafter, this committee shall be composed of at least 4 persons elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of 2 years, and

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these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own chair.

**Section 3:** The duties of the Governance Committee shall be:

1. to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Director positions on the Board;
2. to present a slate of nominees for Officers to the Board for election at the annual meeting;
3. to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;
4. to provide ongoing orientation to Directors;
5. to oversee a Director assessment process to ensure optimum performance; and

### **ARTICLE VII: Fiscal Year**

The fiscal year of Maui Academy of Arts and Sciences shall begin on July 1 of each calendar year and terminate on June 30 of the following calendar year.

### **ARTICLE VIII: Rules of Order**

The Board may meet in an executive session during which all or part of the meeting is closed to the public for deliberation on certain matters as permitted by any applicable Hawai'i open meeting and open records laws.

In case of conflict or challenge, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of Maui Academy of Arts and Sciences.

### **ARTICLE IX: Amending Bylaws & Records**

**Section 1.** These Bylaws may be amended at a regular meeting by a two-thirds vote of all Directors then in office; provided that notice of the proposed amendment, together with a copy thereof, is mailed to each Director at least fifteen (15) days prior to the meeting at which the amendment is to be considered.

**Section 2.** Maui Academy of Arts and Sciences shall keep at its principal office, or such other location as designated by the Board:

- Articles of Incorporation and Bylaws as amended to date
- Minutes of all meetings of the Board, Governance Committee, and other committees
- Books and records of all financial accounts
- A list of the names and business or home addresses of its current Board
- Copies of the annual financial statements and annual audits (State and Federal) for the three most recent years
- Copies of the federal, state, and local tax records and reports for the three most recent years
- Copies of the most recent annual report delivered to the Secretary of State of Hawaii
- Copies of federal and state tax exemption materials and any other document or information necessary to the maintenance and operation of Maui Academy of Arts and Sciences.

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- Copies of all public records as required by any applicable Hawaii open meeting and open records law.

**Section 3.** Each Director, or designated agent of such Director, shall have the right during regular business hours to inspect, copy and make extracts of all books, records and documents of every kind of Maui Academy of Arts and Sciences. The public has the right to inspect any public record in accordance with any applicable Hawai'i open meeting and open records laws during usual business hours, subject to any limitations and protections under the Family Educational Rights and Privacy Act of 1974.

## **Governing Board Conflict of Interest Policy**

Please see the other attachment.

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**Exhibit1: Staffing Chart Template**



## Maui Academy of Arts and Sciences

### Staffing Chart

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

#### Middle School Staffing Model and Rollout

Title	Salary and FTE Per Position Per Year					Capacity 2028
	Year 1 2024	Year 2 2025	Year 3 2026	Year 4 2027	Year 5 2028	
School Co-Director (1.0 FTE)	85,000	87,550	90,177	92,882	95,668	90,177
School Co-Director (1.0 FTE)	85,000	87,550	90,177	92,882	95,668	90,177
Business Manager (1.0 FTE)	55,000	56,650	58,350	60,100	61,903	58,350
SPED/Counselor (1.0 FTE)	55,000	56,650	58,350	60,100	61,903	58,350
Operations/Office Manager (1.0 FTE)	-	-	47,741	49,173	50,648	47,741
Supplemental Teacher (1.0 FTE)	55,000	56,650	58,350	60,100	61,903	58,350
Classroom Teachers, 6th (Core Subjects) (4 FTE)	55,000	56,650	58,350	60,100	61,903	58,350
Classroom Teacher, 6th (Support & Elective) (0.5 FTE)	27,500	28,325	29,175	30,050	30,952	29,175
Classroom Teachers, 7th (Core Subjects) (4 FTE)		56,650	58,350	60,100	61,903	58,350
Classroom Teacher, 7th (Support & Elective) (0.5 FTE)		28,325	29,175	30,050	30,952	29,175
Classroom Teachers, 8th (Core Subjects) (4 FTE)			58,350	60,100	61,903	58,350
Classroom Teacher, 8th (Support & Elective) (0.5 FTE)			29,175	30,050	30,952	29,175
<b>Total FTEs</b>	<b>9.5</b>	<b>15</b>	<b>21.5</b>	<b>21.5</b>	<b>21.5</b>	<b>21.5</b>
<b>Total Salaries</b>	<b>582,500</b>	<b>911,550</b>	<b>1,307,561</b>	<b>1,346,787</b>	<b>1,387,189</b>	<b>1,307,561</b>

*\*Any required Assistants or Teacher Aides will be volunteers from the UH-Maui College Campus and other aspiring teachers enrolled in credentialing programs.*

*\*The elderly population is another underutilized resource in our community that we may tap into. All volunteers will undergo a background check.*

**MAUI ACADEMY OF ARTS AND SCIENCES**  
**PERFORMANCE EVALUATION FORM ADMINISTRATIVE PERSONNEL**

Employee name: \_\_\_\_\_  
 Employment start date: \_\_\_\_\_  
 Job title: \_\_\_\_\_  
 Department: \_\_\_\_\_  
 Review period start: \_\_\_\_\_  
 Review period end: \_\_\_\_\_  
 Last review date: \_\_\_\_\_  
 Reviewer name: \_\_\_\_\_  
 Reviewer title: \_\_\_\_\_

**PERFORMANCE COMPETENCIES**

<b>COMMUNICATIONS .....</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Expresses ideas and thoughts verbally .....	1	2	3	4	5
Expresses ideas and thoughts in written form .....	1	2	3	4	5
Exhibits good listening and comprehension .....	1	2	3	4	5
Keeps others adequately informed .....	1	2	3	4	5
Uses appropriate communication methods .....	1	2	3	4	5
 <b>COOPERATION.....</b>	 <b>1</b>	 <b>2</b>	 <b>3</b>	 <b>4</b>	 <b>5</b>
Establishes and maintains effective relations .....	1	2	3	4	5
Exhibits tact and consideration .....	1	2	3	4	5
Displays positive outlook and pleasant manner .....	1	2	3	4	5
Offers assistance and support to coworkers .....	1	2	3	4	5
Works cooperatively in group situations .....	1	2	3	4	5
Works actively to resolve conflicts .....	1	2	3	4	5
 <b>DEPENDABILITY .....</b>	 <b>1</b>	 <b>2</b>	 <b>3</b>	 <b>4</b>	 <b>5</b>
Responds to requests for service and assistance .....	1	2	3	4	5
Follows instructions, responds to management direction .....	1	2	3	4	5
Takes responsibility for own actions .....	1	2	3	4	5

Commits to doing best job possible .....	1	2	3	4	5
Keeps commitments .....	1	2	3	4	5
Meets attendance and punctuality guidelines .....	1	2	3	4	5
<b>INITIATIVE .....</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Volunteers readily .....	1	2	3	4	5
Undertakes self-development activities .....	1	2	3	4	5
Seeks increased responsibilities .....	1	2	3	4	5
Takes independent actions and calculated risks .....	1	2	3	4	5
Looks for and takes advantage of opportunities .....	1	2	3	4	5
Asks for help when needed .....	1	2	3	4	5
<b>JOB KNOWLEDGE .....</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Competent in required job skills and knowledge .....	1	2	3	4	5
Exhibits ability to learn and apply new skills .....	1	2	3	4	5
Keeps abreast of current developments .....	1	2	3	4	5
Requires minimal supervision .....	1	2	3	4	5
Displays understanding of how job relates to others .....	1	2	3	4	5
Uses resources effectively .....	1	2	3	4	5
<b>JUDGMENT .....</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Displays willingness to make decisions .....	1	2	3	4	5
Exhibits sound and accurate judgment .....	1	2	3	4	5
Supports and explains reasoning for decisions .....	1	2	3	4	5
Includes appropriate people in decision-making process .....	1	2	3	4	5
Makes timely decisions .....	1	2	3	4	5
<b>PLANNING &amp; ORGANIZATION .....</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Prioritizes and plans work activities .....	1	2	3	4	5
Uses time efficiently .....	1	2	3	4	5
Plans for additional resources .....	1	2	3	4	5
Integrates changes smoothly .....	1	2	3	4	5
Sets goals and objectives .....	1	2	3	4	5

Works in an organized manner..... 1 2 3 4 5

**PROBLEM SOLVING ..... 1 2 3 4 5**

Identifies problems in a timely manner ..... 1 2 3 4 5

Gathers and analyzes information skillfully ..... 1 2 3 4 5

Develops alternative solutions ..... 1 2 3 4 5

Resolves problems in early stages ..... 1 2 3 4 5

Works well in group problem-solving situations ..... 1 2 3 4 5

**QUALITY .....1 2 3 4 5**

Demonstrates accuracy and thoroughness ..... 1 2 3 4 5

Displays commitment to excellence ..... 1 2 3 4 5

Looks for ways to improve and promote quality ..... 1 2 3 4 5

Applies feedback to improve performance ..... 1 2 3 4 5

Monitors own work to ensure quality..... 1 2 3 4 5

**QUANTITY ..... 1 2 3 4 5**

Meets productivity standards ..... 1 2 3 4 5

Completes work in timely manner ..... 1 2 3 4 5

Strives to increase productivity ..... 1 2 3 4 5

Works quickly ..... 1 2 3 4 5

Achieves established goals ..... 1 2 3 4 5

**USE OF TECHNOLOGY ..... 1 2 3 4 5**

Demonstrates required skills ..... 1 2 3 4 5

Adapts to new technologies ..... 1 2 3 4 5

Troubleshoots problems ..... 1 2 3 4 5

Uses technology to increase productivity ..... 1 2 3 4 5

Keeps technical skills up to date..... 1 2 3 4 5

FUTURE GOALS:

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EMPLOYEE COMMENTS:

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REVIEWER COMMENTS:

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EMPLOYEE ACKNOWLEDGMENT

I have reviewed this document and discussed the contents with my supervisor. I acknowledge that I have been advised of my performance status, which does not necessarily imply that I agree with the evaluation.

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Employee Signature/Date

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Reviewer Signature/Date



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Maui Academy of Arts and Sciences Attachment W, Page 1

<b>Suggestions:</b> (Also see Solutions Template for specific Next Steps.)		
<p>What did you think of the lesson?...</p> <p>XX went well. Students showed progress/mastery as demonstrated by...</p> <p>Next time, think about...</p>		

\*Adapted from TFA's Observation Template.

### Solutions Template

<b>OUTCOMES</b>	
<b>What's Working? Student Mastery?</b>	<b>Current Challenges/Concerns? What does the student work or data show?</b>
<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<b>CAUSES</b>	
<b>Teacher Actions/Student Actions</b>	<b>Root factors?</b>
<ul style="list-style-type: none"> <li>• TA:</li> <li>• SA:</li> </ul>	<ul style="list-style-type: none"> <li>• The positive outcomes are rooted in...</li> <li>• The challenges are rooted in...</li> </ul>
<b>SOLUTIONS</b>	
<b>Measure of Success</b>	<b>Next Steps</b>
<ul style="list-style-type: none"> <li>• Success will look like...</li> <li>• Students will own their learning by....</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher will do X by X date...</li> <li>• The teacher will...</li> <li>• The School Co-Director will support by...</li> </ul>



Attachment Z

April 6, 2020

Grant Number: MAAS-0320

Rana Boone



Dear Rana:

We are delighted to inform you that NewSchools Venture Fund (NewSchools) will provide Maui Academy of Arts and Sciences (MAAS) with a grant of \$100,000, over the time period April 2020 to November 2020, to be paid according to the schedule below.

**Purpose of Grant**

This grant has been provided to advance specific activities of MAAS, which NewSchools has determined are consistent with its own charitable purposes. These specific activities are as follows:

- Planning for a successful launch in the Fall of 2021 of MAAS, a 6<sup>th</sup>-8<sup>th</sup> grade school located in Haiku, HI. The school will serve approximately 450 students by Fall 2023. Planning efforts include, but are not limited to:
  - Working towards attaining charter/district approval;
  - Securing a facility;
  - Hiring a school leader and critical team members;
  - Designing an instructional model that fully addresses the needs of the target student population and ensures that all students progress toward achieving an expanded definition of success; and
  - Developing other critical operational components (e.g. student recruitment and community engagement plans, staff hiring and onboarding plans, financial model, governance model, an organizational approach to diversity, equity, and inclusion, etc.)

**Working Relationship between MAAS and NewSchools**

In addition to providing a grant, we are committed to an open, constructive relationship in support of your organization and its mission.

**NewSchools Commitments**

The MAAS team can expect the following as part of a relationship with NewSchools:

- We aspire to be an active thought partner with you. We strive to be supportive and constructive, which at times may mean that we challenge you as a means of pushing you to higher levels of impact.





- We help to build valuable relationships among our ventures. We will convene you alongside organizations at similar stages so that you can establish an authentic community of practice.
- We will regularly seek out your perspective on how we are doing. Your feedback helps us improve our own work and achieve greater impact.
- As a part of our commitment to capturing knowledge and measuring impact, all of our ventures are required to participate in research and evaluation efforts. We will make every effort to minimize the burden on your team while also ensuring that it provides useful and timely feedback to you.
- We will tell you immediately if there is a problem in our relationship. We share the responsibility to provide hard feedback if it is necessary.

#### MAAS Commitments

NewSchools also will expect the following from MAAS:

- Ask us for help whenever you believe we may be able to help you think through an issue, connect to a potential partner, customer, vendor, or resource, and execute a strategic project.
- Attend and actively participate in our community of practice meetings.
- Share your victories with us so we can celebrate with you!
- In a proactive, open and timely manner, inform NewSchools and your Board of Directors about every significant issue, challenge, transaction and event that may affect the organization's outcomes and impact.
- Tell us right away if you have any concerns about our working relationship with you or our performance as a funder.

#### Payment Provisions

NewSchools agrees to pay MAAS \$100,000 in one payment. The payment will be disbursed upon receipt of the following:

- This fully executed original Letter of Agreement,
- IRS Form W-9 with your entity status and taxpayer identification number (TIN); and
- If you are a tax exempt organization, or applying to be a tax exempt organization under section 501(c)(3) of the United States Internal Revenue Code, please provide one of the following documents to verify your tax exempt entity status:
  - A copy of your IRS determination letter
  - A copy of IRS Form 1023 (your application to the IRS to obtain 501(c)(3) status)

NewSchools is a public charity and is able to make grants to tax exempt organizations, organizations applying for tax exempt status, for-profit organizations, and governmental organizations.

Given the critical importance of the leadership team to the success of any venture we fund, NewSchools reserves the right to suspend the disbursement of any remaining grant payments, and/or request the return of unspent grant dollars that have already been disbursed, in the case of a material change in the employment status during the grant term of any of the key



MAAS personnel related to the management of this grant, including but not limited to: Rana Boone and Daria Boone.

NewSchools also reserves the right to suspend the disbursement of any remaining grant payments and/or request the return of unspent grant dollars that have already been disbursed if, in consultation with MAAS, we determine that the organization has failed to comply with the terms of this grant letter.

No grant funds shall be used to purchase or finance capital expenses (e.g. purchase a building or property, renovate a building, purchase vehicles, etc.).

NewSchools makes grants using funds from a variety of foundations and individuals, and at its sole discretion has selected MAAS to receive this grant. MAAS may not make any statement, or otherwise imply to the media, the general public or any other donor or investor that MAAS is supported by any donor other than NewSchools, unless your organization had directly received funds from that donor.

**Reporting Requirements**

MAAS will report on progress towards the grant goals according to the following schedule:

Expectation/ Deliverable	Purpose and Description	Timing/Notes
Participate in Community of Practice Meetings	Used by NewSchools to provide management assistance and to foster a learning community for ventures.  Two representatives (typically the organization leader and another senior leader) from each team are required to attend these meetings.	We will hold several virtual and/or in-person Community of Practice events over the course of this grant. Dates will be shared in the coming months.
Participate in Check-in Calls	Used by NewSchools to monitor progress, surface key needs, and offer support to our ventures throughout the grant period.  Check-in calls will take place with venture leaders.	Check-In Calls: Monthly during grant period.
Provide All Requested Data for Annual Data Collection	Used by NewSchools to gather feedback on the support we provide our ventures, evaluate the performance of our portfolio, identify benchmarks, and inform our board, investment partners, and funders of our impact.	We will administer an annual survey every fall.



Further specific provisions of this grant are described in the attached Terms and Conditions for NewSchools Venture Fund Grants. These Terms and Conditions are expressly incorporated by reference herein.

Please indicate agreement to this Grant and its terms by signing and returning this Agreement to NewSchools.

On behalf of NewSchools Venture Fund, we all look forward to a productive relationship. Together, we will reimagine public education so that all children - especially those underserved - graduate high school prepared and inspired to achieve their most ambitious dreams and plans.

Sincerely,

DocuSigned by:  
*Frances Messano*  
FE469719069941B...  
Frances Messano  
Senior Managing Partner

Accepted by:

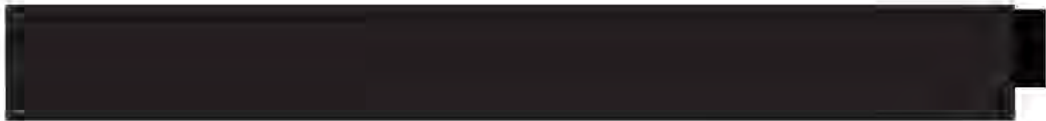
DocuSigned by:  
[Redacted Signature]  
Grantee Authorized Representative - Signature  
Rana Boone

Name  
Rana Boone, Co-Executive Director

Title  
4/6/2020

Date

Encl: Terms and Conditions



## TERMS AND CONDITIONS FOR NEWSCHOOLS VENTURE FUND GRANTS

1. All grant funds must be used only for charitable, literary, scientific or educational purposes within the meaning of Internal Revenue Code Section 170(c)(2)(B) and, more specifically, for the purposes described in the attached grant agreement and substantially in accordance with the attached approved budget. The grant funds may not be expended for any other purpose without NewSchools' prior written approval. Any funds not expended for the purposes of the grant during the grant term must be immediately returned to NewSchools.
2. The grantee agrees that it owns or possesses sufficient legal rights to all patents, trademarks, service marks, trade names, copyrights, trade secrets, licenses, information and other proprietary rights and processes necessary for its business as now conducted and as presently proposed to be conducted, without any violation of any material license or infringement of the rights of others.
3. In addition to other reports required by federal, state or local law, the grantee will provide to NewSchools copies of any annual IRS filings, such as Form 990s and any schedules thereto, and state forms, such as California Franchise Tax Board Forms 109 or 199, that it completes, if the grantee is a nonprofit. If the grantee is a for-profit or governmental organization, the grantee will provide annual audited or compiled financial information. If any report is not received in a timely manner, NewSchools may withhold further grant payments until the report is received, and may terminate the grant if the report is not received within thirty (30) days following the date on which it is due.
4. NewSchools may conduct an evaluation of progress under this grant. The grantee agrees to be supportive of the process. This evaluation may include meetings with NewSchools staff and/or consultants to review the program with the grantee's personnel and constituents, and research evaluations connected with the activities financed by this grant. If the Proposal includes a plan for externally documenting and evaluating the outcomes of this grant, NewSchools expects to receive reports from the chosen evaluation team according to a schedule to be determined and appended to these grant terms.
5. The grantee should provide NewSchools with immediate notification of any changes in its organizational or tax exempt status as it occurs. If you are currently applying to be a tax exempt 501(c)(3) entity, you will provide a copy of your IRS determination to NewSchools immediately upon receiving it.
6. The grantee agrees to give NewSchools a reasonable opportunity to review and approve or disapprove any mention whatsoever of NewSchools in any publication proposed to be produced and/or disseminated by the grantee's organization prior to the production of such publication. In addition to this general publicity requirement, NewSchools will have the choice regarding whether and in what manner any publication produced or disseminated wholly or in part with the grant funds acknowledges NewSchools' financial support. In any case in which NewSchools is mentioned in a publication, the publication must state that NewSchools does not take responsibility for any statements or views expressed. Two (2) copies of any publication that mentions NewSchools and/or that is produced or disseminated with grant funds must be furnished to NewSchools at least two (2) business days in advance of public dissemination.



7. The grantee acknowledges that NewSchools has not earmarked any of the grant funds for any organization or individual other than the grantee.
8. The foregoing conditions comply with obligations imposed on NewSchools by federal law to make reasonable efforts and establish adequate procedures to see the grant funds are spent solely for the purposes for which they were granted, and to obtain full and complete reports on how grant funds have been expended. Changes in federal law, or in regulations interpreting it, may require NewSchools to ask that more detailed reports be submitted or that other steps be taken. NewSchools will promptly inform the grantee of any such changes.
9. If the grantee makes payments to individuals or non-501(c)(3) organizations, the grantee may enter into direct contracts with them so long as the goods and services provided to the grantee by the individuals/organizations further the purpose of NewSchools' grant to the grantee. In these cases, the grantee organization must incorporate the individual's or non 501(c)(3) organization's accounting of expenditures within the grantee's accounting to NewSchools.
10. Any violation of the foregoing conditions will require refunding to NewSchools of any amounts subject to the violation. NewSchools may discontinue, modify or withhold any payments due under this grant award or to require a refund of any unexpended grant funds if, in its sole judgment, such action is necessary to comply with the requirements of any law of regulation affecting its responsibilities under this grant award.
11. By making this grant, NewSchools assumes no liability for any actions or omissions of the grantee's organization, including those of any officers, directors, employees or agents of the grantee's organization ("the grantee's actions or omissions"). The grantee agrees to indemnify, defend and hold harmless NewSchools from any and all damages or claims made against the grantee or NewSchools relating to any of the grantee's actions or omissions in connection with the grant.
12. In connection with this grant, the grantee's organization, including the grantee's officers, directors, employees, agents, affiliates and beneficiaries (collectively "the grantee's Organization Members") may have access to, receive, and be entrusted with confidential information, including but in no way limited to development, marketing, organizational, financial, management, administrative, production, distribution, information, data, specifications and processes presently owned by or at any time in the future developed by NewSchools or its agents, consultants or portfolio companies, or used presently or at any time in the future course of its business, personal information relating to any officer, director or employee of NewSchools that is not otherwise public knowledge or in the public domain (collectively, "Confidential Material"). All such Confidential Material is considered secret and will be available to the grantee's Organization Members in strict confidence. Except in carrying out the purposes for which the grant was made, the grantee's Organization Members will not, directly or indirectly for any reason whatsoever, disclose or use any such Confidential Material, unless and until such Confidential Material ceases (through no fault whatsoever or the grantee's Organization Members) to be confidential because it has become public knowledge or part of the public domain. All records, files, drawings, documents, equipment, and other tangible items, wherever located, relating in any way to the Confidential Material or otherwise to NewSchools' business, that the grantee's Organization Members prepare, use or encounter, will be and





remain NewSchools' sole and exclusive property and will be included as Confidential Material hereunder. Upon termination of this Agreement by any means, or whenever requested by NewSchools, the grantee's organization will promptly deliver to NewSchools all of the Confidential Material, not previously delivered to NewSchools. Grantee, grantee's employees and any independent contractors associated with the grantee's Organization Members also agree that this confidentiality provision of this Agreement shall survive and continue after the termination of this Agreement for any reason whatsoever.

13. The grantee will participate in NewSchools' activities related to gathering and sharing effective practices as public resources to benefit the improvement of the education sector. These activities may include data collection, surveys and meetings. As a result of these efforts, NewSchools may share anonymized, aggregated learnings and findings from across the grantees funded by NewSchools. NewSchools will notify the grantee in advance of such use. If NewSchools wishes to share specific information about the grantee, NewSchools and the grantee will work to mutually agree on the specific information to be released. NewSchools will not intentionally or knowingly directly impede the grantee's ability to generate earned revenue from the program.
14. If the grantee is acquired by or merges with another entity, or sells all or substantially all of its assets to another entity, then at NewSchools' option, the grant may be converted into a recoverable loan, without interest, to be paid back within thirty (30) days after such merger, acquisition, or asset sale. This clause expires one (1) year after the date of the grant disbursement.
15. This agreement constitutes the entire agreement between NewSchools and the grantee's organization and supersedes all prior agreements, understandings and writings with respect to the subject matter hereof. This Agreement may be amended or modified only in writing, which writing must be signed by duly authorized representatives of each party. This Agreement is not intended to, and does not create a partnership/agent relationship or joint venture between the grantee's organization and NewSchools. This Agreement will be interpreted in accordance with the laws of the State of California, without regard to choice of law principles. The parties agree to submit to the jurisdiction of the State of California, County of Alameda for the resolution of any dispute that may arise hereunder.



December 14, 2020

Dear Maui Academy of Arts and Sciences,


Sending sincere congratulations. A participatory team of **26 young people under the age of twenty, 13 education equity+innovation practitioners outside of Teach For America, and 12 Teach For America staff members** from across the organization were compelled by your team's idea and felt that it was enduring and pointed towards a new future for learning. As you know, the Enduring Ideas process awards support up-to \$25,000, and this participatory team decided to award your team \$10,000 to spend however you see fit. There are no formal reporting requirements for this support. We do hope to stay in contact with you to understand what you're learning and amplify your work.

This letter also sends sincere gratitude for inspiring us; we at the Lab team see a new future for learning in what you proposed. We hope you'll continue to engage with the Reinvention Lab community and share your learnings with this budding network focused on community-based equitable learning innovation. The email corresponding with this letter provides more information on both the decision-making process and how we hope to continue to be in community with you.

An important note about this support: Please be advised that the check will be made out to Maui Academy of Arts and Sciences and mailed to the address that you provide below. Please note that you are responsible for paying any and all local, state and federal taxes associated with this award payment. You are advised to consult a tax professional with any questions, as Teach For America and the Reinvention Lab do not provide tax advice.

Thank you for the work you do, each and every day. We are honored to be in community with you.

Sincerely,

  
Sunanna Chand and the entire Reinvention Lab Team

*Please return this document with your signatures below.*

Signed by Rana Boone on behalf of Maui Academy of Arts and Sciences.

Printed Name:

Signature:

Mailing Address (where check will be sent):