

Application Information Sheet

PRIMARY CONTACT INFORMATION	
Name:	Ka'imi Kaupiko
Current Employer & Position/Title:	Kua O Ka Lā PCS Teacher
Expected Role with the Applicant School:	Assistant Director
Mailing Address:	
Phone:	
Email:	

APPLICANT SCHOOL INFORMATION	
Applicant School Name: Miloli'i Charter School	
Mission and Vision: Click or tap here to enter text. The school's mission is to foster academic excellence, cultural understanding, and holistic development through an education grounded in Hawaiian values and traditions. The school aims to develop students who are critical thinkers, effective communicators, and responsible stewards of Hawai'i's land and community.	
Vision <i>Hānai i nā pua.</i>	
List of Applicant Governing Board Members: <ol style="list-style-type: none">1. Scott Atkinson2. Luika Imaoka3. Moana Ching4. Greg Asner5. Eric Edwards6. Charlie Young7. James Skouge8. Meleana Smith9. Monica Traub (non voting member)10. Leivallyn Kaupu (non voting member)11. Ka'imi Kaupiko (non voting member)	
State whether you have hired or contracted a consultant or a company/ies to assist you in the development and/or writing of your charter application.	

APPLICANT SCHOOL INFORMATION

☐ Yes

☒ No

If yes, please identify the name(s) of the consultant/company(ies):

Click or tap here to enter text.

Geographic Location of your Facility:

Which complex areas do you anticipate attracting students from:

- ☐ Statewide
- ☐ Farrington-Kaiser-Kalani
- ☐ Kaimuki-McKinley-Roosevelt
- ☐ Aiea-Moanalua-Radford
- ☐ Leilehua-Mililani-Waialua
- ☐ Campbell-Kapolei
- ☐ Pearl City-Waipahu
- ☐ Nanakuli-Waianae
- ☐ Castle-Kahuku
- ☐ Kailua-Kalaheo
- ☒ Hilo-Waiakea
- ☒ Kau-Keaau-Pahoa
- ☒ Kona-Kohala-Hamakua
- ☒ Honokaa-Kealakehe-Kohala-Konawaena
- ☐ Baldwin-Kekaulike-Kulanihako-Maui
- ☐ Hana-Lahainaluna-Lanai-Molokai
- ☐ Kapaa-Kauai-Waimea

School Year opening: select one

☒ School Year: 2026-2027

☐ School Year: 2027-2028

Grades Served Year 1: 6-9

Grades Served at Capacity: 6-12

Type of Charter School (Select One):

☒ Start-up charter school, as defined in HRS Chapter 302D-13

☐ Conversion charter school, as defined in HRS Chapter 302D-13

APPLICANT SCHOOL INFORMATION
Name of HIDOE school to be converted: Click or tap here to enter text.

Proposed School Description			
<table border="1"><tbody><tr><td></td><td><input type="checkbox"/> Alternative <input type="checkbox"/> Arts <input checked="" type="checkbox"/> Blended Learning <input type="checkbox"/> Career and Technical Education <input checked="" type="checkbox"/> Cultural Focus (specify): <input type="checkbox"/> Disability (specify):</td><td><input type="checkbox"/> Language Immersion (specify): <input type="checkbox"/> Montessori <input checked="" type="checkbox"/> STEM <input type="checkbox"/> Virtual Learning <input type="checkbox"/> Other (specify):</td></tr></tbody></table>		<input type="checkbox"/> Alternative <input type="checkbox"/> Arts <input checked="" type="checkbox"/> Blended Learning <input type="checkbox"/> Career and Technical Education <input checked="" type="checkbox"/> Cultural Focus (specify): <input type="checkbox"/> Disability (specify):	<input type="checkbox"/> Language Immersion (specify): <input type="checkbox"/> Montessori <input checked="" type="checkbox"/> STEM <input type="checkbox"/> Virtual Learning <input type="checkbox"/> Other (specify):
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Check that apply		
<table border="1"><tbody><tr><td></td><td><input checked="" type="checkbox"/> Virtual Blended Learning <input type="checkbox"/> Third Party Providers <input type="checkbox"/> Conversion Charter Schools</td></tr></tbody></table>		<input checked="" type="checkbox"/> Virtual Blended Learning <input type="checkbox"/> Third Party Providers <input type="checkbox"/> Conversion Charter Schools
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PURPOSE OVERVIEW: The following questions seek to discover the why behind the proposed new charter school.

QUESTION 1

[BOE Policy E-700](#) requires charter schools to fulfill a distinct purpose in public education in Hawai'i.

How is the proposed charter school design innovative, unique, and important to the public education landscape of the state of Hawai'i?

Your response must include how the proposed school will meet each of the following:

1. address the needs of public education;
2. provide more public school options for students and families;
3. implement innovative educational practices;
4. reflect Hawai'i's diverse cultures, places, and values;
5. provide community-based school models and local control over education; and
6. provide high-quality public education for the students and communities they serve.

EVALUATION CRITERIA:

Response demonstrates evidence in all six areas of BOE Policy E-700 and should:

- *align with the Commission's Strategic Plan Characteristics of High Quality Charter Schools.*
- *align with the Commission's Strategic Plan Characteristics of Innovative practices in public charter schools*
- *align with the Commission's Strategic Plan Diverse Educational Opportunities in Hawai'i*
- *include evidence of research supporting the school concept as innovative*
- *include data from surrounding Department schools and complexes that supports a new charter school*
- *include evidence of community outreach and participation efforts in determining the needs of the community*

NARRATIVE SECTION:

The Miloli'i community's proposal for a blended online charter school is an innovative, unique, and essential addition to Hawai'i's public education system, particularly for students in remote and underserved rural areas of Hawai'i Island. This charter school addresses the significant challenges of access to education, such as long commutes and lack of transportation, while offering a culturally grounded, community-centered approach. Below is a detailed evaluation of how the school aligns with Board of Education (BOE) Policy E-700 and the Hawai'i State Public Charter School Commission's Strategic Plan, with supporting evidence of its necessity, innovation, and community-driven design.

1. Address the Needs of Public Education

The proposed school directly addresses a critical gap in Hawai'i's public education system: serving students in rural and underserved areas where access to traditional schools is limited due to long distances and unreliable transportation. The current Department of Education (DOE) schools on

Hawai'i Island serve large geographic areas, leaving many students in remote communities without regular and convenient access to school. This proposed school will provide an alternative that reduces the strain of long commutes by offering a blended online model. By allowing students to learn from home and attend local hubs for in-person support, the school will ensure equitable access to education, improving attendance rates and academic performance for students in these isolated regions.

Evidence from DOE schools and complex area reports shows a disparity in access to education in rural areas like Miloli'i, where dropout rates are higher, and academic achievement is lower compared to urban areas. This data supports the need for a localized school model that can directly address these challenges.

2. Provide More Public School Options for Students and Families

Currently, families in Miloli'i and surrounding rural areas have limited educational choices, often having to send their children to schools far from home. The proposed charter school will introduce a new public school option that better aligns with the unique needs of families in rural Hawai'i. By offering a flexible and blended learning model, families will have the option to choose an educational path that reduces the logistical burdens of daily school transportation, which often negatively impacts student attendance and engagement. This school will also cater to different learning styles and paces, offering more personalized education than traditional schools, thus expanding the educational choices available to students and their families.

3. Implement Innovative Educational Practices

The proposed charter school is designed to implement a range of innovative educational practices that are not commonly found in traditional schools. The blended learning model, which combines online coursework with localized in-person support at learning hubs, allows for flexibility, personalized learning, and the use of modern educational technology. Adaptive learning platforms, data-driven assessments, and project-based learning will be central to the school's approach, helping students build 21st-century skills such as critical thinking, collaboration, and digital literacy. The school will also integrate place-based learning, connecting students to their natural environment and community through hands-on projects and service learning that make education meaningful and relevant to their daily lives.

This innovative approach aligns with the Hawai'i State Public Charter School Commission's Strategic Plan, which emphasizes the need for schools to embrace new teaching methods that cater to diverse learners and use data to drive continuous improvement.

4. Reflect Hawai'i's Diverse Cultures, Places, and Values

A key strength of the proposed charter school is its deep integration of Hawai'i's diverse cultures, places, and values. The curriculum will be rooted in the cultural heritage and environmental stewardship of Hawai'i, reflecting the community's connection to the land ('āina) and ocean. Hawaiian language, history, and cultural practices will be embedded into daily learning, promoting cultural literacy and fostering a strong sense of identity among students. Local kūpuna (elders) and cultural

practitioners will be involved in mentoring and teaching, ensuring that traditional knowledge and practices are passed onto future generations.

By reflecting Hawai'i's cultural diversity, the school will ensure that students are not only prepared academically but are also connected to their cultural roots, aligning with the state's commitment to multicultural education.

5. Provide Community-Based School Models and Local Control Over Education

The proposed charter school will be driven by the Miloli'i community, with local control over the school's governance and curriculum development. Decisions about the school's direction, educational priorities, and resource allocation will be shared with community members, ensuring that the school remains responsive to the specific needs and values of the local population. This community-based model fosters a sense of engagement among parents, educators, and students, creating a school environment that is truly reflective of the community it serves.

The school's community-based governance model aligns with the Hawai'i State Public Charter School Commission's emphasis on local control and innovation in educational delivery, further ensuring that the school meets the distinct needs of its students.

6. Provide High-Quality Public Education for the Students and Communities They Serve

By combining rigorous academic standards with a flexible learning model, the proposed school will offer high-quality public education tailored to the needs of rural students. The integration of online learning with in-person support ensures that students receive a well-rounded education that is both academically challenging and personally meaningful. Continuous assessments and data-driven instruction will allow for individualized learning and mentoring plans, ensuring that students are able to progress at their own pace while receiving targeted support when needed. Additionally, the school will provide opportunities for students to engage in career and technical education, preparing them for post-secondary success and employment.

Evidence of Research and Community Support

The blended learning model is supported by educational research that shows online learning, when combined with in-person support, can be highly effective in increasing student engagement and achievement, especially in rural areas where access to traditional schools is limited. Studies indicate that students in rural settings benefit from flexible learning environments that allow them to balance academic responsibilities with the realities of rural life.

Community outreach efforts in Miloli'i have shown strong support for the establishment of a charter school that addresses transportation challenges and lack of educational access. Meetings with parents, local leaders, and educators have highlighted the community's desire for a school that aligns with local values and offers flexible, high-quality education.

Conclusion

Miloli'i Charter School
SECTION: PURPOSE
QUESTION 1

The proposed Miloli'i charter school is a necessary and innovative solution to the challenges faced by students in rural areas of Hawai'i Island. By providing more educational options, implementing innovative practices, and offering a culturally relevant curriculum, this school will fulfill a distinct and important purpose in public education. It aligns with the BOE Policy E-700, as well as the Hawai'i State Public Charter School Commission's goals for high-quality, innovative, and diverse educational opportunities.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 1 – Attachment 1, Question 1 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 2

State the proposed school's mission and vision.

EVALUATION CRITERIA:

Response must include:

- *a clear statement of mission and vision;*
- *a mission and vision focused on learning based on student needs; and*
- *a mission and vision that is relevant to the community the applicant proposes to serve*

NARRATIVE SECTION:

Click or tap here to enter text.

The school's mission is to foster academic excellence, cultural understanding, and holistic development through an education grounded in Hawaiian values and traditions. The school aims to develop students who are critical thinkers, effective communicators, and responsible stewards of Hawai'i's land and community.

Miloli'i is known as Hawai'i's last fishing village because of its generations-old fishing traditions that are still practiced today as a key part of the community's livelihoods, culture, and identity. For generations the people of Milolii have been effectively managing their essential fisheries including feeding, raising, and caring for 'ōpelu pua (baby 'ōpelu fish), which is the most culturally important fish for our community).

Just as our community has practiced Hānai i nā koa (care for the fish populations) for our essential fisheries, our school's vision is to , "Hānai i nā pua," or nurture our haumāna (our "pua" or children).

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 2 – Attachment 1, Question 2 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 3

Describe the process, specify the people involved, and rationale that helped in the development of the mission, vision, and school design.

EVALUATION CRITERIA:

Response must include, but is not limited to:

- *a description of the process the board took to develop their mission and vision and school design. (Examples may include other schools or programs that have been researched or visited and what was learned from them that influenced this mission, vision and school design.)*
- *describe the foundational values that led to the creation of the mission and vision and how the mission and vision align to the educational needs of the students that the school seeks to serve.*
- *evidence of community engagement of the steps to develop their school design and how the community's input and feedback informed or changed the school concept over time.*
- *evidence of research conducted supporting the need for this charter school in this community (examples may include academic performance reports from local schools, surveys, community forums, interviews from the community the schools proposes to serve).*

NARRATIVE SECTION:

We conducted focus groups to assess the needs of our community. The general feedback from these focus groups has given us vital information especially due to the loss of educational time/support as a result of the pandemic. The consensus includes the need for quality educational programs and a need for a more aligned educational environment that meets the students where they are. Having a culturally based program, focused on environmental project-based learning integrating social-emotional modalities is critical at this particular time for many of our youths in the Kapalilua region and island wide. MCS has seen an urgent need for alternative educational programs, specifically charter schools in our rural areas. Our community organization has answered the call by providing projects that follow COVID-19 pandemic guidelines to help ease the stress, fear, and experiences our families are facing at this time.

The founding board and expected staff have been working within Miloli'i and the Kapalilua region providing educational programs for 20 plus years, these programs have elevated our youths to have a deeper connection to the resources of this area which include: 'Ōpelu Hānai Project sponsored by NOAA; Miloli'i coastal restoration and konohiki practices through Mōhala Nā Konohiki; Hiki Nō multimedia program through PBS; eDNA with Hawai'i Pacific University Oceanic Institute; Mālama Miloli'i Kipuka a community garden project for our students and their family which include the restoration of the native loulu (palm tree) and the native Makaloa (shrub used for weaving), and youth sports activities like the Miloli'i Volleyball club, basketball, surfing and Miloli'i Canoe Club. Kalanihale our official 501c3 non-profit and partners which include Pa'a Pono Miloli'i, Nā Hokua of UH Center on Disability, Alu Like, Lili'uokalani Trust, Hau'oli Kamana'o Church, Conservation International, Hawaii MERC (Marine Educational Research Center), ASU Hawai'i (Arizona State University), Hawai'i Pacific University Oceanic Institute, PBS Hiki Nō, Hui Mālama Nā 'Ōiwi, Nakoa Foundation, Nā Kalai Wa'a, and funders Hawaii Community Foundation, Stupski Foundation, Dorrance Foundation, Castle Foundation, Kamehameha Schools, and OHA are in support of continuing educational opportunities in Miloli'i.

For the past 10-plus years we have volunteered and worked for and worked with Hīpuu, a virtual program with Kua O Ka Lā PCS. Twenty-five students have graduated over the past 10 years through the Kua O Ka Lā PCS virtual Hīpu'u Program. We are proud and honored to say the graduates from Kua O Ka Lā Hīpu'u have gone on to many different paths including trade and technical schools, workforce employment, fishing and farming, enlisted in military services, and have gone on and completed higher education. Three of our previous graduates have received their Bachelor' one from The University of Berkeley in California in Political Science, the University of Hawai'i, the Maui campus in Applied Business Management and Information Technology, and the University of Hawai'i, the Hilo campus in Liberal Arts. Unfortunately, the high school portion of Kua o Ka Lā PCS was discontinued in 2020, which has impacted the potential for youth in our community to earn their high school diploma.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 3 – Attachment 1, Question 3 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 4

State and provide evidence of the type of applicant governing board being established, pursuant to [HRS 302D-13\(b\)](#).

- Community group
- Department School
- School Community Council
- Group of Teachers and Administrators
- Nonprofit Organization in accordance with [HRS 302D-13\(b\)\(4\)](#)

Include the reasoning behind this choice of applicant governing board

EVALUATION CRITERIA:

Unless specified below, the response must include the rationale for the selected type of applicant governing board and provide evidence that could include, but is not limited to:

- *governing board meeting minutes, agendas, attendance that establishes an applicant governing board;*
- *flyers of community meetings; and*
- *letters of support, petitions, or signatures.*

The selected group must also comply with the following:

- *department School: HRS 302-13(b)(2); and*
- *group of Teachers and Administrators: HRS 302D-13(b)(3)*

Selected group must also comply and submit the following:

Nonprofit Organization: Business Records (501(c)(3)),

- *IRS Tax ID Information, HRS 302D-13(b)(4).*
- *The applicant must submit all Department of Commerce and Consumer Affairs filings in accordance with HRS 302D-1 including the Certificate of Good Standing, and Annual Filings (for the most recent five years), and the Articles of Incorporation.*

NARRATIVE SECTION:

Miloli'i Charter School (MCS) governing board will be a community group composed of non-voting staff members and community members that have been in support of Miloli'i applying for a charter to serve rural areas around Hawai'i island.

Kalanihale will be the community nonprofit for the application of the Miloli'i Charter School. Our attachments include the Non-profit 501(c)3 Determination letter, DCCA vendor compliance, Certificate of Good Standing, annual filing for the past five years, and Articles of Incorporation.

Our governing board meeting minutes, agendas, attendance records, flyers, and letters of support.

SUBMITTING ATTACHMENTS?

- ✓ NO. There is no attachment submitted for this question.
- ✓ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

14 attachments uploaded to ShareFile folder

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 4 – Attachment 1, Question 4 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

[Oct. 4, 2024](#) [Oct. 25, 2024](#) [Nov. 2, 2024](#) [Nov. 8, 2024](#)

Miloli'i PCS Governing Board Member

President TBA

Vice President TBA

Secretary TBA

Treasurer TBA

Scott Atkinson, Luika Imaoka, Ulu Ching, Greg Asner, Eric Edwards, Charlie Young, James Skouge, Meleana Smith

(Non-voting Members) Ka'imi Kaupiko, Leivallyn Kaupu, Pilimai Traub

Meeting Information

Date October 4, 2024 Attending (P-present, A-absent, E-excused (voting by proxy))
 Time 10:00 - 11:00
 Location Join Zoom Meeting
 Meeting ID: 227 574 9157

SA -P LI -P JS-P EE -P GA -P UC -A CY-A MS-A
 GG KK-P LK -P PT -P

Motion template: *MOTION to accept [month, day, year] [MOTION] Moved by XX; second by XX; motion carried.*
 Y – Support; N – Oppose; A – Abstain; NP – Not Present

Hola (Time)	Mana'o (Agenda) GB Approved 'Ae Date 10/4/24	Kuleana (Action)	Mo'olelo (Minutes) GB Approved 'Ae Date 10/25/24
10:00	Opening	Note	KK opens meeting welcoming everyone
10:05	GB Introductions	Note	GB member introduce themselves
10:20	Charter School Application	Note	Review application Review and share GB member form Application timeline Revised Mission and Vision
10:45	GB Kuleana	Note	1. Governing Training Videos Governing for Greatness 2. Application documents have been shared with all GB members to collaborate through the entire application process, board members can add comments, revise, and edit as needed. 3. Complete Board Member Form Example 4. Check and reply to emails for application updates.
11:00	Mission and Vision	Note	Review and discuss of Mission and Vision from 2020 Application Revise Mission and Vision based on 2024 application prompt
11:15	Items for next meeting	Note	Oct 4 Minutes Approval Agenda Approval GB Application Schedule Approval of Board Officers Mission and Vision Approval Academic Plan and MAI Completed GB Forms

[Oct. 4, 2024](#) [Oct. 25, 2024](#) [Nov. 2, 2024](#) [Nov. 8, 2024](#)

			Application and Question Review Concerns and Updates Items for next meeting
11:15 am	Meeting Closure	Vote	<i>MOTION [October 4, 2024] to close meeting at 11:15am Moved by KK, second by PT; motion carried. Approved by consensus</i> SA - LI - JS - EE - GA - UC - CY - MS - HS - KK - LK - PT -

[Oct. 4, 2024](#) [Oct. 25, 2024](#) [Nov. 2, 2024](#) [Nov. 8, 2024](#)

Miloli'i PCS Governing Board Member

President Ka'imi Kaupiko

Vice President Lei Kaupu

Secretary Pilimai Traub

Treasurer Luika Imaoka

Scott Atkinson, Luika Imaoka, Ulu Ching, Greg Asner, Eric Edwards, Charlie Young, James Skouge, Meleana Smith

(Non-voting Members) Ka'imi Kaupiko, Leivallyn Kaupu, Pilimai Traub

Meeting Information

Date October 25, 2024
 Time 2:00 - 4:00
 Location [Join Zoom Meeting](#)
 Meeting ID: 227 574 9157

SA-E LI-P JS-E EE-E GA-E UC- P CY- P MS-E
 KK-P LK-P PT-P

Motion template *MOTION to accept [month, day, year] [MOTION] Moved by XX; second by XX; motion carried.*
 Y – Support; N – Oppose; A – Abstain; NP – Not Present

Hola (Time)	Mana'o (Agenda) <i>GB Approved 'Ae Date 10/25/24</i>	Kuleana (Action)	Mo'olelo (Minutes) <i>GB Approved 'Ae Date 11/2/2024</i>
2:00	Approval of Oct 25th Agenda and Oct 4th Minutes	Vote	<p><i>MOTION to accept [October 25, 2024 Agenda] Moved by LI; second by SA; motion carried. Approved by consensus</i></p> <p>SA - LI - JS - EE - GA - UC - CY - MS - HS - KK - LK - PT -</p> <p><i>MOTION to accept [October 4, 2024 Minutes] Moved by LI; second by SA; motion carried. Approved by consensus</i></p> <p>SA - LI - JS - EE - GA - UC - CY - MS - HS - KK - LK - PT -</p>
	Board Officers	Vote	<p><i>MOTION to accept [October 25, 2024] [Pilimai Traub as Board Secretary] Moved by LI; second by JS; motion carried. Approved by consensus</i></p> <p>SA - LI - JS - EE - GA - UC - CY - MS - HS - KK - LK - PT -</p> <p><i>MOTION to accept [October 25, 2024] [Luika Imaoka as Board Treasurer] Moved by LI; second by SA; motion carried. Approved by consensus</i></p> <p>SA - LI - JS - EE - GA - UC - CY - MS - HS - KK - LK - PT -</p> <p><i>MOTION to accept [October 25, 2024] [Lei Kaupu as Board Vice Chair] Moved by JS; second by LI; motion carried. Approved by consensus</i></p> <p>SA - LI - JS - EE - GA - UC - CY - MS - HS - KK - LK - PT -</p> <p><i>MOTION to accept [October 25, 2024] [Ka'imi Kaupiko as Board Chair] Moved by LI; second by SA; motion carried. Approved by consensus</i></p> <p>SA - LI - JS - EE - GA - UC - CY - MS - HS - KK - LK - PT -</p>

	2024-2025 SY Board Application Schedule	Vote	<i>MOTION to accept [October 25, 2024] 2024-2025 SY Board Application Schedule</i> Moved by XX; second by XX; motion Approved by consensus SA - LI - JS - EE - GA - UC - CY - MS - HS - KK - LK - PT -
	Mission and Vision	Vote	<i>MOTION to accept [October 25, 2024] [Mission and Vision]</i> Moved by LI; second by SA; motion carried. Approved by consensus SA - LI - JS - EE - GA - UC - CY - MS - HS - KK - LK - PT -
	Academic Plan	Note	Application Question - see comments in application document
	Mission Aligned Initiative (MAI)	Note	Application Question QUESTION 6 What will be the proposed school's Mission Aligned Initiative (MAI)? The MAI can be found in Charter Contract 4.0 Academic Performance Framework Section 6.11. and Exhibit A. Academic Performance Framework
	Proposed Scheduled Rollout of MCS, Y1-Y2-Y3-Y4-Y4	Note	Application Question
	Internal Fiscal Management Oversight	Note	Application Question QUESTION 15 Describe the internal fiscal management oversight systems that will be developed and implemented. Hiring an accountant and Auditor Finance/Org Committee will be formed when approved
	Governance Overview	Note	Application Question QUESTION 16 Explain how your governing board has the relevant skills, knowledge, and ability to develop, startup and operate a charter school in your school community. Opportunity for youth/parent Governance component when approved
	Academic Framework	Note	Systems of support to address indicators of distress QUESTION 18 What are the systems of support to address indicators of distress to address the following: <ul style="list-style-type: none"> • Academic Framework • Financial Framework • Organizational Framework • School leader evaluation Academic Committee will be formed when approved
	Financial Framework	Note	Systems of support to address indicators of distress - Finance/Org Committee to develop protocols To be discussed when approved at GB weekend retreat
	Organizational Framework	Note	Systems of support to address indicators of distress - Finance/Org Committee to develop protocols To be discussed when approved at GB weekend retreat

	School leader evaluation	Note	Systems of support to address indicators of distress - Annual evaluation based on McRel protocols To be discussed when approved at GB weekend retreat
	Application and Question Review	Note	See application notes and comments
	Concerns and Updates	Note	
	Items for next meeting	Note	Approve Agenda Approve Minutes Approve Academic Plan Approve MAI Approve Schedule Rollout of MCS Y1-Y2-Y4-Y4 Updates and Concerns Items for next meeting
3:00pm	Meeting Closure	Vote	<i>MOTION [October 25, 2024] to close meeting at 3:00pm Moved by LI; second by KK; motion carried. Approved by consensus</i> SA - LI - JS - EE - GA - UC - CY - MS - HS - KK - LK - PT -

[Oct. 4, 2024](#) [Oct. 25, 2024](#) [Nov. 2, 2024](#) [Nov. 8, 2024](#)

Miloli'i PCS Governing Board Member

President Ka'imi Kaupiko

Vice President Lei Kaupu

Secretary Pilimai Traub

Treasurer Luika Imaoka

Scott Atkinson, Luika Imaoka, Ulu Ching, Greg Asner, Eric Edwards, Charlie Young, James Skouge, Meleana Smith

(Non-voting Members) Ka'imi Kaupiko, Leivallyn Kaupu, Pilimai Traub

Meeting Information

Date November 2, 2024
 Time 2:00pm
 Location [Join Zoom Meeting](#)
 Meeting ID: 227 574 9157
 SA-E LI-P JS-P EE-E GA-E UC-E CY-E MS-E
 KK-P LK-P PT-P

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 Y – Support; N – Oppose; A – Abstain; NP – Not Present

Hola (Time)	Mana'o (Agenda) GB Approved 'Ae Date 11/2/2024	Kuleana (Action)	Mo'olelo (Minutes) GB Approved 'Ae Date 11/8/2024
2:00	Approval of Nov 2nd Agenda and Oct 25th Minutes	Vote	<i>MOTION to accept November 2, 2024, Agenda</i> Moved by JS; second by PT; motion carried. Approved by consensus SA - LI - JS - EE - GA - UC - CY - MS - HS - GG - <i>MOTION to accept Oct 25, 2024 Minutes</i> Moved by LI; second by KK; motion carried. Approved by consensus SA - LI - JS - EE - GA - UC - CY - MS - HS - GG -
	Academic Plan	Vote	<i>MOTION to accept [October 25, 2024] [Academic Plan]</i> Moved by JS; second by LI; motion carried. Approved by consensus SA - LI - JS - EE - GA - UC - CY - MS - HS - KK - LK - PT -
	Mission Aligned Initiative (MAI)	Vote	<i>MOTION to accept [October 25, 2024] [Mission Aligned Initiative (MAI)]</i> Moved by LI; second by PT; motion carried. Approved by consensus SA - LI - JS - EE - GA - UC - CY - MS - HS - KK - LK - PT -
	Proposed Scheduled Rollout of MCS, Y1-Y2-Y3-Y4-Y4	Vote	<i>MOTION to accept [October 25, 2024] [Proposed Scheduled Rollout of MCS Y1-Y2-Y3-Y4]</i> Moved by LI; second by JS; motion carried. Approved by consensus SA - LI - JS - EE - GA - UC - CY - MS - HS - KK - LK - PT -
	Application and Questions	Note	
	Items for next meeting	Note	Approve Agenda Approve Minutes Approve Rollout Plan Application Approval Submission Logistics
3:00pm	Meeting Closure	Vote	<i>MOTION [November 2, 2024] to close meeting at 3:00pm</i> Moved by LK; second by LI; motion carried. Approved by consensus

[Oct. 4, 2024](#) [Oct. 25, 2024](#) [Nov. 2, 2024](#) [Nov. 8, 2024](#)

Miloli'i PCS Governing Board Member

President Ka'imi Kaupiko

Vice President Lei Kaupu

Secretary Pilimai Traub

Treasurer Luika Imaoka

Scott Atkinson, Luika Imaoka, Ulu Ching, Greg Asner, Eric Edwards, Charlie Young, James Skouge, Meleana Smith

(Non-voting Members) Ka'imi Kaupiko, Leivallyn Kaupu, Pilimai Traub

Meeting Information

Date November 8, 2024 Attending (P-present, A-absent, E-excused (voting by proxy))

Time 2:00pm

Location [Join Zoom Meeting](#)

Meeting ID: 227 574 9157

SA-P LI-P JS- P EE-E GA-E UC-E CY- E MS -E

KK-P LK-P PT-P

Motion template *MOTION to accept [month, day, year] [MOTION] Moved by XX; second by XX; motion carried.*

Y – Support; N – Oppose; A – Abstain; NP – Not Present

Hola (Time)	Mana'o (Agenda) GB Approved 'Ae Date 11/8/2024	Kuleana (Action)	Mo'olelo (Minutes) GB Approved 'Ae Date TBA
2:00	Approval of Nov. 8th Agenda and Nov. 2nd Minutes	Vote	<i>MOTION to accept November 8, 2024, Agenda</i> Moved by LI; second by JS; motion carried. Approved by consensus SA - LI - JS - EE - GA - UC - CY - MS - HS - GG - <i>MOTION to accept November 2, 2024 Minutes</i> Moved by LI; second by JS; motion carried. Approved by consensus SA - LI - JS - EE - GA - UC - CY - MS - HS - GG -
	Application Approval 1. Information Sheet 2. Application Questions 3. Blended Program 4. Staffing 5. Board Form 6. Checklist	Vote	<i>MOTION to accept [November 8, 2024] [Application Approval]</i> Moved by JS; second by LI; motion carried. Approved by consensus SA - LI - JS - EE - GA - UC - CY - MS - HS - GG -
	Application Submission Logistics	Note	KK/PT will upload Application to share folder on Nov 15 by noon
	Other Mana'o	Note	
	Items for next meeting	Note	Approve Agenda Approve Minutes
4:42pm	Meeting Closure	Vote	<i>MOTION [November 8, 2024] to close meeting at 4:42</i> Moved by LI; second by PT; motion carried. Approved by consensus SA - LI - JS - EE - GA - UC - CY - MS - HS - GG -

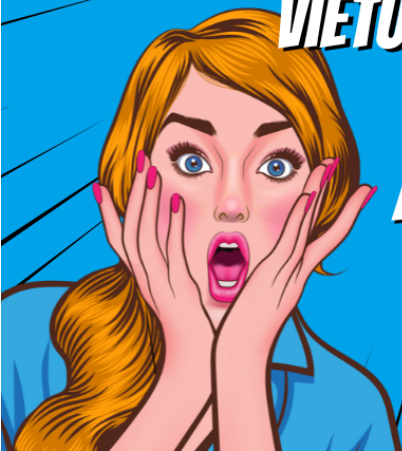
MILOLII CHARTER SCHOOL



OHANA MEETINGS

***COME LEARN MORE ABOUT RE-STARTING OUR
VIETUAL/BLENDIED 9/7 & 28 & 10/5***

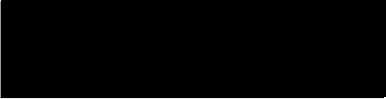
***MILOLII PARK HALAU 89-1151
MILOLII ROAD, CAPTAIN COOK, HI
96704***



INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: FEB 11 2013

KALANTHALE
C/O KALML KAUPKO


Employer Identification Number:
46-0840554
DLN:
17053347328042
Contact Person:
DEL TRIMBLE ID# 31309
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
August 10, 2012
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

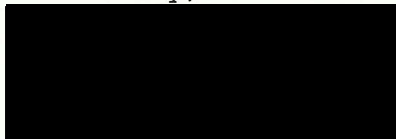
Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

KALANTHALE

Sincerely,



Holly O. Paz
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC



STATE OF HAWAII
STATE PROCUREMENT OFFICE

CERTIFICATE OF VENDOR COMPLIANCE

This document presents the compliance status of the vendor identified below on the issue date with respect to certificates required from the Hawaii Department of Taxation (DOTAX), the Internal Revenue Service, the Hawaii Department of Labor and Industrial Relations (DLIR), and the Hawaii Department of Commerce and Consumer Affairs (DCCA).

Vendor Name: KALANIHALE

DBA/Trade Name: Kalanihale

Issue Date: 11/15/2024

Status: Compliant

Hawaii Tax#: 06206607-01

New Hawaii Tax#:

FEIN/SSN#: XX-XXX0554

UI#: No record

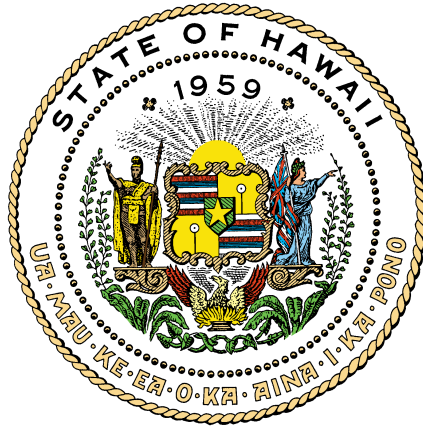
DCCA FILE#: 236799

Status of Compliance for this Vendor on issue date:

Form	Department(s)	Status
A-6	Hawaii Department of Taxation	Compliant
8821	Internal Revenue Service	Compliant
COGS	Hawaii Department of Commerce & Consumer Affairs	Exempt
LIR27	Hawaii Department of Labor & Industrial Relations	Compliant

Status Legend:

Status	Description
Exempt	The entity is exempt from this requirement
Compliant	The entity is compliant with this requirement or the entity is in agreement with agency and actively working towards compliance
Pending	A status determination has not yet been made
Submitted	The entity has applied for the certificate but it is awaiting approval
Not Compliant	The entity is not in compliance with the requirement and should contact the issuing agency for more information



Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs
of the State of Hawaii, do hereby certify that

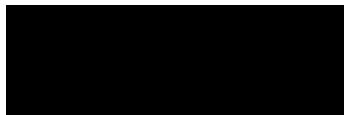
KALANIHALE

was incorporated under the laws of Hawaii on 08/09/2012 ;
that it is an existing nonprofit corporation; and that,
as far as the records of this Department reveal, has complied
with all of the provisions of the Hawaii Nonprofit Corporations
Act, regulating domestic nonprofit corporations.



IN WITNESS WHEREOF, I have hereunto set
my hand and affixed the seal of the
Department of Commerce and Consumer
Affairs, at Honolulu, Hawaii.

Dated: November 15, 2024



Director of Commerce and Consumer Affairs

DOMESTIC NONPROFIT CORPORATION ANNUAL REPORT AS OF July 1, 2020

CORPORATION NAME AND MAILING ADDRESS

KALANIIHALE



Principal Office Address

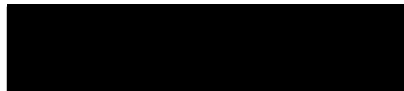


1. Nature of Activities

PROVIDE EDUCATIONAL OPPORTUNITIES FOR LEARNERS.

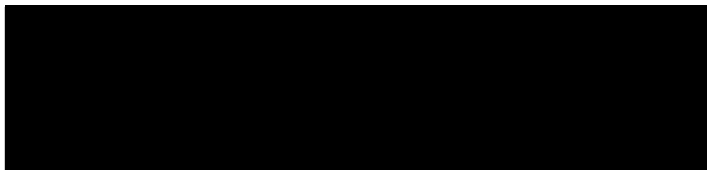
2. The name of the registered agent and the registered agent's street address of the place of business in Hawaii of the person to which service of process and other notice and documents being served on or sent to the entity represented by it may be delivered to.

KAIMI KAUPIKO



3. List all officers and directors.

Offices Held	Full Name	Address
P	KAUPIKO, KAIMI	
S/D	KAUPIKO, MELVEEN	
T/D	MORA, DAYNA LUPUA	
D	YAMANAKA, VELDA MAILE	



NO CHANGES

Checking this box means there are no changes reported. The Department will not be held responsible for any changes made to this report.

CERTIFICATION

I certify under the penalties of Section 414D-12, Hawaii Revised Statutes, that I have read the above, the information is true and correct, and I am authorized to sign this report.

July 2, 2020

KAIMI KAUPIKO

KAIMI KAUPIKO

Date

Signature of authorized officer, attorney-in-fact for an officer, or receiver or trustee (if the corporation is in the hands of a receiver or trustee)

Print Name

FILE NO. 236799 D2
Rev. 10/2013

2020 B18
B22
BSA



07/02/202042705

DOMESTIC NONPROFIT CORPORATION ANNUAL REPORT AS OF July 1, 2021

CORPORATION NAME AND MAILING ADDRESS

KALANIIHALE



Principal Office Address

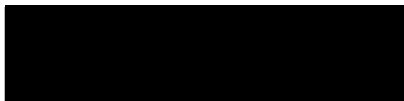


1. Nature of Activities

PROVIDE EDUCATIONAL OPPORTUNITIES FOR LEARNERS.

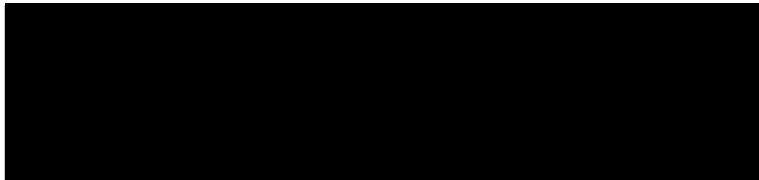
2. The name of the registered agent and the registered agent's street address of the place of business in Hawaii of the person to which service of process and other notice and documents being served on or sent to the entity represented by it may be delivered to.

KAIMI KAUPIKO



3. List all officers and directors.

Offices Held	Full Name	Address
P	KAUPIKO, KAIMI	
S/D	KAUPIKO, MELVEEN	
T/D	MORA, DAYNA LUPUA	
D	YAMANAKA, VELDA MAILE	



NO CHANGES

Checking this box means there are no changes reported. The Department will not be held responsible for any changes made to this report.

CERTIFICATION

I certify under the penalties of Section 414D-12, Hawaii Revised Statutes, that I have read the above, the information is true and correct, and I am authorized to sign this report.

July 2, 2021

KAIMI KAUPIKO

KAIMI KAUPIKO

Date

Signature of authorized officer, attorney-in-fact for an officer, or receiver or trustee (if the corporation is in the hands of a receiver or trustee)

Print Name

FILE NO. 236799 D2
Rev. 10/2013

2021 B18
B22
BSA

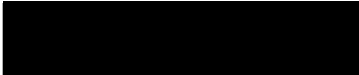


07/02/2021 41293

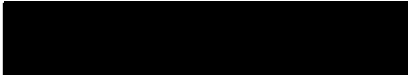
DOMESTIC NONPROFIT CORPORATION ANNUAL REPORT AS OF July 1, 2022

CORPORATION NAME AND MAILING ADDRESS

KALANIHALE



Principal Office Address

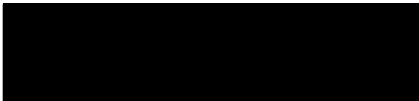


1. Nature of Activities

✓ PROVIDE EDUCATIONAL, HEALTH & WELLNESS, AND CULTURAL SUPPORT FOR OUR COMMUNITY.
PRESERVE AND PROTECT THE CULTURAL HERITAGE OF MILOLI'I, AND MANAGE THE MILOLI'I
COMMUNITY-BASED SUBSISTENCE FISHING AREA.

2. The name of the registered agent and the registered agent's street address of the place of business in Hawaii of the person to which service of process and other notice and documents being served on or sent to the entity represented by it may be delivered to.

KAIMI KAUPIKO



3. List all officers and directors.

Offices Held	Full Name	Address
P/D	KAUPIKO,KAIMI	
S/D	KAUPIKO,MELVEEN	
T/D	MORA,DAYNA LUPUA	
D	SMYTHE, STEPHANIE	



NO CHANGES

Checking this box means there are no changes reported. The Department will not be held responsible for any changes made to this report.

CERTIFICATION

I certify under the penalties of Section 414D-12, Hawaii Revised Statutes, that I have read the above, the information is true and correct, and I am authorized to sign this report.

July 23, 2022

Date

KAIMI KAUPIKO

Signature of authorized officer, attorney-in-fact for an officer, or receiver or trustee (if the corporation is in the hands of a receiver or trustee)

KAIMI KAUPIKO

Print Name

FILE NO. 236799 D2
Rev. 10/2013

2022 B18
B22
BSA



07/23/2022241023

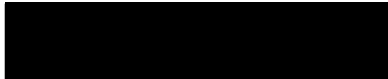
DOMESTIC NONPROFIT CORPORATION ANNUAL REPORT AS OF July 1, 2023

CORPORATION NAME AND MAILING ADDRESS

KALANIHALE



Principal Office Address



1. Nature of Activities

PROVIDE EDUCATIONAL, HEALTH & WELLNESS, AND CULTURAL SUPPORT FOR OUR COMMUNITY.
PRESERVE AND PROTECT THE CULTURAL HERITAGE OF MILOLI'I, AND MANAGE THE MILOLI'I
COMMUNITY-BASED SUBSISTENCE FISHING AREA.

2. The name of the registered agent and the registered agent's street address of the place of business in Hawaii of the person to which service of process and other notice and documents being served on or sent to the entity represented by it may be delivered to.

KAIMI KAUPIKO



3. List all officers and directors.

Offices Held	Full Name	Address
S/D	KAUPIKO,MELVEEN	
T/D	MORA,DAYNA LUPUA	
P/D	KAUPIKO,KAIMI	
D	SMYTHE, STEPHANIE	



NO CHANGES
Checking this box means there are no changes reported. The Department will not be held responsible for any changes made to this report.

CERTIFICATION

I certify under the penalties of Section 414D-12, Hawaii Revised Statutes, that I have read the above, the information is true and correct, and I am authorized to sign this report.

July 31, 2023	KAIMI KAUPIKO	KAIMI KAUPIKO
Date	Signature of authorized officer, attorney-in-fact for an officer, or receiver or trustee (if the corporation is in the hands of a receiver or trustee)	Print Name

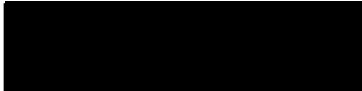


07/31/202344068

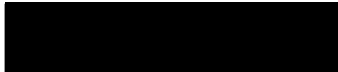
DOMESTIC NONPROFIT CORPORATION ANNUAL REPORT AS OF July 1, 2024

CORPORATION NAME AND MAILING ADDRESS

KALANIHALE



Principal Office Address



1. Nature of Activities

PROVIDE EDUCATIONAL, HEALTH & WELLNESS, AND CULTURAL SUPPORT FOR OUR COMMUNITY.
PRESERVE AND PROTECT THE CULTURAL HERITAGE OF MILOLI'I, AND MANAGE THE MILOLI'I
COMMUNITY-BASED SUBSISTENCE FISHING AREA.

2. The name of the registered agent and the registered agent's street address of the place of business in Hawaii of the person to which service of process and other notice and documents being served on or sent to the entity represented by it may be delivered to.

KAIMI KAUPIKO



3. List all officers and directors.

Offices Held	Full Name	Address
S/D	KAUPIKO,MELVEEN	
T/D	MORA,DAYNA LUPUA	
P/D	KAUPIKO,KAIMI	
D	SMYTHE, STEPHANIE	



NO CHANGES
Checking this box means there are no changes reported. The Department will not be held responsible for any changes made to this report.

CERTIFICATION

I certify under the penalties of Section 414D-12, Hawaii Revised Statutes, that I have read the above, the information is true and correct, and I am authorized to sign this report.

July 3, 2024	KAIMI NAMAIELUA KAUPIKO	KAIMI NAMAIELUA KAUPIKO
Date	Signature of authorized officer, attorney-in-fact for an officer, or receiver or trustee (if the corporation is in the hands of a receiver or trustee)	Print Name



07/03/202470360

STATE OF HAWAII
DEPARTMENT OF COMMERCE AND CONSUMER AFFAIRS
Business Registration Division

335 Merchant Street

Mailing Address: P.O. Box 40, Honolulu, Hawaii 96810

Phone No. (808) 588-2727



FILED 08/09/2012 09:42 AM
Business Registration Division
DEPT. OF COMMERCE AND
CONSUMER AFFAIRS
State of Hawaii



ARTICLES OF INCORPORATION

(Section 414D-32, Hawaii Revised Statutes)

PLEASE TYPE OR PRINT LEGIBLY IN BLACK INK

The undersigned, desiring to form a nonprofit corporation under the laws of the State of Hawaii, certify as follows:

I

The name of the corporation shall be:

Kalanihale

II

The mailing address of the corporation's initial principal office is:

[REDACTED]

III

The corporation shall have and continuously maintain in the State of Hawaii a registered agent who shall have a business address in this State. The agent may be an individual who resides in this State, a domestic entity or a foreign entity authorized to transact business in this State.

- a. The name (and state or country of incorporation, formation or organization, if applicable) of the corporation's registered agent in the State of Hawaii is:

Kaimi Kaupiko

(Name of Registered Agent)

Hawaii

(State or Country)

- b. The street address of the place of business of the person in State of Hawaii to which service of process and other notice and documents being served on or sent to the entity represented by it may be delivered to is:

[REDACTED]

08/10/201220045

08/10/201220045

IV

The name and address of each incorporator is:

Name

Address

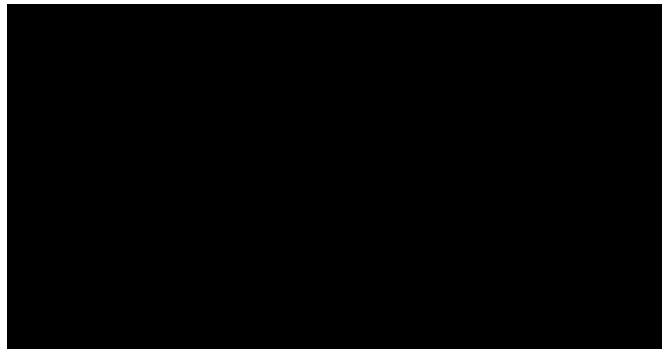
Kalmi Kaupiko

Malia Wheeler

Melveen Kaupiko

Jude Donald

Shirley Beyer



V

Please check one:

☒ The corporation has members.

☐ The corporation has no members.

VI

The corporation is nonprofit in nature and shall not authorize or issue shares of stock. No dividends shall be paid and no part of the income or profit of the corporation shall be distributed to its members, directors, or officers, except for services actually rendered to the corporation, and except upon liquidation of its property in case of corporate dissolution.

The undersigned certifies under the penalties of Section 414D-12, Hawaii Revised Statutes, that the undersigned has read the above statements, that I/we are authorized to sign this Articles of Incorporation, and that the above statements are true and correct.

Signed this 8th day of August, 2012

Kalmi Kaupiko

Malia Wheeler

[Redacted signature]

[Redacted signature]

(Signature of Incorporator)

(Signature of Incorporator)

SEE INSTRUCTIONS PAGE. The articles must be signed by at least one individual (incorporator).



November 3, 2024

Dear Charter School Commission,

Pa'a Pono Milolii strongly supports encourages the establishment of **Milolii Charter School**. The school's mission to foster academic excellence, cultural understanding, and holistic development through an education grounded in Hawaiian values and traditions is commendable and essential for our community.

Milolii, known as Hawai'i's last fishing village, embodies generations of rich fishing traditions that are integral to our culture and identity. The community's commitment to effectively managing its fisheries, particularly through the care of 'ōpelu pua (baby 'ōpelu fish), highlights the significance of nurturing not just our resources but also our future generations. Just as we practice Hānai i nā koa (care for the fish populations), Milolii Charter School's vision to "Hānai i nā pua"—nurturing our haumāna (our “pua” or children)—captures the essence of our commitment to education and community.

The school aims to develop students who are critical thinkers, effective communicators, and responsible stewards of Hawai'i's land and community. By integrating local culture and environmental stewardship into the curriculum, Milolii Charter School will empower students to become informed and engaged citizens who respect and preserve our natural resources and cultural heritage.

Our organization is confident that Milolii Charter School will not only provide an exceptional educational experience for our children but also strengthen our community. We wholeheartedly support this initiative and look forward to seeing the positive impact it will have on our future generations. Pa'a Pono will support the school by providing a space at the Milolii Cultural Center for its school, we are currently finishing the main pavilion, administrative office, technology lab, bathroom, and certified kitchen. The classroom is complete, and we hope by early next year we pass our final inspections. We believe Milolii



Charter School will have the necessary support as it begins this most important journey to hanai the next generation of keiki on Hawaii Island,

Me ke aloha,

Sincerely,

Imaikalani Yemen



Paa Pono Milolii





State Public Charter School Commission (Aha Kula Hoamana)
1164 Bishop Street, Suite 1100,
Honolulu, HI 96813

Aloha nō e nā Members of the State Public Charter School Commission,

‘Apoākea Native Hawaiian Innovation Institute [ANHII] is a Native Hawaiian-led 501(c)(3) non-profit organization founded with the purpose of providing strategic and tactical solutions to issues causing & contributing to the negative consequences of disproportionality & disparity as they are suffered by socially disadvantaged & underserved communities that include but are not limited to: Native Hawaiians and individuals with intellectual/developmental disabilities & their families.

‘Apoākea **STRONGLY SUPPORTS** Miloli‘i Charter School’s application to create a charter school for the Miloli‘i community. As a long-time advocate for Native Hawaiian education and a member of the local community, I have witnessed the profound impact that the founders of Miloli‘i Charter School have had on the lives of Native Hawaiian at-risk youth in our rural communities of South Ka‘ū and Miloli‘i on Hawai‘i Island.

Miloli‘i Charter School founders have consistently demonstrated its unwavering commitment to the betterment of education for Native Hawaiian youth. Their dedication to providing education that is culturally relevant has not only empowered students academically but has also nurtured a strong sense of identity, belonging, and pride in their culture.

It is vital that the Miloli‘i community has its own school and has been a long unfulfilled need of this community for decades. The nearest public schools available are located further south in Nā‘ālehu and Pāhala; which is a 45 minute - 1 hour commute, or north-west in South Kona like the Konawaena complex area; which is also a 45 minute - 1 hour commute. Long commutes like this are exhausting for students and put them at a disadvantage compared to peers with shorter or no commutes. This



extended travel time eats into a student's day, reducing time available for rest, homework, and extracurricular activities. Over time, this can lead to chronic fatigue, making it harder for students to focus and perform well academically.

The physical and mental toll of early mornings and long drives can negatively impact their mood, motivation, and cognitive function. The Miloli'i community is a rural and underserved area, and the issue is compounded by limited access to resources like reliable transportation or affordable housing near schools. This disparity can perpetuate inequities, as students with shorter commutes have more time to dedicate to academics and enrichment activities. By granting the Miloli'i community its own school, it will be a solution to these challenges, while equipping and addressing the specific needs of its students, ensuring that they are adequately prepared for the future.

'Apoākea urges the Charter School Commission to approve Miloli'i Charter School's application. This step will undoubtedly strengthen our community, empower our youth, honor, preserve and perpetuate Native Hawaiian culturally focused education.

'Apoākea appreciates the opportunity to provide testimony in support of education of our Native Hawaiian youth and for considering this significant improvement. 'Apoākea is confident that Miloli'i Charter School will be a wise investment in the betterment and future of our community.

Me ka ha'aha'a

Māhealani Traub
Associate Director
'Apoākea: Infinite Reach, Native Hawaiian Innovation Institute



Zuri Kaʻapana ʻAki
92-749 Kohala Blvd.
Ocean View, HI 96737

November 1, 2024

Hawaii State Public
Charter School Comm'n
1111 Bishop St. #516,
Honolulu, HI 96813

Aloha mai esteemed members of the Hawaiʻi State Public Charter School Commission,

My name is Zuri Kaʻapana ʻAki, Executive Director of Lepo ʻUla: South Kaʻū Rural Enterprise and Innovation Hive (“Lepo ʻUla”) a community based and led non-profit organization with a mission to champion sustainable and responsible rural development to uplift and empower historically underserved and socially disadvantaged communities, while safeguarding and perpetuating Native Hawaiian identity and our inseparable connection to place. I offer this testimony is **STRONG SUPPORT** of Miloliʻi Charter School’s application.

The ʻōpio (“youth”) of Miloliʻi, a small, rural, and remote community in South Kona, deserve a school that reflects their community’s identity and meets their unique needs. For generations, the ʻōpio of this community have faced significant challenges, either enduring long, exhausting commutes to schools far from home or relying on online programs hindered by unreliable broadband access.

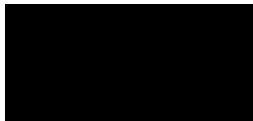
These barriers are more than logistical – they represent lost opportunities for connection, support, and growth. Predominantly Native Hawaiian, the students of Miloliʻi carry the hopes of their community’s future, yet they have been underserved by an education system that too often fails to reach them where they are. A school rooted in Miloliʻi would do more than educate; it would empower, nurture, and affirm their rightful place as the next stewards of their ʻāina (“land”) and culture – carrying forward a cherished identity that contributes immensely to our greater diversity.

In my personal capacity, I have had the privilege of working within Hawaiʻi’s public charter school system for over two decades, teaching grades K-12 and developing curriculum for a Honolulu-based charter school. Through this experience, I have witnessed firsthand the transformative impact that public charter schools can have – not only on students but on their

families and the broader community. Charter schools are unique in their ability to meet the diverse needs of Hawai‘i’s families by reflecting the values, culture, and identity of their communities – a charter school based in Miloli‘i would embody the essence of ‘āina-based education while cultivating innovation and growth. Having access to a charter school that is deeply rooted in Miloli‘i would offer these ‘ōpio an education that is academically rigorous, culturally affirming, and socially enriching, providing a foundation for them to thrive as both learners and leaders in their community.

In closing, I respectfully urge the Hawai‘i State Public Charter School Commission to approve Miloli‘i Charter School’s application for charter approval. This school would represent an opportunity to address longstanding educational inequities and to honor the resilience, culture, and potential of Miloli‘i’s ‘ōpio. By investing in this community-based charter school, the Commission has the chance to affirm its commitment to meeting family and community educational needs, fostering innovation, and reflecting the values and practices that make Hawai‘i unique. Together, we can ensure that the students of Miloli‘i have the tools and opportunities they need to succeed, while empowering their community to grow stronger for generations to come.

Me ke aloha nō,



Z. Ka‘apana ‘Aki

QUESTION 5 *This question is required only to an applicant group that has an associated nonprofit entity. (this would NOT apply to a nonprofit organization apply to be a charter school)*

Describe the purpose and mission of the associated nonprofit, and give the names, occupations and a brief summary describing the roles of the non-profit board members;

Identify any existing relationships that could pose actual or perceived conflicts of interest if the application is approved; and discuss specific steps that the applicant governing board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Submit all Department of Commerce and Consumer Affairs filings in accordance with HRS 302D-1 including the Certificate of Good Standing, and Annual Filings (for the most recent five years), and the Articles of Incorporation.

If this does not apply to your school. Please state in the narrative section: Does not apply.

EVALUATION CRITERIA:

Response could include, but is not limited to:

- *Evidence that the proposed school plan includes a system to conduct regular reviews of the associated nonprofit policies, engage in ongoing professional development that pertains to their work as public agents, and follow all applicable ethics guidelines and statutory responsibilities as they pertain to their fiduciary duties as volunteer public servants.*
- *All Department of Commerce and Consumer Affairs filings in accordance with HRS302D-123 including the Certificate of Good Standing, and Annual Filings (for the most recent five years), and the Articles of Incorporation are provided.*

NARRATIVE SECTION:

Kalani Hale's mission is to improve the educational opportunities for our youth, mālama our environment, and sustain our cultural well-being. Kalani Hale was established in the rural fishing village of Miloli'i, South Kona in response to community needs and rooted in traditional knowledge from our kūpuna brought forth for the time that is here before us. The 'ōpio of Miloli'i deserve access to quality educational programs and opportunities which could also stimulate growth in their self confidence and overall health & well-being. To support the 'ōpio, Kalani Hale offers youth programs and community projects, and has been doing so for more than 30 years. Providing 'ōpio new experiences outside of the Village with cultural exchange and sports activity programs.

Our vision is for Miloli'i and Kapalilua to be a thriving Hawaiian fishing community, a healthy environment of abundant marine resources, and our families have a strong sense of place and identity, pride in their Hawaiian culture, and a healthy quality of life socially, economically, and culturally.

Established in 2012, Kalani Hale's original goal was to provide access to education for the youth of Miloli'i by creating a charter school. We made great progress on that goal by first working with and enrolling families in the Hipu'u Virtual Academy at Kua o Ka La Hawaiian Public Charter

Miloli'i Charter School
SECTION: PURPOSE
QUESTION 5

School which continues to operate today. We are now working with local partners who are leading construction of a community center that will make us eligible to build education for all. As a fishing village, education on Hawaiian traditional and marine resource management has always been a core part of our programs with community youth. As we engaged with our youth, we started recognizing the broad range of needs in our community and expanded towards cultural, environmental, social, and family issues. As our non-profit grew from its small beginnings, we also realized that we could reach the entire community and not just the younger generation. Today our organization has branched into a variety of issues that affect the entire community and we are seeing favorable results that will help everyone with their own situation. We are now implementing a range of projects including: a marine conservation program, Hawaiian culture programs including Hula and instruction in traditional fishing; extracurricular activities for youth such as volleyball; and educational programs that are focused on our marine and fisheries resources such as Lawaia Ohana Camps in which community families come together to learn and celebrate traditional Hawaiian fishing culture.

Our vision is that Milolii is a vibrant and thriving Hawaiian fishing community with a healthy environment including abundant marine resources and successful families that have a strong sense of place and identity, a pride in their Hawaiian culture, and have a healthy quality of life socially, economically, and culturally.

Kalanihale has been sponsoring several programs in pursuit of our mission and vision, including the Hipuu Virtual Academy of Kua o Ka La Hawaiian Public Charter School to provide educational opportunities for youth in our community and Lawaia Ohana (Fishing Family) Camps in which community families come together to celebrate and actively practice traditional Hawaiian fishing culture and stewardship. Kalanihale also supports the Milolii the youth volleyball team, student media projects with the Hiki No program of Hawaii Public Television, a partnership with Paa Pono Milolii on the Milolii opelu (mackerel scad) traditional fishing project, and a community Hula program. The individuals operating Kalanihale has been involved in marine resource management in Milolii for more than 10 years. They each participated in successful efforts to establish a Community-based Subsistence Fishing Area (CBSFA) in Milolii and in projects to improve sustainable management of marine resources including the traditional opelu fishing project, Makai Watch, and marine monitoring.

Some of Kalanihale's board of directors can be perceived as potential conflicts if given a charter. If MCS is given a charter we will make changes so that we comply with states charter school laws.

Our DCCA document is attached in question # 4 attachment 3-11.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 5 – Attachment 1, Question 5 – Attachment 2, etc.*
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ACADEMIC OVERVIEW: The following questions seek to understand the instructional intention and assessment practices of the proposed new charter school. This section gets to the delivery of instruction and the monitoring of student performance both at an operational and governance level.

QUESTION 6

What will be the proposed school's Mission Aligned Initiative (MAI)?

The MAI can be found in [Charter Contract 4.0 Academic Performance Framework](#) Section 6.11. and Exhibit A. Academic Performance Framework

EVALUATION CRITERIA:

Response must include reference to:

- *Charter Contract 4.0 Academic Performance Framework Section 6.11. and Exhibit A. Academic Performance Framework (Articulation of a yearlong curriculum with units/lessons and assessments that target an aspect of the school mission/vision).*

Response may reference but is not limited to:

- *characteristics of Innovative Practices;*
- *characteristics of High Quality: Promoting a Culture of Continuous Learning and Improvement;*
- *specific examples of MTSS, equitable access to instruction for challenged learners;*
- *aligned professional development for staff and parents;*
- *references social emotional learning and a discipline program that aligns with the mission and vision; and*
- *reference to academic and social emotional data monitoring.*

NARRATIVE SECTION:

Mission-Aligned Initiative: Ka Piko o Ke Ola (The Center of Life)

Overview

Ka Piko o Ke Ola is a mission-driven initiative that integrates rigorous academic standards, innovative learning strategies, and Hawaiian cultural values into a holistic educational program. This initiative is designed to elevate student learning by fostering a strong sense of identity, community connection, and academic excellence. Rooted in the values of *Ho'ona'auao*, *Ho'olako*, *Ho'omau*, *Ho'oikaika*, *Ho'ohana*, and *Ho'omana*, the program emphasizes place-based education, personalized learning plans, and the concept of *pono* (to make right).

Key Components of the Initiative

1. Ho'ona'auao: Culturally Rooted Curriculum

- **Goal:** To educate students in a way that perpetuates the unique lifestyle of Miloli'i and Hawaiian ancestral practices.
- **Implementation:**

- Develop a curriculum that integrates traditional knowledge, such as fishing practices (*lawai'a*), navigation (*wayfinding*), and mālama 'āina (land stewardship), into core subjects like math, science, and social studies.
- Include Hawaiian language and cultural protocols in daily activities, reinforcing identity and connection to heritage.

2. Ho'olako: Positive Learning Environments

- **Goal:** To provide spaces where students feel supported and encouraged to thrive academically and emotionally.
- **Implementation:**
 - Establish outdoor learning spaces that connect students to nature and community, such as loko i'a (fishponds) and agricultural fields for experiential learning.
 - Integrate mindfulness practices like *pule* (prayer) and *ho'oponopono* (conflict resolution) into the school day to promote emotional well-being and harmony.

3. Ho'omau and Ho'oikaika: Strengthening Community Bonds

- **Goal:** To maintain and strengthen relationships within families, the school community, and stakeholders.
- **Implementation:**
 - Create *'ohana engagement programs* where parents and extended families participate in cultural workshops and school projects.
 - Host community events, such as makahiki celebrations and workdays, to build a shared sense of purpose and pride.

4. Ho'ohana: Leveraging Modern Technology

- **Goal:** To utilize technology to enhance learning and connect students with global opportunities while remaining rooted in Hawaiian culture.
- **Implementation:**
 - Introduce a blended learning model combining online resources and in-person instruction tailored to individual student learning plans.
 - Develop a digital storytelling program where students use technology to document and share cultural practices and community stories.

5. Ho'omana: Empowerment Through Culture and Environment

- **Goal:** To empower students to become stewards of their culture and environment while excelling academically.
- **Implementation:**
 - Implement *'āina-based capstone projects* that challenge students to identify and solve real-world community issues using academic and cultural knowledge.
 - Encourage student leadership through initiatives like peer mentoring and participation in cultural advocacy programs.

Alignment with State Academic Standards

Ka Piko o Ke Ola ensures academic rigor by aligning all learning objectives with the Hawai'i Department of Education's highest standards. Personalized Student Learning Plans (SLPs) will track individual progress and set challenging yet achievable goals. Regular assessments, both formative and summative, will measure student growth across academic, cultural, and emotional domains.

Impact and Vision

Through the Ka Piko o Ke Ola initiative, Miloli'i Charter School will create a dynamic and nurturing environment where students excel academically, honor their cultural heritage, and contribute meaningfully to their community. By grounding education in Hawaiian values and the principle of *pono*, we empower our students to lead with integrity, resilience, and purpose.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 6 – Attachment 1, Question 6 – Attachment 2, etc.*
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QUESTION 7

Public Charter schools in Hawai'i are required to participate in state standardized assessments. Describe how the proposed school intends to demonstrate and assess student academic performance.

EVALUATION CRITERIA:

Response could include, but is not limited to:

- *examples of formative and summative measures to be used in assessment of student progress. (such as Site-specific Diagnostics);*
- *example of a well articulated curriculum with benchmarks;*
- *vertical and horizontal grade level meetings; and*
- *embedded teacher planning time.*

Commented [1]: STAR, iReady, PT Science assessments

NARRATIVE SECTION:

At Miloli'i Charter School, we believe that student academic performance should reflect a balanced integration of state standards and culturally relevant, place-based education. Our approach to assessment and performance monitoring combines rigorous academic evaluation with innovative and culturally grounded practices that honor the community's unique heritage and values.

Formative and Summative Assessments

To ensure students meet and exceed state standards, we will employ a combination of formative and summative assessments:

- **Formative Measures:** Regular site-specific diagnostics will be administered to monitor student progress. These diagnostics will include tools tailored to align with the local context, such as assessments tied to our place-based curriculum focusing on 'āina (land) and kai (ocean). Teachers will utilize digital platforms for quick, real-time feedback and adaptive interventions to address learning gaps promptly.
- **Summative Measures:** Students will participate in required state standardized assessments, such as the Smarter Balanced Assessment (SBA). To prepare, we will incorporate practice tests and benchmark assessments aligned with these exams to identify strengths and areas for improvement.

Curriculum and Benchmarks

Our curriculum is designed to integrate state standards with a focus on Hawaiian cultural values and practices. This includes clearly defined benchmarks to track student progress across core subjects such as math, language arts, and science, as well as place-based learning areas. For example:

- **Math and Science:** Lessons will incorporate data collection and analysis related to local marine and terrestrial ecosystems, aligning with Next Generation Science Standards (NGSS).
- **Language Arts:** Students will engage in writing and oral presentations connected to traditional Hawaiian stories and histories, meeting Common Core State Standards (CCSS).

Miloli'i Charter School
SECTION: ACADEMIC
QUESTION 7

- **Place-Based Learning:** Students will apply knowledge through community-based projects, such as mālama 'āina (land stewardship) and aquaculture practices. These projects will have measurable outcomes that align with both academic and cultural benchmarks.

Collaboration and Planning

To support a cohesive learning environment, Miloli'i Charter School will implement structured teacher collaboration and planning:

- **Vertical and Horizontal Meetings:** Teachers will participate in regular vertical (across grade levels) and horizontal (within grade levels) team meetings. These meetings will ensure continuity of learning objectives and allow for the development of strategies to address individual student needs.
- **Embedded Planning Time:** Weekly embedded planning time will be allocated for teachers to analyze assessment data, design interdisciplinary lessons, and align curriculum with both state standards and cultural benchmarks.

Tracking and Supporting Growth

Student growth will be closely monitored using a combination of traditional and innovative tools:

- **Student Portfolios:** Portfolios will be maintained to document progress, incorporating samples of work from both academic and cultural projects.
- **Data Dashboards:** A digital data dashboard will allow teachers, students, and parents to view progress and set actionable goals collaboratively.
- **Cultural Assessment Tools:** We will develop unique rubrics to evaluate mastery of cultural practices and knowledge, ensuring that place-based learning is assessed alongside academic achievement.

Through this multifaceted approach, Miloli'i Charter School will not only meet the state requirements for standardized assessments but also create a learning environment where students excel academically and thrive as culturally grounded, lifelong learners.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 7 – Attachment 1, Question 7 – Attachment 2, etc.*
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QUESTION 8

How does your proposed school's system of assessment inform:

- Instructional practices
- Impact student outcomes

Meets the needs of all students (such as English Learners, Students with Disabilities (SWD), at-risk students, and students who are far below or above grade level, and the targeted student population)

EVALUATION CRITERIA:

Evidence could include, but is not limited to:

- *characteristics of Innovative Practices;*
- *characteristics of High Quality Public Charter Schools-Promoting a Culture of Continuous Learning and Improvement:*
 - *High quality charter schools use continuous learning and improvement plans for student success. There is a systemization of assessment for student learning that informs school leaders, staff, faculty, and governing boards on instruction and the impact on student learning.*
 - *Student-focused instructional planning reflects commitment to the school's vision, demonstrates an innovative spirit, and includes strict accountability that all works synchronously to create learning communities embracing a school culture of continuous improvement.*
 - *School-wide goals and performance indicators for student learning are adopted and measured regularly using the spiral inquiry processes.*
 - *Data is used to adjust plans as part of a data-driven culture focused on increasing the quality of student work through prevention and intervention.*
- *regularly agendaized governing board updates;*
- *staff data discussions and practices;*
- *ongoing mission and vision related professional developments;*
- *communication with parents regarding student performance, and*
- *MTSS strategies as appropriate.*

NARRATIVE SECTION:

Narrative: Assessment System and Its Impact at Miloli'i Charter School

At Miloli'i Charter School, our system of assessment is an integral part of our mission to create rigorous and innovative learning environments rooted in Hawaiian cultural values and *pono* (to make right). This system is designed not only to measure student learning but also to inform and refine instructional practices, positively impact student outcomes, and address the diverse needs of all learners.

1. Informing Instructional Practices

Our assessment system fosters a culture of continuous learning and improvement by using data to guide instructional strategies:

- **Innovative Practices:** Assessments include culturally relevant tools, such as student portfolios documenting mastery of *‘āina-based* projects, oral presentations in Hawaiian, and traditional knowledge applications alongside state-standardized testing like the SBA.
- **Spiral Inquiry Process:** Teachers engage in a cycle of inquiry, using data from formative assessments (e.g., site-specific diagnostics, benchmark exams) to identify trends and adapt lesson plans in real time.
- **Professional Development:** Ongoing, mission-aligned professional development sessions equip teachers with skills to analyze assessment data and implement research-based strategies tailored to student needs.
- **Collaboration:** Weekly staff meetings provide time for grade-level and vertical team discussions where assessment data drives instructional planning, ensuring consistency across subjects and grades.

2. Impacting Student Outcomes

Our assessment system is rooted in a data-driven culture that emphasizes prevention, intervention, and enrichment to support all students in achieving their full potential:

- **Student Growth Monitoring:** Regular performance indicators are tracked through individualized learning plans (ILPs) that align with school-wide goals. These plans are continually adjusted based on assessment results to ensure every student makes measurable progress.
- **Interventions:** Data informs targeted interventions through a Multi-Tiered System of Supports (MTSS). For example, students struggling with core concepts receive additional support through small-group instruction, while advanced learners are provided with enrichment opportunities to deepen their understanding.
- **Data Transparency:** Governing board updates include regular reports on school-wide progress toward performance goals, creating accountability and fostering a unified commitment to student success.

3. Meeting the Needs of All Students

Miloli'i Charter School is committed to serving the needs of a diverse student population, including English Learners (ELs), Students with Disabilities (SWD), at-risk students, and those performing far below or above grade level:

- **Differentiated Instruction:** Assessment data helps teachers design lessons tailored to individual learning styles and proficiency levels. For instance, EL students may demonstrate mastery through visual or oral presentations, while SWD are supported with accommodations such as extended time or alternative assessments.

- **Culturally Relevant Education:** Place-based assessments allow students to showcase knowledge through hands-on, culturally relevant projects, which are particularly meaningful for our target population.
- **Parent Communication:** Families are regularly informed of their child's progress through conferences, digital platforms, and quarterly progress reports, ensuring they are active participants in the learning process.
- **Enrichment for Advanced Learners:** Gifted students are provided with opportunities to take on leadership roles, such as mentoring peers during *'āina-based* projects, or pursuing advanced coursework online.

Promoting a Culture of Continuous Learning and Improvement

At Miloli'i Charter School, our assessment system is the backbone of a school culture that prioritizes excellence and innovation:

- **Regular Data Discussions:** Staff engages in monthly data reviews to evaluate progress toward academic benchmarks and identify areas for improvement.
- **Board Oversight:** The governing board receives regular, data-informed updates on student performance and school-wide progress toward strategic goals, ensuring accountability at all levels.
- **Mission-Aligned Goals:** Performance indicators are directly tied to the school's vision, emphasizing not only academic excellence but also cultural and emotional growth.

Innovative and Responsive Education

Our approach to assessment exemplifies the characteristics of high-quality public charter schools. By embedding data-driven practices into every level of our operations, we ensure that Miloli'i Charter School remains a dynamic, responsive learning environment. This commitment to continuous improvement, aligned with Hawaiian cultural values, creates a pathway for all students to thrive academically, socially, and culturally.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 8 – Attachment 1, Question 8 – Attachment 2, etc.*
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QUESTION 9

Describe the system of accountability that will be developed and implemented for:

- [School administrators](#) (McRel)
- Teachers and Staff
 - [Performance Appraisal System \(PAS\) Forms](#)
 - [EES 2024-25](#)

EVALUATION CRITERIA:

Response must include:

- *How will school administrators hold teachers accountable for student success and alignment to its academic program?*
- *Demonstrative understanding of all applicable bargaining units requirements.*

Response could include, but is not limited to:

- *Characteristics of High Quality Public Charter Schools-Academic Plans Embrace a System of Accountability:*
 - *High quality charter schools' academic plans embrace a comprehensive and effective system of accountability that holds all stakeholders publicly accountable.*
 - *There is a system of internal accountability for monitoring systems that includes academic performance expectations.*
 - *School communities are internally accountable—dedicated to working together to accomplish shared goals, and responding flexibly and quickly when needed.*
 - *High Quality charter schools demonstrate school improvement that is steady.*
 - *Leadership prioritizes improvement and is able to communicate its urgency, and monitors short- and long-term goals.*
 - *There is differentiated, targeted support to meet individual needs which use frequent data analysis to inform responses to interventions.*

NARRATIVE SECTION:

System of Accountability at Miloli'i Charter School

Miloli'i Charter School is committed to fostering a culture of excellence and shared accountability among administrators, teachers, staff, and the broader school community. Our comprehensive system of accountability aligns with our mission to provide rigorous and innovative education built on Hawaiian cultural values and ensures all stakeholders are dedicated to student success.

Accountability for School Administrators

To ensure effective leadership, school administrators will be evaluated using the McRel Balanced Leadership Framework, which prioritizes:

- **Alignment with Vision and Goals:** Administrators will be accountable for maintaining alignment between the academic program, school mission, and strategic goals.
- **Data-Driven Decision-Making:** Administrators will regularly analyze school-wide performance data to identify trends, implement interventions, and set measurable short- and long-term goals for continuous improvement.
- **Stakeholder Engagement:** Regular updates will be provided to the governing board, staff, and families, highlighting progress toward academic benchmarks and areas for growth.

Evaluation and Improvement:

Administrators will participate in annual performance evaluations, including feedback from stakeholders, self-assessments, and goal-setting to ensure consistent professional growth and alignment with school priorities.

Accountability for Teachers and Staff

Teachers and staff are critical to the success of Miloli'i Charter School. Their performance will be evaluated based on their contributions to student learning, alignment with the academic program, and adherence to cultural and professional standards.

Performance Appraisal System (PAS) Forms

The PAS system will provide a structured process for evaluating teachers and staff, focusing on the following areas:

- **Student Outcomes:** Teachers will be held accountable for student success through measurable growth in academic performance and mastery of place-based cultural benchmarks.
- **Instructional Practices:** Observations and feedback sessions will assess the use of effective, innovative teaching methods aligned with school goals.
- **Professional Development:** Teachers are expected to participate in ongoing professional learning opportunities related to the mission, vision, and instructional strategies of the school.

Educator Effectiveness System (EES) 2024-25

The EES will provide a comprehensive evaluation framework, incorporating:

- **Classroom Observations:** Evaluators will conduct frequent walkthroughs and formal observations, using rubrics that reflect both academic and cultural competencies.
- **Student Learning Objectives (SLOs):** Teachers will set SLOs aligned with state standards and cultural benchmarks, which will be assessed throughout the school year.
- **Student Feedback:** Input from students will be collected to evaluate teacher effectiveness in fostering engagement and mastery.

System of Internal Accountability

Miloli'i Charter School will embrace a collaborative, data-driven approach to internal accountability:

- **Frequent Data Analysis:** Teachers and administrators will meet regularly to review assessment data, monitor progress toward goals, and implement targeted interventions when needed.
- **Shared Goals:** All staff will work toward shared academic and cultural benchmarks, ensuring a unified commitment to student success.
- **Differentiated Support:** Teachers will receive individualized coaching and support based on evaluation results to address areas of improvement and enhance their strengths.

Understanding Bargaining Unit Requirements

Miloli'i Charter School will adhere to all applicable requirements set forth by relevant bargaining units, including the Hawai'i State Teachers Association (HSTA) and the Hawai'i Government Employees Association (HGEA). Performance evaluations, workload expectations, and professional responsibilities will comply with collective bargaining agreements to ensure fairness and equity.

Continuous Improvement and Accountability Culture

High-quality charter schools are distinguished by their ability to foster steady, measurable improvement. Miloli'i Charter School will:

- **Promote a Sense of Urgency:** Leadership will clearly communicate the importance of meeting academic and cultural goals, ensuring all staff understand their role in advancing the school's mission.
- **Embed Accountability in the School Culture:** Regular professional development and data discussions will ensure that accountability is not a top-down process but a shared commitment among all stakeholders.
- **Monitor Goals:** Administrators will track progress toward goals using clear performance indicators and communicate results transparently to staff, the governing board, and families.

By maintaining high standards of accountability for all stakeholders, Miloli'i Charter School will ensure steady, meaningful improvement in both academic performance and cultural excellence. This comprehensive system will empower staff, inspire students, and create a thriving educational community dedicated to success.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 9 – Attachment 1, Question 9 – Attachment 2, etc.*
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QUESTION 10

If the proposed school includes a high school, answer the following questions:

- Describe how the proposed academic program will meet and/or exceed the BOE's graduation requirements.
- *If the applicant school intends to deviate from the Board of Education's graduation requirements, please describe the proposed deviation and the rationale behind the requested changes.*

Note: High schools will be expected to meet the BOE's graduation requirements in accordance with [BOE Policy 102-15](#). High schools may be able to deviate from such graduation requirements if a waiver is obtained from BOE. Any deviation from BOE Policy 102-15 requires a waiver from BOE, and Commission approval of an application does not constitute approval of any deviation from BOE's graduation requirements. If the application is approved, it will be incumbent on the proposed school either to: (1) obtain a waiver; or (2) if it cannot obtain a waiver, adjust its graduation requirements to meet BOE Policy 102-15.

EVALUATION CRITERIA:

Evidence could include, but is not limited to:

- *examples demonstrating an understanding the BOE graduation requirements and how credits are assigned and monitored;*
- *examples of a credit based instruction system; and*
- *example of how an alternative to credits would meet the BOE graduation requirements.*

NARRATIVE SECTION:

Meeting and Exceeding BOE Graduation Requirements at Miloli'i Charter School

Miloli'i Charter School's high school program is designed to meet and exceed the Board of Education (BOE) graduation requirements while integrating culturally grounded, place-based learning opportunities that reflect the values and unique heritage of the Miloli'i community. Our academic program ensures students achieve the requisite credits for graduation in accordance with BOE Policy 102-15 and prepares them to excel academically, socially, and culturally in their post-secondary endeavors.

Alignment with BOE Graduation Requirements

Miloli'i Charter School will adhere to the BOE graduation requirements, which include:

- **English Language Arts:** 4 credits
- **Mathematics:** 3 credits
- **Science:** 3 credits
- **Social Studies:** 4 credits
- **World Language, Fine Arts, or Career and Technical Education (CTE):** 2 credits
- **Physical Education:** 1 credit

- **Health:** 0.5 credits
- **Personal Transition Plan (PTP):** 0.5 credits
- **Electives:** 6 credits

Total: **24 credits**

Our program will assign and monitor credits through a comprehensive student information system that tracks progress across required and elective courses. Advisors will meet regularly with students to ensure they remain on track to fulfill graduation requirements, including their Personal Transition Plan (PTP), which aligns with their academic and career aspirations.

Cultural Integration and Exceeding Standards

To provide a robust and culturally relevant education, our program includes additional opportunities that enrich the standard curriculum:

- **'Āina-Based Education:** Electives such as mālama 'āina (land stewardship), navigation and wayfinding, and aquaculture will meet elective or science credit requirements. These courses integrate Hawaiian cultural practices with academic rigor, preparing students for real-world applications and community leadership.
- **Hawaiian Language and Culture:** We aim to offer Hawaiian language as a primary world language option, fulfilling BOE language requirements while promoting fluency and cultural literacy.
- **Project-Based Learning:** Interdisciplinary, place-based projects will be integrated into the curriculum to allow students to earn credits through authentic, hands-on experiences, such as community sustainability initiatives or research on local ecosystems.

System of Credit-Based Instruction

Miloli'i Charter School will operate a traditional credit-based system where students earn credits by completing coursework aligned with BOE-approved standards. Each course will be clearly outlined with learning objectives, assessments, and rubrics to ensure academic rigor. Examples include:

- **Mathematics:** A course sequence including Algebra I, Geometry, and Algebra II, with culturally relevant applications like traditional Hawaiian measurement systems used in navigation and construction.
- **Science:** Science courses will incorporate field studies in marine biology, sustainable agriculture, and environmental science to engage students in the rich ecosystems surrounding Miloli'i.
- **CTE Pathways:** Career-focused electives in areas such as sustainable aquaculture and green energy will prepare students for in-demand careers while fulfilling CTE requirements.

Proposed Deviations and Rationale

Miloli'i Charter School does not currently propose a deviation from BOE Policy 102-15. However, should the school seek a waiver in the future, it would be to incorporate additional culturally specific graduation requirements, such as:

- **Cultural Capstone Projects:** A requirement for seniors to complete a project that demonstrates mastery of Hawaiian cultural practices and their application to contemporary challenges.
- **Extended Hawaiian Language Study:** An advanced language requirement to ensure proficiency and alignment with the community's values of perpetuating Hawaiian traditions.

These potential deviations would enhance student learning and cultural competency while still meeting the spirit and intent of BOE graduation requirements.

Monitoring and Accountability

To ensure all students meet or exceed graduation requirements:

- **Advisory Support:** Advisors will regularly monitor student progress, ensuring alignment with graduation requirements and assisting students in setting and achieving academic goals.
- **Data Tracking:** A student information system will track earned credits, progress toward graduation, and readiness for post-secondary pathways.
- **Parental Communication:** Parents will receive regular updates on student progress and guidance on how to support their child's academic success.

Conclusion

Miloli'i Charter School's high school program reflects a commitment to academic excellence, cultural relevance, and student success. By meeting BOE graduation requirements and embedding innovative, culturally grounded practices, we will prepare students to thrive as leaders and lifelong learners while honoring the traditions and values of the Miloli'i community.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 10 – Attachment 1, Question 10 – Attachment 2, etc.*

- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

Miloli'i Charter School
SECTION: FACILITIES AND FINANCIALS
QUESTION 11

FACILITIES and FINANCIALS OVERVIEW: The following questions seek to clarify the proposed school's governing board's understanding and knowledge of required financial practices that are involved in running a financially viable and sustainable charter school in the state of Hawai'i.

QUESTION 11

Have facilities been identified and/or secured? If so, provide a description of the facility and the rationale behind the selection of the facility. If applicable, add the specific location of the secured facility.

If a facility has not been secured, what research and steps have been taken to secure a facility within the community that the school intends to serve? Provide a timeline with specific outcomes and dates for securing the facility.

EVALUATION CRITERIA:

Response must include, but is not limited to:

If you have secured a facility:

- *evidence that the facility supports the implementation of the proposed academic program (location, building type, etc); and*
- *description of the impact on the school's budget.*

OR

If you have not secured a facility:

- *examples of the efforts you have made in identifying a facility within the community you plan to serve; and*
- *description of the possible impact on the school's budget.*

NARRATIVE SECTION:

We are primarily a virtual school with blended sites throughout Hawaii island. We have not signed any contracts or memorandum of agreement with any of these sites but we plan to utilize 3 sites around Hawaii, including but are not limited to Milolii, Ocean View, and Pahoa. If we plan to grow additional sites we will be adding in East & West Hawaii.

Milolii Community Center - Will be our first hub and our admin and office site for MCS Address: 89-1797 Milolii Road, Captain Cook, HI 96704-8915 Phone: 808-937-1310

Ocean View Community Center - Will be our second main hub for MCS Address: 92-8924 Leilani Circle Box 6016 Ocean View, HI 96737 Phone: 808-939-7033

Pahoa: Kalapana Maunakea Church - will be our third main hub for MCS Address: 14-3502 Kahoolawe Circle, Pahoa, HI 96737 Phone: 808-965-9961

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

Miloli'i Charter School
SECTION: FACILITIES AND FINANCIALS
QUESTION 11

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 11 – Attachment 1, Question 11 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 12

Provide a budget and staffing plan (see Exhibit 7) for years 0-2.

EVALUATION CRITERIA:

Budget must be provided on a Microsoft excel sheet.

If you are providing a slow growth model, the proposed budget must be reflective of that model.

NARRATIVE SECTION:

As we expect to grow from a small initial student population and anticipate a full student population of about 190 students within 5 years, we are very cognizant of the importance of having a lean and efficient operating budget. Our budget policy includes significant oversight and control mechanisms to ensure that all our costs and expenditures fall within our cash flow and budget guidelines. Planning our budget has been a critical element of our overall development process. We understand that, given our initial student expectations, we need to take a fiscally conservative approach. Our anticipated first-year student population of about 75, provides us with \$585,000 in first-year state funding. We do anticipate some grant monies, and while we have included a modest amount in our projections, we have developed our budget so that we can operate with only state-provided funding. Any grant funds will be brought into the operating budget on a stepped basis, with programs funded by the grants integrated into our curriculum and teaching plans. Together with key members of our Board of Directors, we have looked closely at the resources required to implement the entire scope of our educational plan, school operations, staffing, and all other school activities. We assigned priority values to each item and worked downward from the highest to lowest priority until we were able to reconcile anticipated funding with budgetary needs. Kalanihale our established non-profit 501(c)(3) organization, we have the benefit of having experience among our board members with the systems and policies necessary to ensure compliance with regulatory issues related to that part of our operations. We have taken elements of those systems and policies, such as how we manage oversight of specific line item expenditures as well as facilities expenditures, and incorporated them into our overall financial plan. Our internal budget/financial controls will have redundant oversight to ensure fiscal responsibility. Our Executive Director and Managing Director, along with the School Administrative Services Assistant (SASA), will have "on-site" responsibility for all budget-related issues. This will include providing weekly budget reports to the board treasurer. Additionally, we will have monthly meetings with our CPA.

Miloli'i Charter School is aware of the challenges of attracting high-performing teachers to the district of South Kona-Ka'u. However, we have already spoken with several teachers who are anxious to join our team. Some of these teachers are retired or semi-retired, and some are currently teaching but are excited about the opportunity to be a part of our school. We have also consulted with Kaho'iwai a cultural teaching program based in Waimea, and we anticipate recruiting teachers from their program. We will also advertise on the Charter School Commission and Department of Education websites, via online posting and job websites, and at job fairs. This will begin in February 2026 to hire teachers by July 1 for various start dates within July dependent upon the positions needed based on

Miloli'i Charter School
SECTION: FACILITIES AND FINANCIALS
QUESTION 12

enrollment. We will assist teachers who are not HQ, as necessary, if they present with the most qualified experiences needed for the school's curriculum and are highly motivated to become HQ. We will set deadlines for them to become HQ and these will be monitored by the Executive and Managing Directors. We will market the school as an exciting, innovative, healthy, collaborative place where teachers can grow, be creative, and be supported by their administration and peers. Because *our curriculum* provides many of the tools that teachers need to be successful such as help with lesson planning, data tracking, intervention strategies, and grading, teachers will have more time to spend doing what they should be doing: teaching. MCS will provide our staff with opportunities for collaboration by creating a camaraderie within our school. In addition, we are already establishing a welcoming committee for teachers who move to our district. Many local individuals and families have committed to making our teachers feel like they are part of our community. Our administration will help our teachers develop good relationships with parents so they are supported when behavioral challenges arise. We will not tolerate students disrupting the class or being disrespectful to teachers. MCS values excellent teachers and believes by respecting, encouraging, and supporting them, they will want to stay at our school.

SUBMITTING ATTACHMENTS?

- ☐ NO. There is no attachment submitted for this question.
☒ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.
2 attachments uploaded to ShareFile folder

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 12 – Attachment 1, Question 12 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

NAME: Miloli'i Charter School

Annual Budget

For Fiscal Year July 1, 2025 through June 30, 2028

	Year 0	Year 1	Year 2
OPERATIONAL FUNDING		80	100
1 State Per Pupil		734,640.00	918,300.00
2 Grants - Federal (NHEA)		500,000.00	
3 Grants KS and OHA		150,000.00	150,000.00
4 Nutrition Funding - Federal			
5 Nutrition Funding - Fees			
6 Other Program Fees			
7 Contributions, cash	500,000	100,000.00	100,000.00
8 Transportation Fees			
9 Other: SPED (Teacher)		60, 260.00	60, 260.00
10 Other:			
11 TOTAL OPERATING REVENUES	500,000.00	1,484,640.00	1,168,300.00

OPERATING EXPENSES			
12 Administration	214,362.00	214,362.00	217,577.00
13 Instructional Services		549,396.00	557,637.00
14 Pupil Services		36,000.00	48,000.00
15 Operation & Maintenance of Facilities	35,000.00	81,000.00	85,000.00
16 Benefits and Other Fixed Charges	55,734.00	198,577.00	201,555.00
17 Community Services		#REF!	#REF!
18 TOTAL OPERATING EXPENSES	305,096.00	#REF!	#REF!
19 TOTAL OPERATING GAIN/(LOSS)	194,904.00	#REF!	#REF!

NONOPERATIONAL FUNDING:			
20 Contributions, in-kind	63,000.00		
21 Rental Income			
22 Other:			
23 Other:			
24 TOTAL NONOPERATING REVENUE	63,000.00	-	-

OTHER/MISCELLANEOUS EXPENSES:			
25 Other: Supplies Project	#REF!	3,000.00	5,000.00
26 TOTAL NONOPERATING EXPENSES	#REF!	3,000.00	5,000.00
27 TOTAL NONOPERATING GAIN/(LOSS)	#REF!	(3,000.00)	(5,000.00)

CHANGES IN NET ASSETS:	#REF!	#REF!	#REF!
29 Other:			
30 NET ASSETS AT BEGINNING OF YEAR		257,904.00	660,209.00
31 NET ASSETS AT END OF YEAR	#REF!	#REF!	#REF!

Line	Instructions/Notes
1	Per pupil funding received by the schools from the Commission or State of HI. Use \$9,183 per student to determine budget for application purposes.
2	Grants awarded by the federal government (including those that pass through the Commission such as Title I, Title IIa, Impact Aid, Charter School Start-Up Assistance, etc.)
3	Grants awarded by private (non-governmental) foundations, corporations, federal, state, or local government, or individuals.
4	Funding for nutrition programs is split between the federal and state governments. Split info. can be found at http://www.doe.mass.edu/news/news.asp?id=2533 .
5	Fees collected from students/parents for nutrition programs.
6	Any other fees (other than for nutrition or transportation) that the school collects transportation, uniforms, etc.
7	Ongoing or on-time donations from individuals, businesses, or corporations.
8	Fees collected from students or parents for for transportation services.
9	Please enter a brief description in the highlighted green cell, if applicable.
10	Please enter a brief description in the highlighted green cell, if applicable.
11	Calculates automatically.

12	Information for this cell pulled from the Sch_FuncExp sheet.
13	Information for this cell pulled from the Sch_FuncExp sheet.
14	Information for this cell pulled from the Sch_FuncExp sheet.
15	Information for this cell pulled from the Sch_FuncExp sheet.
16	Information for this cell pulled from the Sch_FuncExp sheet.
17	Information for this cell pulled from the Sch_FuncExp sheet.
18	Calculates automatically.
19	Calculates automatically.

20	Monetary value of in-kind donations for services that would otherwise have been purchased.
21	Income generated from rental of space.
22	Please enter a brief description in the highlighted green cell, if applicable.
23	Please enter a brief description in the highlighted green cell, if applicable.
24	Calculates automatically.

25	Charter School figures will be populated from the Sch_FuncExp sheet.
26	Calculates automatically.
27	Calculates automatically.

28	Calculates automatically.
29	Please enter a brief description of other changes in net assets (prior year adjustments, etc.) in the highlighted green cell, if applicable.
30	Estimated Beginning Net Assets
31	Calculates automatically.

Staffing Plan

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					
	Year 1 2025-2026	Year 2 2026-2027	Year 3 2027-2028	Year 4 2028-2029	Year 5 2029-2030	Capacity 2030-2031
School Director	0.5 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Assistant School Director	0.5 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)		4.0 FTE	4.0 FTE	4.0 FTE	4.0 FTE	4.0 FTE
Classroom Teachers (Specials)		FTE	FTE	FTE	FTE	FTE
Student Support Position 1 [SPED]		1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Student Support Position 2 [SSC/Counselor]		1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Specialized School Staff 1 [SASA]		1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Specialized School Staff 2 [Registra]		1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Teacher Aides and Assistants		1.0 FTE	1.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE
School Operations Support Staff [HR/FO]		1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Middle School Total FTEs	2.0 FTE	12.0 FTE	12.0 FTE	13.0 FTE	13.0 FTE	13.0 FTE
Total Salaries (see page 2)						

Note: Highlighted positions are the same staff members for Middle and High School.

High School Staffing Model and Rollout

Title	Salary and FTE Per Position Per Year					
	Year 1 2025-2026	Year 2 2026-2027	Year 3 2027-2028	Year 4 2028-2029	Year 5 2029-2030	Capacity 2030-2031
School Director	0.5 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Assistant School Director	0.5 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Dean(s)						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]		FTE	FTE	FTE	FTE	FTE
Add'l School Leadership Position 3 [specify]		FTE	FTE	FTE	FTE	FTE
Classroom Teachers (Core Subjects)		FTE	4.0 FTE	4.0 FTE	4.0 FTE	4.0 FTE
Classroom Teachers (Specials)		FTE	1.0 FTE	1.0 FTE	2.0 FTE	2.0 FTE
Student Support Position 1 [SPED]		1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Student Support Position 2 [SSC/Counselor]		1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Specialized School Staff 1 [SASA]		1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Specialized School Staff 2 [Registra]		1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Teacher Aides and Assistants	FTE	FTE	1.0 FTE	1.0 FTE	2.0 FTE	2.0 FTE
School Operations Support Staff [HR/FO]		1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
High School Total FTEs	2.0 FTE	7.0 FTE	13.0 FTE	13.0 FTE	15.0 FTE	15.0 FTE
Middle School Total FTEs	2.0 FTE	12.0 FTE	12.0 FTE	13.0 FTE	13.0 FTE	13.0 FTE
Total FTEs	2.0 FTE	12.0 FTE	14.0 FTE	15.0 FTE	17.0 FTE	17.0 FTE
Total Salary	107,181	763,758	775,194	810,390	905,846	905,846

Note: Highlighted positions are the same staff members for Middle and High School.

Staffing Plan

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					
	Year 1 2025-2026	Year 2 2026-2027	Year 3 2027-2028	Year 4 2028-2029	Year 5 2029-2030	Capacity 2030-2031
School Director	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Assistant School Director	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)		4.0 FTE	4.0 FTE	4.0 FTE	4.0 FTE	4.0 FTE
Classroom Teachers (Specials)		FTE	FTE	FTE	FTE	FTE
Student Support Position 1 [SPED]		1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Student Support Position 2 [SSC/Counselor]		1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Specialized School Staff 1 [SASA]		1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Specialized School Staff 2 [Registra]		1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Teacher Aides and Assistants		1.0 FTE	1.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE
School Operations Support Staff [HR/FO]		1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Middle School Total FTEs	2.0 FTE	12.0 FTE	12.0 FTE	13.0 FTE	13.0 FTE	13.0 FTE
Total Salaries (see page 2)						

Note: Highlighted positions are the same staff members for Middle and High School.

High School Staffing Model and Rollout

Title	Salary and FTE Per Position Per Year					
	Year 1 2025-2026	Year 2 2026-2027	Year 3 2027-2028	Year 4 2028-2029	Year 5 2029-2030	Capacity 2030-2031
School Director	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Assistant School Director	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Dean(s)						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]		FTE	FTE	FTE	FTE	FTE
Add'l School Leadership Position 3 [specify]		FTE	FTE	FTE	FTE	FTE
Classroom Teachers (Core Subjects)		FTE	4.0 FTE	4.0 FTE	4.0 FTE	4.0 FTE
Classroom Teachers (Specials)		FTE	1.0 FTE	1.0 FTE	2.0 FTE	2.0 FTE
Student Support Position 1 [SPED]		1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Student Support Position 2 [SSC/Counselor]		1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Specialized School Staff 1 [SASA]		1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Specialized School Staff 2 [Registra]		1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Teacher Aides and Assistants	FTE	FTE	1.0 FTE	1.0 FTE	2.0 FTE	2.0 FTE
School Operations Support Staff [HR/FO]		1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
High School Total FTEs	2.0 FTE	7.0 FTE	13.0 FTE	13.0 FTE	15.0 FTE	15.0 FTE
Middle School Total FTEs	2.0 FTE	12.0 FTE	12.0 FTE	13.0 FTE	13.0 FTE	13.0 FTE
Total FTEs	2.0 FTE	12.0 FTE	14.0 FTE	15.0 FTE	17.0 FTE	17.0 FTE
Total Salary	214,362	763,758	775,194	810,390	905,846	905,846

Note: Highlighted positions are the same staff members for Middle and High School.

Miloli'i Charter School
SECTION: FACILITIES AND FINANCIALS
QUESTION 13

QUESTION 13

If the proposed school is approved, state funding will **not** be provided for the pre-opening/pre-contracting period. Explain how the funds needed during the pre-opening/pre-contracting period will be provided. Include and describe:

- The amount of funding the proposed school requires during the pre-opening period;
- What these funds will be spent on; and
- Plans for fundraising and what potential sources of funding will be sought.

EVALUATION CRITERIA:

Evidence could include, but not necessarily solely consist of fundraising efforts and grant support.

- *Detailed spreadsheet outlining expected preopening costs and the time frame the applicant school would expect those funds to be encumbered*
- *Detailed plan outlining fundraising goals including:*
 - *Amounts to be requested*
 - *Any amounts secured delineated into pledges, grants and donations*
- *Evidence of letters sent AND any acceptance letters including the amount pledged*

NARRATIVE SECTION:

Pre-opening/Pre-contracting period:

The non-profit Kalanihale has been fundraising for years through different funders and partners.

We have secured grants to support Kalanihale and its missions and vision which includes supporting the MCS.

One of our funders is the Stupski Foundation. The Stupski Foundation, is working toward the day when our health, food, and post secondary systems collectively promote well-being and abundance for everyone. **To realize that future, they are returning all of their resources to the communities we call home by 2029.** Kalanihale as a non profit fits into this system, we are asking a commitment of funds throughout their spend down, they are currently supporting or current organizaion operations. a request of \$500,000.00

Other funders include Kamehameha Schools and OHA (Office of Hawaiian Affairs) who is committed to supporting Hawaiian Focused Charter Schools, a request of funds will be asked for year one and the following year. Amount \$500,000.00

Native Hawaiian Education Funds from the Federal government will also be requested. Amount: \$250,000.00 -\$500,000.00

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

Miloli'i Charter School
SECTION: FACILITIES AND FINANCIALS
QUESTION 13

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 13 – Attachment 1, Question 13 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 14

Describe what the budgetary priorities are and how it supports the school's mission and vision for Years 0 through the first two years of operation. Highlight and explain any changes in priority from year to year.

EVALUATION CRITERIA:

The answer should connect to and build off of Question 13 above. Response should outline the connection of the per pupil amount and expenses as they relate to school operations (mission, vision)

Evidence could include, but not necessarily solely consist of:

- *Examples would include the clear development of a financially sustainable charter school - governance monitoring, seeking financial support, planning purchases, etc.*

Review HRS 302D-28 to better understand charter school funding.

NARRATIVE SECTION:

The budgetary priorities for Miloli'i Charter School (MCS) in its first two years of operation reflect the core values of our mission and vision, ensuring that our resources are allocated strategically to create a sustainable, culturally grounded, and academically rigorous learning environment. Our approach integrates both financial sustainability and alignment with our goals of providing high-quality education that honors Hawaiian cultural values and prepares students for future success.

Pre-Opening/Pre-Contracting Period

During the pre-opening period, our nonprofit organization, Kalanihale, has been focused on fundraising efforts through various partners and funders. We are fortunate to have secured critical grants that will help launch MCS and support its mission. Key funding sources include:

1. **Stupski Foundation:** A commitment of **\$500,000** from the Stupski Foundation will be used to support Kalanihale's operations and, by extension, MCS's pre-opening phase. This funding aligns with Stupski's vision of building systems that promote well-being and abundance. The funds will help develop the infrastructure for the school, including staff recruitment, curriculum development, and early-stage community outreach. The Stupski Foundation's support will be critical for laying the groundwork in the first year, ensuring a strong, community-focused foundation that reflects the values of well-being and sustainability.
2. **Kamehameha Schools and OHA (Office of Hawaiian Affairs):** These funders are vital in supporting Hawaiian-focused charter schools. A request of **\$500,000** will be made in the first year and potentially again in the second year, depending on operational needs. These funds will primarily be used for culturally relevant curriculum development, staff professional development, and the creation of community partnerships that integrate Hawaiian language and cultural practices. By securing these grants, MCS will be able to stay true to its mission of providing a culturally responsive education that is deeply rooted in Hawaiian values.
3. **Native Hawaiian Education Funds:** A request for **\$250,000 to \$500,000** in federal funding will support educational programs and resources that promote Native Hawaiian students' academic achievement. These funds will be allocated toward resources that enrich the

cultural aspects of our curriculum, as well as support services for Native Hawaiian students to ensure they receive a holistic education that honors their heritage.

Year 0 – Pre-Opening (Planning & Development)

During Year 0, our primary focus will be on the following budgetary priorities:

- **Staffing and Professional Development:** Hiring and training staff is a significant priority. Funds will support recruiting administrators, teachers, and support staff, with a focus on hiring individuals who are aligned with the school's cultural values. Additionally, professional development will be critical in preparing staff to integrate Hawaiian Cultural-Based Education (HCBE) within a rigorous academic framework.
- **Curriculum Development:** A portion of the budget will go toward creating and adapting curriculum materials that reflect both state standards and Hawaiian cultural practices. This includes incorporating place-based learning and *‘āina* (land)-based projects, as well as integrating Hawaiian language, history, and values into all subject areas.
- **Facilities & Resources:** Funds will also be directed toward securing and preparing the physical space for the school. This includes purchasing necessary technology, classroom supplies, and materials for both traditional and place-based learning, as well as ensuring the facilities are equipped to meet the needs of students.
- **Community Engagement & Outreach:** Establishing strong relationships with the local community, families, and stakeholders is key to the success of MCS. A portion of funds will be used to host community events and outreach programs to ensure the community is involved in the creation of the school's vision.

Year 1 – Operational Launch

In Year 1, the focus will shift toward launching the school and beginning the academic program. Budget priorities include:

- **Ongoing Staffing and Support:** Year 1 will involve the continued support and retention of staff. Funds will be allocated for salaries, benefits, and additional professional development to ensure educators have the tools they need to deliver high-quality instruction.
- **Operational Expenses:** The ongoing operational budget will cover essential costs such as utilities, transportation, technology, and school supplies. This also includes the implementation of student assessments and data tracking systems to monitor academic progress.
- **Culturally Responsive Educational Programs:** As the school opens its doors, funds will be used to fully implement a culturally grounded curriculum, integrating Hawaiian history, language, and cultural practices in core subjects. We will also use this time to expand community programs and strengthen partnerships with local organizations and elders to support students in their cultural learning.
- **Student Support Services:** MCS will prioritize services for students who need additional academic or behavioral support. Funding will be used for specialized resources, such as counselors, special education staff, and technology for students with disabilities, as well as support for English Learners and at-risk students.

Year 2 – Consolidation and Expansion

In Year 2, the school will focus on refining operations and expanding its programs:

- **Expanded Curriculum:** As the school grows, the curriculum will expand to offer more electives and advanced courses, with a continued emphasis on culturally relevant content. Funds will be directed to developing these new academic offerings.
- **Sustainability Programs:** Given MCS's mission to integrate sustainability and *pono* (doing what is right), funds will support the development of sustainability-focused programs such as aquaculture, environmental stewardship, and the promotion of green technologies within the school.
- **Facility Expansion:** With a larger student body, additional funding may be required for facility expansion, maintenance, and new infrastructure to support the growing school community.

Changes in Priority Year to Year

- **Year 0:** The emphasis will be on foundational development: staffing, curriculum design, community engagement, and physical facilities.
- **Year 1:** The focus will shift to operationalizing the school, including day-to-day expenses, staffing, and implementing culturally responsive programs.
- **Year 2:** There will be a focus on program expansion, sustainability, and refining the school's operations for long-term growth.

Conclusion

Miloli'i Charter School's budgetary priorities are designed to ensure the success of the school's mission and vision from its pre-opening phase through its first two years of operation. By strategically allocating funds from our generous partners—Stupski Foundation, Kamehameha Schools, OHA, and federal Native Hawaiian Education funds—we will be able to launch and grow a high-quality, culturally responsive school that prepares students for success in both academic and cultural domains. Each phase of the budget is carefully aligned with our mission of providing rigorous, innovative, and culturally grounded education for our students.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 14 – Attachment 1, Question 14 – Attachment 2, etc.*
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QUESTION 15

Describe the internal fiscal management oversight systems that will be developed and implemented.

EVALUATION CRITERIA:

Evidence must include:

- *processes and practices that will ensure and monitor fiscal solvency and employ checks and balances;*
- *description of the specific members and the process used by the applicant governing board to develop and implement the fiscal oversight system; and*
- *identify specific people/positions and explain their oversight duties and responsibilities.*

Evidence could include, but not necessarily solely consist of:

- *reference to Characteristics of High Quality of Charter Schools;*
- *examples citing the process of monitoring financial risk; and*
- *evidence of governing board experience in setting up sound financial systems including processes, policies and checks and balances.*

NARRATIVE SECTION:

At Miloli'i Charter School (MCS), maintaining fiscal solvency and transparency is a priority that aligns with our commitment to ensuring long-term sustainability and accountability. To meet this goal, we will implement a comprehensive internal fiscal management oversight system, which will include rigorous checks and balances, clearly defined roles, and ongoing monitoring to safeguard our financial resources. This system will support MCS in fulfilling its mission of providing culturally grounded and academically rigorous education for students, while adhering to all fiscal responsibilities and maintaining the confidence of our stakeholders.

Overview of Fiscal Management System

Miloli'i Charter School will develop and implement a system of fiscal oversight that ensures financial solvency and operational efficiency. This system will be built on best practices of financial management and will employ a combination of strategic planning, ongoing monitoring, and transparent reporting. The key components of our fiscal oversight system will include:

1. Financial Policies and Procedures

We will establish clear financial policies and procedures to guide all fiscal operations, including budgeting, accounting, payroll, purchasing, and financial reporting. These policies will adhere to all applicable state and federal regulations, as well as charter school best practices, ensuring compliance and preventing misuse of funds.

2. Checks and Balances

The internal fiscal management system will integrate several layers of checks and balances:

- **Segregation of Duties:** No individual will be responsible for both the approval and execution of financial transactions. For example, the staff member who handles payroll will not have direct control over procurement or accounting functions. This separation reduces the risk of errors or fraudulent activity.

- **Internal Audits:** Regular internal audits will be conducted to assess the accuracy and integrity of financial records. These audits will be performed by a qualified, independent third party, and the results will be reviewed by the governing board.
 - **Monthly Financial Reporting:** The school's financial officer will prepare detailed monthly financial reports, which will include balance sheets, income statements, and cash flow statements. These reports will be reviewed by the governing board to assess the financial health of the school.
 - **Annual External Audit:** At the end of each fiscal year, MCS will undergo an independent external audit to ensure all financial operations are in compliance with applicable laws and regulations. The audit will provide a thorough review of the school's financial status and offer recommendations for improvement, if necessary.
3. **Risk Monitoring and Financial Oversight**
- To monitor and mitigate financial risk, MCS will adopt the following practices:
- **Cash Flow Monitoring:** We will track and monitor the school's cash flow on a monthly basis to ensure the school maintains adequate liquidity to cover operational expenses. This will help prevent cash shortfalls and allow for timely adjustments to the budget.
 - **Budget Variance Analysis:** The governing board and financial officer will regularly compare actual expenditures to budgeted amounts. Any significant variances will be flagged, analyzed, and addressed to ensure alignment with the school's financial goals and to avoid over-spending.
 - **Contingency Planning:** MCS will develop a contingency fund, based on a percentage of the annual budget, to safeguard against unexpected expenses or revenue shortfalls. This fund will help mitigate financial risk during periods of uncertainty.

Governing Board's Role in Fiscal Oversight

The governing board of Miloli'i Charter School will play a critical role in overseeing the school's financial operations. The board will establish fiscal policies, approve budgets, and review financial reports on a regular basis to ensure the school remains financially stable and accountable.

1. Board Financial Oversight Process

The governing board will have a dedicated **Finance Committee** made up of board members with expertise in financial management, accounting, or business. This committee will meet regularly to review the school's financial health, assess fiscal risks, and make recommendations to the full board regarding budget adjustments, funding requests, and financial strategy. The Finance Committee will be responsible for:

- **Reviewing and Approving the Budget:** The Finance Committee will work closely with the school's financial officer to develop an annual budget that aligns with the school's strategic goals. Once the budget is finalized, the Finance Committee will present it to the full board for approval.
- **Monitoring Financial Performance:** The Finance Committee will review monthly financial reports and financial statements to monitor the school's cash flow, expenditures, and overall financial health.
- **Ensuring Compliance:** The committee will oversee the implementation of financial policies and ensure compliance with both internal procedures and external

regulations. This includes coordinating with the school's auditor for annual financial audits.

2. Specific Roles and Responsibilities of Key Personnel

- **Executive Director (ED)/Principal:** The Executive Director (or Principal) will have overall responsibility for the school's financial health, ensuring that the school adheres to its budget and financial policies. The ED will work closely with the Finance Committee and will be responsible for reporting to the governing board on the school's financial status. This role includes overseeing all major financial decisions, such as purchasing and contracting, and ensuring financial decisions align with the school's mission and vision.
- **Business Manager/Financial Officer:** The Business Manager or Financial Officer will be responsible for day-to-day financial management, including maintaining accurate financial records, processing payroll, overseeing accounts payable and receivable, and preparing monthly financial reports. This individual will also be responsible for working with external auditors to conduct annual audits.
- **Governing Board Chair:** The Governing Board Chair will ensure that fiscal oversight is prioritized and that board members are regularly updated on financial matters. The Chair will work with the Finance Committee to set agendas for financial discussions and monitor the progress of the board's fiscal goals.

Financial Risk Management and Oversight

To minimize financial risk, MCS will implement a range of proactive risk management strategies:

- **Emergency Budget Adjustments:** In the event of unexpected financial challenges (e.g., a drop in enrollment or unforeseen expenses), the board will have a system in place to make quick, informed budget adjustments. This might include delaying non-essential spending or finding additional sources of revenue.
- **Diversification of Revenue:** The school will actively seek diversified revenue sources beyond government funding, including private grants, philanthropic contributions, and community partnerships. This helps reduce dependency on any single source of funding and mitigates financial risk.

Conclusion

Miloli'i Charter School will prioritize fiscal accountability, transparency, and sustainability through an internal fiscal management oversight system that integrates sound financial policies, checks and balances, and strategic planning. The governing board will play an active role in overseeing this system, ensuring that the school remains financially solvent while staying true to its mission and vision. The combined efforts of the finance team and governing board will ensure that Miloli'i Charter School has the financial stability necessary to provide a high-quality, culturally grounded education for its students.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.

Miloli'i Charter School
SECTION: FACILITIES AND FINANCIALS
QUESTION 15

Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 15 – Attachment 1, Question 15 – Attachment 2, etc.*
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GOVERNANCE OVERVIEW: The following questions seek to understand the genesis of the proposed school's governing board, their processes and skill sets that have brought them together with a goal of establishing a high quality charter school in the state of Hawai'i.

QUESTION 16

Explain how your governing board has the relevant skills, knowledge, and ability to develop, startup and operate a charter school in your school community.

Each applicant governing board member must complete and sign the form and attach resumes for all applicant governing board members (see Exhibit 6 Applicant Governing Board Member Information Form in the Application).

EVALUATION CRITERIA:

Evidence must include:

- *list of all applicant governing board members (first name, last name, and role); and*
- *each applicant governing board member must complete and sign the form and attach resumes for all applicant governing board members (see Exhibit 2 Applicant Governing Board Member Information Form in the Application).*

Evidence should include, but is not limited to:

- *clear alignment to Characteristics of High Quality Charter schools; and*
- *evidence referencing applicable statutes.*

NARRATIVE SECTION:

The Governing Board for Miloli'i Charter School is uniquely equipped to establish, operate, and oversee a high-quality charter school in Hawai'i. The collective expertise, experience, and commitment of its founding board members reflect their alignment with the Characteristics of High-Quality Charter Schools and compliance with applicable statutes.

Relevant Skills, Knowledge, and Abilities

1. Leivallyn Kaupu (Non-voting Member)

Expertise in culturally integrated education and technology supports Miloli'i Charter School's mission to blend Native Hawaiian values with academic excellence. Her roles in curriculum development, STEM education, and adaptive lesson planning ensure innovative instructional practices rooted in culture and conservation.

2. Monica Pilimai Traub (Non-voting Member)

With over 35 years in diverse educational settings, including charter schools and Hawaiian immersion, Pilimai brings deep knowledge of academic leadership, curriculum integration, and culturally relevant pedagogy. Her experience with WASC accreditation and Title I reporting ensures compliance and strategic planning.

3. Charles K.H. Young (Voting Member)

As a seasoned leader in community and resource management, Charles provides governance expertise through his involvement in nonprofit organizations and government advisory committees. His advocacy for environmental and cultural preservation aligns with the school's vision to honor place-based education.

4. **Kaimi Kaupiko (Voting Member)**
Kaimi's background in culturally based education, community-based learning, and grant management ensures robust program design and community engagement. His leadership in projects such as the Miloli'i Lawai'a 'Ohana Camps emphasizes experiential learning and traditional practices.
5. **Scott Atkinson (Voting Member)**
Scott brings over 25 years of expertise in conservation biology and community development. His work in sustainable enterprises, Marine Protected Areas, and strategic conservation planning provides the school with a strong foundation for environmental education and stewardship.
6. **Greg Asner (Voting Member)**
As a globally recognized scientist and conservation leader, Greg adds a high-caliber perspective on ecological education and global environmental challenges. His expertise in large-scale conservation science aligns with the school's commitment to place-based and STEM-focused learning.
7. **Eric Edwards (Voting Member)**
Eric's technical background in media and education enhances the school's ability to integrate digital storytelling, multimedia, and technology into the curriculum. His award-winning media instruction for PBS Hawai'i demonstrates a commitment to innovation and creative learning.
8. **Moana Ulu Ching (Voting Member)**
Moana's leadership in community-based conservation and grant management supports the school's sustainability initiatives. Her expertise in facilitating community partnerships ensures alignment with local needs and cultural values.
9. **Luika Imaoka (Voting Member)**
Luika's extensive experience in finance, project management, and operations strengthens the school's fiscal responsibility and organizational infrastructure. Her background ensures effective management of budgets, payroll, and compliance.
10. **Meleana L. Smith (Voting Member)**
Meleana's background in business administration, HR, and grant writing equips the board with practical skills for operational management. Her leadership in community and nonprofit organizations highlights her ability to support strategic initiatives.
11. **Dr. James R. Skouge (Voting Member)**
With decades of experience in disability studies, bilingual education, and digital storytelling, Dr. Skouge's innovative approaches to inclusive education and media literacy provide a foundation for differentiated and accessible instruction.

Alignment to High-Quality Charter School Characteristics

The board demonstrates the following:

- **Commitment to Equity and Inclusion:** Expertise in culturally responsive teaching, place-based education, and disability inclusion ensures all learners are supported.
- **Operational and Financial Competence:** Strong backgrounds in project management, grant writing, and fiscal oversight meet statutory requirements for financial accountability.
- **Educational Excellence:** Deep knowledge of Hawaiian cultural values, conservation, STEM, and innovative pedagogy ensures rigorous and meaningful education for students.

- **Community Integration:** Members' roles in local and global initiatives align with the school's mission to create a vibrant, community-focused learning environment.

The Governing Board is poised to lead Miloli'i Charter School with a clear vision and exceptional expertise. Their collective experiences reflect their readiness to meet the academic, cultural, and operational needs of the community while ensuring compliance with Hawai'i's charter school statutes.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

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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: Kalanihale Charter School.
2. Contact information
Name: Charles Young.
Phone: [REDACTED]
E-mail: [REDACTED]
3. Describe your role and position on the applicant governing board. Director.
4. Attach your resume and professional biography.
☒ Resume and professional bio are attached to this form.
5. Check all that apply. 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.

If you checked any of the boxes above, please identify the names of the boards you have served, or are serving on. KUPA Friends of Ho'okena Beach Park.
6. How, and by whom, were you recruited to serve on the governing board of the proposed charter school? Kaimi Kaupiko.
7. What is your understanding of the appropriate role of a public charter school governing board member? Help guide policy and decision making to better serve the school and community.

8. Describe any previous experience 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 how your presence on the applicant governing board enhances their capacity of opening and running a public charter school. I have served as a board member of other non profits and State and County agencies.

School Mission and Plan

9. How does the school's mission and vision align to your personal or professional beliefs/goals? I have been involved in community service for over 30 years in various capacities with a goal of improving the living conditions within communities.
10. Describe your understanding of the school's proposed academic plan? I was not directly involved in creating this specific academic plan but I know and have lived in the community and have knowledge of the educational opportunities and challenges.
11. As a governing board member, how will you ensure that the school is succeeding or is not succeeding in achieving its mission? Active participation as a board member.

Governance

12. Describe the role that the governing board will play in the school's operation. Promote Policy and decision making to support the Schools goals.
13. How will you monitor if the school is on target to successfully meet its operational goals for year 1? Determine whether goals have been met according to strategic plan and agreed upon measures.
14. Describe the governing Board oversight that needs to take place over the duration of the initial contract to ensure the applicant school is making positive progress to achieving its mission and vision. The Board needs to meet regularly to monitor progress and redirect the administrative branch as necessary and actively participate in making changes when necessary.
15. 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? These types of conduct occur from time to time and must be addressed early. The board should have the authority to evaluate its members conduct and take action when necessary including dismissal.

Disclosures

16. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I/we do not know these individuals ☐ X Yes Click or tap here to enter text.
17. 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 ☐ X Yes Click or tap here to enter text.

18. 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.
- ☐ X I/we do not know any such employees ☐ Yes Click or tap here to enter text.
19. 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.
- ☐ X I/we do not anticipate conducting any such business ☐ Yes Click or tap here to enter text.
20. 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.
- ☐ X I/we do not have a financial interest ☐ Yes Click or tap here to enter text.
21. 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.
- ☐ X I/we do not know any such persons ☐ Yes Click or tap here to enter text.
22. 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 ☐ X I/we have no such interest ☐ Yes Click or tap here to enter text.
23. 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 ☐ X I/we or my family do not anticipate conducting any such business ☐ Yes Click or tap here to enter text.
24. 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.
- ☐ X Does not apply to me, my spouse or family ☐ Yes Click or tap here to enter text.
25. 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, Charles Young_____, 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.

[Redacted Signature]

10-22-2024

Date

Charles K.H. Young



BIO

Education:

St. Louis High School, Honolulu, Hawaii

California State Polytechnic College at San Luis Obispo (Cal Poly)- B.S. Mechanical Engineering

Work:

Retired Plant Manager, The Hershey Company.

Personal:

Married with 3 Children.

Resides in Kealia, South Kona Hawaii Island

Community:

Plaintiff, Kapa'a Kai O Ka 'Aina vs State Land Use Commission on behalf of Ka Lahui Hawaii.
Prevailed at Hawaii Supreme Court

Submitted Amicus Brief under Ka Lahui Hawaii in Pash/Pilago contested case before the Hawaii County. Prevailed at Hawaii Supreme Court

Kama'aina United to Protect the 'Aina, Community Based Non Profit, Founder and Current President

KUPA Friends of Ho'okena Beach Park, Community Base Non Profit co-managing Ho'okena Beach Park under Memorandum of Understanding with the Hawaii County Department of Parks and Recreation, Co- Founder, Current President and Secretary.

Saddle Road Task Force, former TF member appointed by Sen. Dan Inouye

Aha Hui Ku Mauna, former Community Representative appointed by Sen. Dan Inouye to advise on Hawaiian Issues related to development on Mauna Kea.

Hawaii Island Burial Council. Appointed by Governors Cayetano and Lingle serving as former Council Member and Chair.

Kona Community Development Plan-Action Committee, appointed by the Mayor and Hawaii County Council. Current Chair

West Hawaii Fishery Council, council member and original Task Force member.

Kai Kuleana Network, community-based network in West Hawaii promoting community based resource management.

Current Po'o and representative of the Hawaii Island Aha Moku Advisory Committee. Appointed by the Governor and Legislature.

E Alu Pu, State-Wide community-based network promoting community based marine resource management.

Coached AYSO girls' soccer team 9-11 years old.

Past President of the Kamehameha Schools Parent Teacher Association West Hawaii Branch

Hobbies:

Member and Treasurer of the West Hawaii Hawaiian Men's Golf Club.

Free Diving

References Upon Request

Board Member Information

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

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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: Miloi'i Charter School

2. Contact information

Name: Eric Edwards

Phone: [REDACTED]

E-mail: [REDACTED]

3. Describe your role and position on the applicant governing board.

Governing Board Member

4. Attach your resume and professional biography.

X [Resume](#) and professional bio are attached to this form.

5. Check all that apply. Indicate whether you currently or have previously served on a board:

☐ of a school district,

☐ another charter school,

☐ a non-public school, or

X any nonprofit organization.

If you checked any of the boxes above, please identify the names of the boards you have served, or are serving on. Donkey Mill Art Center ([REDACTED])

6. How, and by whom, were you recruited to serve on the governing board of the proposed charter school? I was contacted by Ka'imi Kaupiko.

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

A governing board member of a Hawaiian-focused charter school plays several important roles:

Cultural Advocacy: Ensure that Hawaiian culture, language, and values are integrated into the curriculum and school activities.

Mission and Vision: Uphold and promote the school's mission, focusing on providing a culturally relevant education.

Policy Development: Help create and review policies that guide the school's operations, ensuring they align with both educational standards and cultural principles.

Financial Oversight: Monitor the school's budget and financial practices, ensuring resources are allocated effectively to support educational goals and cultural initiatives.

Accountability: Hold the administration accountable for academic performance and operational effectiveness, regularly reviewing progress and outcomes.

Community Engagement: Foster relationships with the school community and the broader community, encouraging involvement and feedback in the school's activities.

Personnel Decisions: Participate in hiring and evaluating the school leader, ensuring they are committed to the school's mission and cultural focus.

Compliance: Ensure that the school adheres to state regulations and charter requirements, safeguarding its funding and operational integrity.

8. Describe any previous experience 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 how your presence on the applicant governing board enhances their capacity of opening and running a public charter school.

I served on the Board of the Donkey Mill Art Center for 9 years. The board shepherded the Mill from a mostly volunteer organization to a financially sound business organization with paid staff.

School Mission and Plan

9. How does the school's mission and vision align to your personal or professional beliefs/goals?
I believe that it is important for keiki to learn about their culture, where they come from, values, getting their hands in the 'aina and learn about sustainable practices now to implement in the future.
10. Describe your understanding of the school's proposed academic plan?

Vision and Mission

The school's mission is to foster academic excellence, cultural understanding, and holistic development through an education grounded in Hawaiian values and traditions. The school

aims to develop students who are critical thinkers, effective communicators, and responsible stewards of Hawai'i's land and community.

Core Pillars of the Academic Plan

- **Hawaiian Culture and Language Integration**
 - **Academic Rigor and Standards Alignment**
 - **Holistic Development via Nā Hopena A'o (HĀ)**
 - **SMART Goals for Academic and Cultural Outcomes**
 - **Data-Driven Instruction and Assessment**
-

Pillar 1: Hawaiian Culture and Language Integration

Curriculum Design

The curriculum will integrate Hawaiian language, history, and culture across all subject areas, reinforcing students' identity and sense of place.

Hawaiian Language ('Ōlelo Hawai'i): Required for all grade levels. Emphasis on conversational Hawaiian and cultural contexts (e.g., traditional chants, hula, and storytelling).

Place-based Learning: Incorporate hands-on learning activities related to mālama 'āina (caring for the land), local history, and traditional knowledge systems like lunar calendars and agriculture.

Cultural Values in Practice: Activities like mālama kai (ocean stewardship), laulima (working together), and aloha 'āina (love of the land) will be embedded in projects across subjects.

Example: 4th Grade Social Studies

Topic: Native Hawaiian Governance and Traditional Societies

Integration: Analyze Hawaiian ali'i (royalty) systems and compare them to other forms of government while meeting Common Core literacy standards for reading informational texts.

Pillar 2: Academic Rigor and Standards Alignment

The school will ensure that all academic subjects are aligned with **Hawai'i State Standards, Common Core Standards, and Next Generation Science Standards** to guarantee academic rigor. The curriculum will be culturally relevant, incorporating Hawaiian knowledge, values, and traditions to provide meaningful and engaging learning experiences across **English Language Arts (ELA), Mathematics, Science, and Social Studies**.

Subject-by-Subject Breakdown

English Language Arts (ELA)

- **Standards Alignment:** Common Core State Standards for ELA will be used to develop reading, writing, speaking, and listening skills.
- **Curriculum Focus:**
 - **Reading Comprehension:** Students will read both informational and literary texts that focus on Hawaiian history, legends, and cultural practices, as well as global literature to broaden their understanding.
 - **Writing and Research:** Students will conduct research on Hawaiian history, cultural practices, and contemporary issues, culminating in essays, reports, and presentations that align with Common Core writing standards.
 - **Cultural Integration:** Students will engage in oral storytelling and traditional Hawaiian practices like composing and presenting mele (songs) and oli (chants) to fulfill speaking and listening standards.

Mathematics

- **Standards Alignment:** Common Core Math Standards will guide instruction, ensuring students meet grade-level expectations in number sense, algebraic thinking, geometry, and data analysis.
- **Curriculum Focus:**
 - **Real-world Applications:** Students will use math concepts to solve practical problems related to traditional Hawaiian practices, such as building fishponds (loko i'a) and calculating area, volume, and ratios for planting crops (like kalo in lo'i).
 - **Hawaiian Navigation:** Integrating geometry and measurement, students will study Polynesian navigation techniques, calculating distances and angles using the stars, wind, and ocean currents.

- **Data and Statistics:** Students will analyze environmental data, such as rainfall or tide levels, to understand the sustainability of agricultural and fishing practices, applying statistical methods in context.

Science (Next Generation Science Standards - NGSS)

- **Standards Alignment:** NGSS will ensure that students develop a deep understanding of scientific concepts while emphasizing inquiry-based learning and problem-solving skills.
- **Curriculum Focus:**
 - **Ecology and Stewardship (Mālama 'Āina):** Students will explore ecosystems by studying native Hawaiian flora and fauna, environmental stewardship, and the impact of human activity on the land and ocean.
 - **Climate and Weather:** Students will engage in traditional Hawaiian observations of the lunar calendar and its role in fishing and farming, aligning with NGSS standards on Earth's systems.
 - **Sustainability and Technology:** Students will explore modern sustainable practices alongside ancient Hawaiian technologies like aquaculture and dryland agriculture, incorporating STEM-based learning approaches.

Social Studies

- **Standards Alignment:** Hawai'i Content and Performance Standards for Social Studies (HCPS) will be integrated with Common Core Standards for Literacy in History/Social Studies, focusing on historical inquiry, critical thinking, and civic engagement.
- **Curriculum Focus:**
 - **Hawaiian History and Sovereignty:** Students will learn about the history of the Hawaiian Kingdom, its governance, the overthrow, and its implications for modern Hawaiian identity and sovereignty movements. This aligns with **HCPS's History Standards** and the **Common Core's literacy standards** for reading historical texts, analyzing sources, and constructing written arguments.
 - **Civic Responsibility:** Students will explore the Hawaiian concept of **kuleana** (responsibility) and how it informs modern civic duties, both locally and globally. Activities include debates, community service projects, and participation in student government.
 - **Place-based Learning:** Incorporating fieldwork and primary sources, students will visit historical sites, such as heiau (temples) and battlefields, to engage with local history through hands-on experiences, aligning with inquiry-based learning and critical thinking.
 - **Global Connections:** In upper grades, students will analyze connections between Hawaiian culture and the global world, studying Polynesian migration, colonization, and global indigenous movements, while meeting **Common Core standards** for global citizenship and historical understanding.

- **Example: 8th Grade Social Studies**
 - **Topic:** Hawaiian Monarchy and U.S. Expansionism
 - **Standards:** Aligns with Hawai'i Content Standards on U.S. History and Government, and Common Core's literacy standards for analyzing primary and secondary sources.
 - **Activity:** Students will research the Hawaiian Kingdom's treaties with foreign nations, analyze the legal and political structures in place before the overthrow, and write argumentative essays discussing the impacts of colonization on native sovereignty.

Cultural Integration in Social Studies

- **Hawaiian Governance Systems:** Students will study the governance structures of ancient Hawai'i (ali'i, kahuna, maka'āinana) and compare them to other global systems of governance, meeting both Hawai'i and Common Core standards for historical analysis and comparison.
- **Environmental History:** Students will examine the relationship between the Hawaiian people and their natural environment, focusing on the ahupua'a system, resource management, and environmental sustainability. This will connect with social studies standards on geography and economics, while also aligning with science standards on ecosystems and environmental change.
- **Oral Histories and Primary Sources:** Social studies units will include oral histories from kūpuna (elders) and primary source documents, allowing students to engage in historical inquiry, a key aspect of both state and Common Core standards for historical thinking skills.

Instructional Strategies

Across all subjects, **inquiry-based learning**, **project-based learning**, and **culturally responsive teaching** will be employed. This will ensure that students not only meet academic standards but also connect with their cultural heritage in meaningful ways.

Project-Based Learning (PBL): Students will work on long-term projects such as restoring a lo'i kalo (taro field) or creating a Hawaiian language digital storybook. These projects integrate multiple subject areas (social studies, science, ELA) while allowing students to demonstrate mastery of Common Core and state standards.

Collaborative Learning: Group activities will foster the Hawaiian value of **laulima** (working together), while peer discussions, presentations, and debates will help students develop communication and critical thinking skills aligned with Common Core speaking and listening standards.

Hands-On Activities: Cultural practices such as makahiki games, traditional farming, and navigation projects will deepen students' understanding of math, science, and social studies while reinforcing Hawaiian cultural knowledge.

Pillar 3: Holistic Development via Nā Hopena A'o (HĀ)

Nā Hopena A'o emphasizes six critical outcomes: **Belonging, Responsibility, Excellence, Aloha, Total Well-being, and Hawai'i**. These outcomes will guide all aspects of teaching and learning.

Implementation

Belonging ('Ike Aku, 'Ike Mai): Ensure every student feels a sense of place and belonging through community-centered learning, peer collaboration, and cultural respect.

Responsibility (Kuleana): Integrate responsibility for self, community, and environment through service projects, stewardship activities, and leadership opportunities.

Excellence ('Imi Na'auao): Encourage academic excellence by setting high expectations, fostering curiosity, and recognizing achievement in both academic and cultural areas.

Aloha: Teach students to express empathy, kindness, and respect in their interactions. For example, through mentoring younger students in Hawaiian language or cultural practices.

Total Well-being (Mauli Ola): Focus on the well-being of students through emotional, physical, and spiritual learning practices such as mindfulness, cultural rites, and healthy living.

Hawai'i: Ensure that the connection to the land, history, and culture of Hawai'i is central to all learning experiences.

Pillar 4: SMART Goals for Academic and Cultural Outcomes

Goal 1: Increase Proficiency in English Language Arts (ELA)

- **Specific:** By the end of Year 1, 80% of students will meet or exceed the proficiency benchmark in reading comprehension and writing, as measured by the state assessment.
- **Measurable:** Quarterly assessments aligned with Common Core standards.
- **Achievable:** Provide targeted interventions for struggling students, such as after-school tutoring or culturally relevant literacy programs.

- **Relevant:** Align content with Hawaiian history and cultural texts to engage students in learning.
- **Time-bound:** Achieve by the end of the first school year.

Goal 2: Develop Fluency in ‘Ōlelo Hawai‘i (Hawaiian Language)

- **Specific:** By the end of Year 1, 75% of students in grades K-5 will be able to engage in basic Hawaiian conversations and demonstrate understanding of traditional chants.
- **Measurable:** Biannual oral language assessments and cultural performance evaluations.
- **Achievable:** Daily Hawaiian language instruction, with immersion-based learning.
- **Relevant:** Fluency is critical for cultural preservation and aligns with the school's mission to promote Hawaiian identity.
- **Time-bound:** Fluency goals will be evaluated by the end of Year 1 and adjusted annually.

Goal 3: Improve Mathematics Proficiency

- **Specific:** By the end of Year 1, 70% of students will meet or exceed proficiency in math according to Common Core Math Standards.
- **Measurable:** Math proficiency will be tracked through quarterly assessments.
- **Achievable:** Implement math centers, one-on-one support, and hands-on activities incorporating traditional Hawaiian measurement and navigation practices.
- **Relevant:** High math proficiency ensures readiness for higher education and career pathways.
- **Time-bound:** End of Year 1 review, with continuous monitoring through monthly benchmarks.

Goal 4: Strengthen Cultural Competency through Nā Hopena A‘o

- **Specific:** 90% of students will demonstrate cultural competency and a sense of kuleana (responsibility) by participating in at least two mālama ‘āina (stewardship) projects each semester.
- **Measurable:** Track participation in projects, reflection journals, and performance on cultural assessments.
- **Achievable:** Partner with local Hawaiian cultural organizations and create project-based learning opportunities.
- **Relevant:** Fulfills the mission of promoting aloha ‘āina and fostering leadership in the Hawaiian community.
- **Time-bound:** Achieved by the end of each semester, with growth tracked over the school year.

Pillar 5: Data-Driven Instruction and Assessment

Regular Assessments

- **Formative Assessments:** Ongoing quizzes, projects, and reflections will help teachers adjust instruction to meet students' needs.
- **Benchmark Assessments:** Quarterly assessments in core subjects (ELA, Math, Science) will provide data on student progress toward state and Common Core standards.
- **Cultural Assessments:** Evaluate students' growth in cultural knowledge and practices, using performance-based assessments such as oral presentations, chants, and project-based learning outcomes.

Data Review and Instructional Adjustments

- **Professional Learning Communities (PLCs):** Teachers will meet regularly to review assessment data, share best practices, and plan interventions for struggling students.
- **Individualized Learning Plans (ILPs):** For students not meeting proficiency targets, personalized learning plans will be created that combine academic support with cultural activities to engage and motivate.

Conclusion

This academic plan reflects the integration of **Hawai'i State and Common Core Standards, Nā Hopena A'o**, and a set of **SMART goals** to ensure measurable academic and cultural outcomes. By fostering a strong connection to Hawaiian values and culture while ensuring academic rigor, the school can empower students to succeed both academically and as future leaders of Hawai'i.

11. As a governing board member, how will you ensure that the school is succeeding or is not succeeding in achieving its mission? As a GB member the school director will provide quarterly reports of the Miloli'i's Charter school status in meeting mission aligned initiatives for GB members to review and discuss at meetings.

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

The governing board of a Hawaiian-focused charter school plays a crucial role in the school's operation, ensuring it aligns with both educational standards and cultural values. The board defines and upholds the school's mission, emphasizing Hawaiian culture, language, and traditions in the curriculum and school activities. They establish policies that guide school operations, including governance, curriculum standards, and student behavior, while ensuring they reflect Hawaiian values. The board oversees budgeting and financial management, ensuring resources are allocated effectively to support educational programs and cultural

initiatives. They hold the administration accountable for achieving academic and operational goals, monitoring student performance and school effectiveness. The board fosters strong ties with the local community, involving parents, cultural practitioners, and stakeholders in decision-making processes to ensure the school serves its community's needs. They participate in hiring and evaluating the school leader, ensuring that the school leader is committed to the school's mission and cultural focus. The board ensures the school adheres to state regulations, charter agreements, and educational standards, safeguarding the school's charter and its funding. They promote the integration of Hawaiian culture in all aspects of the school, from curriculum development to extracurricular activities, ensuring a holistic educational experience. By fulfilling these roles, the governing board helps create an environment that honors the school's mission and vision while providing a high-quality education.

13. How will you monitor if the school is on target to successfully meet its operational goals for year 1?

Monitoring the progress of a new charter school in meeting its operational goals for year 1 is essential to ensure success and accountability. The Miloli'i Charter School governing board will follow these steps to evaluate and monitor if the school is on track:

1. Define Key Performance Indicators (KPIs)

Student Enrollment: Monitor actual enrollment against the projected numbers.

Attendance & Retention Rates: Track student attendance and retention rates to ensure students are attending consistently.

Staff Hiring and Retention: Ensure the school hires and retains qualified staff, meeting staffing goals for year 1.

Financial Performance: Review budget adherence, cash flow, fundraising progress, and financial stability.

Academic Performance: Set targets for academic benchmarks, test scores, and curriculum delivery.

Compliance and Safety: Ensure that the school meets regulatory requirements, health and safety standards, and adheres to its charter agreement.

2. Regular Progress Reporting

Monthly or Quarterly Reports: Establish a system for the school leadership to submit regular reports on enrollment, academic progress, staff performance, financials, and compliance.

Dashboards & Scorecards: Utilize dashboards to visualize data in real-time, giving board members easy access to critical metrics.

3. Establish Milestones and Checkpoints

Break down operational goals into specific, measurable milestones. For example:

- **By Month 3:** Have a full staff in place and onboarded.
- **By Month 6:** Meet 90% of student enrollment goals and achieve compliance with health and safety regulations.
- **End of Year 1:** Ensure financial sustainability and meet state academic benchmarks.

4. Conduct Audits & Evaluations

Financial Audits: Conduct audits to ensure that the school is using funds appropriately and meeting budgetary targets.

Operational Reviews: Evaluate areas such as human resources, student services, and facility management to ensure they align with expectations.

5. Site Visits and Walkthroughs

Conduct regular site visits to see the school in action, ensuring that the facilities are in good condition, and the school is running efficiently.

6. Stakeholder Feedback

Parent and Student Surveys: Regularly gather feedback from families and students about the school's performance, addressing any concerns early on.

Staff Feedback: Obtain feedback from teachers and administrators on the school's operations, challenges, and morale.

7. Risk Mitigation & Contingency Plans

Identify any early signs of underperformance and establish contingency plans. For example, if enrollment is lower than projected, the school can adjust its marketing strategies or budget.

8. Review Leadership Performance

Evaluate the school leadership team's ability to execute the school's vision, meet milestones, and adapt to challenges. Leadership quality is a critical factor in operational success.

By employing these strategies, the governing board can keep the new charter school on track to achieve its year 1 goals and ensure long-term sustainability.

14. Describe the governing Board oversight that needs to take place over the duration of the initial contract to ensure the applicant school is making positive progress to achieving its mission and vision.

The governing board plays a critical role in ensuring that the applicant school stays on course to achieve its mission and vision over the duration of the initial charter contract.. This oversight requires careful planning, regular monitoring, and strategic adjustments based on data and outcomes. Here's how the board should provide oversight during this period:

1. Alignment with Mission and Vision

Review of Mission/Vision in Strategic Planning: Ensure that all goals, policies, and practices align with the school's stated mission and vision. The board should regularly revisit these statements to make sure all school activities, decisions, and initiatives are mission-driven.

Mission-Driven Decision Making: Evaluate key decisions—such as curriculum adoption, student discipline policies, and budget allocation—against the mission and vision. The board should ensure that choices contribute to fulfilling the core purpose of the school.

2. Setting and Monitoring Strategic Goals

Set Long-term and Short-term Goals: The board should work with school leadership to set clear, measurable goals that reflect the school's mission and vision. These goals should cover key areas such as academics, culture, community engagement, and financial sustainability.

Annual Performance Reviews: Each year, the board should evaluate the school's progress against the set goals. This includes reviewing student outcomes, staff performance, and overall school climate to ensure alignment with the school's overarching mission.

3. Academic Performance Oversight

Academic Benchmarks: The board should set clear academic performance expectations, including state test scores, graduation rates, and college readiness benchmarks. Monitoring student achievement ensures the school is delivering on its promise to provide a high-quality education.

Curriculum and Instruction: Ensure that the instructional strategies and curriculum align with the educational philosophy in the school's charter. The board can engage external evaluators or internal committees to assess whether the academic program is being implemented effectively.

Continuous Improvement: Promote a culture of continuous improvement by requiring that the school leadership analyze academic data and adjust instruction as needed. This may involve professional development, curriculum changes, or intervention programs.

4. Financial Oversight

Budget Review and Approval: Annually review and approve the school's budget to ensure that financial resources are being allocated effectively to support the school's mission and vision. The board should regularly review cash flow, expenditures, and budget-to-actuals reports.

Audits: Conduct annual independent financial audits to ensure that the school is fiscally responsible and compliant with all legal and regulatory requirements.

Risk Management: Identify and mitigate financial risks early, including maintaining sufficient cash reserves, managing debt responsibly, and ensuring that enrollment targets are met.

5. Compliance and Accountability

Compliance with State and Federal Laws: The board is responsible for ensuring that the school remains compliant with all applicable regulations, including special education laws, student data privacy, and safety standards.

Charter Agreement Compliance: Review and ensure that the school is meeting the terms of its charter contract, which includes academic performance, enrollment targets, and operational requirements. The board must ensure adherence to the specific goals and accountability metrics outlined in the charter.

Renewal Preparation: In preparation for charter renewal, the board should ensure the school is meeting or exceeding the agreed-upon performance metrics.

6. Leadership Oversight

Supervision of School Leadership: The board should conduct annual evaluations of the school leader (e.g., principal or executive director), ensuring their performance aligns with the school's mission and strategic goals.

Leadership Development: Support leadership development by ensuring the school leader has access to resources, mentorship, and training that align with the school's needs and mission.

7. Community and Stakeholder Engagement

Parent and Community Feedback: Actively seek feedback from parents, students, and the community through surveys, forums, and town halls. This input should guide the board's decision-making and help the school stay aligned with community needs.

Transparency: Communicate regularly with stakeholders about the school's progress toward its goals, financial health, and operational performance. Transparency strengthens trust and helps the board stay accountable to the public.

8. School Culture and Climate

Mission-Aligned Culture: The board should ensure that the school fosters a culture that reflects its values and mission. This includes student behavior policies, staff engagement, and overall school climate.

Equity and Inclusion: Ensure the school is creating a safe, inclusive, and equitable environment where all students have access to high-quality learning experiences.

9. Risk Management and Crisis Oversight

Address Challenges Promptly: The board should be proactive in identifying potential risks (financial shortfalls, enrollment dips, staff turnover) and working with school leadership to develop contingency plans.

Crisis Response: The board must be prepared to oversee the school's response to crises (such as a health emergency or natural disaster), ensuring that school operations remain aligned with the mission and vision during difficult times.

10. Evaluating Progress Towards Renewal

Data-Driven Decision Making: Throughout the duration of the initial contract, the board should base decisions on comprehensive data, including academic performance, financial health, and compliance metrics. These data points will be critical during the renewal process.

Third-Party Evaluations: If necessary, the board can engage external evaluators to assess the school's progress, particularly in areas like academics and organizational effectiveness.

11. Professional Development for the Governing Board

Training and Capacity Building: The governing board should engage in regular professional development to ensure it is equipped to effectively oversee the school's progress. Training in areas such as financial oversight, academic accountability, and governance best practices can strengthen the board's ability to guide the school successfully.

Summary

The board's oversight role is both strategic and operational, ensuring that the school stays true to its mission and vision. By monitoring academic outcomes, financial performance, compliance, leadership, and culture, the board can provide the necessary guidance and support to help the school thrive throughout the initial contract period. Continuous assessment and data-driven decision-making are key to maintaining alignment with the charter's mission and preparing for successful renewal.

15. 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?

Everyone on the GB is a volunteer, I would pull the person aside and have a one on one conversation with them. If the problem was not resolved, the GB members would need to meet in an executive session with the GB Chair facilitating the meeting.

When a charter school governing board believes that one or more members are acting unethically or not in the best interests of the school, the board must address the issue promptly, fairly, and transparently. Mishandling the situation can damage the school's reputation, impede decision-making, and affect the board's ability to serve the school's

mission and vision. Below is a step-by-step guide on how the board should handle such situations:

1. Review the Board's Code of Ethics and Policies

- **Code of Conduct and Ethics Policy:** The first step is to reference the board's bylaws, code of ethics, and conflict of interest policies. These documents should clearly outline the expected behavior of board members and provide guidance on how to address unethical behavior.
- **Conflict of Interest Policy:** Ensure that any concerns are evaluated in light of the conflict of interest policy, which may include issues such as financial improprieties, self-dealing, or other actions that could compromise objectivity.

2. Fact-Finding and Investigation

- **Gather Evidence:** Before taking action, it is essential to collect relevant facts to determine whether the allegations of unethical behavior are credible. This can include:
 - Documenting the alleged behavior.
 - Reviewing board meeting minutes or communications.
 - Consulting relevant parties, such as school staff or external auditors, if necessary.
- **Confidential Inquiry:** Depending on the severity of the issue, the board may appoint a committee or hire an external investigator (such as legal counsel) to conduct an impartial review of the situation while maintaining confidentiality.

3. Private Discussion with the Member(s) in Question

- **Address Concerns Directly:** If there is sufficient evidence or concern, the board chair or a designated board officer should meet privately with the board member(s) in question. During this meeting:
 - Explain the specific concerns and ethical issues raised.
 - Provide the board member an opportunity to explain their actions or provide clarification.
 - Determine whether the issue was a misunderstanding or a genuine breach of ethics.

4. Board Deliberation and Discussion

- **Executive Session:** If the issue is serious and requires further discussion, the board should hold an executive (closed) session to deliberate without the board member(s) in question present. This session should involve:
 - Reviewing the evidence gathered during the investigation.
 - Considering the board member's explanation or response.
 - Evaluating whether the board member's actions violate the board's policies, the school's mission, or state regulations.

- **Consult Legal Counsel:** If the issue involves legal or regulatory concerns, it may be prudent to seek advice from legal counsel to ensure the board is acting within its authority.

5. Determine the Appropriate Course of Action

The board must decide how to address the situation based on the severity of the unethical behavior or conflict of interest. Possible actions include:

- **Reprimand or Warning:** For minor ethical violations or misunderstandings, a formal reprimand or warning may be appropriate. This should be documented in the board's minutes and serve as a clear reminder of the board's ethical expectations.
- **Request for Resignation:** If the board member's actions are more serious or constitute a pattern of unethical behavior, the board may request the member's resignation. This is often the best solution when a board member has lost the trust of the rest of the board.
- **Vote for Removal:** If the member refuses to resign and the behavior is detrimental to the school or its governance, the board may hold a vote to remove the member from the board. This process should follow the procedures outlined in the board's bylaws, which may require a supermajority or specific process for removing a member.
- **Recusal:** If the concern involves a conflict of interest, the board may require the member to recuse themselves from voting or participating in discussions on matters related to the conflict.

6. Communicate the Decision

- **Internal Communication:** The board should inform the involved board member(s) of its decision formally and in writing. If necessary, the board should clarify any conditions or steps required (such as recusal, resignation, or corrective actions).
- **External Communication (if needed):** If the situation has attracted public attention or impacts stakeholders, the board should consider how best to communicate its actions to the school community. Transparency is key, but the communication should remain respectful and professional.

7. Restore Trust and Prevent Future Issues

- **Board Training:** Following the incident, the board may decide to conduct ethics training or governance workshops to prevent future issues and clarify expectations.
- **Strengthen Policies:** The board may want to review and update its conflict of interest policy, code of ethics, or other governance documents to ensure stronger protections against unethical behavior in the future.
- **Rebuild Board Cohesion:** If the situation caused tension within the board, it's important to focus on rebuilding trust, improving communication, and ensuring the board can function effectively moving forward.

8. Maintain Confidentiality and Protect School Integrity

- Throughout the process, the board must maintain confidentiality to protect the integrity of the investigation and prevent unnecessary reputational damage. Publicizing allegations before a thorough investigation could harm the school and the board's ability to govern effectively.

Conclusion

The governing board must handle allegations of unethical behavior or conflicts of interest with care and professionalism. A well-defined process, based on the board's bylaws and ethical standards, should guide the investigation and decision-making. The ultimate goal is to protect the school's mission and vision, maintain high ethical standards, and ensure that the board remains focused on its duty to the students and community.

Disclosures

16. 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 Greg Asner. I know Dr. Asner from supporting the Miloli'i CBSFA efforts.
17. 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 supported the Miloli'i community through Kua O Ka Lā PCS in mentoring students who are producing stories for the PBS Hawai'i Hiki No Program, therefore, I have known and worked with the teachers in Miloli'i for 11 years
18. 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 employees ☐ Yes [Click or tap here to enter text.](#)
19. 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.](#)
20. 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.](#)

21. 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.
X Not applicable because the school does not intend to contact with an education service provider or school management organization.
X I/we do not know any such persons ☐ Yes [Click or tap here to enter text.](#)
22. 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.
X N/A. X I/we have no such interest ☐ Yes [Click or tap here to enter text.](#)
23. 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.
X N/A X I/we or my family do not anticipate conducting any such business ☐ Yes [Click or tap here to enter text.](#)
24. 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.
X Does not apply to me, my spouse or family ☐ Yes [Click or tap here to enter text.](#)
25. 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.
X None ☐ Yes [Click or tap here to enter text.](#)

Certification

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

	25 October 2024
Signature	Date

21. 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.
- X Not applicable because the school does not intend to contact with an education service provider or school management organization.
- X I/we do not know any such persons ☐ Yes Click or tap here to enter text.
22. 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.
- X N/A. X I/we have no such interest ☐ Yes Click or tap here to enter text.
23. 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.
- X N/A X I/we or my family do not anticipate conducting any such business ☐ Yes Click or tap here to enter text.
24. 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.
- X Does not apply to me, my spouse or family ☐ Yes Click or tap here to enter text.
25. 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.
- X None ☐ Yes Click or tap here to enter text.

Certification

I, Eric Edwards, 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



25 October 2024

Date

Eric Edwards

- Experience:** [REDACTED] – Present Hiki No Program Mentor- Kua o ka La Public Charter School Miloli'i Hipu'u Virtual Academy, Miloli'i, Hawai'i Island
Mentored students to produce their work for the PBS Hawaii show Hiki No.
- [REDACTED] PBS Hawaii Hiki No Award - Best News Writing.
 - [REDACTED] PBS Hawaii Hiki No Award Nomination - Best Host School
 - [REDACTED] PBS Hawaii Hiki No 3rd Place Award for Best - News Writing
- [REDACTED] – Present Volunteer Firefighter, Company 20B, Miloli'i, Hawai'i Island
- [REDACTED] Lecturer, Hawai'i Community College – Art 209 “Images in Motion”
- [REDACTED] Board of Directors, Holualoa Foundation for Arts & Culture
(dba – Donkey Mill Art Center, Holualoa, Hawai'i Island)
- [REDACTED] – Present Donkey Mill Art Center, Holualoa, Hawai'i Island
Workshops – Intro to Digital Photography, How to Photograph Artwork,
Introduction to Video and Editing, Video for Photographers
- [REDACTED] – Present Photographer/Videographer
- [REDACTED] Consultant to Digital Cinema Initiatives, LLC to complete work started while at Sony on coding technology and related IPR issues. DCI is a LLC established by the 7 Hollywood Motion Picture Studios to investigate and specify technology and a business plan for migrating current theaters to digital distribution and projection.
- [REDACTED] Early Retirement from Sony
- [REDACTED] Manager
MediaSoft Laboratory – Advanced Codec Group
Sony Platform Technology Center of America
San Jose, CA 95134
- Responsible for planning technology transfer for Sony Broadband Application Laboratories – Tokyo, Japan
 - Advisor on industry relations, technology directions and standards activity to Sony Personal Imaging Company (consumer camera group) – Tokyo, Japan
 - Developed with Hollywood Studios on media coding technology for digital cinema applications
 - Chair – ISO/IEC SC29 WG1 15444-3 – Motion JPEG2000
 - Chair – ISO/IEC SC29 WG1 15444-12 – ISO Base Media File Format
 - Co-Chair – MPEG Digital Cinema AHG
 - Represented Sony in IETF (managed submission of Internet Draft - RTP Payload Format for JPEG 2000 Video Streams), SMPTE DC 28.3 (digital cinema), ISMA (streaming media) Marketing Committee and I3A (digital photography standards and initiatives)

Manager

MediaSoft Laboratory – Network Services Project
Sony US Research Laboratories
San Jose, CA 95134

- Manager of research project team focusing on image processing and network services
- Manager of two research scientists (Ph.D.'s) and one project manager
- Convener – ISO TC42 WG18 – Digital Photography
- Chair – ISO/IEC SC29 WG1 15444-3 – Motion JPEG2000

Manager

Computing Technologies Laboratory
Sony US Research Laboratories
San Jose, CA 95134

- Responsible for strategic planning for color research for digital photography
- Researched, planned, and acquired funding for new project targeting network services
- Authored or co-authored patent applications pertaining to digital imaging and network services
- Convener – ISO TC42 WG18 – Digital Photography
- Chair – ISO/IEC SC29 WG1 15444-3 – Motion JPEG2000

Manager/Product Manager

Digital Still Cameras & Systems
Sony Electronics, Park Ridge, NJ 07656

- Developed specifications for four new digital still cameras for the professional market
- Managed development and introduction of two cameras that won back-to-back “Innovative Digital Product” awards from the Photo Marketing Association
- Managed system software/hardware development for networked portrait studios
- Authored or co-authored patent applications pertaining to digital photography
- Managed Printer Product Manager and Software Support Manager
- ISO TC42 (Photography) WG 18 (Electronic Imaging) - co-Convener

Manager

Product Management and Systems
Electronic Photography & Publishing Division
Sony Electronics, Park Ridge, NJ 07656

- Managed two product managers, two systems engineers and one software engineer
- Member NAPM IT/10 (ANSI) and TC42 WG18 (ISO) committees for digital camera standards
- Developed strategy for introduction of new photo-realistic printers, a new digital studio camera system and developed three year and five year product development plans

██████████ National Marketing Manager

Electronic Photography & Publishing Division

Park Ridge, NJ 07656

- Planned and implemented advertising, public relations and distribution strategy
- Interfaced with product planning in Japan to define markets and to develop new products
- Introduced first 3CCD electronic still camera

██████████ Manager, Systems Development/Product Manager

Electronic Photography & Publishing Division

Sony Electronics, Park Ridge, NJ 07656

- Established systems group to develop custom hardware and software
- Introduced first battery operated portable still video transceiver
- Managed development of PC/transceiver interface software
- Supervised one hardware engineer

██████████ Systems Project Manager

Electronic Photography & Publishing Division

Sony Electronics, Park Ridge, NJ 07656

- Communicated with design engineering in Japan to define and test required features for desktop image transceiver and for a new portable video transceiver
- Interfaced with sales/marketing staff to design and sell image communication systems comprised of desktop transceiver and other electronic photography equipment
- Successfully designed and implemented several international image communication networks for major corporate accounts

██████████ Systems Engineer

Applications Systems Group

Sony Electronics, Park Ridge, NJ 07656

- Supported electronic still photography and image communications businesses
- Design team for satellite video bulletin board system installed in 600 IBM facilities nationwide

Education: ██████████ Rider College, Trenton, NJ - BA History

██████████ New York Institute of Technology (Graduate Program, Computer Graphics/Video Production – 7 credits)

Organizations: Society of Motion Picture & Television Engineers (SMPTE)

Papers (Authored or co-authored)

& Tutorials: **IS&T's 2004 Archiving Conference** – A Single Source SNR/Resolution Scalable Video Server for Archiving

SMPTE Advanced Imaging Conference 2003 – Motion JPEG 2000 Tutorial

SPIE 2003 - A Scalable Delivery System based on RTP JPEG2000 Video Stream Format

ICIP 2001 – Motion JPEG 2000 Tutorial

CIE 3rd Color Experts Symposium 2000 – Extended Colour Encoding Requirements for Photographic Applications

US Patents: (Authored or co-authored)

US # 9,418,401 - Masking tool
US # 9,224,191 - Masking tool
US # 9,075,805 - Methods and apparatuses for synchronizing and tracking content
US # 8,890,965 - System and method for efficiently transferring data from an electronic camera device
US # 8,787,699 - System and method for capturing adjacent images by utilizing a panorama mode
US # 8,760,463 - Automatic color adjustment of a template design
US # 8,755,631 - Masking tool
US # 8,750,644 - Masking tool
US # 8,694,896 - Online story collaboration
US # 8,687,072 - System and method for creating composite images by utilizing an imaging device
US # 8,564,611 - Automatic color adjustment of a template design
US # 8,558,904 - System and method for efficiently transferring data from an electronic camera device
US # 8,553,093 - Method and apparatus for super-resolution imaging using digital imaging devices
US # 8,488,908 - System and method for capturing adjacent images by utilizing a panorama mode
US # 8,407,595 - Imaging service for automating the display of images
US # 8,345,062 - Automatic color adjustment of a template design
US # 8,254,722 - Masking tool
US # 8,184,124 - Automatic color adjustment of a template design
US # 8,134,606 - System and method for creating composite images by utilizing an imaging device
US # 8,120,662 - System and method for efficiently transferring data from an electronic camera device
US # 8,086,072 - System and method for capturing adjacent images by utilizing a panorama mode
US # 8,049,766 - Automatic color adjustment of a template design
US # 7,961,978 - Masking tool
US # 7,916,326 - System and method for efficient transfer of image data to a service provider
US # 7,898,572 - Methods and apparatuses for identifying opportunities to capture content
US # 7,843,464 - Automatic color adjustment of template design
US # 7,810,037 - Online story collaboration
US # 7,809,645 - Methods and apparatuses for sequestering content
US # 7,710,436 - Automatic color adjustment of a template design
US # 7,587,100 - Masking tool
US # 7,538,776 - Automatic color adjustment of a template design
US # 7,468,751 - Devices and methods for processing digital image data compatible with a television receiver
US # 7,468,744 - System and method for automatically transferring data from an electronic camera
US # 7,391,929 - Masking tool
US # 7,373,017 - System and method for capturing adjacent images by utilizing a panorama mode
US # 7,349,578 - System and method for editing digital images
US # 7,262,778 - Automatic color adjustment of a template design
US # 7,240,099 - System and method for efficiently performing data transfer operations
US # 7,197,192 - System and method for capturing adjacent images by utilizing a panorama mode
US # 7,136,528 - System and method for editing digital images
US # 7,133,068 - System and method for creating still images by utilizing a video camera device
US # 7,027,663 - Masking tool
US # 6,996,839 - Authorized user system using biological signature
US # 6,993,719 - System and method for animated character photo-editing interface and cross-platform education icon
US # 6,978,051 - System and method for capturing adjacent images by utilizing a panorama mode
US # 6,943,909 - System and method for efficient transfer of image data to a service provider
US # 6,873,327 - Method and system for automatically adding effects to still images
US # 6,814,663 - Online digital photography game system
US # 6,757,027 - Automatic video editing
US # 6,618,051 - System and method for creating and displaying representations of holographic images
US # 6,614,470 - Devices and methods for processing digital image data compatible with a television receiver
US # 6,598,084 - Methods and apparatus for processing, transmitting, and receiving data from a modular electronic medical device

US # 6,532,075 – System and method for utilizing a topology detector to capture visual information
US # 6,312,337 – Online digital photography game system
US # 6,279,059 – Docking station

Eric Edwards lives in a remote area of the Big Island of Hawai'i. He is a photographer, filmmaker, educator, and an active member of the Society of Motion Picture & Television Engineers (SMPTE).

He volunteers his digital media skills for various non-profit organizations, including Hawai'i Artist Collaboration, Donkey Mill Art Center and HULIPAC. He has taught photography workshops at the Donkey Mill Art Center and has lectured in the Art Department of Hawai'i Community College. As a volunteer media instructor at Kua o ka La PCS Miloli'i Hipuu Virtual Academy he works with students to produce their work for the PBS Hawaii show Hiki No, [REDACTED] (PBS Hawaii Hiki No Award for Best News Writing). From [REDACTED], Eric served on the Board of Directors of the Donkey Mill Art Center.

Eric moved to Hawai'i Island in [REDACTED] after a career at Sony where he developed digital imaging technology, intellectual property and led development of international standards in digital photography, digital cinema, JPEG and MPEG. He has authored/co-authored 55 US Patents.

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: Miloli'i Charter School

2. Contact information

Name: [REDACTED]

Phone: [REDACTED]

E-mail: [REDACTED]

3. Describe your role and position on the applicant governing board. Board Member

4. Attach your resume and professional biography.

✓ Resume and professional bio are attached to this form.

5. Check all that apply. 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.

If you checked any of the boxes above, please identify the names of the boards you have served, or are serving on. Hawai'i Marine Education and Research Center; One Reef; Global Conservation

6. How, and by whom, were you recruited to serve on the governing board of the proposed charter school? Ka'imi Kaupiko
7. What is your understanding of the appropriate role of a public charter school governing board member? Contribute and support the goals and strategies of the School. 8. Describe any previous experience 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 how your presence on the applicant governing board enhances their capacity of opening and running a public charter school. I currently serve on the Boards of the following organizations: Hawaii Marine Education and Research Center [REDACTED] Bermuda Institute of Ocean Sciences ([REDACTED] [REDACTED], One Reef [REDACTED], and several other organizations.

School Mission and Plan

9. How does the school's mission and vision align to your personal or professional beliefs/goals? As an educator and scientist, I strongly believe in supporting local schools and their missions to deliver place-based, place-contextual learning.
10. Describe your understanding of the school's proposed academic plan? I am still learning about the plan, but the overarching goals to serve students of the Miloli'i community, and surrounding communities, are well known to me as a long-time contributor to other schools in the South Kona and Ka'u Districts.
11. As a governing board member, how will you ensure that the school is succeeding or is not succeeding in achieving its mission? I will contribute by helping the Board and School make sound strategic decisions that best grow the school and its ability to deliver quality education to its students.

Governance

12. Describe the role that the governing board will play in the school's operation. No direct role but rather as a guide and recommender of School strategies that, in turn, may affect School operations.
13. How will you monitor if the school is on target to successfully meet its operational goals for year 1? Through Board-related convenings and by interacting with the School administration and teachers on a regular basis.
14. Describe the governing Board oversight that needs to take place over the duration of the initial contract to ensure the applicant school is making positive progress to achieving its mission and vision. A School Board such as this one would normally meet regularly to provide guidance to the School personnel, to ensure that the School remains on a solid footing of growth and delivery of high quality education.

15. 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? Report to the Board Chair and further if necessary.

Disclosures

16. 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 We know several of the prospective board members through community relationships of all kinds.

17. 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 We are friends and supporters of the current teachers in the Miloli'i area (Kua O Ka La) and thus we envision some or all of these folks working at the new school once established.

18. 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 employees ☐ Yes [Click or tap here to enter text.](#)

19. 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.](#)

20. 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.](#)

21. 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.](#)

22. 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.](#)

23. 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.](#)

24. 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.](#) 25.

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, Gregory P. Asner PhD, 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.



Gregory P. Asner PhD  Signature Date

GREGORY P. ASNER

I lead the Center for Global Discovery and Conservation Science, an ASU unit based in Tempe, AZ and Hilo, HI dedicated to the application of advanced scientific methods for exploring and conserving terrestrial and marine ecosystems. We emphasize science impact in conservation, resource management, environmental policy decision-making, community engagement, and public outreach. My core research interests focus on applications of spatial ecology in large-scale conservation planning and action.

Professional Experience

Director, ASU Center for Global Discovery and Conservation Science
Professor (adjunct), Stanford Univ, Emmett Int. Prog. in Environment and Resources
Senior Staff Scientist, Dept of Global Ecology, Carnegie Institution for Science
Professor (crtsy), Stanford Univ, Earth System Science
Assoc Professor (crtsy), Stanford Univ, Geological & Envir. Sciences
Staff Scientist, Dept of Global Ecology, Carnegie Institution for Science
Asst Professor (crtsy), Stanford Univ, Geological & Envir. Sciences
Asst Professor, Univ of Colorado, Geological Sciences & Envir. Studies
Postdoctoral Fellow, Stanford Univ, Geological & Envir. Sciences
Visiting Scientist, National Center for Atmospheric Research, Boulder, CO

Professional Preparation

Ph.D. Biology, University of Colorado, Boulder
M.S. Geography (ecology), University of Colorado, Boulder
B.S. Engineering (radiative physics), University of Colorado, Boulder

Honors and Awards

- The Heinz Award for the Environment, [REDACTED]
- Pongo Environment Award, [REDACTED]
- Elected Fellow, Ecological Society of America, [REDACTED]
- Elected Fellow, American Geophysical Union, [REDACTED]
- IFOF Honoree Award in Aviation, [REDACTED]
- Association for American Geographers Outstanding Contributions Award, [REDACTED]
- Nominet Trust 100 Award for Social Innovation, [REDACTED]
- Elected, U.S. National Academy of Sciences, 2 [REDACTED]
- Popular Science Magazine Brilliant Ten Award, [REDACTED]
- Presidential Early Career Award for Scientists and Engineers (PECASE), [REDACTED]
- NASA Early Career Award, [REDACTED]
- NASA Group Achievement Award, [REDACTED]
- NASA Earth System Science Fellowship, [REDACTED]
- NSF Biosphere-Atmosphere Interactions Fellowship, [REDACTED]
- W.M. Keck Foundation Fellowship Award, [REDACTED]
- Mabel Duncan Conservation Biology Award, [REDACTED]

National and International Service

Current Major Service Commitments

Director; *Global Airborne Observatory* (formerly Carnegie Airborne Observatory)
Editorial Board; *Proceedings of the National Academy of Sciences*
Partnership Lead; *Allen Coral Atlas*, <http://allencoralatlas.org>
Board Member; *Space Studies Board*, National Academy of Sciences, Engineering and Medicine
Co-director; Hawaii Marine Education and Research Center, Captain Cook, HI
Sustainability Communicator; *Porter-Novelli Group*, New York, NY.

Other Past and Present Service (major contributions in **bold**)

Science Team; NASA Lewis & Clark Missions
Panelist; NASA Triana Mission
Panelist; NASA Large-scale Biosphere-Atmosphere Experiment in Amazônia Program
Co-chair; International Forum on BRDF Remote Sensing
Panelist; NOAA Climate and Global Change Program
Panelist; Natural Environment Research Council, United Kingdom
Member; NSF Long-term Ecological Research (LTER) Technology Committee
Panelist; University of California, Digital Media Innovation Program
Co-organizer; NASA Large-scale Biosphere-Atmosphere Experiment in Amazônia
Advisor; Fundação Floresta Tropical (Tropical Forest Foundation), Brazil
Panelist; U.S. Strategic Environmental Research and Development Program
Panelist; NASA New Millennium Program
Land-use Committee; Ecological Society of America
Panelist; NSF Environmental Biology Panels
Panelist; NASA Visions Working Group for Decadal Strategic Plan
Panelist; NASA Terrestrial Ecology Program
Panelist; NASA New Investigator Program
Co-convenor; AGU Chapman Conference "Ecosystem Interactions with Land-use Change"
Steering Committee; International Symposium on Remote Sensing; Honolulu, HI
Panel Chair; NASA Terrestrial Ecology Program
Panel Co-chair; NASA Northern Eurasia Environmental Science Program Initiative (NEESPI), Yalta, Ukraine
Steering Committee; NASA-Brazil Large-scale Biosphere-Atmosphere Experiment in Amazonia Program
Steering Group; U.S. Carbon Cycle Program
Panelist; NASA Carbon Cycle and Ecosystems Review
Ecological Society of America (ESA) Habitat Change Rapid Response Team
Panelist; World Bank Rural Days Conference;
NSF Committee for Environmental Research and Education
NASA Senior Review Committee (Chair, 2007-2009)
Co-convenor; Environmental Defense Fund (EDF) Global Deforestation and Forest Degradation Workshop
Search Committee; USFS Institute for Pacific Islands Forestry
Panel Chair; NASA North American Carbon Program

Panel Chair; Tropical Deforestation and Climate Change; UN Framework Convention on Climate Change COP-11, Montreal
 Author; U.N. Livestock in a Changing Landscape Forum
 Lead Author; FLORA satellite mission concept. National Academy Decadal Survey
 Instructor; ASP Colloquium; National Center for Atmospheric Research
 Author; NASA Plant Physiology and Functional Types Working Group
 Advisory Committee; Department of Land and Natural Resources; State of Hawaii
Science and technology advisor to the Peruvian Ministry of Environment
 Panel Chair; NASA Carbon Cycle and Ecosystems Joint Science Workshop
Director; CLASlite Forest Monitoring and Training Program
 Advisor; National Ecological Observatory Network (NEON)
 Steering Committee; bioDISCOVERY Program, Diversitas International
Working Group; NASA HyspIRI-SBG satellite development team
PI; Google Earth Engine, Google.org and Google Inc.
 Panelist; Tropical Extinction Symposium, Museum of Natural History; Smithsonian
 Panelist; US Congressional panel on satellite monitoring for carbon markets
 Lead Author; GOFCC-GOLD Source Book on deforestation and degradation
 Panelist; U.S. Congressional panel on satellite monitoring of deforestation
 Delegate; U.N. Framework Convention on Climate Change COP-15, Copenhagen
 Steering Committee; Center for Tropical Forest Science, Smithsonian Institute
Editorial Board; Remote Sensing of Environment
 Panelist; International Plant Biology Symposium, Harvard University
 Co-author; UN FAO Historical Forest Degradation report
 Delegate; Convention on Biological Diversity COP-10, Nagoya; United Nations
Working Group; Governors Climate and Forests (GCF) Task Force, State of California
 Delegate; Ambassadors for Forests, Nagoya, World Wildlife Fund
 PI; Global Terrestrial Ecosystem Observatory proposal, Jet Propulsion Laboratory, NASA Earth Ventures
 Delegate; Framework Convention on Climate Change COP-16, Cancun
Senior Fellow, Energy and Climate Partnership; US State Department
 Advisor; World Bank; Carbon monitoring for the UNFCCC climate treaty
 PI; Land Ecosystem Assessment & Forecast mission proposal, Jet Propulsion Laboratory, NASA Earth Ventures
 Panelist; Forest Carbon Partnership Facility; World Bank
 Panelist; Latin American Development Bank
 Working Group 3 Member; GEO Biodiversity Observation Network
 Panelist; Prince's Rainforest Project; London
 PI; Linnaeus mission proposal; Jet Propulsion Laboratory, NASA Earth Ventures
 Advisory Board; Amazon Aid Foundation
 Scientific Steering Committee, NGEE-Tropics, Department of Energy
 Advisor; California Air Resources Board and CA Dept of Forestry and Fire Protection
 Working Group; Rapid Ohia Death Task Force; State of Hawaii
Author and Panelist; National Academy of Sciences Decadal Survey for Earth Science and Applications from Space
 Editorial Board; *Remote Sensing of Environment* journal
 Editorial Board; *Remote Sensing for Ecology and Conservation* journal
 Committee Member; Competing Interests Committee, National Academy of Sciences

1.Name of charter school on whose governing board you intend to serve? **“Miloi‘i Charter School”**

2.Contact information:

Name: [REDACTED]

Phone: [REDACTED]

E-mail: [REDACTED]

3.Describe your role and position on the applicant governing board:

I will be a board member offering my insights, suggestions and guidance as appropriate.

4. Resume and professional “bio” are attached to this form.

5.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.

If you checked any of the boxes above, please identify the names of the boards you have served, or are serving on. • “The Aloha Special Technology Access Center” ([REDACTED]), an Easter Seal affiliate. • The Unitarian Fellowship, Victoria, B.C., Canada [REDACTED]

6.How, and by whom, were you recruited to serve on the governing board of the proposed charter school? I was contacted by Ka‘imi Kaupiko. I served as an outreach educator in Miloli‘i village ([REDACTED]) representing the University of Hawai‘i and The Nature Conservancy.

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

A governing board member of a Hawaiian-focused charter school plays several crucial roles. Primarily, they act as **stewards of Hawaiian culture**, ensuring its integration into the school's curriculum and activities. This involves upholding the school's mission and vision, which centers on providing a culturally relevant education.

Board members are also responsible for **strategic oversight**, including policy development, financial management, and accountability. They help create and review policies that align with both educational standards and Hawaiian cultural principles. Additionally, they monitor the school's budget and financial practices, ensuring resources are used effectively to support educational goals and cultural initiatives.

Furthermore, board members play a vital role in **community engagement**. They foster relationships with the school community and the broader community, encouraging involvement and feedback in the school's activities. They also participate in personnel decisions, ensuring the school leader is committed to the mission and cultural focus.

Finally, board members must ensure **regulatory compliance**. They are responsible for ensuring the school adheres to state regulations and charter requirements, safeguarding its funding and operational integrity.

8. Describe any previous experience 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 how your presence on the applicant governing board enhances their capacity of opening and running a public charter school.

I have a wealth of experience in education, particularly in the areas of special education, multicultural education, and digital storytelling. My work in Miloli'i Fishing Village as an outreach educator for the Nature Conservancy also provided me with valuable insights into community engagement and cultural sensitivity.

While I haven't served on a charter school governing board, my expertise in education and community engagement would be a valuable asset to this board. I can contribute to the development of a culturally responsive curriculum, advocate for the needs of diverse learners, and foster strong relationships with the community. Additionally, my experience in digital storytelling can help the school leverage technology to enhance learning and engagement.

Throughout my teaching career at the University of Hawai'i (), I was responsible to many federally funded projects totalling several millions of dollars.

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

The governing board of a Hawaiian-focused charter school plays a crucial role in its operation. Key responsibilities include:

- **Strategic Leadership:** Establishing the school's mission and vision, aligning them with Hawaiian cultural values and educational standards.
- **Policy Development:** Creating and reviewing policies that guide school operations, ensuring they reflect Hawaiian culture and best practices in education.
- **Financial Oversight:** Overseeing the school's budget, ensuring financial resources are allocated effectively to support educational and cultural programs.
- **Accountability:** Holding the administration accountable for academic performance, operational efficiency, and adherence to the school's mission and vision.
- **Community Engagement:** Fostering strong relationships with the community, involving parents, cultural practitioners, and stakeholders in decision-making processes.
- **Personnel:** Participating in the hiring and evaluation of the school leader and other key personnel, ensuring they are committed to the school's mission and cultural focus.
- **Compliance:** Ensuring the school adheres to state regulations, charter agreements, and educational standards.
- **Cultural Integration:** Promoting the integration of Hawaiian culture into the curriculum, extracurricular activities, and overall school environment.
-

By fulfilling these roles, the governing board helps create a school that honors Hawaiian culture, provides a high-quality education, and empowers students to succeed.

13. How will you monitor if the school is on target to successfully meet its operational goals for year one?

The Miloli'i Charter School governing board will establish a comprehensive monitoring system encompassing the following steps:

1. Define Key Performance Indicators (KPIs):

- **Student Enrollment:** Regularly track actual enrollment against projected numbers to assess if the school is attracting its target student population.
- **Attendance & Retention Rates:** Monitor student attendance and retention rates to identify any concerns about engagement and consistency.
- **Staff Hiring and Retention:** Ensure the school hires and retains qualified staff according to year 1 staffing goals.
- **Financial Performance:** Review budget adherence, cash flow, fundraising progress, and overall financial stability.
- **Academic Performance:** Set targets for academic benchmarks, standardized test scores, and curriculum delivery ensuring students are meeting academic expectations.

- **Compliance and Safety:** Monitor the school's adherence to regulatory requirements, health and safety standards, and its charter agreement.

2. Regular Progress Reporting:

- **Monthly or Quarterly Reports:** Establish a system for the school leadership to submit regular reports on all KPIs, including enrollment, academic progress, staff performance, financials, and compliance.
- **Dashboards & Scorecards:** Utilize data visualization tools like dashboards and scorecards to allow board members easy access to real-time information on critical metrics.
-

3. Establish Milestones and Checkpoints:

- Break down operational goals into specific, measurable milestones with clear timelines. For example:
 - By Month 3: Achieve a full staff onboarding.
 - By Month 6: Meet 90% of student enrollment goals and achieve compliance with health and safety regulations.
 - End of Year 1: Ensure financial sustainability and meet predetermined state academic benchmarks.
 -

4. Conduct Audits & Evaluations:

- **Financial Audits:** Conduct regular financial audits to ensure proper use of funds and adherence to budgetary targets.
- **Operational Reviews:** Evaluate key areas like human resources, student services, and facility management to guarantee alignment with expectations and identify potential improvements.
-

5. Site Visits and Walkthroughs:

- Conduct regular site visits to observe the school in action, assess the condition of facilities, and ensure efficient operations.
-

6. Stakeholder Feedback:

- **Parent and Student Surveys:** Regularly gather feedback from families and students through surveys to address any concerns about the school's performance.
- **Staff Feedback:** Obtain feedback from teachers and administrators on their experiences, including operational challenges, effectiveness, and overall morale.

7. Risk Mitigation & Contingency Plans:

- Identify potential challenges or signs of underperformance early on. Develop contingency plans to address situations like lower-than-projected enrollment (e.g., adjusting marketing strategies or budget).
-

8. Review Leadership Performance:

- Evaluate the school leadership team's ability to execute the school's vision, meet milestones, adapt to challenges, and demonstrate strong communication skills. Effective leadership is vital for operational success.

By implementing these strategies, the Miloli'i Charter School governing board can effectively monitor progress towards achieving year 1 operational goals and ensure the school's long-term sustainability.

14. Governing Board Oversight During the Initial Charter Contract

To ensure the applicant school stays on course to achieve its mission and vision, the governing board must provide robust oversight throughout the initial charter contract. This oversight involves:

1. Mission and Vision Alignment:

- **Regular Review:** Periodically review the school's mission and vision to ensure they remain relevant and guide all decisions and actions.
- **Mission-Driven Decision Making:** Ensure all decisions, from curriculum adoption to budget allocation, align with the school's core purpose.
-

2. Strategic Planning and Goal Setting:

- **Clear Goals:** Establish clear, measurable, and achievable goals that align with the mission and vision.
- **Annual Performance Reviews:** Regularly assess the school's progress toward goals, making necessary adjustments.
-

3. Academic Performance Oversight:

- **Rigorous Academic Standards:** Set high academic standards and monitor student achievement through standardized tests and other assessments.
- **Effective Instruction:** Ensure the implementation of high-quality instructional practices and curriculum aligned with state standards.
- **Data-Driven Decision Making:** Utilize data to inform instructional decisions and identify areas for improvement.

4. Financial Oversight:

- **Financial Planning:** Develop and monitor a fiscally sound budget that supports the school's mission.
- **Regular Financial Reviews:** Conduct regular financial reviews to ensure financial stability and accountability.
- **Compliance with Financial Regulations:** Adhere to all financial regulations and reporting requirements.
-

5. Compliance and Accountability:

- **Charter Compliance:** Ensure compliance with all terms and conditions of the charter agreement.
- **Regulatory Compliance:** Adhere to all federal, state, and local laws and regulations.
- **Ethical Conduct:** Promote ethical behavior and transparency in all school operations.
-

6. Leadership Oversight:

- **Effective Leadership:** Ensure the school leader is qualified, experienced, and committed to the school's mission.
- **Performance Evaluation:** Conduct regular performance evaluations of the school leader.
- **Professional Development:** Provide opportunities for professional development for the school leader and staff.
-

7. Community Engagement:

- **Stakeholder Involvement:** Regularly engage with parents, students, staff, and the community to gather feedback and build support.
- **Transparent Communication:** Communicate openly and honestly with stakeholders about the school's progress and challenges.
-

8. Risk Management:

- **Identify and Mitigate Risks:** Proactively identify potential risks and develop strategies to mitigate them.
- **Crisis Management Plan:** Have a comprehensive crisis management plan in place to respond effectively to emergencies.
-

9. Continuous Improvement:

- **Data-Driven Decision Making:** Use data to inform decisions and drive continuous improvement.
- **Professional Development:** Provide ongoing professional development for staff to enhance their skills and knowledge.
- **Evaluation and Feedback:** Regularly evaluate the school's programs and practices to identify areas for improvement.
-

By providing effective oversight, the governing board can help ensure the school's long-term success and fulfill its mission to provide a high-quality education for its students.

15. Handling Unethical Conduct on the Governing Board

As a volunteer board, addressing ethical concerns requires a measured and transparent approach. Here's how to handle a situation where a board member might be acting unethically:

1. Review Board Policies:

- **Code of Ethics:** Start by referencing the board's bylaws, code of ethics, and conflict of interest policies. These documents outline expected behavior and provide guidance on dealing with unethical conduct.
- **Conflict of Interest:** Ensure concerns align with the conflict of interest policy, covering areas like financial impropriety, self-dealing, or actions compromising objectivity.

2. Investigation and Fact-Finding:

- **Gather Evidence:** Before action, gather relevant facts. This may include:
 - Documenting the alleged conduct.
 - Reviewing board meeting minutes or communications.
 - Consulting school staff or external auditors (if needed).
- **Confidentiality:** Depending on the situation's severity, the board may appoint a committee or hire an external investigator (like legal counsel) to conduct an impartial review while maintaining confidentiality.

3. Private Discussion with the Member(s):

- **Direct Address:** If sufficient concerns exist, the board chair or designated officer should meet privately with the member(s) in question. During the meeting:
 - Explain the specific concerns and ethical issues raised.
 - Offer them a chance to explain their actions or provide clarification.
 - Determine if it was a misunderstanding or a genuine ethics breach.

4. Board Deliberation and Discussion:

- **Executive Session:** For serious issues requiring further discussion, the board should hold an executive (closed) session without the member(s) present. This session should involve:
 - Reviewing gathered evidence.
 - Considering the member's explanation or response.
 - Evaluating whether the member's actions violate board policies, the school's mission, or state regulations.
- **Legal Counsel:** If legal or regulatory concerns arise, consult legal counsel to ensure the board acts within its authority.

5. Determine a Course of Action:

- The board needs to decide how to address the situation based on the severity of the unethical behavior or conflict of interest. Options include:
 - **Reprimand/Warning:** For minor violations or misunderstandings, a formal reprimand or warning may suffice. Document this in the board minutes as a reminder of ethical expectations.
 - **Request for Resignation:** In more serious cases, the board may request the member's resignation. This may be the best option when trust is lost.
 - **Vote for Removal:** If the member refuses to resign and their actions are detrimental, the board may hold a vote to remove them. This process should follow board bylaws, which might require a supermajority or specific procedures.
 - **Recusal:** If a conflict of interest is involved, the member might be required to recuse themselves from related discussions or votes.
 -

6. Communication of the Decision:

- **Internal Communication:** The board should formally inform the involved member(s) of the decision in writing. If necessary, clarify any conditions or steps required (such as recusal, resignation, or corrective actions).
- **External Communication (if needed):** If the situation becomes public or affects stakeholders, the board should consider how best to communicate actions to the school community. Transparency is key, but communication should remain respectful and professional.

7. Restore Trust and Prevent Future Issues:

- **Board Training:** Following the incident, consider conducting ethics training or governance workshops to clarify expectations and prevent future issues.
- **Strengthen Policies:** Review and update the conflict of interest policy, code of ethics, or other governance documents to strengthen protections against future unethical behavior.
- **Rebuild Board Cohesion:** If the situation caused tension, focus on rebuilding trust, improving communication, and ensuring the board can function effectively moving forward.

8. Maintain Confidentiality and School Integrity:

Throughout the process, confidentiality is crucial to protect the investigation's integrity and prevent reputational damage. Publicizing allegations before thorough investigation could harm the school and the board's ability to govern effectively.

Conclusion

By having a well-defined process based on established policies, the governing board can address allegations of unethical behavior while protecting the school's mission and integrity. Ultimately, the board's goal is to maintain high ethical standards and fulfill its duty to the students and community.

16. 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.

☒ Yes, my spouse and I have a longstanding friendship with Hardy Spoehr. We have traveled throughout the Pacific region in canoe related activities.

17. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.

☒ Yes, I have known and worked with Kaimi Kaupiko and Leivallyn Kaupu on various projects associated with the Nature Conservancy.

18. 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.

☒ No, I/we do not know any such employees

19. 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.

☒ No, I/we do not anticipate conducting any such business

20. 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.

☒ No, I/we do not have a financial interest

21.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.

X I/we do not know any such persons

22.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.

X I/we have no such interest

23.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.

X I/we or my family do not anticipate conducting any such business

24.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.

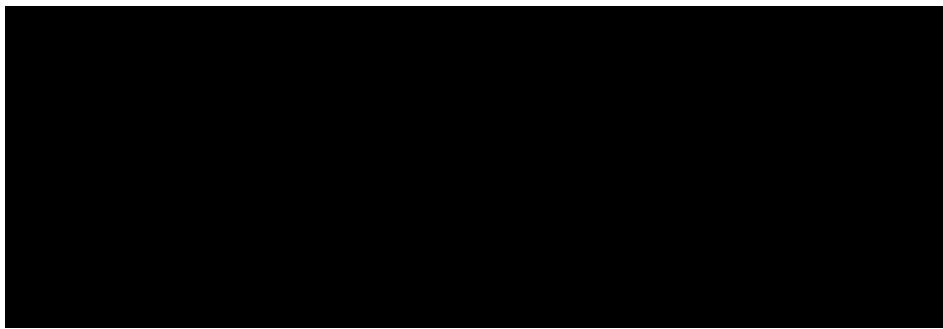
X Does not apply to me, my spouse or family

25.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.

X None

Certification

I, James R. Skouge, 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 box redacting the signature.

Signature

Date Nov. 8, 2024

Resume & Professional “Bio”

James R. Skouge, Ed.D.
Honolulu, HI

Post-Secondary Education

Ed.D., University of Kentucky, Special Education, [REDACTED]

M.Ed., American University, [REDACTED]

B.A., American University, International Relations (Magna Cum Laude), [REDACTED]

University Appointments

Assistant/Associate Professor (tenured), Disability Studies and Special Education, University of Hawaii, [REDACTED]

Assistant/Associate Professor (tenured), Bilingual Special Education, California State University, Bakersfield, [REDACTED]

International Service

American Samoa and Micronesia, University of Hawaii: Digital Storytelling, Media and Technology, [REDACTED]

Miloli'i “The Last Hawaiian Fishing Village”, The Nature Conservancy: Digital Storytelling, Media and Technology, [REDACTED]

Television and Film

Hawai'i Community Television (7 series representing 100-plus hours)

Educational Films (more than 100 for the University of Hawai'i).

Journal Publications and Book Chapters

Rao, K. Edelen-Smith, P., Skouge, J. (██████). **Virtually there: Using Elluminate to train rural and remote special educators in Hawaii and the Pacific islands.** In B. Ludlow & B. Collins (Eds.), *Online in Real Time: Using Web 2.0 for Distance Education in Rural Special Education*. American Council on Rural Special Educators.

Rao, K. & Skouge, J. (██████). **Using multimedia technologies to support culturally and linguistically diverse young children and their families.** In Heider, K. & Jalongo, M. R. (Eds.), *Young Children and Families in the Information Age: Applications of Technology in Early Childhood*. (pp. 101-115). Springer.

Rao, K. Edelen-Smith, P., Skouge, J. (██████). **Virtually there: Using Elluminate to train rural and remote special educators in Hawaii and the Pacific islands.** In B. Ludlow & B. Collins (Eds.), *Online in Real Time: Using Web 2.0 for Distance Education in Rural Special Education*. Invited book chapter for American Council on Rural Special Education.

Rao, K. & Skouge, J. (██████). **Technology supports for language and literacy.** In K. Heider & M. R. Jalongo (Eds.), *Young Children and Families in the Information Age: Applications of Technology in Early Childhood*. Springer. Invited book chapter.

Skouge, J. & Kelly, M. (██████). **Video and Multimedia Communication Supports for Self- Determination: Technologies for Voice.** *Review of Disabilities Studies: An International Journal*

Leake, D. & Skouge, J. (██████). **“Self-Determination” as a Social Construct: Cross-Cultural Considerations.** *Review of Disabilities Studies: An International Journal*.

Ratliffe, K., Rao, K., Skouge, J. & Peter, J. [REDACTED]. **Technology for access and inclusion in the Pacific islands.** *Journal of Information Technology for Development*. 18(3), 209-225.

Tanners, A., McDougall, D., Skouge, J., & Narkon, D., [REDACTED]. **Comprehension and time expended for a doctoral student with a learning disability when reading with and without an accommodation.** *Learning Disabilities: A Multidisciplinary Journal*. 18 (1).

Skouge, J. & Rao, K. [REDACTED]. **Digital storytelling in teacher education: Creating transformations through narrative.** *Educational Perspectives*. 42(1&2), 54-60.

Skouge, J. & Kajiyama, B. [REDACTED]. **Finding your voice.** *Perspectives*. 42(1&2), 61-67.

Skouge, J., Kelly, M., Stodden, R. ([REDACTED]). **Pacific Voices: Pathway to Self-Advocacy.** *DDD Express: Division on Autism and Developmental Disabilities, Council for Exceptional Children*. 20(3). 1-4.

Skouge, J., Rao, K., & Boisvert, P. [REDACTED]). **Promoting early literacy for diverse learners using audio and video technology.** *Early Childhood Education Journal*. 35(1), 5-11.

Skouge, J., Boisvert, P. and Rao, K. [REDACTED]). **Pacific Voices: Educational technologies for literacy learning.** *Multicultural Education and Technology Journal*. 1(1), 25–35.

Skouge, J., Bridenbaugh, N., Lambrecht, L., Rao, K. ([REDACTED]). **Technology supports for Deaf Education and Deaf community building in American Samoa.** *2007 Research Brief*. Honolulu: Pacific Resources in Education and Learning.

Skouge, J., Ratliffe, K., Guinan, M., & Iding, M. (). **Cross-cultural tele-collaboration. Family focused learning: A model for learning from children with disabilities and their families utilizing distance education.** *Review of Disability Studies: An International Journal*, 2(4), 63-71.

Skouge, J., Tanners, A., & Leong, P. (). **Welcoming Diversity in Distance Education at UH Manoa: The Special Education Department's Journey.** C. Ho (ed.), *Proceedings of the Technology, Colleges and Community (TCC) Worldwide Conference Online, 12th Annual Conference.*

Skouge, J., Kelly, M., Roberts, K., Leake, D. & Stodden, R. (). **Self-determination for youth with developmental disabilities: Technologies for voice.** *Education & Training of the Developmentally Disabled.* Council for Exceptional Children.

D'Andrea, M., Skouge, J. & Daniels, J. (). **Life, liberty and the pursuit of happiness: Expanding the multicultural-social justice family to include persons with disabilities.** *Guidance and Counseling*, 21, 70-78.

Skouge, J., Guinan, M., Nobrega, M, Rao, K., & Segal, L. (). **Pacific voices. Integrating multimedia, technology, and culture into education. A curriculum resource.** Pacific Resources for Education and Learning: Honolulu.

SERVICE ()

Youth Development Leader. Multimedia training for Micronesian Youth (), Honolulu

Invited Co-Editor. Special Issue on Self-Determination. *Review of Disabilities Studies: An International Journal.* ()

Faculty Advisor: Student Council for Exceptional Children. ()
()

Pacific Voices Team Leader, including

- Pro bono service to the American Samoa Department of Early Childhood, producing Samoan language television programming, on-location in Am. Samoa
- Director Kaimuki High School Pacific Islander Youth Club

██████████)

University of Hawai'i Citation for Meritorious Teaching

██████████

[<https://dcdc.coe.hawaii.edu/wayfinding-jim-skouge/>](https://dcdc.coe.hawaii.edu/wayfinding-jim-skouge/)

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: Miloi'i Charter School

2. Contact information

Name: [REDACTED]

Phone: [REDACTED]

E-mail: [REDACTED]

3. Describe your role and position on the applicant governing board.

I will be serving as the president of the application governing board.

4. Attach your resume and professional biography.

X [Resume](#) and professional bio are attached to this form.

5. Check all that apply. Indicate whether you currently or have previously served on a board:

☐ of a school district,

X another charter school,

☐ a non-public school, or

X any nonprofit organization.

If you checked any of the boxes above, please identify the names of the boards you have served, or are serving on. Kua o ka La, Kalanihale , Ako'ako'a Reef Restoration, Ocean Janitors, Makai Watch, and Paa Pono Milolii.

6. How, and by whom, were you recruited to serve on the governing board of the proposed charter school? I initiated the process with our ohana in Milolii.

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

A governing board member of a Hawaiian-focused charter school plays several important roles:

Cultural Advocacy: Ensure that Hawaiian culture, language, and values are integrated into the curriculum and school activities.

Mission and Vision: Uphold and promote the school's mission, focusing on providing a culturally relevant education.

Policy Development: Help create and review policies that guide the school's operations, ensuring they align with both educational standards and cultural principles.

Financial Oversight: Monitor the school's budget and financial practices, ensuring resources are allocated effectively to support educational goals and cultural initiatives.

Accountability: Hold the administration accountable for academic performance and operational effectiveness, regularly reviewing progress and outcomes.

Community Engagement: Foster relationships with the school community and the broader community, encouraging involvement and feedback in the school's activities.

Personnel Decisions: Participate in hiring and evaluating the school leader, ensuring they are committed to the school's mission and cultural focus.

Compliance: Ensure that the school adheres to state regulations and charter requirements, safeguarding its funding and operational integrity.

8. Describe any previous experience 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 how your presence on the applicant governing board enhances their capacity of opening and running a public charter school.

I was a board member of Kua o ka La PCS from [REDACTED] and served as board chair from [REDACTED]. The board gave me critical skills on the roles and responsibilities of board members when it comes to financial oversight, academic and educational compliance and organization and policy compliance. We must fulfill the school's mission and vision and we hire and task the director of the school to fulfil the schools mission and vision.

School Mission and Plan

9. How does the school's mission and vision align to your personal or professional beliefs/goals?

The school's mission is to foster academic excellence, cultural understanding, and holistic development through an education grounded in Hawaiian values and traditions. The school aims to develop students who are critical thinkers, effective communicators, and responsible stewards of Hawai'i's land and community.

As Hawai'i's last known fishing village, the school's vision is *Hānai i nā pua*.

As an educator and cultural advocate for our Hawaiian keiki. The school's mission and vision strongly connect to me because I am from Milolii and know who I am and that learning for our community is strongly tied to project and place-based learning.

10. Describe your understanding of the school's proposed academic plan?

My understanding of the academic plan is that it is still a work in progress and our goal is to decide on a comprehensive plan that include a variety of outcomes that will service our student especially in the rural areas of Hawaii Island. In areas of South Kona including Hookena, Milolii, Kahuku, Naalehu and Pahala and East and West Hawaii. These goals include.

- **Hawaiian Culture and Language Integration**
- **Academic Rigor and Standards Alignment**
- **Holistic Development via Nā Hopena A'o (HĀ)**
- **SMART Goals for Academic and Cultural Outcomes**
- **Data-Driven Instruction and Assessment**

11. As a governing board member, how will you ensure that the school is succeeding or is not succeeding in achieving its mission?

By working towards keeping my promise and serving the school and making sure that we have all team members which include the board, school director, the administration and all staff align to that same mission and vision. Require reports and updates periodical to comply with board requirements and eventually serve the school's overall purpose.

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

The governing board of a Hawaiian-focused charter school plays a crucial role in the school's operation, ensuring it aligns with both educational standards and cultural values. The board defines and upholds the school's mission, emphasizing Hawaiian culture, language, and traditions in the curriculum and school activities. They establish policies that guide school operations, including governance, curriculum standards, and student behavior, while ensuring they reflect Hawaiian values. The board oversees budgeting and financial management, ensuring resources are allocated effectively to support educational programs and cultural initiatives. They hold the administration accountable for achieving academic and operational goals, monitoring student performance and school effectiveness. The board fosters strong ties with the local community, involving parents, cultural practitioners, and stakeholders in decision-making processes to ensure the school serves its community's needs. They

participate in hiring and evaluating the school leader, ensuring that the school leader is committed to the school's mission and cultural focus. The board ensures the school adheres to state regulations, charter agreements, and educational standards, safeguarding the school's charter and its funding. They promote the integration of Hawaiian culture in all aspects of the school, from curriculum development to extracurricular activities, ensuring a holistic educational experience. By fulfilling these roles, the governing board helps create an environment that honors the school's mission and vision while providing a high-quality education.

13. How will you monitor if the school is on target to successfully meet its operational goals for year 1?

Monitoring the progress of a new charter school in meetings, interact with the school director and staff and also include teachers as many decisions are made by the board.

1. Define Key Performance Indicators (KPIs)

Student Enrollment: Monitor actual enrollment against the projected numbers.

Attendance & Retention Rates: Track student attendance and retention rates to ensure students are attending consistently.

Staff Hiring and Retention: Ensure the school hires and retains qualified staff, meeting staffing goals for year 1.

Financial Performance: Review budget adherence, cash flow, fundraising progress, and financial stability.

Academic Performance: Set targets for academic benchmarks, test scores, and curriculum delivery.

Compliance and Safety: Ensure that the school meets regulatory requirements, health and safety standards, and adheres to its charter agreement.

2. Regular Progress Reporting

Monthly or Quarterly Reports: Establish a system for the school leadership to submit regular reports on enrollment, academic progress, staff performance, financials, and compliance.

Dashboards & Scorecards: Utilize dashboards to visualize data in real-time, giving board members easy access to critical metrics.

3. Establish Milestones and Checkpoints

Break down operational goals into specific, measurable milestones. For example:

- **By Month 3:** Have a full staff in place and onboarded.
- **By Month 6:** Meet 90% of student enrollment goals and achieve compliance with health and safety regulations.
- **End of Year 1:** Ensure financial sustainability and meet state academic benchmarks.

4. Conduct Audits & Evaluations

Financial Audits: Conduct audits to ensure that the school is using funds appropriately and meeting budgetary targets.

Operational Reviews: Evaluate areas such as human resources, student services, and facility management to ensure they align with expectations.

5. Site Visits and Walkthroughs

Conduct regular site visits to see the school in action, ensuring that the facilities are in good condition, and the school is running efficiently.

6. Stakeholder Feedback

Parent and Student Surveys: Regularly gather feedback from families and students about the school's performance, addressing any concerns early on.

Staff Feedback: Obtain feedback from teachers and administrators on the school's operations, challenges, and morale.

7. Risk Mitigation & Contingency Plans

Identify any early signs of underperformance and establish contingency plans. For example, if enrollment is lower than projected, the school can adjust its marketing strategies or budget.

8. Review Leadership Performance

Evaluate the school leadership team's ability to execute the school's vision, meet milestones, and adapt to challenges. Leadership quality is a critical factor in operational success.

By employing these strategies, the governing board can keep the new charter school on track to achieve its year 1 goals and ensure long-term sustainability.

14. Describe the governing Board oversight that needs to take place over the duration of the initial contract to ensure the applicant school is making positive progress to achieving its mission and vision.

The governing board plays a critical role in ensuring that the applicant school stays on course to achieve its mission and vision over the duration of the initial charter contract. This oversight requires careful planning, regular monitoring, and strategic adjustments based on data and outcomes. Below are some of the critical oversight that needs to take place:

Alignment with Mission and Vision - Vetting and Monitoring Strategic Goals - Academic Performance Oversight - Financial Oversight - Compliance and Accountability - Leadership Oversight - Community and Stakeholder Engagement - School Culture and Climate - Risk Management and Crisis Oversight - Evaluating Progress Towards Renewal - Professional Development for the Governing Board

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

I believe it is critical that we work towards being transparent during the first few years. Everyone on the board are volunteers, I would report this on the proper chain of command. The board must address the issue promptly, fairly, and transparently. Mishandling the situation can damage the school's reputation, impede decision-making, and affect the board's ability to serve the school's mission and vision. Below is a step-by-step guide on how the board should handle such situations:

Review the Board's Code of Ethics and Policies - Fact-Finding and Investigation - Private Discussion with the Member(s) in Question - Board Deliberation and Discussion - Determine the Appropriate

Course of Action - Communicate the Decision - Restore Trust and Prevent Future Issues- Maintain Confidentiality and Protect School Integrity

Disclosures

16. 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 (These prospective governing board members have been reached out by our ohana and have worked in Milolii for over 20 plus years.
17. 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 – if we are granted a charter, we plan to become school employees.
18. 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 employees ☒ Yes I am part of Kalanihale who is the non-profit applying with the founding board for a charter.
19. 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.](#)
20. 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.](#)
21. 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.](#)
22. 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.](#)
23. 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.

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

24. 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 X Yes Yes I am on Kalaniahale the non profit.

25. 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.

X non-voting member serving as Founding GB Secretary until the LSB for Miloli'i Charter School is established. ☐ Yes Click or tap here to enter text.

Certification

Kaimi Kaupiko

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

Signature

Date

11/13/2024

Founder & Director of Milolii Charter School

- 15 years of experience in working with youths through Community Based Programs
- 10 years of experience in culturally based teaching in the work field
- 8 years of online virtual teaching
- 5 years Project based teacher in Milolii and South Kona, teaching traditional fish practices, intertidal studies, and biological surveys within each ahupua'.
- 10 years serving on Local School Board for Kua o ka La PCS
- 15 year's experience in Marine Based program
- 10 years coordinating the Milolii Lawai'a Ohana Camps
- 8 years managing various grants for culture, health, education and conservation work in Milolii , South Kona, and Ka'u

Education

Vancouver School of Theology – Vancouver, Canada
Master of Divinity

Indigenous Theology

University of Hawaii at Manoa – Honolulu, Hawaii
2006
Bachelor of Business Administration – GPA: 3.2
Information Systems)

Marketing & MIS May
(Management

Heald College – Honolulu, Hawaii

Accounting January



Associated Degree in Science – GPA: 4.0

Wayland Baptist University – Plainview, Texas
Master of Business Administration – GPA 3.2

MBA



Kaho'iwai Teacher Cohort – Kamuela, Hawaii
HQT – Social Studies



Office skills

10-key by touch typing, 51 wpm (word per minute), Computer and office equipment skills, Microsoft Word and Excel, and Spreadsheet Application.

Multimedia knowledge through Final Cut Pro, Adobe, and Sony.

Website training & Social Media Training through Wix, Go daddy, and Square
Google Classroom and Virtual meeting training

Experience

HQT Teacher –  – Present

Kua o ka La Public Charter School – Milolii, Hawaii

Highly Qualified Teacher in secondary education for Social Studies. Teaching students through a blended model on the Hipu'u Virtual Academy program of Kua o ka La. Used a platform of curriculum creation including google platform including drive, email, and

Milolii Charter School

classrooms. Also managed and implemented shelf programs including Accelus the learning of Science, Aleks Math, Achieve 3000, Harmony Education, and Odyssey Ware Learning. Focused on Project Based Learning (PBL) at designated project sites to do face to face learning. Created content for online and site-based learning. Taught Elementary grades K-5 through Harmony Education.

Consulting Agent – [REDACTED] – Present

Kalanihale – Milolii, Hawaii

Provide information and knowledge on projects with deep connection to place and to culture. Network with organizations, resources, and practitioners that provide creative and innovative strategies to problem solve today's tough questions. Clear goals on sustainability, education, and indigenous culture from a community/environment/village that is living sustainable.

Executive Director – [REDACTED] – Present

Kalanihale – Milolii, Hawaii

Educational non-profit created to provide educational opportunities and support to families of the South Kona, Hawaii. Focus is on project-based learning in malama 'aina and malama kai projects. Provide administrative and technical support. Write and managed small grants. Support virtual academy in Milolii.

Treasurer – [REDACTED] – Present

Paa Pono Milolii – Milolii, Hawaii

Treasurer in Paa Pono, managed and coordinate multiple projects including in Milolii Lawaia Ohana camp, which teach traditional fish practices of Milolii. Take care of the accounting and financial side of Paa Pono. We provide a space for intergenerational knowledge from Kupuna to Keiki, the future generations of Hawaii.

Program Specialist – [REDACTED] – Present

Alu Like – Ho'ala Hou Program – Kailua-Kona, Hawaii

Provide service to at risk youths in the South Kona area. Teach Positive Action curriculum to School and after School programs. Provide extracurricular activities and work to build leadership and focus on education with youths.

Office Manager – [REDACTED]

Hawaiian Rolloff Services – Kailua-Kona, Hawaii

Manage office and staff, control dispatch unit. Provide accounting services by created invoices, paying vendors and collections. Promote Public Relation and Marketing strategies.

Field Representative – [REDACTED]

Bureau of the Census - Honolulu, Hawaii

Collect statistical information for the United States Census, talk to respondents in person or over the phone. Goal is to have a 100% response rate for monthly case load.

Bookkeeper – [REDACTED]

Milolii Charter School

Hawaii Professional Homecare Services – Hawaii Kai, Hawaii

- Responsible for the financial side of the company.
- Used QuickBooks, did Accounts Receivable, Accounts Payable, and Payroll.
- Did data entry, filing, and used Microsoft office. Helped in Collections.

Loan Officer - [REDACTED]

Amber Mortgage - Honolulu, Hawaii

- Specialized in loan origination, credit repair and analysis, and direct marketing campaigns.
- Provided expert knowledge of loan products; Conventional, VA, FHA, and USDA Loans.

Marketing Guest Service Coordinator - [REDACTED]

Hilton Grand Vacations Company - Honolulu, Hawaii

- Closed in-bound inquires and activated existing business on an in and out bound basis.
- Up-sold Hawaii vacation packages through extensive use of telephone, mail and email.
- Prepared reports, input data, and made pre arrival calls to all guest.

Student Assistant - [REDACTED]

Kua'ana Native Hawaiian Student Development Services - Honolulu, Hawaii

- Assisted college students with applying for tuition waivers and scholarships.
- Confirmed appointments, answered phones, emails, and did mail runs.
- Planned activities and assisted managers in program administration.

Office Assisting Manager - [REDACTED]

Hawaiian Rolloff Services – Kailua-Kona, Hawaii

- Answered phone calls, emails, and faxes.
- Assisted in account receivables and payables. Created spreadsheets for invoices and bills payable.
- Implemented advertising and marketing campaigns.

Achievements

Top activator - Hilton Grand Vacations Company

Pono Award (To do right) – Kua'ana Native Hawaiian Student Development Services

Highest Volume of Sale - Hawaiian Roll off Services

Leadership Experiences

Board Member – Local School Board – Kua o ka La

Board Member - Board of Publication UH Manoa

Honor Society - Phi Beta Kappa

Deacon - Hau'oli Kamana'o Church

Cultural Practitioner – Opele Fishermen Milolii, Last Hawaiian Fishing Village

Community Advocate – Marine Conservation and protection of Milolii's cultural resources

Executive Direction – Kalanihale

Moderator/Treasure – Hau'oli Kamana'o Church

Milolii Charter School

Vice President – Pa’a Pono Milolii Inc.

Teaching Experience

Project Based Teacher – Kua o ka La PCS Milolii Hipu’u – Hiki no, Opelu Project, and Plane Table Mapping

Coordinator – Lawai’a Ohana Camps

Program Manager – Small Grants, Admin, Management, and execution

Program Specialist – Alu like Ho’ala Hou Program, and Summer Work Development and Training

Youth Coordinator/Supervisor – Milolii Summer Fun, Milolii Youth Group

Volunteer – Milolii Native Hawaiian Library

Tutor- After School program in math, science, and history

Cultural Teacher – local fishermen taught and perpetuates native Hawaiian practices

Advisor- Milolii Lawai’a Camp and Opelu Project

References

Healani Cahill, Project Coordinator
Hua’aina o Honaunau

[REDACTED]
[REDACTED]

Scott Atkinson, Project Director
Conservation International

[REDACTED]

Charles Young, Vice President
KUPA (Kama’aina’s United to Protect the ‘Aina)

[REDACTED]

Moinca Pilimai Traub, Resource Teacher
Kua o ka La PCS

[REDACTED]

Ka'imi Namaielua Kaupiko is a keiki o ka 'aina of Milolii. A child of the land, Ka'imi grew up learning the traditional fish practices of Milolii. Milolii remains one of Hawaii's last fishing villages, an isolated community that survives through subsistence fishing. For Ka'imi his foundation has always been built on education and culture. Mr. Kaupiko grew up learning from his kupuna about the value of hard work and about the need to take care of this place. Ka'imi attended Hookena Elementary and graduated from Konawaena High School, class of [REDACTED]. He then attended UH Manoa and received a Bachelor's in Business focusing on Marketing and Management Information Systems. In [REDACTED] he started to transition back to Milolii and started to provide project-based programs for the community. He started a nonprofit in [REDACTED] and then in the fall of that year the community families enrolled with Kua o ka La to Public Charter School Virtual Online Program called Hipu'u. In [REDACTED] he enrolled in a certificate program for teaching and eventually received his HQT in social studies. He became a teacher in Hipuu in [REDACTED] and have been working with the youths of the online program. Ka'imi has worked with many organizations and boards and has committed his life to preserving and protecting natural resources in Hawaii. As a community advocate his work has taught him about the social and emotional needs of Hawaii's people and how we all need to set up the future generations for success, especially at an early age. His true passion is to help provide a space for the future generations of his community and to the rural areas of South Kona and Ka'u, to have access to educational models that fit their learning capabilities. The creation of having a Charter School in Milolii would be a dream come true. For Ka'imi the work for the future is never-ending, as he continues to put his resources towards those efforts, he knows that tomorrow will be better than today if we work together to make our communities a better place.

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: Miloli'i Charter School
2. Contact information
Name: [REDACTED]
Phone: [REDACTED]
E-mail: [REDACTED]
3. Describe your role and position on the applicant governing board. Non-voting member serving as Founding GB Vice President until the LSB for Miloli'i Charter School is established
4. Attach your resume and professional biography.
X Resume and professional bio are attached to this form.
5. Check all that apply. Indicate whether you currently or have previously served on a board:
☐ of a school district,
☐ another charter school,
☐ a non-public school, or
X any nonprofit organization.

If you checked any of the boxes above, please identify the names of the boards you have served, or are serving on. Miloli'i Canoe Club, Miloli'i Village Solar and Brackish Water Association, Pa'a Pono Miloli'i, Hau'oli Kamana'o Church

6. How, and by whom, were you recruited to serve on the governing board of the proposed charter school? I was not recruited to serve on the governing board of Miloli'i Charter School, I am a Founding non-voting member serving as board Vice President until the LSB for Miloli'i Charter School is established.
7. What is your understanding of the appropriate role of a public charter school governing board member? A governing board member of a Hawaiian-focused charter school plays several important roles:
 - a. **Cultural Advocacy:** Ensure that Hawaiian culture, language, and values are integrated into the curriculum and school activities.
 - b. **Mission and Vision:** Uphold and promote the school's mission, focusing on providing a culturally relevant education.
 - c. **Policy Development:** Help create and review policies that guide the school's operations, ensuring they align with both educational standards and cultural principles.
 - d. **Financial Oversight:** Monitor the school's budget and financial practices, ensuring resources are allocated effectively to support educational goals and cultural initiatives.
 - e. **Accountability:** Hold the administration accountable for academic performance and operational effectiveness, regularly reviewing progress and outcomes.
 - f. **Community Engagement:** Foster relationships with the school community and the broader community, encouraging involvement and feedback in the school's activities.
 - g. **Personnel Decisions:** Participate in hiring and evaluating the school leader, ensuring they are committed to the school's mission and cultural focus.
 - h. **Compliance:** Ensure that the school adheres to state regulations and charter requirements, safeguarding its funding and operational integrity.
8. Describe any previous experience 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 how your presence on the applicant governing board enhances their capacity of opening and running a public charter school. With a wealth of knowledge in community and youth educational programs, I bring a unique perspective to educational initiatives focused on empowering young people. Over the past decade, I've served as an educational assistant for an online virtual program under a charter school, gaining extensive experience in virtual learning environments, and different online educational learning systems, and understanding how to best support students in remote settings. My background also includes work in marine management, which has enriched my awareness of environmental education and sustainability. Additionally, I have provided prevention services to youths aged 10 to 17, focusing on helping them navigate challenges and build positive skills. These experiences have equipped me with a broad skill set that I apply in creating engaging, supportive, and impactful programs for young people in our community.

School Mission and Plan

9. How does the school's mission and vision align to your personal or professional beliefs/goals?

Vision and Mission for Miloli'i Charter School

The school's mission is to foster academic excellence, cultural understanding, and holistic development through an education grounded in Hawaiian values and traditions. The school aims to develop students who are critical thinkers, effective communicators, and responsible stewards of Hawai'i's land and community.

As Hawai'i's last known fishing village, the school's vision is *Hānai i nā pua*.

The school mission statement aligns deeply with my personal and professional beliefs and goals, as it emphasizes values that I am passionate about - academic excellence, cultural understanding, and holistic development. I believe that education should go beyond textbooks, nurturing the whole student and empowering them to think critically and communicate effectively. Grounding education in Hawaiian values and traditions resonates with my commitment to respecting and preserving cultural heritage while fostering a sense of identity and pride within students. Professionally, my experience in community and youth programs and as an educational assistant for a virtual program under a charter school has taught me the importance of developing students as responsible stewards who contribute meaningfully to their communities. The mission's focus on students becoming stewards of Hawai'i land and community aligns with my own commitment to supporting youth in becoming engaged, informed citizens who respect and protect their environment and cultural roots. This mission statement encapsulates a vision of education that I believe can lead to positive, lasting change for both students and the broader community.

10. Describe your understanding of the school's proposed academic plan? I am still learning about the plan, but the overarching goals to serve students of the Miloli'i community and surrounding communities, are well known to me as a long-time contributor to other schools in the South Kona and Ka'u Districts.

Core Pillars of the Academic Plan

- **Hawaiian Culture and Language Integration**
- **Academic Rigor and Standards Alignment**
- **Holistic Development via Nā Hopena A'o (HĀ)**
- **SMART Goals for Academic and Cultural Outcomes**

➤ **Data-Driven Instruction and Assessment**

Pillar 1: Hawaiian Culture and Language Integration

Curriculum Design

The curriculum will integrate Hawaiian language, history, and culture across all subject areas, reinforcing students' identity and sense of place.

Hawaiian Language ('Ōlelo Hawai'i): Required for all grade levels. Emphasis on conversational Hawaiian and cultural contexts (e.g., traditional chants, hula, and storytelling).

Place-based Learning: Incorporate hands-on learning activities related to mālama 'āina (caring for the land), local history, and traditional knowledge systems like lunar calendars and agriculture.

Cultural Values in Practice: Activities like mālama kai (ocean stewardship), laulima (working together), and aloha 'āina (love of the land) will be embedded in projects across subjects.

Pillar 2: Academic Rigor and Standards Alignment

The school will ensure that all academic subjects are aligned with **Hawai'i State Standards, Common Core Standards, and Next Generation Science Standards** to guarantee academic rigor. The curriculum will be culturally relevant, incorporating Hawaiian knowledge, values, and traditions to provide meaningful and engaging learning experiences across **English Language Arts (ELA), Mathematics, Science, and Social Studies**.

Subject-by-Subject Breakdown

English Language Arts (ELA)

- **Standards Alignment:** Common Core State Standards for ELA will be used to develop reading, writing, speaking, and listening skills.
- **Curriculum Focus:**
 - **Reading Comprehension:** Students will read both informational and literary texts that focus on Hawaiian history, legends, and cultural practices, as well as global literature to broaden their understanding.

- **Writing and Research:** Students will conduct research on Hawaiian history, cultural practices, and contemporary issues, culminating in essays, reports, and presentations that align with Common Core writing standards.
- **Cultural Integration:** Students will engage in oral storytelling and traditional Hawaiian practices like composing and presenting mele (songs) and oli (chants) to fulfill speaking and listening standards.

Mathematics

- **Standards Alignment:** Common Core Math Standards will guide instruction, ensuring students meet grade-level expectations in number sense, algebraic thinking, geometry, and data analysis.
- **Curriculum Focus:**
 - **Real-world Applications:** Students will use math concepts to solve practical problems related to traditional Hawaiian practices, such as building fishponds (loko i'a) and calculating area, volume, and ratios for planting crops (like kalo in lo'i).
 - **Hawaiian Navigation:** Integrating geometry and measurement, students will study Polynesian navigation techniques, calculating distances and angles using the stars, wind, and ocean currents.
 - **Data and Statistics:** Students will analyze environmental data, such as rainfall or tide levels, to understand the sustainability of agricultural and fishing practices, applying statistical methods in context.

Science (Next Generation Science Standards - NGSS)

- **Standards Alignment:** NGSS will ensure that students develop a deep understanding of scientific concepts while emphasizing inquiry-based learning and problem-solving skills.
- **Curriculum Focus:**
 - **Ecology and Stewardship (Mālama 'Āina):** Students will explore ecosystems by studying native Hawaiian flora and fauna, environmental stewardship, and the impact of human activity on the land and ocean.
 - **Climate and Weather:** Students will engage in traditional Hawaiian observations of the lunar calendar and its role in fishing and farming, aligning with NGSS standards on Earth's systems.
 - **Sustainability and Technology:** Students will explore modern sustainable practices alongside ancient Hawaiian technologies like aquaculture and dryland agriculture, incorporating STEM-based learning approaches.

Social Studies

- **Standards Alignment:** Hawai'i Content and Performance Standards for Social Studies (HCPS) will be integrated with Common Core Standards for Literacy in History/Social Studies, focusing on historical inquiry, critical thinking, and civic engagement.

- **Curriculum Focus:**
 - **Hawaiian History and Sovereignty:** Students will learn about the history of the Hawaiian Kingdom, its governance, the overthrow, and its implications for modern Hawaiian identity and sovereignty movements. This aligns with **HCPS's History Standards** and the **Common Core's literacy standards** for reading historical texts, analyzing sources, and constructing written arguments.
 - **Civic Responsibility:** Students will explore the Hawaiian concept of **kuleana** (responsibility) and how it informs modern civic duties, both locally and globally. Activities include debates, community service projects, and participation in student government.
 - **Place-based Learning:** Incorporating fieldwork and primary sources, students will visit historical sites, such as heiau (temples) and battlefields, to engage with local history through hands-on experiences, aligning with inquiry-based learning and critical thinking.
 - **Global Connections:** In upper grades, students will analyze connections between Hawaiian culture and the global world, studying Polynesian migration, colonization, and global indigenous movements, while meeting **Common Core standards** for global citizenship and historical understanding.
- **Example: 8th Grade Social Studies**
 - **Topic:** Hawaiian Monarchy and U.S. Expansionism
 - **Standards:** Aligns with Hawai'i Content Standards on U.S. History and Government, and Common Core's literacy standards for analyzing primary and secondary sources.
 - **Activity:** Students will research the Hawaiian Kingdom's treaties with foreign nations, analyze the legal and political structures in place before the overthrow, and write argumentative essays discussing the impacts of colonization on native sovereignty.

Cultural Integration in Social Studies

- **Hawaiian Governance Systems:** Students will study the governance structures of ancient Hawai'i (ali'i, kahuna, maka'āinana) and compare them to other global systems of governance, meeting both Hawai'i and Common Core standards for historical analysis and comparison.
- **Environmental History:** Students will examine the relationship between the Hawaiian people and their natural environment, focusing on the ahupua'a system, resource management, and environmental sustainability. This will connect with social studies standards on geography and economics, while also aligning with science standards on ecosystems and environmental change.
- **Oral Histories and Primary Sources:** Social studies units will include oral histories from kūpuna (elders) and primary source documents, allowing students to engage in historical inquiry, a key aspect of both state and Common Core standards for historical thinking skills.

Instructional Strategies

Across all subjects, **inquiry-based learning**, **project-based learning**, and **culturally responsive teaching** will be employed. This will ensure that students not only meet academic standards but also connect with their cultural heritage in meaningful ways.

Project-Based Learning (PBL): Students will work on long-term projects such as restoring a lo'i kalo (taro field) or creating a Hawaiian language digital storybook. These projects integrate multiple subject areas (social studies, science, ELA) while allowing students to demonstrate mastery of Common Core and state standards.

Collaborative Learning: Group activities will foster the Hawaiian value of **laulima** (working together), while peer discussions, presentations, and debates will help students develop communication and critical thinking skills aligned with Common Core speaking and listening standards.

Hands-On Activities: Cultural practices such as Makahiki games, traditional farming and fishing practices, and navigation projects will deepen students' understanding of math, science, and social studies while reinforcing Hawaiian cultural knowledge.

Pillar 3: Holistic Development via Nā Hopena A'o (HĀ)

Nā Hopena A'o emphasizes six critical outcomes: **Belonging, Responsibility, Excellence, Aloha, Total Well-being, and Hawai'i**. These outcomes will guide all aspects of teaching and learning.

Implementation

Belonging ('Ike Aku, 'Ike Mai): Ensure every student feels a sense of place and belonging through community-centered learning, peer collaboration, and cultural respect.

Responsibility (Kuleana): Integrate responsibility for self, community, and environment through service projects, stewardship activities, and leadership opportunities.

Excellence ('Imi Na'auao): Encourage academic excellence by setting high expectations, fostering curiosity, and recognizing achievement in both academic and cultural areas.

Aloha: Teach students to express empathy, kindness, and respect in their interactions. For example, through mentoring younger students in Hawaiian language or cultural practices.

Total Well-being (Mauli Ola): Focus on the well-being of students through emotional, physical, and spiritual learning practices such as mindfulness, cultural rites, and healthy living.

Hawai'i: Ensure that the connection to the land, history, and culture of Hawai'i is central to all learning experiences.

Pillar 4: SMART Goals for Academic and Cultural Outcomes

Goal 1: Increase Proficiency in English Language Arts (ELA)

- **Specific:** By the end of Year 5, 70% of students will approach or meet the proficiency benchmark in reading comprehension and writing, as measured by the state assessment.
- **Measurable:** Quarterly assessments aligned with Common Core standards.
- **Achievable:** Provide targeted interventions for struggling students, such as after-school tutoring or culturally relevant literacy programs.
- **Relevant:** Align content with Hawaiian history and cultural texts to engage students in learning.
- **Time-bound:** Achieve by the end of the year 5.

Goal 2: Develop Fluency in 'Ōlelo Hawai'i (Hawaiian Language)

- **Specific:** By the end of Year, 75% of students in grades 6-9 will be able to engage in basic Hawaiian conversations and demonstrate understanding of traditional chants.
- **Measurable:** Biannual oral language assessments and cultural performance evaluations.
- **Achievable:** Daily Hawaiian language instruction, with immersion-based learning.
- **Relevant:** Fluency is critical for cultural preservation and aligns with the school's mission to promote Hawaiian identity.
- **Time-bound:** Fluency goals will be evaluated annually and adjusted to meet Goal 2.

Goal 3: Improve Mathematics Proficiency

- **Specific:** By the end of Year 5, 70% of students will approach or meet proficiency in math according to Common Core Math Standards.
- **Measurable:** Math proficiency will be tracked through quarterly assessments.
- **Achievable:** Implement math centers, one-on-one support, and hands-on activities incorporating traditional Hawaiian measurement and navigation practices.
- **Relevant:** High math proficiency ensures readiness for higher education and career pathways.

- **Time-bound:** End of Year 1 review, with continuous monitoring through quarterly and annual benchmarks to meet Goal 3.

Goal 4: Strengthen Cultural Competency through Nā Hopena A’o

- **Specific:** 80% of students will demonstrate cultural competency and a sense of kuleana (responsibility) by participating in at least two mālama ‘āina (stewardship) projects each semester.
 - **Measurable:** Track participation in projects, reflection journals, and performance on cultural assessments.
 - **Achievable:** Partner with local Hawaiian cultural organizations and create project-based learning opportunities.
 - **Relevant:** Fulfills the mission of promoting aloha ‘āina and fostering leadership in the Hawaiian community.
 - **Time-bound:** Achieved by the end of each semester, with growth tracked over the school year.
-

Pillar 5: Data-Driven Instruction and Assessment

Regular Assessments

- **Formative Assessments:** Ongoing quizzes, projects, and reflections will help teachers adjust instruction to meet students’ needs.
- **Benchmark Assessments:** Quarterly assessments in core subjects (ELA, Math, Science) will provide data on student progress toward state and Common Core standards.
- **Cultural Assessments:** Evaluate students’ growth in cultural knowledge and practices, using performance-based assessments such as hō’ike (oral presentations), chants, and project-based learning outcomes.

Data Review and Instructional Adjustments

- **Professional Learning Communities (PLCs):** Teachers will meet regularly to review assessment data, share best practices, and plan interventions for struggling students.
 - **Individualized Learning Plans (ILPs):** For students not meeting proficiency targets, personalized learning plans will be created that combine academic support with cultural activities to engage and motivate.
-

Conclusion

This academic plan reflects the integration of **Hawai'i State and Common Core Standards, Nā Hopena A'o**, and a set of **SMART goals** to ensure measurable academic and cultural outcomes. By fostering a strong connection to Hawaiian values and culture while ensuring academic rigor, the school can empower students to succeed both academically and as future leaders of Hawai'i.

11. As a governing board member, how will you ensure that the school is succeeding or is not succeeding in achieving its mission? I will contribute by helping the Board and School make sound strategic decisions that best grow the school and its ability to deliver quality education to its students. I will also advocate for continuous improvement. If any gaps or challenges arise in meeting the mission, I will work collaboratively with the board and school leaders to implement targeted action plans that address these areas, ensuring the school remains aligned with its goals.

Governance

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

The governing board of a Hawaiian-focused charter school plays a crucial role in the school's operation, ensuring it aligns with both educational standards and cultural values. The board defines and upholds the school's mission, emphasizing Hawaiian culture, language, and traditions in the curriculum and school activities. They establish policies that guide school operations, including governance, curriculum standards, and student behavior, while ensuring they reflect Hawaiian values. The board oversees budgeting and financial management, ensuring resources are allocated effectively to support educational programs and cultural initiatives. They hold the administration accountable for achieving academic and operational goals, monitoring student performance and school effectiveness. The board fosters strong ties with the local community, involving parents, cultural practitioners, and stakeholders in decision-making processes to ensure the school serves its community's needs. They participate in hiring and evaluating the school leader, ensuring that the school leader is committed to the school's mission and cultural focus. The board ensures the school adheres to state regulations, charter agreements, and educational standards, safeguarding the school's charter and its funding. They promote the integration of Hawaiian culture in all aspects of the school, from curriculum development to extracurricular activities, ensuring a holistic educational experience. By fulfilling these roles, the governing board helps create an environment that honors the school's mission and vision while providing a high-quality education.

13. How will you monitor if the school is on target to successfully meet its operational goals for year 1?

Monitoring the progress of a new charter school in meeting its operational goals for year 1 is essential to ensure success and accountability. The Miloli'i Charter School governing board will follow these steps to evaluate and monitor if the school is on track:

1. Define Key Performance Indicators (KPIs)

Student Enrollment: Monitor actual enrollment against the projected numbers.

Attendance & Retention Rates: Track student attendance and retention rates to ensure students are attending consistently.

Staff Hiring and Retention: Ensure the school hires and retains qualified staff, meeting staffing goals for year 1.

Financial Performance: Review budget adherence, cash flow, fundraising progress, and financial stability.

Academic Performance: Set targets for academic benchmarks, test scores, and curriculum delivery.

Compliance and Safety: Ensure that the school meets regulatory requirements, health and safety standards, and adheres to its charter agreement.

2. Regular Progress Reporting

Monthly or Quarterly Reports: Establish a system for the school leadership to submit regular reports on enrollment, academic progress, staff performance, financials, and compliance.

Dashboards & Scorecards: Utilize dashboards to visualize data in real-time, giving board members easy access to critical metrics.

3. Establish Milestones and Checkpoints

Break down operational goals into specific, measurable milestones. For example:

- **By Month 3:** Have a full staff in place and onboarded.
- **By Month 6:** Meet 90% of student enrollment goals and achieve compliance with health and safety regulations.
- **End of Year 1:** Ensure financial sustainability and meet state academic benchmarks.

4. Conduct Audits & Evaluations

Financial Audits: Conduct audits to ensure that the school is using funds appropriately and meeting budgetary targets.

Operational Reviews: Evaluate areas such as human resources, student services, and facility management to ensure they align with expectations.

5. Stakeholder Feedback

Parent and Student Surveys: Regularly gather feedback from families and students about the school's performance, addressing any concerns early on.

Staff Feedback: Obtain feedback from teachers and administrators on the school's operations, challenges, and morale.

6. Risk Mitigation & Contingency Plans

Identify any early signs of underperformance and establish contingency plans. For example, if enrollment is lower than projected, the school can adjust its marketing strategies or budget.

7. Review Leadership Performance

Evaluate the school leadership team's ability to execute the school's vision, meet milestones, and adapt to challenges. Leadership quality is a critical factor in operational success.

By employing these strategies, the governing board can keep the new charter school on track to achieve its year 1 goals and ensure long-term sustainability.

14. Describe the governing Board oversight that needs to take place over the duration of the initial contract to ensure the applicant school is making positive progress to achieving its mission and vision.

The governing board plays a critical role in ensuring that the applicant school stays on course to achieve its mission and vision over the duration of the initial charter contract.. This oversight requires careful planning, regular monitoring, and strategic adjustments based on data and outcomes. Here's how the board should provide oversight during this period:

1. Alignment with Mission and Vision

Review of Mission/Vision in Strategic Planning: Ensure that all goals, policies, and practices align with the school's stated mission and vision. The board should regularly revisit these statements to make sure all school activities, decisions, and initiatives are mission-driven.

Mission-Driven Decision Making: Evaluate key decisions—such as curriculum adoption, student discipline policies, and budget allocation—against the mission and vision. The board should ensure that choices contribute to fulfilling the core purpose of the school.

2. Setting and Monitoring Strategic Goals

Set Long-term and Short-term Goals: The board should work with school leadership to set clear, measurable goals that reflect the school's mission and vision. These goals should cover key areas such as academics, culture, community engagement, and financial sustainability.

Annual Performance Reviews: Each year, the board should evaluate the school's progress against the set goals. This includes reviewing student outcomes, staff performance, and overall school climate to ensure alignment with the school's overarching mission.

3. Academic Performance Oversight

Academic Benchmarks: The board should set clear academic performance expectations, including state test scores, graduation rates, and college readiness benchmarks. Monitoring student achievement ensures the school is delivering on its promise to provide a high-quality education.

Curriculum and Instruction: Ensure that the instructional strategies and curriculum align with the educational philosophy in the school's charter. The board can engage external evaluators or internal committees to assess whether the academic program is being implemented effectively.

Continuous Improvement: Promote a culture of continuous improvement by requiring that the school leadership analyze academic data and adjust instruction as needed. This may involve professional development, curriculum changes, or intervention programs.

4. Financial Oversight

Budget Review and Approval: Annually review and approve the school's budget to ensure that financial resources are being allocated effectively to support the school's mission and vision. The board should regularly review cash flow, expenditures, and budget-to-actuals reports.

Audits: Conduct annual independent financial audits to ensure that the school is fiscally responsible and compliant with all legal and regulatory requirements.

Risk Management: Identify and mitigate financial risks early, including maintaining sufficient cash reserves, managing debt responsibly, and ensuring that enrollment targets are met.

5. Compliance and Accountability

Compliance with State and Federal Laws: The board is responsible for ensuring that the school remains compliant with all applicable regulations, including special education laws, student data privacy, and safety standards.

Charter Agreement Compliance: Review and ensure that the school is meeting the terms of its charter contract, which includes academic performance, enrollment targets, and operational requirements. The board must ensure adherence to the specific goals and accountability metrics outlined in the charter.

Renewal Preparation: In preparation for charter renewal, the board should ensure the school is meeting or exceeding the agreed-upon performance metrics.

6. Leadership Oversight

Supervision of School Leadership: The board should conduct annual evaluations of the school leader (e.g., principal or executive director), ensuring their performance aligns with the school's mission and strategic goals.

Leadership Development: Support leadership development by ensuring the school leader has access to resources, mentorship, and training that align with the school's needs and mission.

7. Community and Stakeholder Engagement

Parent and Community Feedback: Actively seek feedback from parents, students, and the community through surveys, forums, and town halls. This input should guide the board's decision-making and help the school stay aligned with community needs.

Transparency: Communicate regularly with stakeholders about the school's progress toward its goals, financial health, and operational performance. Transparency strengthens trust and helps the board stay accountable to the public.

8. School Culture and Climate

Mission-Aligned Culture: The board should ensure that the school fosters a culture that reflects its values and mission. This includes student behavior policies, staff engagement, and overall school climate.

Equity and Inclusion: Ensure the school is creating a safe, inclusive, and equitable environment where all students have access to high-quality learning experiences.

9. Risk Management and Crisis Oversight

Address Challenges Promptly: The board should be proactive in identifying potential risks (financial shortfalls, enrollment dips, staff turnover) and working with school leadership to develop contingency plans.

Crisis Response: The board must be prepared to oversee the school's response to crises (such as a health emergency or natural disaster), ensuring that school operations remain aligned with the mission and vision during difficult times.

10. Evaluating Progress Towards Renewal

Data-Driven Decision Making: Throughout the duration of the initial contract, the board should base decisions on comprehensive data, including academic performance, financial health, and compliance metrics. These data points will be critical during the renewal process.

Third-Party Evaluations: If necessary, the board can engage external evaluators to assess the school's progress, particularly in areas like academics and organizational effectiveness.

11. Professional Development for the Governing Board

Training and Capacity Building: The governing board should engage in regular professional development to ensure it is equipped to effectively oversee the school's progress. Training in

areas such as financial oversight, academic accountability, and governance best practices can strengthen the board's ability to guide the school successfully.

Summary

The board's oversight role is both strategic and operational, ensuring that the school stays true to its mission and vision. By monitoring academic outcomes, financial performance, compliance, leadership, and culture, the board can provide the necessary guidance and support to help the school thrive throughout the initial contract period. Continuous assessment and data-driven decision-making are key to maintaining alignment with the charter's mission and preparing for successful renewal.

15. 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?
Everyone on the GB is a volunteer, I would pull the person aside and have a one on one conversation with them. If the problem was not resolved, the GB members would need to meet in an executive session with the GB Chair facilitating the meeting.

When a charter school governing board believes that one or more members are acting unethically or not in the best interests of the school, the board must address the issue promptly, fairly, and transparently. Mishandling the situation can damage the school's reputation, impede decision-making, and affect the board's ability to serve the school's mission and vision.

1. Review the Board's Code of Ethics and Policies

- **Code of Conduct and Ethics Policy:** The first step is to reference the board's bylaws, code of ethics, and conflict of interest policies. These documents should clearly outline the expected behavior of board members and provide guidance on how to address unethical behavior.
- **Conflict of Interest Policy:** Ensure that any concerns are evaluated in light of the conflict of interest policy, which may include issues such as financial improprieties, self-dealing, or other actions that could compromise objectivity.

2. Fact-Finding and Investigation

- **Gather Evidence:** Before taking action, it is essential to collect relevant facts to determine whether the allegations of unethical behavior are credible. This can include:
 - Documenting the alleged behavior.
 - Reviewing board meeting minutes or communications.
 - Consulting relevant parties, such as school staff or external auditors, if necessary.

- **Confidential Inquiry:** Depending on the severity of the issue, the board may appoint a committee or hire an external investigator (such as legal counsel) to conduct an impartial review of the situation while maintaining confidentiality.

3. Private Discussion with the Member(s) in Question

- **Address Concerns Directly:** If there is sufficient evidence or concern, the board chair or a designated board officer should meet privately with the board member(s) in question. During this meeting:
 - Explain the specific concerns and ethical issues raised.
 - Provide the board member an opportunity to explain their actions or provide clarification.
 - Determine whether the issue was a misunderstanding or a genuine breach of ethics.

4. Board Deliberation and Discussion

- **Executive Session:** If the issue is serious and requires further discussion, the board should hold an executive (closed) session to deliberate without the board member(s) in question present. This session should involve:
 - Reviewing the evidence gathered during the investigation.
 - Considering the board member's explanation or response.
 - Evaluating whether the board member's actions violate the board's policies, the school's mission, or state regulations.
- **Consult Legal Counsel:** If the issue involves legal or regulatory concerns, it may be prudent to seek advice from legal counsel to ensure the board is acting within its authority.

5. Determine the Appropriate Course of Action

The board must decide how to address the situation based on the severity of the unethical behavior or conflict of interest. Possible actions include:

- **Reprimand or Warning:** For minor ethical violations or misunderstandings, a formal reprimand or warning may be appropriate. This should be documented in the board's minutes and serve as a clear reminder of the board's ethical expectations.
- **Request for Resignation:** If the board member's actions are more serious or constitute a pattern of unethical behavior, the board may request the member's resignation. This is often the best solution when a board member has lost the trust of the rest of the board.
- **Vote for Removal:** If the member refuses to resign and the behavior is detrimental to the school or its governance, the board may hold a vote to remove the member from the board. This process should follow the procedures outlined in the board's bylaws, which may require a supermajority or specific process for removing a member.

- **Recusal:** If the concern involves a conflict of interest, the board may require the member to recuse themselves from voting or participating in discussions on matters related to the conflict.

6. Communicate the Decision

- **Internal Communication:** The board should inform the involved board member(s) of its decision formally and in writing. If necessary, the board should clarify any conditions or steps required (such as recusal, resignation, or corrective actions).
- **External Communication (if needed):** If the situation has attracted public attention or impacts stakeholders, the board should consider how best to communicate its actions to the school community. Transparency is key, but the communication should remain respectful and professional.

7. Restore Trust and Prevent Future Issues

- **Board Training:** Following the incident, the board may decide to conduct ethics training or governance workshops to prevent future issues and clarify expectations.
- **Strengthen Policies:** The board may want to review and update its conflict of interest policy, code of ethics, or other governance documents to ensure stronger protections against unethical behavior in the future.
- **Rebuild Board Cohesion:** If the situation caused tension within the board, it's important to focus on rebuilding trust, improving communication, and ensuring the board can function effectively moving forward.

8. Maintain Confidentiality and Protect School Integrity

- Throughout the process, the board must maintain confidentiality to protect the integrity of the investigation and prevent unnecessary reputational damage. Publicizing allegations before a thorough investigation could harm the school and the board's ability to govern effectively.

Conclusion

The governing board must handle allegations of unethical behavior or conflicts of interest with care and professionalism. A well-defined process, based on the board's bylaws and ethical standards, should guide the investigation and decision-making. The ultimate goal is to protect the school's mission and vision, maintain high ethical standards, and ensure that the board remains focused on its duty to the students and community.

Disclosures

16. 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 all of the prospective governing board members for the proposed school through numerous community projects and programs (youth resiliency programs, community-based subsistence fishing and marine management programs, multi-media digital projects with youths, volleyball and paddling, after-school tutoring programs, and church youth groups) for the past 20+ years.

17. 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 M. Traub, Ka'imi Kaupiko, and I will be school employees.

18. 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 employees ✓ Yes, we will be hiring cultural practitioners and kūpuna in our communities around Hawai'i Island

19. 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.

20. 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.

21. 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.

22. 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.

23. 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.

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

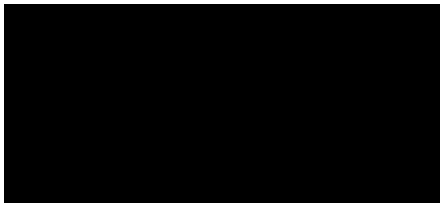
☐ Does not apply to me, my spouse or family ☒ Yes I am currently a Project Coordinator for Kalanihale and the acting President of Pa'a Pono Miloli'i. Both organizations will be partnering with the charter school.

25. 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- non-voting member serving as Found GB Vice President until the LSB for Miloli'i Charter School is established ☐ Yes Click or tap here to enter text.

Certification

I, Leivallyn Kaupu, 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.



Leivallyn Kaupu
Signature

13 November 2024
Date

Leivallyn Kaupu

“Resume & Professional Bio”

OBJECTIVE: Application for Governing Board Member of Miloli‘i Charter School

EDUCATIONAL HISTORY:

University of Hawai‘i at Mānoa

Yr.: [REDACTED]

Major: BA Hawaiian Studies

Graduated: [REDACTED]

Creighton University

Yr.: [REDACTED]

Major: Political Science

California Plaza Omaha, NE. 68178

Konawaena High School

August [REDACTED]

Yr. Graduated: [REDACTED]

Cum Laude Graduate

WORK HISTORY:

Alu Like Inc., Ho‘ala Hou Program

Program Specialist 1 - Miloli‘i Site

Started: [REDACTED] t

Duties: Community Outreach and youth resiliency programs

Hale O Nā Limahana 550 Paiea St., Suite 226

Honolulu, HI. 96819

Phone: [REDACTED]

info@alulike.org

Kua O Ka Lā New Century Public Charter School - Miloli‘i Hīpu‘u Site

Position: Educational Assistant (Technology & Culture)

Started: [REDACTED]

345 Makalika, Hilo HI 96720

[REDACTED]

Duties: Assist teachers with students on Canvas Program, ALEKS, and Google Classroom curriculum, coordinate cultural-based projects, STE(A)M HĪPU‘U Curriculum Developer, Advisory, marine and conservation place-based projects/lesson plans, OLI (chant) Kumu

University of Hawai‘i, Center on Disability Studies

Project Support - Hawai‘i Island

Started: [REDACTED]

Rehire: [REDACTED]

Rehire: [REDACTED] - [REDACTED]

Supervisor: Sean Nagamatsu ([REDACTED])

Duties: Develop educational and cultural projects with focus on environmental conservation and the perpetuation of Native Hawaiian culture related to STEM education, create adaptive lesson plans

Hakulau Creations Domestic Limited Liability Company (LLC)

Business Owner

Start Date: [REDACTED]

Services: Photography, Graphic Designer, Logo Designer

Products: Wood Burning, Photography, Apparel, Stationary, Home Decor, Accessories, Macrame, etc. (Cultural, Social, and Environmental Inspirations)

CERTIFICATION:

American Red Cross Training Services

Certificate of Completion

Adult and Pediatric First Aid/CPR/AED

Date Completed: [REDACTED]

Validity Period: 2 Years

TRAINING:

UH Mānoa Center on Disability Studies - Nā Hokua Program

New Partner Training

Piko‘u & Ka‘ao Framework (Coaching/Peer Mentorship): Utilizing cultural concepts and personal experiences while working directly with students

[REDACTED]

Alu Like, Inc., Ho‘āla Hou Program

Positive Action Training and Implementation

Provide prevention services to youths by utilizing Best Practice or Evidence Based prevention curriculum to educate youths and parents on the dangers of substance abuse/use. Partner up with schools statewide and other local agencies. Prevention curriculum, incorporating Hawaiian values, culture, and practices

[REDACTED]

Hawaiian Cultural-Based Education (HCBE) For All

Ka Waiwai No Nā Kūpuna

Treasures of Our Ancestors

[REDACTED]

Treasure of Our Ancestors for All Summit & Workshops

[REDACTED]

Hālau ‘Ōhi‘a - Lonoa Honua LLC

Kūlia E Uli: World Oli Movement

Interdisciplinary World Oil Movement (WOM), first global ONLINE conference centered around the old Hawai'i chant traditions and naturally extending into bioacoustics, sound therapy, and world chant traditions

[REDACTED]

Center for the Application of Substance Abuse Technologies

Pacific Southwest PTTC Event: Enhanced Prevention Learning Series: Prevention Ethics, Hawai'i

[REDACTED]

Hawai'i Employers Council

Alu Like - Discrimination and Harassment Training

[REDACTED]

TRAININGS (continued):

Alu Like Inc., Webinar: Substance Abuse Prevention Services

Technology and Prevention Services

Cheryl Labuguen

[REDACTED]

Hawai'i Creative Media Teachers Media Training

PBS Hiki Nō

Intermediate and Advanced Multi-Media training (Storyboarding, Camera Operator, Final Cut Pro Editor)

[REDACTED]

ORGANIZATIONS:

Pa'a Pono Miloli'i

Non-profit Community Organization

[REDACTED]

Vice President - Miloli'i

[REDACTED]

President - Miloli'i

[REDACTED] - Present

Hau'oli Kamana'o Church

Advisor to Board of Directors & Praise and Worship Leader

[REDACTED]
[REDACTED]
[REDACTED] - Present

SKILLS:

MEDIA TECHNOLOGY & EQUIPMENT: IOS products including Mac Laptops, iPad, iPhone. Chrome Laptops. Adobe Suite Software (specially Photoshop and Illustrator), Procreate, Animate Anything, Green Screen, iMovie, Garage Band, G Suite (Google Drive, Draw, Doc., Spreadsheet, Powerpoint, etc.), Excel Spreadsheet, Powerpoint Presentation, Microsoft Suite (One Drive), Keynote, Pages, Numbers, DJI Mavic and Phantom Pro Drones, Final Cut, Sony Studio, Graphic Organizers, Youtube, Social Media (Instagram, Facebook, TikTok), Podcasting, Sony Camera Products, Nikon DSLR Camera Products, Canon DSLR Camera Products

PERSONAL/PROFESSIONAL: Coordinator and Teacher for Miloli'i 'Ohana Lawai'a Yearly Camp

(2011 - present), Tutor (Social Studies, Science, Hawaiian Language and Culture), Volleyball Coach, Basketball Coach, Paddling Coach, Photography (Marine, Landscape, Portrait, and Aerial), Graphic Design (Logo Creator), 'Ōlelo Hawai'i, Marine and Conservation practices & policies, Cultural Place-Based Curriculum, Individual Educational Planning, creating podcast features, Multi-media videography (Camera Assistant, Storyboard Artist, Digital Imaging Technician), Community-Based Subsistence Fishing Area Policy Creator, Konohiki Apprentice, Biologically Marine Monitoring and Research Assistant

COMMUNITY/ SCHOOL MEDIA PROJECTS:

1. (MEDIA PROJECT): Kua O Ka Lā Public Charter School: Kaimi Kaupiko

PBS Hawai'i - Hiki Nō - Students at Kua O Ka Lā Public Charter School - Miloli'i Hīpu'u

Premier Airdate: [REDACTED]

Link: <https://www.youtube.com/watch?v=WYlzkqArry8>

Duties: Support Kumu, Editor

2. (MEDIA PROJECT): KOKL Miloli'i Hīpu'u Virtual Academy: Traditional 'Ōpelu Fishing

PBS Hawai'i - Hiki Nō - Students from KOKL Miloli'i Hīpu'u tell the story of traditional 'ōpelu fishing in the remote South Kona fishing village of Miloli'i.

Premier Airdate: [REDACTED]

Link: <https://www.pbshawaii.org/hiki-no-top-story-kua-o-ka-la-milolii-hipuu-virtual-academy-traditional-opelu-fishing/>

Duties: Support Kumu, Storyboard Artist

3. (MEDIA PROJECT): KOKL Miloli'i Hīpu'u Virtual Academy: Kehau Springer

PBS Hawai'i - Hiki Nō - Episode #902 - Students introduce us to a woman who is dedicated to the preservation of the precious Hawai'i ecosystem.

Link: <https://www.youtube.com/watch?v=nL1RkxC11Ag>

Duties: Support Kumu, Field Photographer

4. (MEDIA PROJECT): KOKL Miloli'i Hīpu'u Virtual Academy: Mauna Kea TMT

PBS Hawai'i - Hiki Nō - Episode #611 - Students from KOKL on Hawai'i Island explore the clash between modern science and ancient tradition as one of the world's most advanced telescopes gets built on the summit of Mauna Kea, considered sacred land by many Hawaiians.

Premier Airdate: [REDACTED]

Duties: Support Kumu, Field Photographer, Researcher

5. (MEDIA PROJECT): Lei at Miloli'i

Paiea Projects collaborations with Kalanihale - Lead Program Instructor for Pa'a Pono Miloli'i and a community leader of the Lawai'a 'Ohana Camp, Lei shares her mana'o on Hawaiian fishing practices and her home in Omoka'a.

Premier Airdate: [REDACTED]

Duties: Interviewee

6. (MEDIA PROJECT): Lawai'a 'Ohana Camp

Conservation International [REDACTED] - Opportunities for communities to host a Lawai'a 'Ohana camp and learn about modern and traditional marine and conservation practices.

Link: <https://www.youtube.com/watch?v=DhBKMI3Kl6g>

Duties: LOC Miloli'i Camp Coordinator

7. (MEDIA PROJECT): Community Restoration Partnership: Kalanihale ('Ōpelu Restoration Project)

Mālama Learning Center + Kalanihale - ‘Ōpelu Restoration Project. Kalanihale is a recipient of funding from the Community Restoration Partnership (CRP) of Hawai‘i Community Foundation.

Copyright: [REDACTED]

Link: <https://vimeo.com/632119610>

Duties: Cultural Practitioner, Kumu, ‘Ōpelu Project Lead Coordinator

8. (MEDIA PROJECT): UH CDS - Nā Hoku Program (PAC RIM Presenter & Video Creator)

Presentation: [REDACTED]

Title: “Building Belonging and Engagement through ‘Āina-based Education in Rural Hawai‘i”

PROFESSIONAL REFERENCES:

Name of Professional Reference	Contact Information
Monica “Pilimai” Traub	Kua O Ka Lā NCPCS, Miloli‘i Hīpu‘u Program [REDACTED]
Greg Asner	Director of Arizona University Center for Global Discovery and Conservation Science [REDACTED]
Ka‘imi Kaupiko	Executive Director of Kalanihale Miloli‘i 501(c)3 Organization [REDACTED]

Board Member Information

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

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

As part of the application for a new charter school, the Commission 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: Miloli'i Charter School
2. Contact information
Name: [REDACTED]
Phone: [REDACTED]
E-mail: [REDACTED]
3. Describe your role and position on the applicant governing board.
Due to my background in finances, I will serve as the GB Treasurer.
4. Attach your resume and professional biography.
✓ Resume and professional bio are attached to this form.
5. Check all that apply. 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.
If you checked any of the boxes above, please identify the names of the boards you have served, or are serving on. Ho'oulu Lāhui
6. How, and by whom, were you recruited to serve on the governing board of the proposed charter school? I was contacted by Ka'imi Kaupiko. Ho'oulu Lāhui has encouraged and been supportive of Miloli'i having their own charter school.

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

A governing board member of a Hawaiian-focused charter school plays several important roles:

Cultural Advocacy: Ensure that Hawaiian culture, language, and values are integrated into the curriculum and school activities.

Mission and Vision: Uphold and promote the school's mission, focusing on providing a culturally relevant education.

Policy Development: Help create and review policies that guide the school's operations, ensuring they align with both educational standards and cultural principles.

Financial Oversight: Monitor the school's budget and financial practices, ensuring resources are allocated effectively to support educational goals and cultural initiatives.

Accountability: Hold the administration accountable for academic performance and operational effectiveness, regularly reviewing progress and outcomes.

Community Engagement: Foster relationships with the school community and the broader community, encouraging involvement and feedback in the school's activities.

Personnel Decisions: Participate in hiring and evaluating the school leader, ensuring they are committed to the school's mission and cultural focus.

Compliance: Ensure that the school adheres to state regulations and charter requirements, safeguarding its funding and operational integrity.

8. Describe any previous experience 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 how your presence on the applicant governing board enhances their capacity of opening and running a public charter school.

I am an accountant and have been the president of Ho'oulu Lāhui, a non-profit that sponsors and supports a Hawaiian-focused charter school. For the past six years, I have served as president and two years as treasurer. With eight years of experience on the board of Ho'oulu Lāhui and my accounting knowledge, I can provide financial oversight as a governing board member, contributing to the successful operation of Miloli'i Charter School.

School Mission and Plan

9. How does the school's mission and vision align to your personal or professional beliefs/goals? I believe that it is important for keiki to learn about their culture, where they come from, values, getting their hands in the 'aina and learn about sustainable practices now to implement in the future.

10. Describe your understanding of the school's proposed academic plan?

Vision and Mission

The school's mission is to foster academic excellence, cultural understanding, and holistic development through an education grounded in Hawaiian values and traditions. The school aims to develop students who are critical thinkers, effective communicators, and responsible stewards of Hawai'i's land and community.

As Hawai'i's last known fishing village, the school's vision is *Hānai i nā pua*.

Core Pillars of the Academic Plan

- **Hawaiian Culture and Language Integration**
 - **Academic Rigor and Standards Alignment**
 - **Holistic Development via Nā Hopena A'o (HĀ)**
 - **SMART Goals for Academic and Cultural Outcomes**
 - **Data-Driven Instruction and Assessment**
-

Pillar 1: Hawaiian Culture and Language Integration

Curriculum Design

The curriculum will integrate Hawaiian language, history, and culture across all subject areas, reinforcing students' identity and sense of place.

Hawaiian Language ('Ōlelo Hawai'i): Required for all grade levels. Emphasis on conversational Hawaiian and cultural contexts (e.g., traditional chants, hula, and storytelling).

Place-based Learning: Incorporate hands-on learning activities related to mālama 'āina (caring for the land), local history, and traditional knowledge systems like lunar calendars and agriculture.

Cultural Values in Practice: Activities like mālama kai (ocean stewardship), laulima (working together), and aloha 'āina (love of the land) will be embedded in projects across subjects.

Pillar 2: Academic Rigor and Standards Alignment

The school will ensure that all academic subjects are aligned with **Hawai'i State Standards, Common Core Standards, and Next Generation Science Standards** to guarantee academic rigor. The curriculum will be culturally relevant, incorporating Hawaiian knowledge, values, and traditions to provide meaningful and engaging learning experiences across **English Language Arts (ELA), Mathematics, Science, and Social Studies**.

Subject-by-Subject Breakdown

English Language Arts (ELA)

- **Standards Alignment:** Common Core State Standards for ELA will be used to develop reading, writing, speaking, and listening skills.
- **Curriculum Focus:**
 - **Reading Comprehension:** Students will read both informational and literary texts that focus on Hawaiian history, legends, and cultural practices, as well as global literature to broaden their understanding.
 - **Writing and Research:** Students will conduct research on Hawaiian history, cultural practices, and contemporary issues, culminating in essays, reports, and presentations that align with Common Core writing standards.
 - **Cultural Integration:** Students will engage in oral storytelling and traditional Hawaiian practices like composing and presenting mele (songs) and oli (chants) to fulfill speaking and listening standards.

Mathematics

- **Standards Alignment:** Common Core Math Standards will guide instruction, ensuring students meet grade-level expectations in number sense, algebraic thinking, geometry, and data analysis.
- **Curriculum Focus:**
 - **Real-world Applications:** Students will use math concepts to solve practical problems related to traditional Hawaiian practices, such as building fishponds (loko i'a) and calculating area, volume, and ratios for planting crops (like kalo in lo'i).

- **Hawaiian Navigation:** Integrating geometry and measurement, students will study Polynesian navigation techniques, calculating distances and angles using the stars, wind, and ocean currents.
- **Data and Statistics:** Students will analyze environmental data, such as rainfall or tide levels, to understand the sustainability of agricultural and fishing practices, applying statistical methods in context.

Science (Next Generation Science Standards - NGSS)

- **Standards Alignment:** NGSS will ensure that students develop a deep understanding of scientific concepts while emphasizing inquiry-based learning and problem-solving skills.
- **Curriculum Focus:**
 - **Ecology and Stewardship (Mālama 'Āina):** Students will explore ecosystems by studying native Hawaiian flora and fauna, environmental stewardship, and the impact of human activity on the land and ocean.
 - **Climate and Weather:** Students will engage in traditional Hawaiian observations of the lunar calendar and its role in fishing and farming, aligning with NGSS standards on Earth's systems.
 - **Sustainability and Technology:** Students will explore modern sustainable practices alongside ancient Hawaiian technologies like aquaculture and dryland agriculture, incorporating STEM-based learning approaches.

Social Studies

- **Standards Alignment:** Hawai'i Content and Performance Standards for Social Studies (HCPS) will be integrated with Common Core Standards for Literacy in History/Social Studies, focusing on historical inquiry, critical thinking, and civic engagement.
- **Curriculum Focus:**
 - **Hawaiian History and Sovereignty:** Students will learn about the history of the Hawaiian Kingdom, its governance, the overthrow, and its implications for modern Hawaiian identity and sovereignty movements. This aligns with **HCPS's History Standards** and the **Common Core's literacy standards** for reading historical texts, analyzing sources, and constructing written arguments.
 - **Civic Responsibility:** Students will explore the Hawaiian concept of **kuleana** (responsibility) and how it informs modern civic duties, both locally and globally. Activities include debates, community service projects, and participation in student government.
 - **Place-based Learning:** Incorporating fieldwork and primary sources, students will visit historical sites, such as heiau (temples) and battlefields, to engage with local history through hands-on experiences, aligning with inquiry-based learning and critical thinking.

- **Global Connections:** In upper grades, students will analyze connections between Hawaiian culture and the global world, studying Polynesian migration, colonization, and global indigenous movements, while meeting **Common Core standards** for global citizenship and historical understanding.
- **Example: 8th Grade Social Studies**
 - **Topic:** Hawaiian Monarchy and U.S. Expansionism
 - **Standards:** Aligns with Hawai'i Content Standards on U.S. History and Government, and Common Core's literacy standards for analyzing primary and secondary sources.
 - **Activity:** Students will research the Hawaiian Kingdom's treaties with foreign nations, analyze the legal and political structures in place before the overthrow, and write argumentative essays discussing the impacts of colonization on native sovereignty.

Cultural Integration in Social Studies

- **Hawaiian Governance Systems:** Students will study the governance structures of ancient Hawai'i (ali'i, kahuna, maka'āinana) and compare them to other global systems of governance, meeting both Hawai'i and Common Core standards for historical analysis and comparison.
- **Environmental History:** Students will examine the relationship between the Hawaiian people and their natural environment, focusing on the ahupua'a system, resource management, and environmental sustainability. This will connect with social studies standards on geography and economics, while also aligning with science standards on ecosystems and environmental change.
- **Oral Histories and Primary Sources:** Social studies units will include oral histories from kūpuna (elders) and primary source documents, allowing students to engage in historical inquiry, a key aspect of both state and Common Core standards for historical thinking skills.

Instructional Strategies

Across all subjects, **inquiry-based learning**, **project-based learning**, and **culturally responsive teaching** will be employed. This will ensure that students not only meet academic standards but also connect with their cultural heritage in meaningful ways.

Project-Based Learning (PBL): Students will work on long-term projects such as restoring a lo'i kalo (taro field) or creating a Hawaiian language digital storybook. These projects integrate multiple subject areas (social studies, science, ELA) while allowing students to demonstrate mastery of Common Core and state standards.

Collaborative Learning: Group activities will foster the Hawaiian value of **laulima** (working together), while peer discussions, presentations, and debates will help students develop

communication and critical thinking skills aligned with Common Core speaking and listening standards.

Hands-On Activities: Cultural practices such as Makahiki games, traditional farming and fishing practices, and navigation projects will deepen students' understanding of math, science, and social studies while reinforcing Hawaiian cultural knowledge.

Pillar 3: Holistic Development via Nā Hopena A'o (HĀ)

Nā Hopena A'o emphasizes six critical outcomes: **Belonging, Responsibility, Excellence, Aloha, Total Well-being, and Hawai'i**. These outcomes will guide all aspects of teaching and learning.

Implementation

Belonging ('Ike Aku, 'Ike Mai): Ensure every student feels a sense of place and belonging through community-centered learning, peer collaboration, and cultural respect.

Responsibility (Kuleana): Integrate responsibility for self, community, and environment through service projects, stewardship activities, and leadership opportunities.

Excellence ('Imi Na'auao): Encourage academic excellence by setting high expectations, fostering curiosity, and recognizing achievement in both academic and cultural areas.

Aloha: Teach students to express empathy, kindness, and respect in their interactions. For example, through mentoring younger students in Hawaiian language or cultural practices.

Total Well-being (Mauli Ola): Focus on the well-being of students through emotional, physical, and spiritual learning practices such as mindfulness, cultural rites, and healthy living.

Hawai'i: Ensure that the connection to the land, history, and culture of Hawai'i is central to all learning experiences.

Pillar 4: SMART Goals for Academic and Cultural Outcomes

Goal 1: Increase Proficiency in English Language Arts (ELA)

- **Specific:** By the end of Year 5, 70% of students will approach or meet the proficiency benchmark in reading comprehension and writing, as measured by the state assessment.
- **Measurable:** Quarterly assessments aligned with Common Core standards.

- **Achievable:** Provide targeted interventions for struggling students, such as after-school tutoring or culturally relevant literacy programs.
- **Relevant:** Align content with Hawaiian history and cultural texts to engage students in learning.
- **Time-bound:** Achieve by the end of the first school year.

Goal 2: Develop Fluency in ‘Ōlelo Hawai‘i (Hawaiian Language)

- **Specific:** By the end of Year 1, 75% of students in grades 6-9 will be able to engage in basic Hawaiian conversations and demonstrate understanding of traditional chants.
- **Measurable:** Biannual oral language assessments and cultural performance evaluations.
- **Achievable:** Daily Hawaiian language instruction, with immersion-based learning.
- **Relevant:** Fluency is critical for cultural preservation and aligns with the school's mission to promote Hawaiian identity.
- **Time-bound:** Fluency goals will be evaluated by the end of Year 1 and adjusted annually.

Goal 3: Improve Mathematics Proficiency

- **Specific:** By the end of Year 5, 70% of students will approach or meet proficiency in math according to Common Core Math Standards.
- **Measurable:** Math proficiency will be tracked through quarterly assessments.
- **Achievable:** Implement math centers, one-on-one support, and hands-on activities incorporating traditional Hawaiian measurement and navigation practices.
- **Relevant:** High math proficiency ensures readiness for higher education and career pathways.
- **Time-bound:** End of Year 1 review, with continuous monitoring through monthly benchmarks.

Goal 4: Strengthen Cultural Competency through Nā Hopena A‘o

- **Specific:** 80% of students will demonstrate cultural competency and a sense of kuleana (responsibility) by participating in at least two mālama ‘āina (stewardship) projects each semester.
 - **Measurable:** Track participation in projects, reflection journals, and performance on cultural assessments.
 - **Achievable:** Partner with local Hawaiian cultural organizations and create project-based learning opportunities.
 - **Relevant:** Fulfills the mission of promoting aloha ‘āina and fostering leadership in the Hawaiian community.
 - **Time-bound:** Achieved by the end of each semester, with growth tracked over the school year.
-

Pillar 5: Data-Driven Instruction and Assessment

Regular Assessments

- **Formative Assessments:** Ongoing quizzes, projects, and reflections will help teachers adjust instruction to meet students' needs.
- **Benchmark Assessments:** Quarterly assessments in core subjects (ELA, Math, Science) will provide data on student progress toward state and Common Core standards.
- **Cultural Assessments:** Evaluate students' growth in cultural knowledge and practices, using performance-based assessments such as oral presentations, chants, and project-based learning outcomes.

Data Review and Instructional Adjustments

- **Professional Learning Communities (PLCs):** Teachers will meet regularly to review assessment data, share best practices, and plan interventions for struggling students.
- **Individualized Learning Plans (ILPs):** For students not meeting proficiency targets, personalized learning plans will be created that combine academic support with cultural activities to engage and motivate.

Conclusion

This academic plan reflects the integration of **Hawai'i State and Common Core Standards, Nā Hopena A'o**, and a set of **SMART goals** to ensure measurable academic and cultural outcomes. By fostering a strong connection to Hawaiian values and culture while ensuring academic rigor, the school can empower students to succeed both academically and as future leaders of Hawai'i.

11. As a governing board member, how will you ensure that the school is succeeding or is not succeeding in achieving its mission? As a GB member the school director will provide quarterly reports of the Miloli'i's Charter school status in meeting mission aligned initiatives for GB members to review and discuss at meetings.
12. Describe the role that the governing board will play in the school's operation.

The governing board of a Hawaiian-focused charter school plays a crucial role in the school's operation, ensuring it aligns with both educational standards and cultural values. The board

defines and upholds the school's mission, emphasizing Hawaiian culture, language, and traditions in the curriculum and school activities. They establish policies that guide school operations, including governance, curriculum standards, and student behavior, while ensuring they reflect Hawaiian values. The board oversees budgeting and financial management, ensuring resources are allocated effectively to support educational programs and cultural initiatives. They hold the administration accountable for achieving academic and operational goals, monitoring student performance and school effectiveness. The board fosters strong ties with the local community, involving parents, cultural practitioners, and stakeholders in decision-making processes to ensure the school serves its community's needs. They participate in hiring and evaluating the school leader, ensuring that the school leader is committed to the school's mission and cultural focus. The board ensures the school adheres to state regulations, charter agreements, and educational standards, safeguarding the school's charter and its funding. They promote the integration of Hawaiian culture in all aspects of the school, from curriculum development to extracurricular activities, ensuring a holistic educational experience. By fulfilling these roles, the governing board helps create an environment that honors the school's mission and vision while providing a high-quality education.

13. How will you monitor if the school is on target to successfully meet its operational goals for year 1?

Monitoring the progress of a new charter school in meeting its operational goals for year 1 is essential to ensure success and accountability. The Miloli'i Charter School governing board will follow these steps to evaluate and monitor if the school is on track:

1. Define Key Performance Indicators (KPIs)

Student Enrollment: Monitor actual enrollment against the projected numbers.

Attendance & Retention Rates: Track student attendance and retention rates to ensure students are attending consistently.

Staff Hiring and Retention: Ensure the school hires and retains qualified staff, meeting staffing goals for year 1.

Financial Performance: Review budget adherence, cash flow, fundraising progress, and financial stability.

Academic Performance: Set targets for academic benchmarks, test scores, and curriculum delivery.

Compliance and Safety: Ensure that the school meets regulatory requirements, health and safety standards, and adheres to its charter agreement.

2. Regular Progress Reporting

Monthly or Quarterly Reports: Establish a system for the school leadership to submit regular reports on enrollment, academic progress, staff performance, financials, and compliance.

Dashboards & Scorecards: Utilize dashboards to visualize data in real-time, giving board members easy access to critical metrics.

3. Establish Milestones and Checkpoints

Break down operational goals into specific, measurable milestones. For example:

- **By Month 3:** Have a full staff in place and onboarded.
- **By Month 6:** Meet 90% of student enrollment goals and achieve compliance with health and safety regulations.
- **End of Year 1:** Ensure financial sustainability and meet state academic benchmarks.

4. Conduct Audits & Evaluations

Financial Audits: Conduct audits to ensure that the school is using funds appropriately and meeting budgetary targets.

Operational Reviews: Evaluate areas such as human resources, student services, and facility management to ensure they align with expectations.

5. Site Visits and Walkthroughs

Conduct regular site visits to see the school in action, ensuring that the facilities are in good condition, and the school is running efficiently.

6. Stakeholder Feedback

Parent and Student Surveys: Regularly gather feedback from families and students about the school's performance, addressing any concerns early on.

Staff Feedback: Obtain feedback from teachers and administrators on the school's operations, challenges, and morale.

7. Risk Mitigation & Contingency Plans

Identify any early signs of underperformance and establish contingency plans. For example, if enrollment is lower than projected, the school can adjust its marketing strategies or budget.

8. Review Leadership Performance

Evaluate the school leadership team's ability to execute the school's vision, meet milestones, and adapt to challenges. Leadership quality is a critical factor in operational success.

By employing these strategies, the governing board can keep the new charter school on track to achieve its year 1 goals and ensure long-term sustainability.

14. Describe the governing Board oversight that needs to take place over the duration of the initial contract to ensure the applicant school is making positive progress to achieving its mission and vision. [Click or tap here to enter text.](#)

The governing board plays a critical role in ensuring that the applicant school stays on course to achieve its mission and vision over the duration of the initial charter contract.. This oversight requires careful planning, regular monitoring, and strategic adjustments based on data and outcomes. Here's how the board should provide oversight during this period:

1. Alignment with Mission and Vision

Review of Mission/Vision in Strategic Planning: Ensure that all goals, policies, and practices align with the school's stated mission and vision. The board should regularly revisit these statements to make sure all school activities, decisions, and initiatives are mission-driven.

Mission-Driven Decision Making: Evaluate key decisions—such as curriculum adoption, student discipline policies, and budget allocation—against the mission and vision. The board should ensure that choices contribute to fulfilling the core purpose of the school.

2. Setting and Monitoring Strategic Goals

Set Long-term and Short-term Goals: The board should work with school leadership to set clear, measurable goals that reflect the school's mission and vision. These goals should cover key areas such as academics, culture, community engagement, and financial sustainability.

Annual Performance Reviews: Each year, the board should evaluate the school's progress against the set goals. This includes reviewing student outcomes, staff performance, and overall school climate to ensure alignment with the school's overarching mission.

3. Academic Performance Oversight

Academic Benchmarks: The board should set clear academic performance expectations, including state test scores, graduation rates, and college readiness benchmarks. Monitoring student achievement ensures the school is delivering on its promise to provide a high-quality education.

Curriculum and Instruction: Ensure that the instructional strategies and curriculum align with the educational philosophy in the school's charter. The board can engage external evaluators or internal committees to assess whether the academic program is being implemented effectively.

Continuous Improvement: Promote a culture of continuous improvement by requiring that the school leadership analyze academic data and adjust instruction as needed. This may involve professional development, curriculum changes, or intervention programs.

4. Financial Oversight

Budget Review and Approval: Annually review and approve the school's budget to ensure that financial resources are being allocated effectively to support the school's mission and vision. The board should regularly review cash flow, expenditures, and budget-to-actuals reports.

Audits: Conduct annual independent financial audits to ensure that the school is fiscally responsible and compliant with all legal and regulatory requirements.

Risk Management: Identify and mitigate financial risks early, including maintaining sufficient cash reserves, managing debt responsibly, and ensuring that enrollment targets are met.

5. Compliance and Accountability

Compliance with State and Federal Laws: The board is responsible for ensuring that the school remains compliant with all applicable regulations, including special education laws, student data privacy, and safety standards.

Charter Agreement Compliance: Review and ensure that the school is meeting the terms of its charter contract, which includes academic performance, enrollment targets, and operational requirements. The board must ensure adherence to the specific goals and accountability metrics outlined in the charter.

Renewal Preparation: In preparation for charter renewal, the board should ensure the school is meeting or exceeding the agreed-upon performance metrics.

6. Leadership Oversight

Supervision of School Leadership: The board should conduct annual evaluations of the school leader (e.g., principal or executive director), ensuring their performance aligns with the school's mission and strategic goals.

Leadership Development: Support leadership development by ensuring the school leader has access to resources, mentorship, and training that align with the school's needs and mission.

7. Community and Stakeholder Engagement

Parent and Community Feedback: Actively seek feedback from parents, students, and the community through surveys, forums, and town halls. This input should guide the board's decision-making and help the school stay aligned with community needs.

Transparency: Communicate regularly with stakeholders about the school's progress toward its goals, financial health, and operational performance. Transparency strengthens trust and helps the board stay accountable to the public.

8. School Culture and Climate

Mission-Aligned Culture: The board should ensure that the school fosters a culture that reflects its values and mission. This includes student behavior policies, staff engagement, and overall school climate.

Equity and Inclusion: Ensure the school is creating a safe, inclusive, and equitable environment where all students have access to high-quality learning experiences.

9. Risk Management and Crisis Oversight

Address Challenges Promptly: The board should be proactive in identifying potential risks (financial shortfalls, enrollment dips, staff turnover) and working with school leadership to develop contingency plans.

Crisis Response: The board must be prepared to oversee the school's response to crises (such as a health emergency or natural disaster), ensuring that school operations remain aligned with the mission and vision during difficult times.

10. Evaluating Progress Towards Renewal

Data-Driven Decision Making: Throughout the duration of the initial contract, the board should base decisions on comprehensive data, including academic performance, financial health, and compliance metrics. These data points will be critical during the renewal process.

Third-Party Evaluations: If necessary, the board can engage external evaluators to assess the school's progress, particularly in areas like academics and organizational effectiveness.

11. Professional Development for the Governing Board

Training and Capacity Building: The governing board should engage in regular professional development to ensure it is equipped to effectively oversee the school's progress. Training in areas such as financial oversight, academic accountability, and governance best practices can strengthen the board's ability to guide the school successfully.

Summary

The board's oversight role is both strategic and operational, ensuring that the school stays true to its mission and vision. By monitoring academic outcomes, financial performance, compliance, leadership, and culture, the board can provide the necessary guidance and support to help the school thrive throughout the initial contract period. Continuous

assessment and data-driven decision-making are key to maintaining alignment with the charter's mission and preparing for successful renewal.

15. 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?

Everyone on the GB is a volunteer, I would pull the person aside and have a one on one conversation with them. If the problem was not resolved, the GB members would need to meet in an executive session with the GB Chair facilitating the meeting.

When a charter school governing board believes that one or more members are acting unethically or not in the best interests of the school, the board must address the issue promptly, fairly, and transparently. Mishandling the situation can damage the school's reputation, impede decision-making, and affect the board's ability to serve the school's mission and vision. Below is a step-by-step guide on how the board should handle such situations:

1. Review the Board's Code of Ethics and Policies

- **Code of Conduct and Ethics Policy:** The first step is to reference the board's bylaws, code of ethics, and conflict of interest policies. These documents should clearly outline the expected behavior of board members and provide guidance on how to address unethical behavior.
- **Conflict of Interest Policy:** Ensure that any concerns are evaluated in light of the conflict of interest policy, which may include issues such as financial improprieties, self-dealing, or other actions that could compromise objectivity.

2. Fact-Finding and Investigation

- **Gather Evidence:** Before taking action, it is essential to collect relevant facts to determine whether the allegations of unethical behavior are credible. This can include:
 - Documenting the alleged behavior.
 - Reviewing board meeting minutes or communications.
 - Consulting relevant parties, such as school staff or external auditors, if necessary.
- **Confidential Inquiry:** Depending on the severity of the issue, the board may appoint a committee or hire an external investigator (such as legal counsel) to conduct an impartial review of the situation while maintaining confidentiality.

3. Private Discussion with the Member(s) in Question

- **Address Concerns Directly:** If there is sufficient evidence or concern, the board chair or a designated board officer should meet privately with the board member(s) in question. During this meeting:
 - Explain the specific concerns and ethical issues raised.
 - Provide the board member an opportunity to explain their actions or provide clarification.
 - Determine whether the issue was a misunderstanding or a genuine breach of ethics.

4. Board Deliberation and Discussion

- **Executive Session:** If the issue is serious and requires further discussion, the board should hold an executive (closed) session to deliberate without the board member(s) in question present. This session should involve:
 - Reviewing the evidence gathered during the investigation.
 - Considering the board member's explanation or response.
 - Evaluating whether the board member's actions violate the board's policies, the school's mission, or state regulations.
- **Consult Legal Counsel:** If the issue involves legal or regulatory concerns, it may be prudent to seek advice from legal counsel to ensure the board is acting within its authority.

5. Determine the Appropriate Course of Action

The board must decide how to address the situation based on the severity of the unethical behavior or conflict of interest. Possible actions include:

- **Reprimand or Warning:** For minor ethical violations or misunderstandings, a formal reprimand or warning may be appropriate. This should be documented in the board's minutes and serve as a clear reminder of the board's ethical expectations.
- **Request for Resignation:** If the board member's actions are more serious or constitute a pattern of unethical behavior, the board may request the member's resignation. This is often the best solution when a board member has lost the trust of the rest of the board.
- **Vote for Removal:** If the member refuses to resign and the behavior is detrimental to the school or its governance, the board may hold a vote to remove the member from the board. This process should follow the procedures outlined in the board's bylaws, which may require a supermajority or specific process for removing a member.
- **Recusal:** If the concern involves a conflict of interest, the board may require the member to recuse themselves from voting or participating in discussions on matters related to the conflict.

6. Communicate the Decision

- **Internal Communication:** The board should inform the involved board member(s) of its decision formally and in writing. If necessary, the board should clarify any conditions or steps required (such as recusal, resignation, or corrective actions).
- **External Communication (if needed):** If the situation has attracted public attention or impacts stakeholders, the board should consider how best to communicate its actions to the school community. Transparency is key, but the communication should remain respectful and professional.

7. Restore Trust and Prevent Future Issues

- **Board Training:** Following the incident, the board may decide to conduct ethics training or governance workshops to prevent future issues and clarify expectations.
- **Strengthen Policies:** The board may want to review and update its conflict of interest policy, code of ethics, or other governance documents to ensure stronger protections against unethical behavior in the future.
- **Rebuild Board Cohesion:** If the situation causes tension within the board, it's important to focus on rebuilding trust, improving communication, and ensuring the board can function effectively moving forward.

8. Maintain Confidentiality and Protect School Integrity

- Throughout the process, the board must maintain confidentiality to protect the integrity of the investigation and prevent unnecessary reputational damage. Publicizing allegations before a thorough investigation could harm the school and the board's ability to govern effectively.

Conclusion

The governing board must handle allegations of unethical behavior or conflicts of interest with care and professionalism. A well-defined process, based on the board's bylaws and ethical standards, should guide the investigation and decision-making. The ultimate goal is to protect the school's mission and vision, maintain high ethical standards, and ensure that the board remains focused on its duty to the students and community.

Disclosures

16. 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 [Click or tap here to enter text.](#)
17. 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 the president of Ho‘oulu Lāhui, we have supported the Miloli‘i community through Kua O Ka Lā PCS, therefore, I have known and worked with the teachers in Miloli‘i for 12 years.

18. 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 employees ☐ Yes [Click or tap here to enter text.](#)
19. 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.](#)
20. 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.](#)
21. 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.
- N/A I/we do not know any such persons ☐ Yes [Click or tap here to enter text.](#)
22. 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.](#)
23. 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.](#)
24. 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.

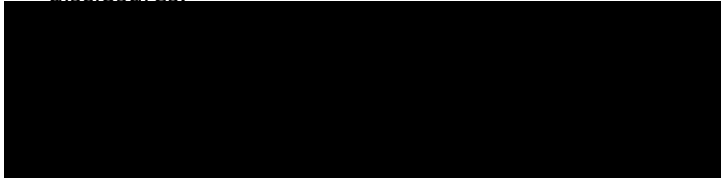
✓ Does not apply to me, my spouse or family ☐ Yes [Click or tap here to enter text.](#)

25. 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, Luika Imaoka, 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.



11/15/2024
Date

LUIKA IMAOKA



SKILLS SUMMARY

PAYROLL ACCOUNTANT/1ST ASSISTANT
PROFICIENT IN CAST & CREW, EP SMART TIME & SMART START, GREENSLATE
SOFTWARE SYSTEMS
PSL, CITRIX WORKSPACE, VPO

PROFESSIONAL FILM INDUSTRY EXPERIENCE

CONSTRUCTION ACCOUNTANT/PROJECTS: CELLULAR, NEXT FRIDAY, FRIDAY
AFTER NEXT, FAMILY LAW, BIKER BOYS. UNDER JOE KEARNEY CONSTRUCTION
COORDINATOR

CONSTRUCTION ACCOUNTANT/PROJECTS: THE RICHES, WALK HARD: THE DEWEY
COX STORY, YEAR ONE. UNDER TONY LATTANZIO CONSTRUCTION COORDINATOR

ASSISTANT ACCOUNTANT/LEAD PAYROLL/PROJECTS: VARIOUS MARK BURNETT
PRODUCTIONS PROJECTS. THE PEOPLES CHOICE AWARDS 4 SEASONS, 500
QUESTIONS, THE JABLANSKI PROJECT, VIDEO GAME AWARDS 2 SEASONS,
JINGLES, LIVE FROM NY. UNDER LISA KAUFMAN LEAD ACCOUNTANT

ASSISTANT ACCOUNTANT & LEAD PAYROLL: MGM VARIOUS PROJECTS. UNDER
LISA KAUFMAN

PAYROLL ACCOUNTANT/PROJECT: THE WIND & THE RECKONING: UNDER RALPH
BURRIS LEAD ACCOUNTANT

PAYROLL ACCOUNTANT/PROJECT: YOU HAD ME AT ALOHA. UNDER LISA
KAUFMAN LEAD ACCOUNTANT

PAYROLL ACCOUNTANT/PROJECT: LOVE FOR REAL. UNDER COLLEEN NYBO LEAD
ACCOUNTANT

PAYROLL ACCOUNTANT/PROJECT : CARPE. UNDER JULIA GILBERT LEAD ACCOUNTANT

PAYROLL ACCOUNTANT/PROJECT: HIDDEN GEMS. UNDER STEVEN LENCHNER LEAD ACCOUNTANT

PAYROLL ACCOUNTANT/PROJECT: HANNA'S HONEYMOON. UNDER STEVEN LENCHNER LEAD ACCOUNTANT

PAYROLL ACCOUNTANT/PROJECT: GROUNDSWELL. UNDER BERNICE MOSCHINI LEAD ACCOUNTANT

PAYROLL ACCOUNTANT/PROJECT: BILLY KNIGHT. UNDER STEVEN LENCHNER LEAD ACCOUNTANT.

PAYROLL ACCOUNTANT/PROJECT: BATTLE BOTS S6. UNDER MORGAN KRAUTSTRUNK LEAD ACCOUNTANT

PAYROLL ACCOUNTANT/PROJECT: MISS YOU LOVE YOU UNDER STEVEN LENCHNER LEAD ACCOUNTANT

PAYROLL ACCOUNTANT/PROJECT: CHIMERA UNDER STEVEN LENCHNER LEAD ACCOUNTANT

DUTIES: PAYROLL, ENTERING P.O.'s, INVOICES, DUTIES OF A FIRST ACCOUNTANT

CERTIFICATE OF COMPLETION FOR THE FOLLOWING: SCENECHRONIZE FOR SHOW MANAGERS, SCENECHRONIZE FOR SHOW ADMINISTRATORS, MOVIE MAGIC BUDGETING BASICS AND SMART ACCOUNTING 101

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: Milolii Charter School
2. Contact information
Name: [REDACTED]
Phone: [REDACTED]
E-mail: [REDACTED]
3. Describe your role and position on the applicant governing board. I am currently a board member for Milolii Charter School.
4. Attach your resume and professional biography.
X Resume and professional bio are attached to this form.
5. Check all that apply. Indicate whether you currently or have previously served on a board:
☐ of a school district,
☐ another charter school,
☐ a non-public school, or
X any nonprofit organization.

If you checked any of the boxes above, please identify the names of the boards you have served, or are serving on. I previously and currently served on the Milolii Charter School board.

6. How, and by whom, were you recruited to serve on the governing board of the proposed charter school? I was contacted by Ka'imi Kaupiko to serve on the governing board of Milolii Charter School.
7. What is your understanding of the appropriate role of a public charter school governing board member? A governing board member of a Hawaiian-focused charter school plays several important roles:
- Cultural Advocacy:** Ensure that Hawaiian culture, language, and values are integrated into the curriculum and school activities.
- Mission and Vision:** Uphold and promote the school's mission, focusing on providing a culturally relevant education.
- Policy Development:** Help create and review policies that guide the school's operations, ensuring they align with both educational standards and cultural principles.
- Financial Oversight:** Monitor the school's budget and financial practices, ensuring resources are allocated effectively to support educational goals and cultural initiatives.
- Accountability:** Hold the administration accountable for academic performance and operational effectiveness, regularly reviewing progress and outcomes.
- Community Engagement:** Foster relationships with the school community and the broader community, encouraging involvement and feedback in the school's activities.
- Personnel Decisions:** Participate in hiring and evaluating the school leader, ensuring they are committed to the school's mission and cultural focus.
- Compliance:** Ensure that the school adheres to state regulations and charter requirements, safeguarding its funding and operational integrity.
8. Describe any previous experience 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 how your presence on the applicant governing board enhances their capacity of opening and running a public charter school. I am a business owner have been in business for over 12 years now. I have supported Milolii Charter School as a board member for about 2 years now. I have also been part of several non-profit organizations not as a board member but as a working member helping in any compacity they need, such as working through committees, participating in scholarship fundraisers, and contributing to the needs of the community.

School Mission and Plan

9. How does the school's mission and vision align to your personal or professional beliefs/goals? As we live in a very rural community it is important that our children learn about their culture, who they are and where they come from, values, and getting their hands in

the aina to learn about sustainable practices and how to implement these teachings in life and in the future.

10. Describe your understanding of the school's proposed academic plan?

Vision and Mission

The school's mission is to foster academic excellence, cultural understanding, and holistic development through an education grounded in Hawaiian values and traditions. The school aims to develop students who are critical thinkers, effective communicators, and responsible stewards of Hawai'i's land and community.

As Hawai'i's last known fishing village, the school's vision is *Hānai i nā pua*.

Core Pillars of the Academic Plan

Hawaiian Culture and Language Integration

Academic Rigor and Standards Alignment

Holistic Development via Nā Hopena A'o (HĀ)

SMART Goals for Academic and Cultural Outcomes

Data-Driven Instruction and Assessment

Pillar 1: Hawaiian Culture and Language Integration

Curriculum Design

The curriculum will integrate Hawaiian language, history, and culture across all subject areas, reinforcing students' identity and sense of place.

Hawaiian Language ('Ōlelo Hawai'i): Required for all grade levels. Emphasis on conversational Hawaiian and cultural contexts (e.g., traditional chants, hula, and storytelling).

Place-based Learning: Incorporate hands-on learning activities related to mālama 'āina (caring for the land), local history, and traditional knowledge systems like lunar calendars and agriculture.

Cultural Values in Practice: Activities like mālama kai (ocean stewardship), laulima (working together), and aloha 'āina (love of the land) will be embedded in projects across subjects.

Example: 4th Grade Social Studies

Topic: Native Hawaiian Governance and Traditional Societies

Integration: Analyze Hawaiian ali'i (royalty) systems and compare them to other forms of government while meeting Common Core literacy standards for reading informational texts.

Pillar 2: Academic Rigor and Standards Alignment

The school will ensure that all academic subjects are aligned with **Hawai'i State Standards, Common Core Standards, and Next Generation Science Standards** to guarantee academic rigor. The curriculum will be culturally relevant, incorporating Hawaiian knowledge, values, and traditions to provide meaningful and engaging learning experiences across **English Language Arts (ELA), Mathematics, Science, and Social Studies.**

Subject-by-Subject Breakdown

English Language Arts (ELA)

Standards Alignment: Common Core State Standards for ELA will be used to develop reading, writing, speaking, and listening skills.

Curriculum Focus:

Reading Comprehension: Students will read both informational and literary texts that focus on Hawaiian history, legends, and cultural practices, as well as global literature to broaden their understanding.

Writing and Research: Students will conduct research on Hawaiian history, cultural practices, and contemporary issues, culminating in essays, reports, and presentations that align with Common Core writing standards.

Cultural Integration: Students will engage in oral storytelling and traditional Hawaiian practices like composing and presenting mele (songs) and oli (chants) to fulfill speaking and listening standards.

Mathematics

Standards Alignment: Common Core Math Standards will guide instruction, ensuring students meet grade-level expectations in number sense, algebraic thinking, geometry, and data analysis.

Curriculum Focus:

Real-world Applications: Students will use math concepts to solve practical problems related to traditional Hawaiian practices, such as building fishponds (loko i'a) and calculating area, volume, and ratios for planting crops (like kalo in lo'i).

Hawaiian Navigation: Integrating geometry and measurement, students will study Polynesian navigation techniques, calculating distances and angles using the stars, wind, and ocean currents.

Data and Statistics: Students will analyze environmental data, such as rainfall or tide levels, to understand the sustainability of agricultural and fishing practices, applying statistical methods in context.

Science (Next Generation Science Standards - NGSS)

Standards Alignment: NGSS will ensure that students develop a deep understanding of scientific concepts while emphasizing inquiry-based learning and problem-solving skills.

Curriculum Focus:

Ecology and Stewardship (Mālama 'Āina): Students will explore ecosystems by studying native Hawaiian flora and fauna, environmental stewardship, and the impact of human activity on the land and ocean.

Climate and Weather: Students will engage in traditional Hawaiian observations of the lunar calendar and its role in fishing and farming, aligning with NGSS standards on Earth's systems.

Sustainability and Technology: Students will explore modern sustainable practices alongside ancient Hawaiian technologies like aquaculture and dryland agriculture, incorporating STEM-based learning approaches.

Social Studies

Standards Alignment: Hawai'i Content and Performance Standards for Social Studies (HCPS) will be integrated with Common Core Standards for Literacy in History/Social Studies, focusing on historical inquiry, critical thinking, and civic engagement.

Curriculum Focus:

Hawaiian History and Sovereignty: Students will learn about the history of the Hawaiian Kingdom, its governance, the overthrow, and its implications for modern Hawaiian identity and sovereignty movements. This aligns with **HCPS's History Standards** and the **Common Core's literacy standards** for reading historical texts, analyzing sources, and constructing written arguments.

Civic Responsibility: Students will explore the Hawaiian concept of **kuleana** (responsibility) and how it informs modern civic duties, both locally and globally. Activities include debates, community service projects, and participation in student government.

Place-based Learning: Incorporating fieldwork and primary sources, students will visit historical sites, such as heiau (temples) and battlefields, to engage with local history through hands-on experiences, aligning with inquiry-based learning and critical thinking.

Global Connections: In upper grades, students will analyze connections between Hawaiian culture and the global world, studying Polynesian migration, colonization, and global indigenous movements, while meeting **Common Core standards** for global citizenship and historical understanding.

Example: 8th Grade Social Studies

Topic: Hawaiian Monarchy and U.S. Expansionism

Standards: Aligns with Hawai'i Content Standards on U.S. History and Government, and Common Core's literacy standards for analyzing primary and secondary sources.

Activity: Students will research the Hawaiian Kingdom's treaties with foreign nations, analyze the legal and political structures in place before the overthrow, and write argumentative essays discussing the impacts of colonization on native sovereignty.

Cultural Integration in Social Studies

Hawaiian Governance Systems: Students will study the governance structures of ancient Hawai'i (ali'i, kahuna, maka'āinana) and compare them to other global systems of governance, meeting both Hawai'i and Common Core standards for historical analysis and comparison.

Environmental History: Students will examine the relationship between the Hawaiian people and their natural environment, focusing on the ahupua'a system, resource management, and environmental sustainability. This will connect with social studies standards on geography and economics, while also aligning with science standards on ecosystems and environmental change.

Oral Histories and Primary Sources: Social studies units will include oral histories from kūpuna (elders) and primary source documents, allowing students to engage in historical inquiry, a key aspect of both state and Common Core standards for historical thinking skills.

Instructional Strategies

Across all subjects, **inquiry-based learning**, **project-based learning**, and **culturally responsive teaching** will be employed. This will ensure that students not only meet academic standards but also connect with their cultural heritage in meaningful ways.

Project-Based Learning (PBL): Students will work on long-term projects such as restoring a lo'i kalo (taro field) or creating a Hawaiian language digital storybook. These projects integrate multiple subject areas (social studies, science, ELA) while allowing students to demonstrate mastery of Common Core and state standards.

Collaborative Learning: Group activities will foster the Hawaiian value of **laulima** (working together), while peer discussions, presentations, and debates will help students develop communication and critical thinking skills aligned with Common Core speaking and listening standards.

Hands-On Activities: Cultural practices such as Makahiki games, traditional farming and fishing practices, and navigation projects will deepen students' understanding of math, science, and social studies while reinforcing Hawaiian cultural knowledge.

Pillar 3: Holistic Development via Nā Hopena A'o (HĀ)

Nā Hopena A'ō emphasizes six critical outcomes: **Belonging, Responsibility, Excellence, Aloha, Total Well-being, and Hawai'i**. These outcomes will guide all aspects of teaching and learning.

Implementation

Belonging ('Ike Aku, 'Ike Mai): Ensure every student feels a sense of place and belonging through community-centered learning, peer collaboration, and cultural respect.

Responsibility (Kuleana): Integrate responsibility for self, community, and environment through service projects, stewardship activities, and leadership opportunities.

Excellence ('Imi Na'auao): Encourage academic excellence by setting high expectations, fostering curiosity, and recognizing achievement in both academic and cultural areas.

Aloha: Teach students to express empathy, kindness, and respect in their interactions. For example, through mentoring younger students in Hawaiian language or cultural practices.

Total Well-being (Mauli Ola): Focus on the well-being of students through emotional, physical, and spiritual learning practices such as mindfulness, cultural rites, and healthy living.

Hawai'i: Ensure that the connection to the land, history, and culture of Hawai'i is central to all learning experiences.

Pillar 4: SMART Goals for Academic and Cultural Outcomes

Goal 1: Increase Proficiency in English Language Arts (ELA)

Specific: By the end of Year 1, 80% of students will meet or exceed the proficiency benchmark in reading comprehension and writing, as measured by the state assessment.

Measurable: Quarterly assessments aligned with Common Core standards.

Achievable: Provide targeted interventions for struggling students, such as after-school tutoring or culturally relevant literacy programs.

Relevant: Align content with Hawaiian history and cultural texts to engage students in learning.

Time-bound: Achieve by the end of the first school year.

Goal 2: Develop Fluency in 'Ōlelo Hawai'i (Hawaiian Language)

Specific: By the end of Year 1, 75% of students in grades K-5 will be able to engage in basic Hawaiian conversations and demonstrate understanding of traditional chants.

Measurable: Biannual oral language assessments and cultural performance evaluations.

Achievable: Daily Hawaiian language instruction, with immersion-based learning.

Relevant: Fluency is critical for cultural preservation and aligns with the school's mission to promote Hawaiian identity.

Time-bound: Fluency goals will be evaluated by the end of Year 1 and adjusted annually.

Goal 3: Improve Mathematics Proficiency

Specific: By the end of Year 1, 70% of students will meet or exceed proficiency in math according to Common Core Math Standards.

Measurable: Math proficiency will be tracked through quarterly assessments.

Achievable: Implement math centers, one-on-one support, and hands-on activities incorporating traditional Hawaiian measurement and navigation practices.

Relevant: High math proficiency ensures readiness for higher education and career pathways.

Time-bound: End of Year 1 review, with continuous monitoring through monthly benchmarks.

Goal 4: Strengthen Cultural Competency through Nā Hopena A'o

Specific: 90% of students will demonstrate cultural competency and a sense of kuleana (responsibility) by participating in at least two mālama 'āina (stewardship) projects each semester.

Measurable: Track participation in projects, reflection journals, and performance on cultural assessments.

Achievable: Partner with local Hawaiian cultural organizations and create project-based learning opportunities.

Relevant: Fulfills the mission of promoting aloha 'āina and fostering leadership in the Hawaiian community.

Time-bound: Achieved by the end of each semester, with growth tracked over the school year.

Pillar 5: Data-Driven Instruction and Assessment

Regular Assessments

Formative Assessments: Ongoing quizzes, projects, and reflections will help teachers adjust instruction to meet students' needs.

Benchmark Assessments: Quarterly assessments in core subjects (ELA, Math, Science) will provide data on student progress toward state and Common Core standards.

Cultural Assessments: Evaluate students' growth in cultural knowledge and practices, using performance-based assessments such as oral presentations, chants, and project-based learning outcomes.

Data Review and Instructional Adjustments

Professional Learning Communities (PLCs): Teachers will meet regularly to review assessment data, share best practices, and plan interventions for struggling students.

Individualized Learning Plans (ILPs): For students not meeting proficiency targets, personalized learning plans will be created that combine academic support with cultural activities to engage and motivate.

Conclusion

This academic plan reflects the integration of **Hawai'i State and Common Core Standards, Nā Hopena A'o**, and a set of **SMART goals** to ensure measurable academic and cultural outcomes. By fostering a strong connection to Hawaiian values and culture while ensuring academic rigor, the school can empower students to succeed both academically and as future leaders of Hawai'i.

11. As a governing board member, how will you ensure that the school is succeeding or is not succeeding in achieving its mission?

As a GB member the school director will provide quarterly reports of the Miloli'i's Charter school status in meeting mission aligned initiatives for GB members to review and discuss at meetings.

Governance

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

The governing board of a Hawaiian-focused charter school plays a crucial role in the school's operation, ensuring it aligns with both educational standards and cultural values. The board defines and upholds the school's mission, emphasizing Hawaiian culture, language, and traditions in the curriculum and school activities. They establish policies that guide school operations, including governance, curriculum standards, and student behavior, while ensuring they reflect Hawaiian values. The board oversees budgeting and financial management, ensuring resources are allocated effectively to support educational programs and cultural initiatives. They hold the administration accountable for achieving academic and operational goals, monitoring student performance and school effectiveness. The board fosters strong ties with the local community, involving parents, cultural practitioners, and stakeholders in decision-making processes to ensure the school serves its community's needs. They participate in hiring and evaluating the school leader, ensuring that the school leader is committed to the school's mission and cultural focus. The board ensures the school adheres to state regulations, charter agreements, and educational standards, safeguarding the school's charter and its funding. They promote the integration of Hawaiian culture in all aspects of the school, from curriculum development to extracurricular activities, ensuring a holistic educational experience. By fulfilling these roles, the governing board helps create an environment that honors the school's mission and vision while providing a high-quality education.

13. How will you monitor if the school is on target to successfully meet its operational goals for year 1?

1. Define Key Performance Indicators (KPIs)

Student Enrollment: Monitor actual enrollment against the projected numbers.

Attendance & Retention Rates: Track student attendance and retention rates to ensure students are attending consistently.

Staff Hiring and Retention: Ensure the school hires and retains qualified staff, meeting staffing goals for year 1.

Financial Performance: Review budget adherence, cash flow, fundraising progress, and financial stability.

Academic Performance: Set targets for academic benchmarks, test scores, and curriculum delivery.

Compliance and Safety: Ensure that the school meets regulatory requirements, health and safety standards, and adheres to its charter agreement.

2. Regular Progress Reporting

Monthly or Quarterly Reports: Establish a system for the school leadership to submit regular reports on enrollment, academic progress, staff performance, financials, and compliance.

Dashboards & Scorecards: Utilize dashboards to visualize data in real-time, giving board members easy access to critical metrics.

3. Establish Milestones and Checkpoints

Break down operational goals into specific, measurable milestones. For example:

By Month 3: Have a full staff in place and onboarded.

By Month 6: Meet 90% of student enrollment goals and achieve compliance with health and safety regulations.

End of Year 1: Ensure financial sustainability and meet state academic benchmarks.

4. Conduct Audits & Evaluations

Financial Audits: Conduct audits to ensure that the school is using funds appropriately and meeting budgetary targets.

Operational Reviews: Evaluate areas such as human resources, student services, and facility management to ensure they align with expectations.

5. Site Visits and Walkthroughs

Conduct regular site visits to see the school in action, ensuring that the facilities are in good condition, and the school is running efficiently.

6. Stakeholder Feedback

Parent and Student Surveys: Regularly gather feedback from families and students about the school's performance, addressing any concerns early on.

Staff Feedback: Obtain feedback from teachers and administrators on the school's operations, challenges, and morale.

7. Risk Mitigation & Contingency Plans

Identify any early signs of underperformance and establish contingency plans. For example, if enrollment is lower than projected, the school can adjust its marketing strategies or budget.

8. Review Leadership Performance

Evaluate the school leadership team's ability to execute the school's vision, meet milestones, and adapt to challenges. Leadership quality is a critical factor in operational success.

By employing these strategies, the governing board can keep the new charter school on track to achieve its year 1 goals and ensure long-term sustainability.

14. Describe the governing Board oversight that needs to take place over the duration of the initial contract to ensure the applicant school is making positive progress to achieving its mission and vision.

The governing board plays a critical role in ensuring that the applicant school stays on course to achieve its mission and vision over the duration of the initial charter contract.. This oversight requires careful planning, regular monitoring, and strategic adjustments based on data and outcomes. Here's how the board should provide oversight during this period:

1. Alignment with Mission and Vision

Review of Mission/Vision in Strategic Planning: Ensure that all goals, policies, and practices align with the school's stated mission and vision. The board should regularly revisit these statements to make sure all school activities, decisions, and initiatives are mission-driven.

Mission-Driven Decision Making: Evaluate key decisions—such as curriculum adoption, student discipline policies, and budget allocation—against the mission and vision. The board should ensure that choices contribute to fulfilling the core purpose of the school.

2. Setting and Monitoring Strategic Goals

Set Long-term and Short-term Goals: The board should work with school leadership to set clear, measurable goals that reflect the school's mission and vision. These goals should cover key areas such as academics, culture, community engagement, and financial sustainability.

Annual Performance Reviews: Each year, the board should evaluate the school's progress against the set goals. This includes reviewing student outcomes, staff performance, and overall school climate to ensure alignment with the school's overarching mission.

3. Academic Performance Oversight

Academic Benchmarks: The board should set clear academic performance expectations, including state test scores, graduation rates, and college readiness benchmarks. Monitoring student achievement ensures the school is delivering on its promise to provide a high-quality education.

Curriculum and Instruction: Ensure that the instructional strategies and curriculum align with the educational philosophy in the school's charter. The board can engage external evaluators or internal committees to assess whether the academic program is being implemented effectively.

Continuous Improvement: Promote a culture of continuous improvement by requiring that the school leadership analyze academic data and adjust instruction as needed. This may involve professional development, curriculum changes, or intervention programs.

4. Financial Oversight

Budget Review and Approval: Annually review and approve the school's budget to ensure that financial resources are being allocated effectively to support the school's mission and vision. The board should regularly review cash flow, expenditures, and budget-to-actuals reports.

Audits: Conduct annual independent financial audits to ensure that the school is fiscally responsible and compliant with all legal and regulatory requirements.

Risk Management: Identify and mitigate financial risks early, including maintaining sufficient cash reserves, managing debt responsibly, and ensuring that enrollment targets are met.

5. Compliance and Accountability

Compliance with State and Federal Laws: The board is responsible for ensuring that the school remains compliant with all applicable regulations, including special education laws, student data privacy, and safety standards.

Charter Agreement Compliance: Review and ensure that the school is meeting the terms of its charter contract, which includes academic performance, enrollment targets, and operational requirements. The board must ensure adherence to the specific goals and accountability metrics outlined in the charter.

Renewal Preparation: In preparation for charter renewal, the board should ensure the school is meeting or exceeding the agreed-upon performance metrics.

6. Leadership Oversight

Supervision of School Leadership: The board should conduct annual evaluations of the school leader (e.g., principal or executive director), ensuring their performance aligns with the school's mission and strategic goals.

Leadership Development: Support leadership development by ensuring the school leader has access to resources, mentorship, and training that align with the school's needs and mission.

7. Community and Stakeholder Engagement

Parent and Community Feedback: Actively seek feedback from parents, students, and the community through surveys, forums, and town halls. This input should guide the board's decision-making and help the school stay aligned with community needs.

Transparency: Communicate regularly with stakeholders about the school's progress toward its goals, financial health, and operational performance. Transparency strengthens trust and helps the board stay accountable to the public.

8. School Culture and Climate

Mission-Aligned Culture: The board should ensure that the school fosters a culture that reflects its values and mission. This includes student behavior policies, staff engagement, and overall school climate.

Equity and Inclusion: Ensure the school is creating a safe, inclusive, and equitable environment where all students have access to high-quality learning experiences.

9. Risk Management and Crisis Oversight

Address Challenges Promptly: The board should be proactive in identifying potential risks (financial shortfalls, enrollment dips, staff turnover) and working with school leadership to develop contingency plans.

Crisis Response: The board must be prepared to oversee the school's response to crises (such as a health emergency or natural disaster), ensuring that school operations remain aligned with the mission and vision during difficult times.

10. Evaluating Progress Towards Renewal

Data-Driven Decision Making: Throughout the duration of the initial contract, the board should base decisions on comprehensive data, including academic performance, financial health, and compliance metrics. These data points will be critical during the renewal process.

Third-Party Evaluations: If necessary, the board can engage external evaluators to assess the school's progress, particularly in areas like academics and organizational effectiveness.

11. Professional Development for the Governing Board

Training and Capacity Building: The governing board should engage in regular professional development to ensure it is equipped to effectively oversee the school's progress. Training in areas such as financial oversight, academic accountability, and governance best practices can strengthen the board's ability to guide the school successfully.

Summary

The board's oversight role is both strategic and operational, ensuring that the school stays true to its mission and vision. By monitoring academic outcomes, financial performance, compliance, leadership, and culture, the board can provide the necessary guidance and support to help the school thrive throughout the initial contract period. Continuous assessment and data-driven decision-making are key to maintaining alignment with the charter's mission and preparing for successful renewal.

15. 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?
Everyone on the GB is a volunteer, I would pull the person aside and have a one on one conversation with them. If the problem was not resolved, the GB members would need to meet in an executive session with the GB Chair facilitating the meeting.

When a charter school governing board believes that one or more members are acting unethically or not in the best interests of the school, the board must address the issue

promptly, fairly, and transparently. Mishandling the situation can damage the school's reputation, impede decision-making, and affect the board's ability to serve the school's mission and vision. Below is a step-by-step guide on how the board should handle such situations:

1. Review the Board's Code of Ethics and Policies

- **Code of Conduct and Ethics Policy:** The first step is to reference the board's bylaws, code of ethics, and conflict of interest policies. These documents should clearly outline the expected behavior of board members and provide guidance on how to address unethical behavior.
- **Conflict of Interest Policy:** Ensure that any concerns are evaluated in light of the conflict of interest policy, which may include issues such as financial improprieties, self-dealing, or other actions that could compromise objectivity.

2. Fact-Finding and Investigation

- **Gather Evidence:** Before taking action, it is essential to collect relevant facts to determine whether the allegations of unethical behavior are credible. This can include:
 - Documenting the alleged behavior.
 - Reviewing board meeting minutes or communications.
 - Consulting relevant parties, such as school staff or external auditors, if necessary.
- **Confidential Inquiry:** Depending on the severity of the issue, the board may appoint a committee or hire an external investigator (such as legal counsel) to conduct an impartial review of the situation while maintaining confidentiality.

3. Private Discussion with the Member(s) in Question

- **Address Concerns Directly:** If there is sufficient evidence or concern, the board chair or a designated board officer should meet privately with the board member(s) in question. During this meeting:
 - Explain the specific concerns and ethical issues raised.
 - Provide the board member an opportunity to explain their actions or provide clarification.
 - Determine whether the issue was a misunderstanding or a genuine breach of ethics.

4. Board Deliberation and Discussion

- **Executive Session:** If the issue is serious and requires further discussion, the board should hold an executive (closed) session to deliberate without the board member(s) in question present. This session should involve:
 - Reviewing the evidence gathered during the investigation.
 - Considering the board member's explanation or response.
 - Evaluating whether the board member's actions violate the board's policies, the school's mission, or state regulations.

- **Consult Legal Counsel:** If the issue involves legal or regulatory concerns, it may be prudent to seek advice from legal counsel to ensure the board is acting within its authority.

5. Determine the Appropriate Course of Action

The board must decide how to address the situation based on the severity of the unethical behavior or conflict of interest. Possible actions include:

- **Reprimand or Warning:** For minor ethical violations or misunderstandings, a formal reprimand or warning may be appropriate. This should be documented in the board's minutes and serve as a clear reminder of the board's ethical expectations.
- **Request for Resignation:** If the board member's actions are more serious or constitute a pattern of unethical behavior, the board may request the member's resignation. This is often the best solution when a board member has lost the trust of the rest of the board.
- **Vote for Removal:** If the member refuses to resign and the behavior is detrimental to the school or its governance, the board may hold a vote to remove the member from the board. This process should follow the procedures outlined in the board's bylaws, which may require a supermajority or specific process for removing a member.
- **Recusal:** If the concern involves a conflict of interest, the board may require the member to recuse themselves from voting or participating in discussions on matters related to the conflict.

6. Communicate the Decision

- **Internal Communication:** The board should inform the involved board member(s) of its decision formally and in writing. If necessary, the board should clarify any conditions or steps required (such as recusal, resignation, or corrective actions).
- **External Communication (if needed):** If the situation has attracted public attention or impacts stakeholders, the board should consider how best to communicate its actions to the school community. Transparency is key, but the communication should remain respectful and professional.

7. Restore Trust and Prevent Future Issues

- **Board Training:** Following the incident, the board may decide to conduct ethics training or governance workshops to prevent future issues and clarify expectations.
- **Strengthen Policies:** The board may want to review and update its conflict of interest policy, code of ethics, or other governance documents to ensure stronger protections against unethical behavior in the future.
- **Rebuild Board Cohesion:** If the situation caused tension within the board, it's important to focus on rebuilding trust, improving communication, and ensuring the board can function effectively moving forward.

8. Maintain Confidentiality and Protect School Integrity

- Throughout the process, the board must maintain confidentiality to protect the integrity of the investigation and prevent unnecessary reputational damage. Publicizing allegations before a thorough investigation could harm the school and the board's ability to govern effectively.

Conclusion

The governing board must handle allegations of unethical behavior or conflicts of interest with care and professionalism. A well-defined process, based on the board's bylaws and ethical standards, should guide the investigation and decision-making. The ultimate goal is to protect the school's mission and vision, maintain high ethical standards, and ensure that the board remains focused on its duty to the students and community.

Disclosures

16. 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.
X I/we do not know these individuals ☐ Yes
17. 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 X Yes - Friends
18. 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.
X I/we do not know any such employees ☐ Yes Click or tap here to enter text.
19. 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.
X I/we do not anticipate conducting any such business ☐ Yes Click or tap here to enter text.
20. 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.
X I/we do not have a financial interest ☐ Yes Click or tap here to enter text.
21. 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.
X I/we do not know any such persons ☐ Yes Click or tap here to enter text.
22. 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. X I/we have no such interest ☐ Yes Click or tap here to enter text.
23. 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.

24. 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.

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



Signature

11/8/2024

Date

Ka'u Business Services, LLP

OBJECTIVE

Provide accounting, business management, and administrative support, including receiving and handling confidential information.

SUMMARY OF QUALIFICATIONS

- Project Management
- Report Preparation
- Written Correspondence
- General Office Skills
- Technologically Proficient
- Customer Service
- Human Resource Operations
- Grant Writing
- Accounting/Bookkeeping
- Front-Office Operations
- Presentations

EDUCATION

- **Pursuing a BA-Business Management & Administration Degree**, University of Hawaii-West O'ahu, Continuing Education

Courses Include: ACC 201 through ACC400, BUSA 300 Marketing, BUSA 345 Management Information Systems, BUSA 386 Global Management and Organizational Behavior, ENG 200 Composition II, ENG 209 Business & Managerial Writing (WI), etc.

- **Associate of Arts Degree in Liberal Arts**, [REDACTED] Hawaii Community College, HI
- **High School Diploma**, [REDACTED] Ka'u High School, HI

EMPLOYMENT HISTORY

- **current** **Owner/Managing Partner**
Ka'u Business Services, LLP, HOVE, HI

- Operates a business management & administrative support company in Hawaiian Ocean View Estates.
- Taxes, Bookkeeping, Payroll, HR, AP/AR, Financial Reports
- Documents: Letters, Forms, Templates, Dictation, Typing
- Copies, Color Copies, Faxing, Scanning etc.
- Computers/Internet Access
- Mailing Supplies, Office Supplies, FedEx/UPS
- And much more.....

- **Executive Secretary**
West Hawaii Home Health, Capt. Cook, HI

- Handled Payroll & reports
- Maintained medical reports and records
- Filed, faxed, answered phones
- Intake of patients and medical information
- Assisted owners with meetings, dictations, typing
- Wrote a variety of professional documents: letters, memos, reports, etc.
- Customer Service

- **Job Placement Specialist-Dept. of Defense**
The Paxen Group, Inc.-Kailua Kona, HI

- Implemented West Hawaii's Summer Youth Employment Program for the DoD.

Meleana L Smith

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- Organized employers willing to participate with the program.
- Held orientations (employment process and forms) for employees between the ages of 14-23 years of age.
- Maintained reports and records for both employers and employees.
- Assured plans are completed in a timely fashion.

Administrative Assistant

The Paxen Group, Inc.-Kailua Kona, HI

- Assisted the Site Manager in daily duties: answering phones, mail, organization, and site preparation.
- Provided administrative help to the Instructors.
- Daily pick up of meals.
- Assisted Instructors with multiple projects for the students.

Administrative and Operations Director

H.O.V.E. Road Maintenance Corporation-Ocean View, HI

- Prepared, designed, developed, evaluated, and assured timely implementation of a multitude of records, reports and presentations for membership, administration, fiscal, personnel, land, building, safety training, and road construction.
- Ensured full compliance with Operating Engineers Local No. 3, County, State and Federal requirements and tight deadlines.
- Authored professional correspondence to customers and vendors.
- Managed all aspects of day-to-day administrative and road operations.
- Assisted the Board of Directors in developing policies, procedures and practices in Budget and Finance, Membership, Personnel, Legal, Road Maintenance, Building and Equipment, Safety, and Community Relations.
- Supervision of employees, developed work schedules, and developed and maintained employee records and reports.
- Annual billing and collection of 7,500 members.
- Accounts payable, accounts receivable, and payroll.
- Compilation of annual newsletter for members.

Bookkeeper/Administrative Assistant

Wes Thomas & Associates, Inc.-Kailua Kona, HI

- Handled accounts payable, payroll and payroll taxes.
- Filed, faxed and emailed correspondence.
- Answered phones and wrote a variety of professional documents: letters, memos, and reports.
- Customer service.

Office Manager/Executive Secretary

Tropidilla Productions, LLC-Kailua Kona, HI

- Wrote a variety of professional documents: letters, memos, reports, fliers, newsletter and entry forms.
- Handled accounts payable, accounts receivable and payroll.
- Filed, answered phones, faxed and emailed correspondence.

Meleana L Smith

Résumé, Page 3

- Assisted the CEO in producing fishing tournaments and television show: Pacific Expeditions on Outdoor Life Network.
- Coordination and organization of events state wide.

Office Assistant/Ordering Clerk

Paradise Beverages-Kailua Kona, HI

- Entered codes for all beverages ordered from salespersons.
- Handled phones, faxing, emails and filing.
- Counted inventory monthly.
- Worked with salespersons in organizing wine tastings.

Customer Service Representative

Hertz Rent A Car-Kailua Kona, HI

- Rented vehicles to customers.
- Provided outstanding customer service.
- Vehicle reservations.

Office Assistant

Paramount Painting, LLC-Kailua Kona, HI

- Provided support in payroll, accounts payable, accounts receivable and correspondence.
- Filed, answered phones, emailed and faxed.

Student Helper/Clerk II

Hawaii Public Television-Honolulu, HI

- Accounts Receivable: donations and deposits.
- Entered data into the computer for all ordered item from all departments
- Answered phones using a switchboard, mail runs, copying and faxing.
- Assisted with audits of books.

OTHER SKILLS

- Mas90, Sage Software
- 10 Key by Touch
- Type: 60 WPM
- Microsoft Office: Word, Excel, PowerPoint, Publisher
- Grant Writing
- Hui'ana Internship Mentor
- Quickbooks
- Computer and networking skills
- Job Placement
- Knowledge of office equipment
- Excellent team building skills, people skills, time management skills, communication skills, and management skills.

Meleana L Smith

Résumé, Page 4

INTERESTS

- Economic Development in Hawaiian Culture, Agriculture & Education
- Outdoors: Hunting/Fishing etc.
- Volunteer with March of Dimes
- Co-Founder of Hui 'O Pua'a Hunting Club

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: Miloli'i Charter School
2. Contact information
Name: [REDACTED]
Phone: [REDACTED]
E-mail: [REDACTED]
3. Describe your role and position on the applicant governing board.
Non-voting member serving as Founding GB Secretary until the LSB for Miloli'i
4. Attach your resume and professional biography.
✓ Resume and professional bio are attached to this form.
5. Check all that apply. 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.
If you checked any of the boxes above, please identify the names of the boards you have served, or are serving on. Kua O Ka Lā PCS and Hakipu'u Learning Center
6. How, and by whom, were you recruited to serve on the governing board of the proposed charter school? I was not recruited to serve on the governing board of Miloli'i Charter School,

I am a Founding non-voting member serving as board Secretary until the LSB for Miloli'i Charter School is established.

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

A governing board member of a Hawaiian-focused charter school plays several important roles:

Cultural Advocacy: Ensure that Hawaiian culture, language, and values are integrated into the curriculum and school activities.

Mission and Vision: Uphold and promote the school's mission, focusing on providing a culturally relevant education.

Policy Development: Help create and review policies that guide the school's operations, ensuring they align with both educational standards and cultural principles.

Financial Oversight: Monitor the school's budget and financial practices, ensuring resources are allocated effectively to support educational goals and cultural initiatives.

Accountability: Hold the administration accountable for academic performance and operational effectiveness, regularly reviewing progress and outcomes.

Community Engagement: Foster relationships with the school community and the broader community, encouraging involvement and feedback in the school's activities.

Personnel Decisions: Participate in hiring and evaluating the school leader, ensuring they are committed to the school's mission and cultural focus.

Compliance: Ensure that the school adheres to state regulations and charter requirements, safeguarding its funding and operational integrity.

8. Describe any previous experience 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 how your presence on the applicant governing board enhances their capacity of opening and running a public charter school.

I have served as GB Secretary for Kua O Ka Lā PCS and Hakipu'u Learning Center PCS. While serving on the Kua O Ka Lā Dr. Brian Carpenter was contracted over the course of a year to provide extensive board training via Zoom.

School Mission and Plan

9. How does the school's mission and vision align to your personal or professional beliefs/goals?
- Miloli'i Charter School's mission and vision aligns to my personal and professional beliefs as a cultural practitioner and educator. Miloli'i's mission and vision grounded in Hawaiian cultural values, education, and empowerment would seamlessly align with my goals as a practitioner and educator dedicated to perpetuating Hawaiian language, culture, and identity.

10. Describe your understanding of the school's proposed academic plan?

Vision and Mission

The school's mission is to foster academic excellence, cultural understanding, and holistic development through an education grounded in Hawaiian values and traditions. The school aims to develop students who are critical thinkers, effective communicators, and responsible stewards of Hawai'i's land and community.

As Hawai'i's last known fishing village, the school's vision is *Hānai i nā pua*.

Core Pillars of the Academic Plan

- **Hawaiian Culture and Language Integration**
 - **Academic Rigor and Standards Alignment**
 - **Holistic Development via Nā Hopena A'o (HĀ)**
 - **SMART Goals for Academic and Cultural Outcomes**
 - **Data-Driven Instruction and Assessment**
-

Pillar 1: Hawaiian Culture and Language Integration

Curriculum Design

The curriculum will integrate Hawaiian language, history, and culture across all subject areas, reinforcing students' identity and sense of place.

Hawaiian Language ('Ōlelo Hawai'i): Required for all grade levels. Emphasis on conversational Hawaiian and cultural contexts (e.g., traditional chants, hula, and storytelling).

Place-based Learning: Incorporate hands-on learning activities related to mālama 'āina (caring for the land), local history, and traditional knowledge systems like lunar calendars and agriculture.

Cultural Values in Practice: Activities like mālama kai (ocean stewardship), laulima (working together), and aloha 'āina (love of the land) will be embedded in projects across subjects.

Pillar 2: Academic Rigor and Standards Alignment

The school will ensure that all academic subjects are aligned with **Hawai'i State Standards, Common Core Standards, and Next Generation Science Standards** to guarantee academic rigor. The curriculum will be culturally relevant, incorporating Hawaiian knowledge, values, and traditions to provide meaningful and engaging learning experiences across **English Language Arts (ELA), Mathematics, Science, and Social Studies**.

Subject-by-Subject Breakdown

English Language Arts (ELA)

- **Standards Alignment:** Common Core State Standards for ELA will be used to develop reading, writing, speaking, and listening skills.
- **Curriculum Focus:**
 - **Reading Comprehension:** Students will read both informational and literary texts that focus on Hawaiian history, legends, and cultural practices, as well as global literature to broaden their understanding.
 - **Writing and Research:** Students will conduct research on Hawaiian history, cultural practices, and contemporary issues, culminating in essays, reports, and presentations that align with Common Core writing standards.
 - **Cultural Integration:** Students will engage in oral storytelling and traditional Hawaiian practices like composing and presenting mele (songs) and oli (chants) to fulfill speaking and listening standards.

Mathematics

- **Standards Alignment:** Common Core Math Standards will guide instruction, ensuring students meet grade-level expectations in number sense, algebraic thinking, geometry, and data analysis.
- **Curriculum Focus:**
 - **Real-world Applications:** Students will use math concepts to solve practical problems related to traditional Hawaiian practices, such as building fishponds (loko i'a) and calculating area, volume, and ratios for planting crops (like kalo in lo'i).
 - **Hawaiian Navigation:** Integrating geometry and measurement, students will study Polynesian navigation techniques, calculating distances and angles using the stars, wind, and ocean currents.
 - **Data and Statistics:** Students will analyze environmental data, such as rainfall or tide levels, to understand the sustainability of agricultural and fishing practices, applying statistical methods in context.

Science (Next Generation Science Standards - NGSS)

- **Standards Alignment:** NGSS will ensure that students develop a deep understanding of scientific concepts while emphasizing inquiry-based learning and problem-solving skills.
- **Curriculum Focus:**
 - **Ecology and Stewardship (Mālama 'Āina):** Students will explore ecosystems by studying native Hawaiian flora and fauna, environmental stewardship, and the impact of human activity on the land and ocean.
 - **Climate and Weather:** Students will engage in traditional Hawaiian observations of the lunar calendar and its role in fishing and farming, aligning with NGSS standards on Earth's systems.
 - **Sustainability and Technology:** Students will explore modern sustainable practices alongside ancient Hawaiian technologies like aquaculture and dryland agriculture, incorporating STEM-based learning approaches.

Social Studies

- **Standards Alignment:** Hawai'i Content and Performance Standards for Social Studies (HCPS) will be integrated with Common Core Standards for Literacy in History/Social Studies, focusing on historical inquiry, critical thinking, and civic engagement.
- **Curriculum Focus:**
 - **Hawaiian History and Sovereignty:** Students will learn about the history of the Hawaiian Kingdom, its governance, the overthrow, and its implications for modern Hawaiian identity and sovereignty movements. This aligns with **HCPS's History Standards** and the **Common Core's literacy standards** for reading historical texts, analyzing sources, and constructing written arguments.
 - **Civic Responsibility:** Students will explore the Hawaiian concept of **kuleana** (responsibility) and how it informs modern civic duties, both locally and globally. Activities include debates, community service projects, and participation in student government.
 - **Place-based Learning:** Incorporating fieldwork and primary sources, students will visit historical sites, such as heiau (temples) and battlefields, to engage with local history through hands-on experiences, aligning with inquiry-based learning and critical thinking.
 - **Global Connections:** In upper grades, students will analyze connections between Hawaiian culture and the global world, studying Polynesian migration, colonization, and global indigenous movements, while meeting **Common Core standards** for global citizenship and historical understanding.
- **Example: 8th Grade Social Studies**
 - **Topic:** Hawaiian Monarchy and U.S. Expansionism
 - **Standards:** Aligns with Hawai'i Content Standards on U.S. History and Government, and Common Core's literacy standards for analyzing primary and secondary sources.

- **Activity:** Students will research the Hawaiian Kingdom's treaties with foreign nations, analyze the legal and political structures in place before the overthrow, and write argumentative essays discussing the impacts of colonization on native sovereignty.

Cultural Integration in Social Studies

- **Hawaiian Governance Systems:** Students will study the governance structures of ancient Hawai'i (ali'i, kahuna, maka'āinana) and compare them to other global systems of governance, meeting both Hawai'i and Common Core standards for historical analysis and comparison.
- **Environmental History:** Students will examine the relationship between the Hawaiian people and their natural environment, focusing on the ahupua'a system, resource management, and environmental sustainability. This will connect with social studies standards on geography and economics, while also aligning with science standards on ecosystems and environmental change.
- **Oral Histories and Primary Sources:** Social studies units will include oral histories from kūpuna (elders) and primary source documents, allowing students to engage in historical inquiry, a key aspect of both state and Common Core standards for historical thinking skills.

Instructional Strategies

Across all subjects, **inquiry-based learning**, **project-based learning**, and **culturally responsive teaching** will be employed. This will ensure that students not only meet academic standards but also connect with their cultural heritage in meaningful ways.

Project-Based Learning (PBL): Students will work on long-term projects such as restoring a lo'i kalo (taro field) or creating a Hawaiian language digital storybook. These projects integrate multiple subject areas (social studies, science, ELA) while allowing students to demonstrate mastery of Common Core and state standards.

Collaborative Learning: Group activities will foster the Hawaiian value of **laulima** (working together), while peer discussions, presentations, and debates will help students develop communication and critical thinking skills aligned with Common Core speaking and listening standards.

Hands-On Activities: Cultural practices such as Makahiki games, traditional farming and fishing practices, and navigation projects will deepen students' understanding of math, science, and social studies while reinforcing Hawaiian cultural knowledge.

Pillar 3: Holistic Development via Nā Hopena A’o (HĀ)

Nā Hopena A’o emphasizes six critical outcomes: **Belonging, Responsibility, Excellence, Aloha, Total Well-being, and Hawai’i**. These outcomes will guide all aspects of teaching and learning.

Implementation

Belonging (‘Ike Aku, ‘Ike Mai): Ensure every student feels a sense of place and belonging through community-centered learning, peer collaboration, and cultural respect.

Responsibility (Kuleana): Integrate responsibility for self, community, and environment through service projects, stewardship activities, and leadership opportunities.

Excellence (‘Imi Na’auao): Encourage academic excellence by setting high expectations, fostering curiosity, and recognizing achievement in both academic and cultural areas.

Aloha: Teach students to express empathy, kindness, and respect in their interactions. For example, through mentoring younger students in Hawaiian language or cultural practices.

Total Well-being (Mauli Ola): Focus on the well-being of students through emotional, physical, and spiritual learning practices such as mindfulness, cultural rites, and healthy living.

Hawai’i: Ensure that the connection to the land, history, and culture of Hawai’i is central to all learning experiences.

Pillar 4: SMART Goals for Academic and Cultural Outcomes

Goal 1: Increase Proficiency in English Language Arts (ELA)

- **Specific:** By the end of Year 5, 70% of students will approach or meet the proficiency benchmark in reading comprehension and writing, as measured by the state assessment.
- **Measurable:** Quarterly assessments aligned with Common Core standards.
- **Achievable:** Provide targeted interventions for struggling students, such as after-school tutoring or culturally relevant literacy programs.
- **Relevant:** Align content with Hawaiian history and cultural texts to engage students in learning.
- **Time-bound:** Achieve by the end of the year 5.

Goal 2: Develop Fluency in ‘Ōlelo Hawai’i (Hawaiian Language)

- **Specific:** By the end of Year, 75% of students in grades 6-9 will be able to engage in basic Hawaiian conversations and demonstrate understanding of traditional chants.
- **Measurable:** Biannual oral language assessments and cultural performance evaluations.
- **Achievable:** Daily Hawaiian language instruction, with immersion-based learning.
- **Relevant:** Fluency is critical for cultural preservation and aligns with the school's mission to promote Hawaiian identity.
- **Time-bound:** Fluency goals will be evaluated annually and adjusted to meet Goal 2.

Goal 3: Improve Mathematics Proficiency

- **Specific:** By the end of Year 5, 70% of students will approach or meet proficiency in math according to Common Core Math Standards.
- **Measurable:** Math proficiency will be tracked through quarterly assessments.
- **Achievable:** Implement math centers, one-on-one support, and hands-on activities incorporating traditional Hawaiian measurement and navigation practices.
- **Relevant:** High math proficiency ensures readiness for higher education and career pathways.
- **Time-bound:** End of Year 1 review, with continuous monitoring through quarterly and annual benchmarks to meet Goal 3.

Goal 4: Strengthen Cultural Competency through Nā Hopena A'o

- **Specific:** 80% of students will demonstrate cultural competency and a sense of kuleana (responsibility) by participating in at least two mālama 'āina (stewardship) projects each semester.
- **Measurable:** Track participation in projects, reflection journals, and performance on cultural assessments.
- **Achievable:** Partner with local Hawaiian cultural organizations and create project-based learning opportunities.
- **Relevant:** Fulfills the mission of promoting aloha 'āina and fostering leadership in the Hawaiian community.
- **Time-bound:** Achieved by the end of each semester, with growth tracked over the school year.

Pillar 5: Data-Driven Instruction and Assessment

Regular Assessments

- **Formative Assessments:** Ongoing quizzes, projects, and reflections will help teachers adjust instruction to meet students' needs.
- **Benchmark Assessments:** Quarterly assessments in core subjects (ELA, Math, Science) will provide data on student progress toward state and Common Core standards.

- **Cultural Assessments:** Evaluate students' growth in cultural knowledge and practices, using performance-based assessments such as hō'ike (oral presentations), chants, and project-based learning outcomes.

Data Review and Instructional Adjustments

- **Professional Learning Communities (PLCs):** Teachers will meet regularly to review assessment data, share best practices, and plan interventions for struggling students.
- **Individualized Learning Plans (ILPs):** For students not meeting proficiency targets, personalized learning plans will be created that combine academic support with cultural activities to engage and motivate.

Conclusion

This academic plan reflects the integration of **Hawai'i State and Common Core Standards, Nā Hopena A'o**, and a set of **SMART goals** to ensure measurable academic and cultural outcomes. By fostering a strong connection to Hawaiian values and culture while ensuring academic rigor, the school can empower students to succeed both academically and as future leaders of Hawai'i.

11. As a governing board member, how will you ensure that the school is succeeding or is not succeeding in achieving its mission? As a GB member the school director will provide quarterly reports of the Miloli'i's Charter school status in meeting mission aligned initiatives for GB members to review and discuss at meetings.

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

The governing board of a Hawaiian-focused charter school plays a crucial role in the school's operation, ensuring it aligns with both educational standards and cultural values. The board defines and upholds the school's mission, emphasizing Hawaiian culture, language, and traditions in the curriculum and school activities. They establish policies that guide school operations, including governance, curriculum standards, and student behavior, while ensuring they reflect Hawaiian values. The board oversees budgeting and financial management, ensuring resources are allocated effectively to support educational programs and cultural initiatives. They hold the administration accountable for achieving academic and operational goals, monitoring student performance and school effectiveness. The board fosters strong ties with the local community, involving parents, cultural practitioners, and stakeholders in decision-making processes to ensure the school serves its community's needs. They

participate in hiring and evaluating the school leader, ensuring that the school leader is committed to the school's mission and cultural focus. The board ensures the school adheres to state regulations, charter agreements, and educational standards, safeguarding the school's charter and its funding. They promote the integration of Hawaiian culture in all aspects of the school, from curriculum development to extracurricular activities, ensuring a holistic educational experience. By fulfilling these roles, the governing board helps create an environment that honors the school's mission and vision while providing a high-quality education.

13. How will you monitor if the school is on target to successfully meet its operational goals for year 1?

Monitoring the progress of a new charter school in meeting its operational goals for year 1 is essential to ensure success and accountability. The Miloli'i Charter School governing board will follow these steps to evaluate and monitor if the school is on track:

1. Define Key Performance Indicators (KPIs)

Student Enrollment: Monitor actual enrollment against the projected numbers.

Attendance & Retention Rates: Track student attendance and retention rates to ensure students are attending consistently.

Staff Hiring and Retention: Ensure the school hires and retains qualified staff, meeting staffing goals for year 1.

Financial Performance: Review budget adherence, cash flow, fundraising progress, and financial stability.

Academic Performance: Set targets for academic benchmarks, test scores, and curriculum delivery.

Compliance and Safety: Ensure that the school meets regulatory requirements, health and safety standards, and adheres to its charter agreement.

2. Regular Progress Reporting

Monthly or Quarterly Reports: Establish a system for the school leadership to submit regular reports on enrollment, academic progress, staff performance, financials, and compliance.

Dashboards & Scorecards: Utilize dashboards to visualize data in real-time, giving board members easy access to critical metrics.

3. Establish Milestones and Checkpoints

Break down operational goals into specific, measurable milestones. For example:

- **By Month 3:** Have a full staff in place and onboarded.
- **By Month 6:** Meet 90% of student enrollment goals and achieve compliance with health and safety regulations.
- **End of Year 1:** Ensure financial sustainability and meet state academic benchmarks.

4. Conduct Audits & Evaluations

Financial Audits: Conduct audits to ensure that the school is using funds appropriately and meeting budgetary targets.

Operational Reviews: Evaluate areas such as human resources, student services, and facility management to ensure they align with expectations.

5. Stakeholder Feedback

Parent and Student Surveys: Regularly gather feedback from families and students about the school's performance, addressing any concerns early on.

Staff Feedback: Obtain feedback from teachers and administrators on the school's operations, challenges, and morale.

6. Risk Mitigation & Contingency Plans

Identify any early signs of underperformance and establish contingency plans. For example, if enrollment is lower than projected, the school can adjust its marketing strategies or budget.

7. Review Leadership Performance

Evaluate the school leadership team's ability to execute the school's vision, meet milestones, and adapt to challenges. Leadership quality is a critical factor in operational success.

By employing these strategies, the governing board can keep the new charter school on track to achieve its year 1 goals and ensure long-term sustainability.

14. Describe the governing Board oversight that needs to take place over the duration of the initial contract to ensure the applicant school is making positive progress to achieving its mission and vision. [Click or tap here to enter text.](#)

The governing board plays a critical role in ensuring that the applicant school stays on course to achieve its mission and vision over the duration of the initial charter contract.. This oversight requires careful planning, regular monitoring, and strategic adjustments based on data and outcomes. Here's how the board should provide oversight during this period:

1. Alignment with Mission and Vision

Review of Mission/Vision in Strategic Planning: Ensure that all goals, policies, and practices align with the school's stated mission and vision. The board should regularly revisit these statements to make sure all school activities, decisions, and initiatives are mission-driven.

Mission-Driven Decision Making: Evaluate key decisions—such as curriculum adoption, student discipline policies, and budget allocation—against the mission and vision. The board should ensure that choices contribute to fulfilling the core purpose of the school.

2. Setting and Monitoring Strategic Goals

Set Long-term and Short-term Goals: The board should work with school leadership to set clear, measurable goals that reflect the school's mission and vision. These goals should cover key areas such as academics, culture, community engagement, and financial sustainability.

Annual Performance Reviews: Each year, the board should evaluate the school's progress against the set goals. This includes reviewing student outcomes, staff performance, and overall school climate to ensure alignment with the school's overarching mission.

3. Academic Performance Oversight

Academic Benchmarks: The board should set clear academic performance expectations, including state test scores, graduation rates, and college readiness benchmarks. Monitoring student achievement ensures the school is delivering on its promise to provide a high-quality education.

Curriculum and Instruction: Ensure that the instructional strategies and curriculum align with the educational philosophy in the school's charter. The board can engage external evaluators or internal committees to assess whether the academic program is being implemented effectively.

Continuous Improvement: Promote a culture of continuous improvement by requiring that the school leadership analyze academic data and adjust instruction as needed. This may involve professional development, curriculum changes, or intervention programs.

4. Financial Oversight

Budget Review and Approval: Annually review and approve the school's budget to ensure that financial resources are being allocated effectively to support the school's mission and vision. The board should regularly review cash flow, expenditures, and budget-to-actuals reports.

Audits: Conduct annual independent financial audits to ensure that the school is fiscally responsible and compliant with all legal and regulatory requirements.

Risk Management: Identify and mitigate financial risks early, including maintaining sufficient cash reserves, managing debt responsibly, and ensuring that enrollment targets are met.

5. Compliance and Accountability

Compliance with State and Federal Laws: The board is responsible for ensuring that the school remains compliant with all applicable regulations, including special education laws, student data privacy, and safety standards.

Charter Agreement Compliance: Review and ensure that the school is meeting the terms of its charter contract, which includes academic performance, enrollment targets, and operational requirements. The board must ensure adherence to the specific goals and accountability metrics outlined in the charter.

Renewal Preparation: In preparation for charter renewal, the board should ensure the school is meeting or exceeding the agreed-upon performance metrics.

6. Leadership Oversight

Supervision of School Leadership: The board should conduct annual evaluations of the school leader (e.g., principal or executive director), ensuring their performance aligns with the school's mission and strategic goals.

Leadership Development: Support leadership development by ensuring the school leader has access to resources, mentorship, and training that align with the school's needs and mission.

7. Community and Stakeholder Engagement

Parent and Community Feedback: Actively seek feedback from parents, students, and the community through surveys, forums, and town halls. This input should guide the board's decision-making and help the school stay aligned with community needs.

Transparency: Communicate regularly with stakeholders about the school's progress toward its goals, financial health, and operational performance. Transparency strengthens trust and helps the board stay accountable to the public.

8. School Culture and Climate

Mission-Aligned Culture: The board should ensure that the school fosters a culture that reflects its values and mission. This includes student behavior policies, staff engagement, and overall school climate.

Equity and Inclusion: Ensure the school is creating a safe, inclusive, and equitable environment where all students have access to high-quality learning experiences.

9. Risk Management and Crisis Oversight

Address Challenges Promptly: The board should be proactive in identifying potential risks (financial shortfalls, enrollment dips, staff turnover) and working with school leadership to develop contingency plans.

Crisis Response: The board must be prepared to oversee the school's response to crises (such as a health emergency or natural disaster), ensuring that school operations remain aligned with the mission and vision during difficult times.

10. Evaluating Progress Towards Renewal

Data-Driven Decision Making: Throughout the duration of the initial contract, the board should base decisions on comprehensive data, including academic performance, financial health, and compliance metrics. These data points will be critical during the renewal process.

Third-Party Evaluations: If necessary, the board can engage external evaluators to assess the school's progress, particularly in areas like academics and organizational effectiveness.

11. Professional Development for the Governing Board

Training and Capacity Building: The governing board should engage in regular professional development to ensure it is equipped to effectively oversee the school's progress. Training in areas such as financial oversight, academic accountability, and governance best practices can strengthen the board's ability to guide the school successfully.

Summary

The board's oversight role is both strategic and operational, ensuring that the school stays true to its mission and vision. By monitoring academic outcomes, financial performance, compliance, leadership, and culture, the board can provide the necessary guidance and support to help the school thrive throughout the initial contract period. Continuous assessment and data-driven decision-making are key to maintaining alignment with the charter's mission and preparing for successful renewal.

15. 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?

Everyone on the GB is a volunteer, I would pull the person aside and have a one on one conversation with them. If the problem was not resolved, the GB members would need to meet in an executive session with the GB Chair facilitating the meeting.

When a charter school governing board believes that one or more members are acting unethically or not in the best interests of the school, the board must address the issue promptly, fairly, and transparently. Mishandling the situation can damage the school's reputation, impede decision-making, and affect the board's ability to serve the school's mission and vision.

1. Review the Board's Code of Ethics and Policies

- **Code of Conduct and Ethics Policy:** The first step is to reference the board's bylaws, code of ethics, and conflict of interest policies. These documents should clearly outline the expected behavior of board members and provide guidance on how to address unethical behavior.
- **Conflict of Interest Policy:** Ensure that any concerns are evaluated in light of the conflict of interest policy, which may include issues such as financial improprieties, self-dealing, or other actions that could compromise objectivity.

2. Fact-Finding and Investigation

- **Gather Evidence:** Before taking action, it is essential to collect relevant facts to determine whether the allegations of unethical behavior are credible. This can include:
 - Documenting the alleged behavior.
 - Reviewing board meeting minutes or communications.
 - Consulting relevant parties, such as school staff or external auditors, if necessary.
- **Confidential Inquiry:** Depending on the severity of the issue, the board may appoint a committee or hire an external investigator (such as legal counsel) to conduct an impartial review of the situation while maintaining confidentiality.

3. Private Discussion with the Member(s) in Question

- **Address Concerns Directly:** If there is sufficient evidence or concern, the board chair or a designated board officer should meet privately with the board member(s) in question. During this meeting:
 - Explain the specific concerns and ethical issues raised.
 - Provide the board member an opportunity to explain their actions or provide clarification.
 - Determine whether the issue was a misunderstanding or a genuine breach of ethics.

4. Board Deliberation and Discussion

- **Executive Session:** If the issue is serious and requires further discussion, the board should hold an executive (closed) session to deliberate without the board member(s) in question present. This session should involve:
 - Reviewing the evidence gathered during the investigation.
 - Considering the board member's explanation or response.

- Evaluating whether the board member's actions violate the board's policies, the school's mission, or state regulations.
- **Consult Legal Counsel:** If the issue involves legal or regulatory concerns, it may be prudent to seek advice from legal counsel to ensure the board is acting within its authority.

5. Determine the Appropriate Course of Action

The board must decide how to address the situation based on the severity of the unethical behavior or conflict of interest. Possible actions include:

- **Reprimand or Warning:** For minor ethical violations or misunderstandings, a formal reprimand or warning may be appropriate. This should be documented in the board's minutes and serve as a clear reminder of the board's ethical expectations.
- **Request for Resignation:** If the board member's actions are more serious or constitute a pattern of unethical behavior, the board may request the member's resignation. This is often the best solution when a board member has lost the trust of the rest of the board.
- **Vote for Removal:** If the member refuses to resign and the behavior is detrimental to the school or its governance, the board may hold a vote to remove the member from the board. This process should follow the procedures outlined in the board's bylaws, which may require a supermajority or specific process for removing a member.
- **Recusal:** If the concern involves a conflict of interest, the board may require the member to recuse themselves from voting or participating in discussions on matters related to the conflict.

6. Communicate the Decision

- **Internal Communication:** The board should inform the involved board member(s) of its decision formally and in writing. If necessary, the board should clarify any conditions or steps required (such as recusal, resignation, or corrective actions).
- **External Communication (if needed):** If the situation has attracted public attention or impacts stakeholders, the board should consider how best to communicate its actions to the school community. Transparency is key, but the communication should remain respectful and professional.

7. Restore Trust and Prevent Future Issues

- **Board Training:** Following the incident, the board may decide to conduct ethics training or governance workshops to prevent future issues and clarify expectations.
- **Strengthen Policies:** The board may want to review and update its conflict of interest policy, code of ethics, or other governance documents to ensure stronger protections against unethical behavior in the future.

- **Rebuild Board Cohesion:** If the situation caused tension within the board, it's important to focus on rebuilding trust, improving communication, and ensuring the board can function effectively moving forward.

8. Maintain Confidentiality and Protect School Integrity

- Throughout the process, the board must maintain confidentiality to protect the integrity of the investigation and prevent unnecessary reputational damage. Publicizing allegations before a thorough investigation could harm the school and the board's ability to govern effectively.

Conclusion

The governing board must handle allegations of unethical behavior or conflicts of interest with care and professionalism. A well-defined process, based on the board's bylaws and ethical standards, should guide the investigation and decision-making. The ultimate goal is to protect the school's mission and vision, maintain high ethical standards, and ensure that the board remains focused on its duty to the students and community.

Disclosures

16. 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 known Ka'imi Kaupiko and Leivallyn Kaupu for twenty-years running working collaboratively with Queen Lili'uokalani Children Center running youth programs in west Hawai'i and working the past 12 years with them for Kua O Ka Lā's Virtual Hīpu'u program. Eric Edward has volunteered as a PBS Hawai'i Hiki Nō community mentor for Kua O Ka Lā's Hīpu'u program for the past 12 years meeting with teachers and students weekly to produce Hiki Nō stories. Moana Ching conducted curriculum training for teachers in Miloli'i four years ago under a grant for Conservation International. I met Greg Asner in 2020 during the annual Lawai'a Camp in Miloli'i, since then we have interacted socially at community events in Miloli'i.

17. 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, Ka'imi Kaupiko, Leivallyn Kaupu, and I will be school employees.

18. 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.

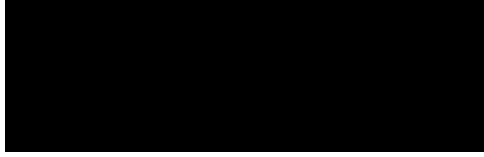
☐ I/we do not know any such employees ☒ Yes, we will be hiring cultural practitioners and kūpuna in our communities around Hawai'i island.

19. 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.
20. 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.
21. 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.
- N/A I/we do not know any such persons ☐ Yes Click or tap here to enter text.
22. 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.
23. 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.
24. 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.
25. 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 - non-voting member serving as Founding GB Secretary until the LSB for Miloli'i Charter School is established.
- ☐ Yes Click or tap here to enter text.

Certification

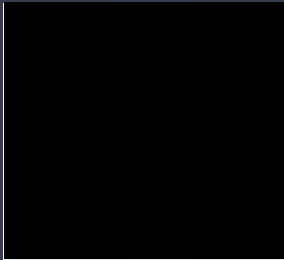
I, Monica Pilimai Traub, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is

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 box redacting the signature of the declarant.

11/15/2024

Date



Contact

Phone

[REDACTED]

Email

[REDACTED]

Address

[REDACTED]

Education

B.A. Aquatic Biology

University of California, Santa Barbara

Secondary Teaching Credentials

University of California, Santa Barbara

MA Educational Leadership

Chaminade University, Honolulu, Hawai'i

Expertise

- Sheltered Instruction Certification
- HQT Science
- HCBE Curriculum Development
- First Aid and CPR Certification
- NAUI Instructor

Awards

Oceanic Institute Service Awards

American Red Cross Community Service

Monica Traub

Educator

As an educator with over 35 years of experience in Hawaii, I have had the privilege of specializing in Hawaiian cultural based education. My commitment to this field is evident in my pursuit for higher education, where I received a master's degree in Educational Leadership at Chaminade University. With my passion for teaching Hawaiian culture and values, I have served as an administrator at Hawaiian-focused charter schools, where I have continued to advocate for and promote cultural education. I am dedicated to providing youth with an education that is rooted in Hawaiian culture and traditions, so that they may gain a deeper appreciation for and understanding of the unique cultural heritage of Hawaii.

Experience

[REDACTED]
Kua O Ka Lā PCS | Hilo, HI 96720

Teacher

Science and Math Teacher 4-8

Miloli'i Hipu'u Science and Math Online Teacher and Registrar

[REDACTED]
Hakipu'u Learning Center | Kāneohe, HI 96744

Principal

Advisor, Title I, Title II, OHA and KS Fiscal and Academic Reports, Epicenter Reports, ELL Coordinator, Annual Budgets, 2017 WASC Visiting Committee Member Kualapu'u Accreditation Mid-Cycle Visit, Hakipu'u Governing Board Secretary

[REDACTED]
Kua O Ka Lā PCS | Pāhoa, HI

Principal

SSC, Title I, Title II, Assessment Coordinator, ELL Coordinator, OHA and KS Fiscal and Academic Reports
2015 WASC Visiting Committee Member Kualapu'u Accreditation

[REDACTED]
Kua O Ka Lā PCS | Pāhoa, HI

Teacher

Science and Math Teacher 3-12

Miloli'i Hipu'u Science and Math Online Teacher conducting online courses and place based projects in Miloli'i working with community partners: Pa'a Pono-Miloli'i's 'Ōpelo Project, Kamehameha Schools-Hui Kaha Pōhaku (Plane Table Mapping Project), and PBS Hawai'i Hiki Nō-Student Produced News Documentary

[REDACTED]
Ke Kula 'o 'Ehunuikaimalimo | Kealahou, HI

Teacher

Science teacher for Hawaiian Language Immersion school in West Hawai'i, conducting science classes in grades 5-12, with a strong cultural focus implementing the Kumulipo, Mahina, Māla, and Voyaging.

[REDACTED] Cultural Arts and Crafts: Lei Hulu, Lei Kupe'e, 'Ohe Kapala,

[REDACTED] SY Self-Study Coordinator for WASC Accreditation

[REDACTED] WASC Visiting Committee Member Kaiser HS Accreditation

References

Maunalei Love

Retired Educator, Hakipu'u Academy

Phone: [REDACTED]

Email: [REDACTED]

Jan Mokulehua

Personal Reference

Phone: [REDACTED]

Email: [REDACTED]

BIOGRAPHY

I hold a Master's degree in Educational Leadership from Chaminade University and a Bachelor's degree in Aquatic Biology with a Secondary Science and Math Teaching Credential from the University of California, Santa Barbara. I am also a NAUI Lifetime Dive Instructor (11503L).

During my tenure at the Oceanic Institute (OI), I authored several key publications, including the *Finfish Hatchery Manual*, *Moi Hatchery Manual*, and *Aquaculture Educational Curriculum*. Additionally, I co-authored and contributed research elements to the article “*Genetic Analyses for TSV-Susceptible and TSV-Resistant Pacific White Shrimp Litopenaeus vannamei*,” published in the *Journal of the World Aquaculture Society*.

With over [REDACTED] years of experience as an educator in Hawai'i, I have worked in diverse educational settings, including private, public, Hawaiian immersion, and charter schools, serving as both a teacher and a principal. Currently, I teach science and math virtually, seamlessly integrating Hawaiian Cultural-Based Education into my lessons to provide a meaningful and culturally grounded learning experience.

1.Name of charter school on whose governing board you intend to serve? **“Miloli‘i Charter School”**

2.Contact information:

Name:

Phone:

E-mail:

3.Describe your role and position on the applicant governing board:

I will be a board member offering my insights and suggestions as appropriate.

4. Resume and professional “bio” are attached to this form.

5.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.

If you checked any of the boxes above, please identify the names of the boards you have served, or are serving on.

6.How, and by whom, were you recruited to serve on the governing board of the proposed charter school?

I was contacted by Ka‘imi Kaupiko. I served as a partner in Miloli‘i village () assisting community members to develop their community-based marine management programs including Lawaia Ohana Camps and the Miloli‘i Community-based Subsistence Fishing Area.

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

A governing board member of a Hawaiian-focused charter school plays several crucial roles. Primarily, they act as **stewards of Hawaiian culture**, ensuring its integration into the school's curriculum and activities. This involves upholding the school's mission and vision, which centers on providing a culturally relevant education.

Board members are also responsible for **strategic oversight**, including policy development, financial management, and accountability. They help create and review policies that align with both educational standards and Hawaiian cultural principles. Additionally, they monitor the school's budget and financial practices, ensuring resources are used effectively to support educational goals and cultural initiatives.

Furthermore, board members play a vital role in **community engagement**. They foster relationships with the school community and the broader community, encouraging involvement and feedback in the school's activities. They also participate in personnel decisions, ensuring the school leader is committed to the mission and cultural focus.

Finally, board members must ensure **regulatory compliance**. They are responsible for ensuring the school adheres to state regulations and charter requirements, safeguarding its funding and operational integrity.

8. Describe any previous experience 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 how your presence on the applicant governing board enhances their capacity of opening and running a public charter school.

I have extensive experience in environmental education, particularly in conservation and marine management education and community-based resource management. My work in Miloli'i Fishing Village over more the past [REDACTED] years has given me significant insight into the culture and educational priorities of local families.

I have not served on a charter school governing board; however, my expertise in conservation education and community engagement will be a valuable asset to this board. I can contribute to the development of a culturally appropriate curriculum, advocate for the needs of diverse learners and experiential ways of learning, and build strong relationships with the community and the marine resources and traditional management and fishing practices that are at the heart of the community identity.

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

The governing board of a Hawaiian-focused charter school plays a crucial role in its operation. Key responsibilities include:

- **Strategic Leadership:** Establishing the school's mission and vision, aligning them with Hawaiian cultural values and educational standards.
- **Policy Development:** Creating and reviewing policies that guide school operations, ensuring they reflect Hawaiian culture and best practices in education.
- **Financial Oversight:** Overseeing the school's budget, ensuring financial resources are allocated effectively to support educational and cultural programs.
- **Accountability:** Holding the administration accountable for academic performance, operational efficiency, and adherence to the school's mission and vision.
- **Community Engagement:** Fostering strong relationships with the community, involving parents, cultural practitioners, and stakeholders in decision-making processes.
- **Personnel:** Participating in the hiring and evaluation of the school leader and other key personnel, ensuring they are committed to the school's mission and cultural focus.
- **Compliance:** Ensuring the school adheres to state regulations, charter agreements, and educational standards.
- **Cultural Integration:** Promoting the integration of Hawaiian culture into the curriculum, extracurricular activities, and overall school environment.

By fulfilling these roles, the governing board helps create a school that honors Hawaiian culture, provides a high-quality education, and empowers students to succeed.

13. How will you monitor if the school is on target to successfully meet its operational goals for year one?

The Miloli'i Charter School governing board will establish a comprehensive monitoring system encompassing the following steps:

1. Define Key Performance Indicators (KPIs):

- **Student Enrollment:** Regularly track actual enrollment against projected numbers to assess if the school is attracting its target student population.
- **Attendance & Retention Rates:** Monitor student attendance and retention rates to identify any concerns about engagement and consistency.
- **Staff Hiring and Retention:** Ensure the school hires and retains qualified staff according to year 1 staffing goals.
- **Financial Performance:** Review budget adherence, cash flow, fundraising progress, and overall financial stability.
- **Academic Performance:** Set targets for academic benchmarks, standardized test scores, and curriculum delivery ensuring students are meeting academic expectations.

- **Compliance and Safety:** Monitor the school's adherence to regulatory requirements, health and safety standards, and its charter agreement.

2. Regular Progress Reporting:

- **Monthly or Quarterly Reports:** Establish a system for the school leadership to submit regular reports on all KPIs, including enrollment, academic progress, staff performance, financials, and compliance.
- **Dashboards & Scorecards:** Utilize data visualization tools like dashboards and scorecards to allow board members easy access to real-time information on critical metrics.

3. Establish Milestones and Checkpoints:

- Break down operational goals into specific, measurable milestones with clear timelines. For example:
 - By Month 3: Achieve a full staff onboarding.
 - By Month 6: Meet 90% of student enrollment goals and achieve compliance with health and safety regulations.
 - End of Year 1: Ensure financial sustainability and meet predetermined state academic benchmarks.

4. Conduct Audits & Evaluations:

- **Financial Audits:** Conduct regular financial audits to ensure proper use of funds and adherence to budgetary targets.
- **Operational Reviews:** Evaluate key areas like human resources, student services, and facility management to guarantee alignment with expectations and identify potential improvements.

5. Site Visits and Walkthroughs:

- Conduct regular site visits to observe the school in action, assess the condition of facilities, and ensure efficient operations.

6. Stakeholder Feedback:

- **Parent and Student Surveys:** Regularly gather feedback from families and students through surveys to address any concerns about the school's performance.
- **Staff Feedback:** Obtain feedback from teachers and administrators on their experiences, including operational challenges, effectiveness, and overall morale.

7. Risk Mitigation & Contingency Plans:

- Identify potential challenges or signs of underperformance early on. Develop contingency plans to address situations like lower-than-projected enrollment (e.g., adjusting marketing strategies or budget).

8. Review Leadership Performance:

- Evaluate the school leadership team's ability to execute the school's vision, meet milestones, adapt to challenges, and demonstrate strong communication skills. Effective leadership is vital for operational success.

By implementing these strategies, the Miloli'i Charter School governing board can effectively monitor progress towards achieving year 1 operational goals and ensure the school's long-term sustainability.

14. Governing Board Oversight During the Initial Charter Contract

To ensure the applicant school stays on course to achieve its mission and vision, the governing board must provide robust oversight throughout the initial charter contract. This oversight involves:

1. Mission and Vision Alignment:

- **Regular Review:** Periodically review the school's mission and vision to ensure they remain relevant and guide all decisions and actions.
- **Mission-Driven Decision Making:** Ensure all decisions, from curriculum adoption to budget allocation, align with the school's core purpose.

2. Strategic Planning and Goal Setting:

- **Clear Goals:** Establish clear, measurable, and achievable goals that align with the mission and vision.
- **Annual Performance Reviews:** Regularly assess the school's progress toward goals, making necessary adjustments

3. Academic Performance Oversight:

- **Rigorous Academic Standards:** Set high academic standards and monitor student achievement through standardized tests and other assessments.
- **Effective Instruction:** Ensure the implementation of high-quality instructional practices and curriculum aligned with state standards.
- **Data-Driven Decision Making:** Utilize data to inform instructional decisions and identify areas for improvement.

4. Financial Oversight:

- **Financial Planning:** Develop and monitor a fiscally sound budget that supports the school's mission.
- **Regular Financial Reviews:** Conduct regular financial reviews to ensure financial stability and accountability.
- **Compliance with Financial Regulations:** Adhere to all financial regulations and reporting requirements.

5. Compliance and Accountability:

- **Charter Compliance:** Ensure compliance with all terms and conditions of the charter agreement.
- **Regulatory Compliance:** Adhere to all federal, state, and local laws and regulations.
- **Ethical Conduct:** Promote ethical behavior and transparency in all school operations.

6. Leadership Oversight:

- **Effective Leadership:** Ensure the school leader is qualified, experienced, and committed to the school's mission.
- **Performance Evaluation:** Conduct regular performance evaluations of the school leader.
- **Professional Development:** Provide opportunities for professional development for the school leader and staff.

7. Community Engagement:

- **Stakeholder Involvement:** Regularly engage with parents, students, staff, and the community to gather feedback and build support.
- **Transparent Communication:** Communicate openly and honestly with stakeholders about the school's progress and challenges.

8. Risk Management:

- **Identify and Mitigate Risks:** Proactively identify potential risks and develop strategies to mitigate them.
- **Crisis Management Plan:** Have a comprehensive crisis management plan in place to respond effectively to emergencies.

9. Continuous Improvement:

- **Data-Driven Decision Making:** Use data to inform decisions and drive continuous improvement.
- **Professional Development:** Provide ongoing professional development for staff to enhance their skills and knowledge.
- **Evaluation and Feedback:** Regularly evaluate the school's programs and practices to identify areas for improvement.

By providing effective oversight, the governing board can help ensure the school's long-term success and fulfill its mission to provide a high-quality education for its students.

15. Handling Unethical Conduct on the Governing Board

As a volunteer board, addressing ethical concerns requires a measured and transparent approach. Here's how to handle a situation where a board member might be acting unethically:

1. Review Board Policies:

- **Code of Ethics:** Start by referencing the board's bylaws, code of ethics, and conflict of interest policies. These documents outline expected behavior and provide guidance on dealing with unethical conduct.
- **Conflict of Interest:** Ensure concerns align with the conflict of interest policy, covering areas like financial impropriety, self-dealing, or actions compromising objectivity.

2. Investigation and Fact-Finding:

- **Gather Evidence:** Before action, gather relevant facts. This may include:
 - Documenting the alleged conduct.
 - Reviewing board meeting minutes or communications.
 - Consulting school staff or external auditors (if needed).
- **Confidentiality:** Depending on the situation's severity, the board may appoint a committee or hire an external investigator (like legal counsel) to conduct an impartial review while maintaining confidentiality.

3. Private Discussion with the Member(s):

- **Direct Address:** If sufficient concerns exist, the board chair or designated officer should meet privately with the member(s) in question. During the meeting:
 - Explain the specific concerns and ethical issues raised.
 - Offer them a chance to explain their actions or provide clarification.
 - Determine if it was a misunderstanding or a genuine ethics breach.

4. Board Deliberation and Discussion:

- **Executive Session:** For serious issues requiring further discussion, the board should hold an executive (closed) session without the member(s) present. This session should involve:
 - Reviewing gathered evidence.
 - Considering the member's explanation or response.
 - Evaluating whether the member's actions violate board policies, the school's mission, or state regulations.
- **Legal Counsel:** If legal or regulatory concerns arise, consult legal counsel to ensure the board acts within its authority.

5. Determine a Course of Action:

- The board needs to decide how to address the situation based on the severity of the unethical behavior or conflict of interest. Options include:
 - **Reprimand/Warning:** For minor violations or misunderstandings, a formal reprimand or warning may suffice. Document this in the board minutes as a reminder of ethical expectations.
 - **Request for Resignation:** In more serious cases, the board may request the member's resignation. This may be the best option when trust is lost.
 - **Vote for Removal:** If the member refuses to resign and their actions are detrimental, the board may hold a vote to remove them. This process should follow board bylaws, which might require a supermajority or specific procedures.
 - **Recusal:** If a conflict of interest is involved, the member might be required to recuse themselves from related discussions or votes.

6. Communication of the Decision:

- **Internal Communication:** The board should formally inform the involved member(s) of the decision in writing. If necessary, clarify any conditions or steps required (such as recusal, resignation, or corrective actions).
- **External Communication (if needed):** If the situation becomes public or affects stakeholders, the board should consider how best to communicate actions to the school community. Transparency is key, but communication should remain respectful and professional.

7. Restore Trust and Prevent Future Issues:

- **Board Training:** Following the incident, consider conducting ethics training or governance workshops to clarify expectations and prevent future issues.
- **Strengthen Policies:** Review and update the conflict of interest policy, code of ethics, or other governance documents to strengthen protections against future unethical behavior.
- **Rebuild Board Cohesion:** If the situation caused tension, focus on rebuilding trust, improving communication, and ensuring the board can function effectively moving forward.

8. Maintain Confidentiality and School Integrity:

Throughout the process, confidentiality is crucial to protect the investigation's integrity and prevent reputational damage. Publicizing allegations before thorough investigation could harm the school and the board's ability to govern effectively.

Conclusion: By having a well-defined process based on established policies, the governing board can address allegations of unethical behavior while protecting the school's mission and integrity. Ultimately, the board's goal is to maintain high ethical standards and fulfill its duty to the students and community.

16. 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 know and have worked with Dr. Jim Skouge, who is a prospective governing board member. Dr. Skouge started working with Miloli'i in the early [REDACTED] on educational technology through projects supported by The Nature Conservancy, where I worked at the time.

17. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.

Yes, I have known and worked with Kaimi Kaupiko and Leivallyn Kaupu on various projects to advance community-based marine resource management in Miloli'i for the last [REDACTED] years.

18. 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.

No, I/we do not know any such employees

19. 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.

No, I/we do not anticipate conducting any such business

20. 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.

No, I/we do not have a financial interest

21. 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

22. 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

23. 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

24. 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

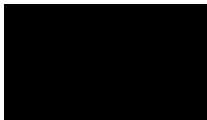
25. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

None

=====

Certification

I, Scott R. Atkinson, 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 _____

Date Nov. 10, 2024

Scott R. Atkinson

QUALIFICATION SUMMARY

I am a Conservation and Community Management Specialist with a Masters of Science in Conservation Biology and Sustainable Development. I have over 25 years experience in designing and implementing marine conservation and community development projects. My strengths include marine conservation program design and coordination, strategic planning, fundraising, Marine Protected Area (MPA) management planning, community-based fisheries management, development of community-based sustainable enterprises, and training conservation practitioners in key conservation approaches. I have advanced skills in research, planning, writing, fundraising, and facilitation. Locations where I have worked in order of intensity include: Indonesia, Hawai'i, Palau, Philippines, Papua New Guinea, the Federated States of Micronesia, Timor-Leste, Solomon Islands, Fiji, Belize, Costa Rica, and Peru

EMPLOYMENT EXPERIENCE

Senior Director Surf Conservation Partnership. January, [REDACTED] to present.
Conservation International

Senior Technical Advisor, Conservation International Center for Oceans. September, [REDACTED] to present.

1. **Leading CI's Surf Conservation Initiative** with a focus on creating a global network of Surf Protected Areas to conserve biodiversity and high carbon ecosystems and strengthen community development around the world's best surfing waves.
2. **Supporting Marine Protected Area Initiatives** with the CI Center for Oceans Blue Nature Program that is focused on expanding marine protected area coverage and efficacy around the world.

Co-Founder, Director of Sustainable Conservation [REDACTED]
Community Conservation Network (CCN), Honolulu, Hawai'i

1. **Managed CCN's Conservation Training Program.** Developed manuals and provided training on management planning, strategic planning, fundraising, sustainability planning, biological assessment, and enforcement for partners in Hawai'i, Melanesia, and Micronesia.

Director of Marine Conservation Program [REDACTED]
The Nature Conservancy (TNC), Honolulu, Hawai'i

1. **Designed and implemented TNC Marine Conservation Strategy in Hawai'i.** Worked with communities and partners to develop, fund, and implement marine conservation activities including in Miloli'i, South Kona Hawai'i

Senior Program Officer for Western Pacific Marine Program [REDACTED]
World Wildlife Fund, Washington DC

1. **Managed WWF-US marine conservation support to Asia-Pacific.** Supported all WWF Asia-Pacific country programs on development of marine conservation programs

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: Miloli'i Charter School
2. Contact information
Name: [REDACTED]
Phone: [REDACTED]
E-mail: [REDACTED]
3. Describe your role and position on the applicant governing board. Board member supporting the development and submission of the Miloli'i Charter School application.
4. Attach your resume and professional biography.
☒ Resume and professional bio are attached to this form.
5. Check all that apply. 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.

If you checked any of the boxes above, please identify the names of the boards you have served, or are serving on. Ka 'Umeke Kā'eo Public Charter School, Moanike'ala Akaka Aloha 'Āina Education Aha (MA'AEA), EA Ecoversity Advisory Board, Nā Hoa Pili O

Kaloko-Honokōhau Advisory Commission, Hui Mālama Ola Nā 'Ōiwi, Ala Kahakai Trail Association, Kūlana Huli Hōnua.

6. How, and by whom, were you recruited to serve on the governing board of the proposed charter school? Ka'imi Kaupiko reached out to me. I have had the privilege of working with the Miloli'i community for nearly [REDACTED] years supporting their education, environmental, and community development work.
7. What is your understanding of the appropriate role of a public charter school governing board member? A board member is expected to bring in their professional and personal experience to support the vision and mission of the charter school and provide appropriate insight and input as an objective member of the broader community. The board is meant to receive updates from charter school administrators, staff, and students and provide guidance and support when appropriate and when obligated. The board maintains and critical checks and balances role to help ensure the charter school fulfills its mandates and serves its student and staff bodies strongly.
8. Describe any previous experience 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 how your presence on the applicant governing board enhances their capacity of opening and running a public charter school. I currently serve on the Ka 'Umeke Kā'eo charter school board and have been a member since XXXX. In that role, I have provided critical feedback to school leaders and staff and during the COVID-19 pandemic, worked closely with school administrators to design and implement innovative learning spaces and support school family and community needs during an unprecedented time. Based on that experience, I understand that the board must stand as an independent body of the school, always in support of the charter school vision and mission, and whose members lead the aspects of organizing and implementing its board functions. A charter school board must work closely with the school administrators and maintain a civil, cordial, and productive relationship that advances school goals and priorities for the benefit of its students. I bring this working knowledge and experience into the Miloli'i Charter School Board as well as many years of serving on community boards, federal advisory commissions, and non-profits.

School Mission and Plan

9. How does the school's mission and vision align to your personal or professional beliefs/goals? I believe very strongly in grounding the student learning experience in our 'ōiwi lifeways and values. The Miloli'i Charter School exemplifies this by drawing from the physical and spiritual resources of their natural and cultural environment of South Kona and curating age-appropriate learning experiences for haumāna. The future generations of 'ōiwi leaders must be equipped with 21st century skills in technology,

economics, and systems-thinking and be grounded in our 'ōiwi epistemology, value system, and knowledge of place. Underpinning all of this is their access to and use of 'Ōlelo Hawai'i, our people will thrive when our language continues to be a critical connection to our past (kupuna), present (each other), and future (a vision of well-being for Hawai'i).

10. Describe your understanding of the school's proposed academic plan? The school plans to take a holistic approach to building learners prepared to enter into our contemporary Hawai'i society with the practical knowledge to provide for themselves, their families, and their communities. The academic plan includes critical elements of a cultural foundation and learning platform including 'āina-based curricula and 'Ōlelo Hawai'i. Additionally, learning activities will include exposure, access, and use of technology to ensure they can apply those skills appropriately post high school.
11. As a governing board member, how will you ensure that the school is succeeding or is not succeeding in achieving its mission? Regular participation in board meetings and school gatherings to stay abreast of the day-to-day operations and provide meaningful and appropriate input. I will also support a strong board leadership group that maintains a healthy and productive relationship with school leadership and staff. I will also suggest regular board interaction with school staff, students, and community members to ensure appropriate and timely advice, feedback, and conflict resolution actions are taken.

Governance

12. Describe the role that the governing board will play in the school's operation. I believe the board should work very closely with school administrators and also maintain an independent role and function so as not to appear to be a "yes" body within the school governance structure. We provide guidance and advice when appropriate related to school operations and approve of action when the charter requires that of us.
13. How will you monitor if the school is on target to successfully meet its operational goals for year 1? Require regular comprehensive updates from school administrators and staff.
14. Describe the governing Board oversight that needs to take place over the duration of the initial contract to ensure the applicant school is making positive progress to achieving its mission and vision. As previously noted, the board must function as a complimentary and supportive, yet independent body of the school. We must work closely together and refer back to the established benchmarks and provide constructive critique where needed while also providing strong support to school administrators.
15. 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? Initial action would be to get all relevant information from a variety of sources and request

board leadership to intervene if necessary. An executive session may be appropriate to determine any appropriate mitigative or other action.

Disclosures

16. 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 maintain a professional relationship with several other prospective governing board members. I am professionally involved in community-based and collaborative ocean stewardship efforts in Hawai'i and work with several prospective board members.
17. 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 noted above, I maintain a professional relationship with several prospective board members and school employees. There is no familial relationship with any school employees or board members.
18. 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 employees ☐ Yes [Click or tap here to enter text.](#)
19. 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.](#)
20. 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.](#)
21. 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.](#)
22. 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.

23. 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.

24. 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.

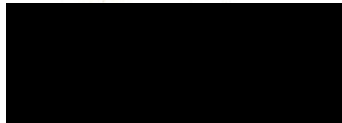
☐ Does not apply to me, my spouse or family ☒ Yes As an employee of Conservation International Hawai'i I anticipate that the pre-existing professional relationship between our organizations will remain in place.

25. 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.

☒ X None ☐ Yes Click or tap here to enter text.

Certification

I, Moana P.K. Ching, 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

Date 10/30/24

MOANA P.K. "ULU" CHING

PROFESSIONAL EXPERIENCE

Senior Program Manager – Community based-Conservation Conservation International Hawai'i

Present

- **Implement** strategic program priorities and policies surrounding community-based ocean conservation and resource management efforts. Co-wrote comprehensive marine management plan and facilitated the adoption of fisheries rules for the 18.6 mile Miloli'i Community-based Subsistence Fishing Area (CBSFA) with lineal descendants and multiple Department of Land & Natural Resources division partners to protect critical marine resources and habitats.
- **Lead** state-wide community-based ocean conservation and environmental stewardship projects focused on effective ocean governance and Indigenous knowledge integration. Co-facilitates a network of government, non-government, and community-based entities to integrate diverse knowledge systems into formal government-led environmental monitoring protocols.
- **Lead** institutional priorities around Indigenous Peoples. Key contributor to the development of Conservation International's new Global Indigenous Peoples & Local Communities Center.
- **Manage** a diverse multi-year donor portfolio to catalyze innovative partnerships and collaborative environmental stewardship projects to restore and protect vital ocean resources. Collaboratively fundraised over \$1.7 million to achieve programmatic, institutional, and partner priorities.
- **Execute** multiple budget plans to implement CI's state-wide resource management program actions and collaborations.

Program Specialist, Pacific Internship Programs for Exploring Science (PIPES) University of Hawaii at Hilo, Office of Research & Community Partnerships

- **Direct and lead** day-to-day administrative and financial operations for three undergraduate environmental research and resource management internship programs. Mentored over 300 Native Hawaiian, Pacific Islander, and minority undergraduate students.
- **Lead** administrative and financial operations of a regional 10-member Pacific Islands higher education institution alliance to increase minority student representation in

STEM disciplines.

- **Increase** administrative effectiveness to manage 17 subawards and distribute nearly \$1million of undergraduate STEM student funds.
- **Initiate** and **maintain** strategic partnerships with government agencies and non-government entities to support University of Hawai'i initiatives, collaborations, and priorities.
- **Manage** donor relations, fundraising efforts, and multi-year grant agreements from Federal, State, and private foundation sources.
- **Manage** fiscal programming including planning, procurement, monitoring and evaluation, and reporting.
- **Supervise and Manage** human resources and general operations for research program staff, in-office student assistants, and 35-40 undergraduate interns annually.

EDUCATION

██████████ Lesley University, Cambridge, Massachusetts

Degree earned, M.S. Ecological Teaching & Learning, ██████████

██████████ University of Hawaii at Hilo, Hilo, Hawaii

Degree earned, B.A. Geography and Environmental Studies, ██████████

VOLUNTEER & COMMUNITY SERVICE EXPERIENCE

Officer, Treasurer

Moanike'ala Akaka Aloha 'Āina Education Aha

██████████

Advisory Board Member

EA Ecoversity

██████████

Board of Director

Hui Mālama Ola Nā 'Ōiwi

**Commission Member**

Nā Hoa Pili O Kaloko-Honokōhau Advisory Commission

**Board of Director**

Ala Kahakai Trail Association



RECOGNITIONS

- Recipient Conservation International Impact Award – Team recognition for insitutional impact.
- Recipient E OLA – Empowering 'Ōiwi Leadership Award – Recognition of Native Hawaiian leadership qualities and community engagement.
- Recipient Conservation International Impact Award – Recognition of institutional impact.
- Group-recipient Hawai'i Conservation Alliance Outstanding Leadership Award for the Pacific Internship Programs for Exploring Sciences, recognizing exceptional leadership in advancing environmental conservation in Hawai'i.

QUESTION 17

Describe how each member of the applicant governing board contributed and supported the development of the application

EVALUATION CRITERIA:

Evidence could include, but not necessarily solely consist of:

- *Evidence of outreach and the process the applicant governing board went through in identifying board members and selecting their roles.*
- *Specific examples of board members' contribution to this application that includes evidence from board meetings: [agendas](#), [minutes](#), etc.*

NARRATIVE SECTION:

The Miloli'i Public Charter School Governing Board collaborated effectively to develop and finalize the charter school application through a series of organized meetings and tasks. Below is a detailed description of how each board member contributed to the process, as reflected in the agendas and minutes provided.

Founding Members

1. Ka'imi Kaupiko (President)

- **Role:** Led meetings, facilitated discussions, and ensured all members stayed aligned with the application process.
- **Key Contributions:**
 - Provided cultural and community context to inform the mission and vision.
 - Reviewed and revised application drafts, particularly regarding governance and academic frameworks.
 - Coordinated the finalization and submission logistics.

2. Lei Kaupu (Vice President)

- **Role:** Assisted in reviewing the mission, vision, and academic framework.
- **Key Contributions:**
 - Supported governance training and facilitated group alignment on roles.
 - Played a critical role in revising the Mission Aligned Initiative (MAI).

3. Monica Pilimai Traub (Secretary)

- **Role:** Recorded minutes and managed documentation for meetings.
- **Key Contributions:**
 - Ensured the board remained organized and on track with timelines.
 - Actively reviewed application components and facilitated collaborative edits.

4. Luika Imaoka (Treasurer)

- **Role:** Managed fiscal components of the application.
 - **Key Contributions:**
 - Drafted protocols for internal fiscal management oversight.
 - Contributed to developing financial frameworks to ensure sustainability.
5. **Scott Atkinson**
- **Key Contributions:**
 - Focused on strategic conservation goals within the academic plan.
 - Provided insights into sustainable program design.
6. **Greg Asner**
- **Key Contributions:**
 - Contributed to STEM and ecological education frameworks.
 - Reviewed systems of support to address academic distress indicators.
7. **Eric Edwards**
- **Key Contributions:**
 - Assisted in technology integration for blended learning programs.
 - Supported discussions on innovative academic models.
8. **Charlie Young**
- **Key Contributions:**
 - Provided expertise on community engagement and legal compliance.
 - Assisted in governance training and alignment with community values.
9. **James Skouge**
- **Key Contributions:**
 - Supported accessibility and inclusion planning in academic frameworks.
 - Reviewed and suggested edits for application language regarding equity.
10. **Meleana Smith**
- **Key Contributions:**
 - Assisted in drafting sections on operational management.
 - Contributed expertise on grant writing and organizational frameworks.
11. **Moana Ulu Ching**
- **Key Contributions:**
 - Helped refine the mission and vision to align with community priorities.
 - Provided feedback on traditional and cultural alignment within the academic plan.

Non-Voting Members

1. **Leivallyn Kaupu**
- **Key Contributions:**
 - Provided cultural insights and expertise on Native Hawaiian education.

- Reviewed and revised the application to integrate cultural and place-based learning elements.

2. **Ka'imi Kaupiko**

○ **Key Contributions:**

- Supported the planning and timeline management for application tasks.
- Played a pivotal role in shaping the MAI and academic frameworks.

3. **Pilimai Traub**

○ **Key Contributions:**

- Focused on governance training and documentation.
- Collaborated on edits to ensure application accuracy and coherence.

Meeting Contributions

- **October 4, 2024:**
 - Members reviewed the initial draft, identified priorities, and set the groundwork for revising the mission and vision.
 - Established governance training protocols and outlined collaboration processes.
- **October 25, 2024:**
 - Finalized roles (President, Vice President, Secretary, Treasurer).
 - Approved the mission and vision revisions, application schedule, and draft academic plan.
- **November 2, 2024:**
 - Approved the academic plan, MAI, and proposed rollout schedule.
 - Focused on application review and addressing questions regarding governance and academic frameworks.
- **November 8, 2024:**
 - Finalized application approval and submission logistics.
 - Ensured all sections met quality standards and aligned with charter school goals.

Summary

Each board member brought unique skills and expertise, contributing to governance, cultural integration, academic planning, and financial oversight. The collaborative process ensured that the application was comprehensive, culturally aligned, and reflected the needs of the Miloli'i community.

*Board Agenda and Minutes submitted as attachment in Question 4.

SUBMITTING ATTACHMENTS?

✓ NO. There is no attachment submitted for this question.

☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 17 – Attachment 1, Question 17 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 18

What are the systems of support to address indicators of distress to address the following:

- Academic Framework
- Financial Framework
- Organizational Framework
- School leader evaluation

EVALUATION CRITERIA:

Evidence could include, but not necessarily solely consist of:

- *reference to characteristics of high quality charter schools document;*
- *reference to charter contract performance frameworks; and*
- *reference to indicators of distress (see resources page).*

NARRATIVE SECTION:

Miloli'i Charter School, rooted in the rural communities of Puna, Ka'ū, and Miloli'i, is committed to upholding the standards outlined in the Hawai'i State Charter School Commission's definition of a high-quality charter school, aligned with Contract 4.0. By embedding systems of support across the **Academic Framework, Financial Framework, Organizational Framework, and School Leader Evaluation**, the school proactively addresses potential indicators of distress to ensure sustainable success.

1. Academic Framework

Alignment with High-Quality Charter School Characteristics:

Miloli'i Charter School implements an evidence-based, student-centered instructional program aligned with the Hawai'i State Standards and grounded in the cultural context of the communities it serves. The school integrates blended learning approaches with targeted interventions to ensure all students, including those from underserved and socioeconomically challenged backgrounds, achieve academic growth.

Indicators of Distress Addressed:

- Declining student proficiency or growth on state assessments
- Ineffective curriculum implementation
- Lack of adequate support for diverse learners

Systems of Support:

- **Data-Driven Instruction:** Teachers and administrators review student performance data bi-weekly to identify trends and target interventions. Data dashboards track progress in real time.

- **Multi-Tiered System of Supports (MTSS):** A robust MTSS framework addresses student needs across academic, behavioral, and social-emotional dimensions. Tiered interventions are monitored for effectiveness, with adjustments made as needed.
- **Professional Development:** Teachers receive ongoing training in best practices for virtual/blended learning, differentiated instruction, and culturally responsive pedagogy.
- **Progress Monitoring Tools:** The use of formative assessments, such as iReady and NWEA MAP, ensures early identification of learning gaps. These tools complement state assessments to provide a comprehensive view of student growth.

2. Financial Framework

Alignment with High-Quality Charter School Characteristics:

Miloli'i Charter School prioritizes financial transparency, stability, and compliance to sustain its mission. Budgeting reflects strategic priorities, including investment in technology, teacher training, and student support systems.

Indicators of Distress Addressed:

- Decreasing fund balances or cash reserves
- Poor fiscal oversight or failure to adhere to financial policies
- Misalignment between budget allocations and strategic priorities

Systems of Support:

- **Quarterly Financial Reviews:** The finance team, alongside the governing board, conducts quarterly reviews of budgets, cash flow, and expenditures to ensure alignment with the school's mission and strategic goals.
- **Compliance and Oversight:** The school engages a third-party auditor annually to review compliance with state financial reporting requirements. Findings are shared transparently with stakeholders.
- **Contingency Planning:** A financial contingency plan includes a reserve fund to address unexpected expenses or enrollment fluctuations.
- **Resource Optimization:** Investments in cost-effective technology and partnerships with community organizations help reduce operational costs while maximizing student outcomes.

3. Organizational Framework

Alignment with High-Quality Charter School Characteristics:

Miloli'i Charter School fosters an inclusive and transparent governance structure, ensuring operational efficiency and responsiveness to community needs. Leadership and staff work collaboratively to create a supportive school culture.

Indicators of Distress Addressed:

- High staff turnover or dissatisfaction
- Ineffective governance or leadership practices
- Operational inefficiencies

Systems of Support:

- **Transparent Governance:** The governing board includes members with expertise in education, finance, and community engagement. Monthly board meetings are open to the public, ensuring accountability.
- **Staff Retention and Development:** Competitive compensation packages, opportunities for professional growth, and wellness programs support staff retention and satisfaction.
- **Operational Monitoring:** A comprehensive operations manual outlines protocols for key functions, such as enrollment, safety, and technology maintenance, ensuring consistency and efficiency.
- **Community Engagement:** Regular feedback sessions with families and community stakeholders inform school policies and practices, fostering trust and collaboration.

4. School Leader Evaluation

Alignment with High-Quality Charter School Characteristics:

The school leader is evaluated based on their ability to advance the academic, financial, and organizational goals of the school while maintaining alignment with its mission and vision.

Indicators of Distress Addressed:

- Inconsistent leadership or lack of clear vision
- Inability to address underperformance in staff or students
- Poor alignment between leadership practices and school priorities

Systems of Support:

- **Annual Performance Review:** The governing board conducts a rigorous annual evaluation of the school leader, using metrics aligned with Contract 4.0's performance frameworks. Key performance indicators include student achievement, staff retention, financial health, and stakeholder satisfaction.
- **Leadership Coaching:** The school leader has access to external coaching and mentorship programs to build capacity in managing virtual/blended learning environments and addressing community-specific challenges.
- **Leadership Development Plan:** Based on the evaluation, the leader receives a personalized professional development plan with clear goals and timelines.
- **Stakeholder Feedback:** Teacher, parent, and student surveys are incorporated into the evaluation process to ensure a comprehensive assessment of leadership effectiveness.

Proactive Approach to Indicators of Distress

Miloli'i Charter School recognizes that early identification and intervention are critical in addressing potential indicators of distress. The school adopts the following proactive strategies across frameworks:

- **Integrated Performance Monitoring:** Dashboards for academic, financial, and operational metrics provide a comprehensive view of school health, allowing for timely corrective action.
- **Collaboration with Authorizers:** Regular check-ins with the Hawai'i State Charter School Commission ensure alignment with Contract 4.0's performance frameworks and best practices for high-quality charter schools.
- **Community-Centered Focus:** Continuous engagement with families and community partners reinforces the school's mission while addressing systemic barriers to success.

Conclusion

Miloli'i Charter School's systems of support are designed to uphold the characteristics of high-quality charter schools while addressing potential indicators of distress. By fostering a culture of accountability, collaboration, and continuous improvement, the school ensures that it meets the needs of its students and community, laying the foundation for long-term success.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 18 – Attachment 1, Question 18 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 19

Pending approval, describe the process that the applicant governing board will take to transition from a planning governing board to an operational governing board that ensures the school meets the approved mission and vision.

EVALUATION CRITERIA:

Evidence could include, but not necessarily solely consist of:

- *reference to characteristics of high quality charter schools document; and*
- *reference HRS 302D-12 for suggested governing board make up.*

NARRATIVE SECTION:

The governing board of Miloli'i Charter School is deeply committed to realizing the school's mission of providing culturally responsive, high-quality education to underserved communities. Guided by the **characteristics of high-quality charter schools** and Hawai'i Revised Statutes (HRS) §302D-12, the board will transition from a planning entity to an operational governing body by implementing structured processes, building governance capacity, and embedding reflective practices like board retreats to ensure alignment with the mission, vision, and goals of the school.

Process for Transitioning to an Operational Governing Board

1. Composition and Membership

The planning governing board will evolve into a diverse operational board, adhering to the requirements outlined in HRS §302D-12. The board will ensure the inclusion of:

- **Professional Expertise:** Members with backgrounds in finance, law, education, governance, and community development for strategic oversight and compliance.
- **Community Representation:** Members familiar with the challenges of the underserved Puna, Ka'u, and Miloli'i communities to ensure cultural responsiveness.
- **Parent and Stakeholder Involvement:** A parent or community stakeholder to strengthen family engagement and ensure accountability.
- **Conflict-Free Composition:** Members will commit to training in ethical governance, avoiding conflicts of interest to maintain objectivity.

2. Alignment with Mission and Vision

The operational board will prioritize alignment with the school's mission and vision through:

- **Mission-Driven Decision-Making:** Policies, initiatives, and evaluations will directly support the school's cultural and academic goals.
- **Reflective Board Retreats:** Annual or bi-annual retreats will allow members to reflect on progress, revisit the mission and vision, and plan strategically for the school's future.

3. Training and Capacity Building

To ensure board effectiveness, members will participate in ongoing professional development, including:

- **Governance and Compliance Training:** Topics such as financial oversight, academic accountability, and charter-specific governance, provided by the Hawai'i State Public Charter School Commission or other recognized organizations.
- **Cultural Responsiveness Training:** Focused on addressing the unique needs of rural, underserved communities.
- **Roles and Responsibilities:** Training to establish clarity between governance and management, empowering the school leader while maintaining accountability.

4. Annual Board Retreats

Board retreats will be integral to the operational phase, ensuring continuous improvement and strategic alignment:

- **Purpose:** Provide dedicated time for strategic planning, mission alignment, and team building.
- **Structure:** Facilitated sessions on key topics such as governance effectiveness, academic and financial performance, and stakeholder engagement.
- **Outcomes:** Actionable goals, enhanced cohesion among board members, and a shared understanding of priorities for the upcoming school year.

5. Governance Policies and Committees

The board will adopt policies to establish effective governance structures and specialized committees to ensure focused oversight:

- **Standing Committees:**
 - Academic Excellence Committee: Oversee curriculum alignment and student performance.
 - Finance and Audit Committee: Monitor the school's fiscal health and compliance.
 - Community Engagement Committee: Strengthen relationships with stakeholders.
- **Policy Framework:** Create and implement policies for decision-making, conflict resolution, and accountability.

6. Accountability and Self-Reflection

To ensure operational effectiveness, the board will adopt:

- **Annual Self-Assessments:** Evaluate board performance against high-quality governance benchmarks.
- **Stakeholder Feedback Mechanisms:** Surveys and engagement forums to incorporate family and community input into governance.
- **Performance Tracking:** Review of state accountability metrics and internal benchmarks to measure academic, financial, and organizational success.

Commitment to High-Quality Charter School Standards

By incorporating practices like ongoing professional development, stakeholder engagement, and reflective board retreats, the operational governing board will uphold the principles of high-quality charter schools, including:

- **Student-Centered Governance:** Decisions will prioritize student achievement and well-being.
- **Transparency and Accountability:** Robust systems will ensure compliance and openness in governance.
- **Sustainability:** Strong financial oversight and strategic planning will safeguard the school's long-term success.

Board retreats will serve as a cornerstone of the school's governance model, allowing the board to consistently evaluate its practices, refine its strategies, and ensure the school remains aligned with its mission to serve and uplift the Miloli'i community.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 19 – Attachment 1, Question 19 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 20

Identify the systems the governing board will put in place to monitor and evaluate the school's Mission Aligned Initiative?

EVALUATION CRITERIA:

Evidence could include, but not necessarily solely consist of:

- *Governing board monitoring process*
- *Examples of how the governing board will keep updated on student progress*

NARRATIVE SECTION:

Click or tap here to enter text.

Miloli'i Charter School will be a school that maintains and elevates student learning by creating rigorous and innovative spaces built upon Hawaiian cultural values and the concept of pono (to make right). The Hawaiian values of the school include, but are not limited to, the following: Ho'ona'auao, Ho'olako, Ho'omau, Ho'oikaika, and Ho'ohana. Miloli'i Charter School recognizes the individual needs of each student and we will meet students at their particular level of learning and implement student learning plans that exceed the highest academic standards of the Department of Education of Hawai'i.

Background on core values:

Ho'ona'auao - to educate and perpetuate the unique lifestyle of our community and Hawaiian ancestral cultural practices;

Ho'olako - to provide a positive learning environment for our community;

Ho'omau a Ho'oikaika - to maintain and further strengthen the nuclear and extended family systems, community members, and all other stakeholders; and

Ho'ohana - to utilize modern technology as a vehicle to contribute to the progress of our children's growth.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 20 – Attachment 1, Question 20 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*