

Attachment Q

Provide, as **Attachment Q**, organization charts that clearly indicate all positions and illustrate the proposed school governance, management, and staffing structure in: a) Year 1; and b) all subsequent years until full capacity is reached. The organizational charts must clearly delineate the roles and responsibilities of (and lines of authority and reporting among) the proposed school governing board, staff, any related bodies (such as the proposed school's supporting nonprofit organization, advisory bodies, or parent/teacher councils), and any external organizations that will play a role in managing the proposed school. The organization charts must also document clear lines of authority and reporting between the proposed school governing board and proposed school and within the proposed school.

The following organization charts illustrate all of Namahana School's governance, management, and staffing structures for all positions across five years. The first five charts are Year 1-5 and in Year 5 the school will be at full capacity. In the Advisors, Teachers, and Educational Assistants box, note that each year more positions are added as grades increase.

For each of these five illustrations please note the lines of reporting between the Namahana School Governing Board, Namahana Education Foundation, and the Executive Director. Namahana Education Foundation is the associated non-profit. Although the Executive Director will not sit on the NEF board, she will attend NEF board meetings to ensure that NEF's activities are aligned with the school's mission, academic, and financial plans. NEF board members will be invited to attend Governing Board meetings as needed in order to establish shared understanding and open lines of communication. During the conditional contract period, Namahana School will develop a formal MOU with Namahana Education Foundation that will outline roles and responsibilities, expectations, and communication.

The last two illustrations explain the organizational philosophy of Namahana as a hālau rather than being solely based in a hierarchy. Namahana is a team and the organizational structure is a cohesive unit where all positions are valued and work together to serve the students and community of Halele'a and Ko'olau.



ORGANIZATIONAL STRUCTURE YEAR 1

HAWAII STATE PUBLIC CHARTER SCHOOL COMMISSION

NAMAHAHA SCHOOL GOVERNING BOARD

NAMAHAHA EDUCATION FOUNDATION

EXECUTIVE DIRECTOR

MANAGER OF FINANCE AND OPERATIONS

OFFICE MANAGER
(interfaces with HR Contractor and Accountant)

CUSTODIAN

CONTRACTORS
(i.e. HR, Accountant, Food Vendor, Ground and Agricultural Maintenance, Nurse, IT)

ACADEMIC COACH

STUDENT SUPPORT SERVICES COORDINATOR /REGISTRAR

7th – 8th ADVISORS, TEACHERS, AND EDUCATIONAL ASSISTANTS



ORGANIZATIONAL STRUCTURE YEAR 2

HAWAII STATE PUBLIC CHARTER SCHOOL COMMISSION

NAMAHANA SCHOOL GOVERNING BOARD

NAMAHANA EDUCATION
FOUNDATION

EXECUTIVE DIRECTOR

MANAGER OF FINANCE
AND OPERATIONS

OFFICE MANAGER
*(interfaces with HR
Contractor and Accountant)*

CUSTODIAN

CONTRACTORS
*(i.e. HR,
Accountant,
Food Vendor,
Ground and
Agricultural
Maintenance,
Nurse, IT)*

ACADEMIC
COACH

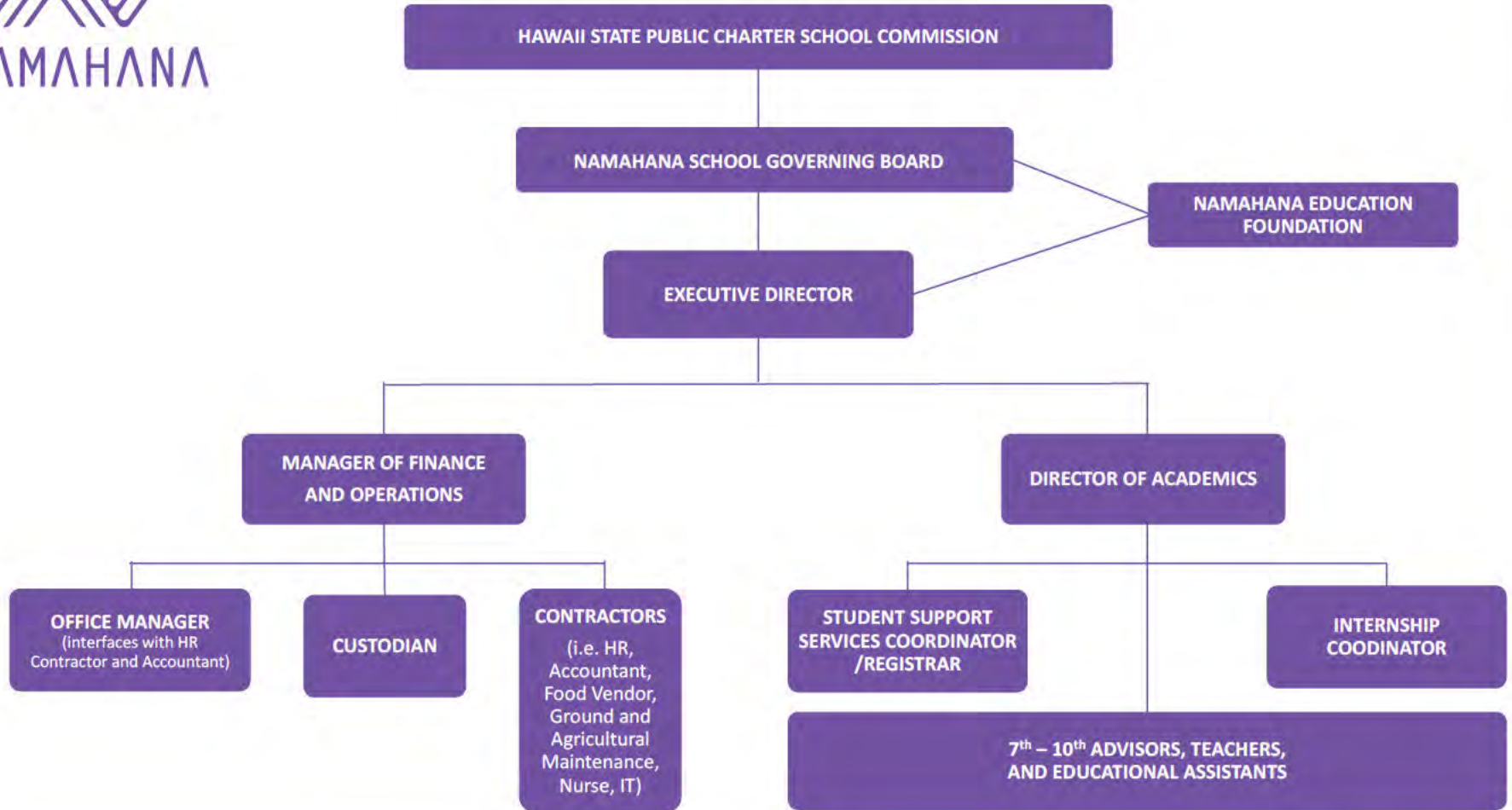
STUDENT SUPPORT
SERVICES COORDINATOR
/REGISTRAR

INTERNSHIP
COORDINATOR

7th – 9th ADVISORS, TEACHERS,
AND EDUCATIONAL ASSISTANTS

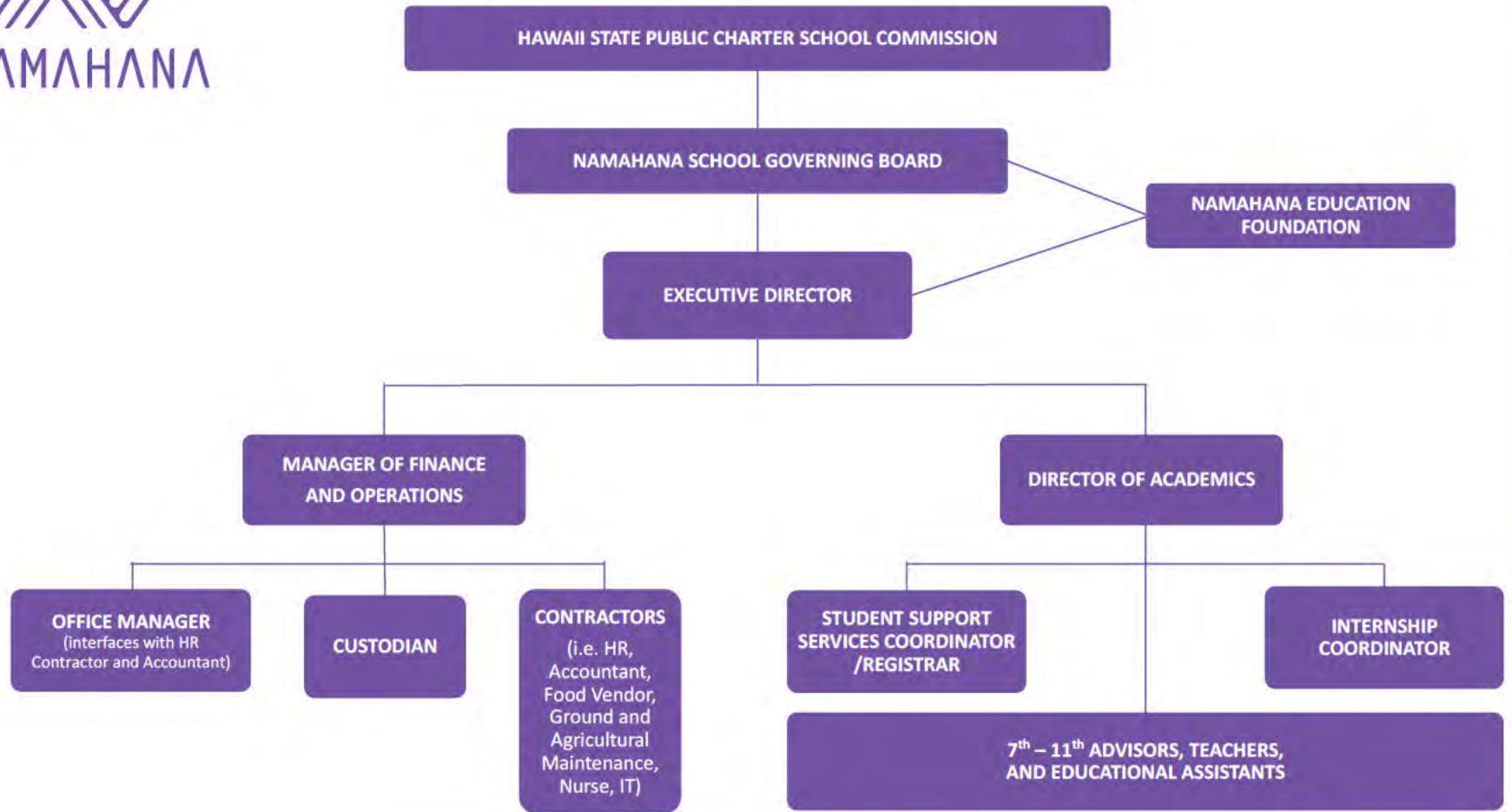


ORGANIZATIONAL STRUCTURE YEAR 3



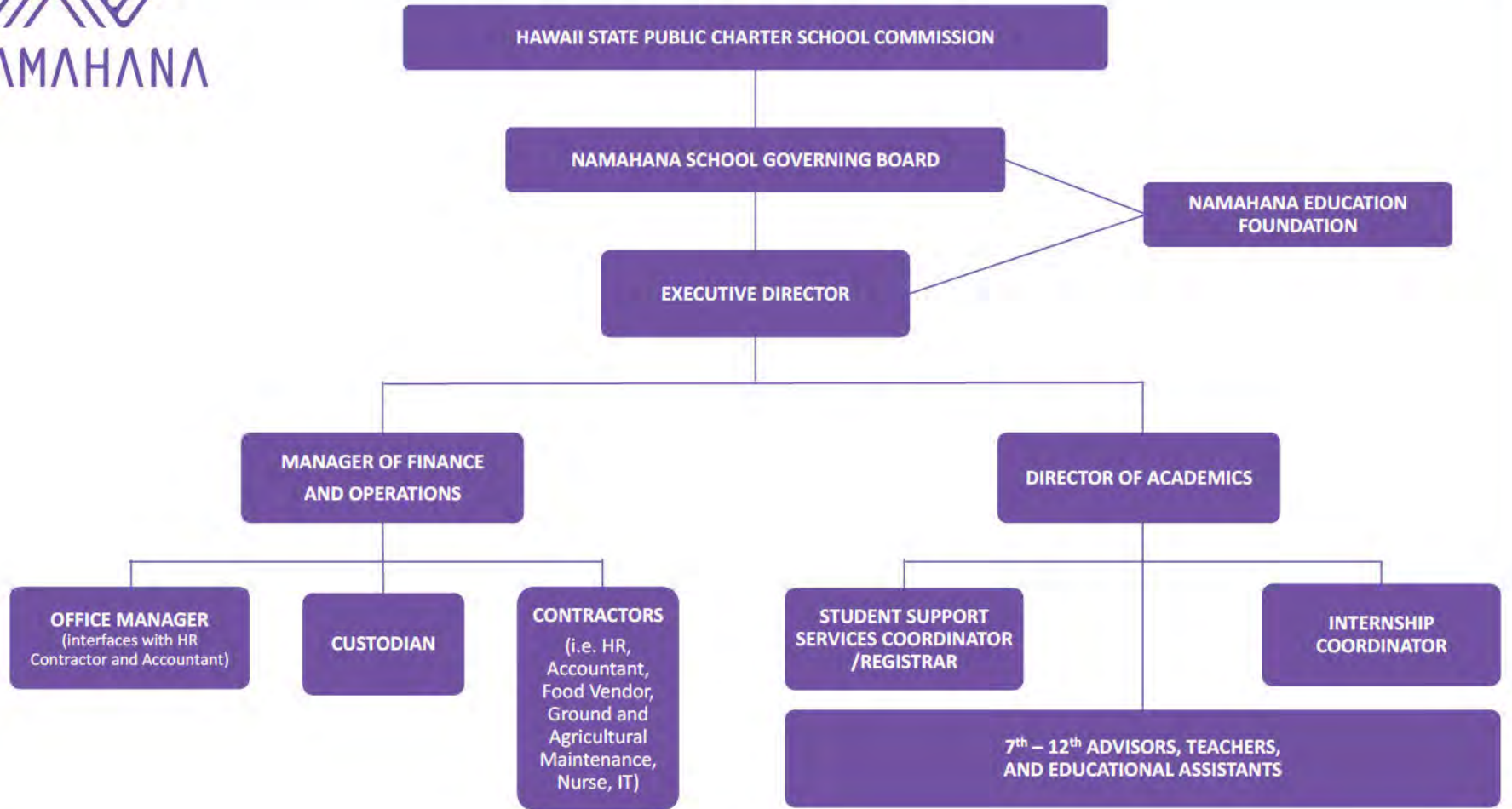


ORGANIZATIONAL STRUCTURE YEAR 4





ORGANIZATIONAL STRUCTURE YEAR 5





Picture above is of Limahuli Garden and Preserve, a partnering organization of Namahana School.

Hālau o Namahana

This is how we at Namahana work together to fulfill our purpose and functions as an organization.

6) Roof Structure/Beams and Cordage:

Executive Director

The roof structure (under the pili grass), the Executive Director, connects all the pieces of the hālau together to ensure the integrity and stability of the hālau

7) Pili Grass Roof:

Governing Board

The governing board protects the hālau from the elements (wind/rain) and is connected to the roof structure, the Executive Director, in order to oversee the school

5) Foundation Wall/Kahua:

Office

Posts/Pou:

Front Office Accountant
Altrez

Base Rock/Kumu Pohaku:

Office Manager

The Office foundation wall is supported by the Office Manager which is the base rock that holds up the posts of the front office support, accountant, and Altres

4) Foundation Wall/Kahua: Support Services

Posts/Pou: Nurse SPED/ELL Supports
Extracurriculars

Base Rock/Kumu Pohaku:

Student Support Services Coordinator
The Student Services foundation wall is supported by the Student Support Services Coordinator which is the base rock that holds up the posts including the SPED services and extracurricular activities

3) Foundation Wall/Kahua: Academics

Posts/Pou: 7-12 Advisors/Teachers Real-world
Learning Coordinator

Base Rock/Kumu Pohaku: Director of Academics

The Academics foundation wall is supported by the Director of Academics which is the base rock that holds up all the posts, the teachers, through professional development, curriculum, and assessment processes

1) Ground Foundation/ Āina

Aloha Kanaka Aloha 'Āina
Aloha i ke Ao

The ground that our hale is built upon is our values Each step we take is directly connected to Namahana's values

2) Foundation Wall/Kahua: Finance and Operations

Posts/Pou: Custodian Office Manager
Transportation T Food Maintenance & Facilities
Base Rock/Kumu Pohaku: Manager of Finance and Operations

The Finance and Operations foundation wall is supported by the MFO which is the base rock that holds up the Transportation, IT, Food, Maintenance, and Facilities posts

8) Inside the Hālau:

Mission Vision & Students

The hālau is created for our community, inside you will find our students and the learning, actions, and protocols that occur within Namahana are guided by our mission and vision

Hālau o Namahana

(Image from the Hawaii Provisions on Indigenous Hawaiian Architecture Structures Appendix X)

Attachment R

- a. A list of all current proposed school governing board members and their intended roles;
- b. A clear summary of members' qualifications for serving on the proposed school governing board, including explanation of how each member meets considerations in HRS §302D-12 and will contribute a wide range of knowledge, skills, and commitment needed to oversee a *high-quality charter school*, including academic, financial, legal, nonprofit and community experience and expertise;
- c. Completed and signed Board Member Information Forms ([Exhibit 3](#)) and resumes for each proposed governing board member.

This table outlines the current proposed Namahana Governing Board members and their intended roles, including the relevant knowledge and expertise they will bring to the board.

Namahana School Applicant Governing Board Members			
Name	Proposed Title/Role	Committee Roles	Relevant Expertise for the Board
Kapua Chandler	Executive Director and Ex-Officio Board Member	Ex-officio member of all committees, with particular focus on Executive, Finance & Academic Committees	<u>Expertise:</u> 'Āina-based Education, Education Administration M.Ed. in Education Administration, M.A. in Higher Education and Organizational Change; Ph.D. for Higher Education and Organizational Change, UCLA. Research focus: fostering success for Native Hawaiian and rural students and how leadership and 'āina-based education impacts rural communities.
Melanie Mitsue Parker	Chair	Ex-officio member of all committees, with particular focus on Executive Committee and Governance Committee	<u>Expertise:</u> Academic & Nonprofit Governance, Fundraising 20 years of experience working in Farm to School programs, managed a districtwide Garden/Cooking-based nutrition education program, managed school district USDA contracts; worked as a nonprofit organizational development consultant; strong grant writing experience.
Angela Bresnahan	Vice-Chair and Governance Committee Chair	Executive & Governance	<u>Expertise:</u> Legal & Nonprofit Fundraising 8 years as attorney, Partner at Holstrom & Kennedy; child and family advocate in nonprofit and legal sectors; Nonprofit Development Director, grant writer, and fundraising consultant.
Mālia 'Alohilani Rogers	Secretary	Executive & Academic Committee	<u>Expertise:</u> Academic & Community Over 20 years in education including as a charter school teacher, former teacher in Department of Education's Hawaiian Immersion Program, serves on several community boards
Pam Murphy	Treasurer and Finance Committee Chair	Executive & Finance Committees	<u>Expertise:</u> Financial, Public Relations Retired long-time general manager of Mammoth Ski Resort with background in events, public relations, oversight, development, and planning

Helen Cox	Board Member	Academic Committee	<p><u>Expertise:</u> Academic, Community, Nonprofit, & Financial</p> <p>Recently retired Chancellor of Kaua'i Community College, served in higher education for over 40 years, founder and executive director of non-profit Human Pursuits</p>
Jen Luck	Board Member	Facilities Committee	<p><u>Expertise:</u> Nonprofit Governance, Fundraising, Community</p> <p>Communications, events, board member, and executive director experience with a host of nonprofits, land & real estate asset management</p>
Jonathan McRoberts	Board Member	Finance & Fundraising Committee	<p><u>Expertise:</u> Financial, Academic, Nonprofit Governance, Fundraising</p> <p>30 years of experience as a financial adviser, member of a variety of service clubs and community initiatives primarily focused on education</p>
Marion Paul	Fundraising Committee Chair	Fundraising Committee	<p><u>Expertise:</u> Nonprofit Governance, Community & Fundraising, Capital Campaign</p> <p>Recently retired president of Kaua'i Planning and Action Alliance whose flagship program was Keiki to Career, served as executive director of several non-profits</p>
Adam Roversi	Facilities Committee Chair	Facilities Committee	<p><u>Expertise:</u> Legal & Nonprofit Governance, Building and Construction</p> <p>Director of Kaua'i Housing Agency and former deputy county attorney, serves on several community boards including Ho'ike Community Television</p>
Tahara'a Stein	Academic Committee Chair	Academic Committee	<p><u>Expertise:</u> Academic, Community</p> <p>Vice Principal at Chiefess Kamakahahelei Middle School, former Principal at Hanalei Elementary School on the North Shore of Kaua'i, high school teacher and lead for AVID, a college preparatory program for traditionally underserved students</p>
Mehana Vaughan	Board Member	Academic Committee	<p><u>Expertise:</u> Academic & Community</p> <p>Ph.D. Interdisciplinary Environmental Studies, author, assistant professor at University of Hawai'i with a focus on indigenous and community-based natural resource management, 'Āina-based education, and community or collaborative management</p>

Lei Wann	Board Member	Academic Committee	<u>Expertise:</u> Academic & Community Director of National Tropical Botanical Garden's Limahuli Garden and Preserve, developed and implemented 'Āina-based curriculum for elementary and high school students, experienced resource manager utilizing traditional Hawaiian horticultural methods, certified Hawaiian language instructor
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Aloha Kanaka | Aloha 'Āina | Aloha I Ke Ao

Namahana Governing Board Biographies



Angie Bresnahan

Juris Doctor (*cum laude*), University of Illinois College of Law

Bachelor of Science (*magna cum laude*), Economics, Northern Illinois University

An attorney by training, Angie Bresnahan has worked as a child and family advocate in both the nonprofit and legal sectors. As a partner with the Illinois law firm of Holstrom & Kennedy, she had a diverse practice representing commercial and individual clients within multiple practice areas, including arbitrations and mediations, trials and appeals. As a trained arbitrator with the Seventeenth Judicial Circuit, she heard cases and rendered decisions in mandatory court-annexed arbitration proceedings. As guardian *ad litem*, she was trained and approved to serve in probate and family law hearings. For several years, she was a court-appointed special advocate (CASA) for Winnebago County, IL, where she was

trained and certified to serve as a children's advocate, investigating allegations of abuse and neglect and making placement recommendations to the court.

In the nonprofit sector, Angie served as the development director to 'Ohana Oasis which provides respite retreats for grieving families who have lost a child. As a consultant, she provides strategic counsel and grant-writing services to nonprofits. She is an active parent at Hanalei Elementary School and currently serves as the enrichment coordinator, overseeing the hiring of enrichment staff and coordination of art, music, physical education and garden classes at the school. She also serves on the board of directors for Movement and the Arts on Kaua'i, a non-profit dedicated to bringing the performance arts to children and adults on the north shore of Kaua'i.



Helen Cox

Ph.D., American Studies, University of Utah

M. A., American Literature, University of Utah

B.A. (*cum laude*), English and American Literature, Harvard University, 1974

Fulbright Scholar

Born and raised in Honolulu, Helen Cox is a fifth-generation Hawai'i resident. Growing up, she spent summers on the island of Kaua'i where her father grew up and her grandparents lived. After graduating from high school, Cox left the islands for the mainland where she lived for over 30 years before returning home to Kaua'i to serve as Chancellor of Kaua'i Community College (KCC) in August 2008.

Dr. Cox has served higher education for over 40 years, first as a faculty member and then as an administrator at Salt Lake Community College where she advanced from division chair to executive assistant to the president and then to associate vice president prior to returning to Hawai'i to assume the chancellor position at Kaua'i Community College. She was the founder and executive director of Human Pursuits, a non-profit corporation funded in part through National Endowment for the Humanities grants to develop and implement reading and discussion programs for out-of-school adults in libraries, senior centers, prisons, and other settings in the Rocky Mountain West. Prior to her retirement in December 2019, Cox's leadership at KCC focused on its role to support the community through education and

training, to serve as an intellectual and cultural gathering place, and to provide leadership in moving the island towards cultural, economic, environmental, and social sustainability.



Jennifer Luck

Masters in Business Administration, University of Southern California
Bachelor of Arts, Political Science, University of Oregon

Committed to driving lasting community impact, Jen brings more than 17 years of experience in program management, multi-stakeholder negotiations, fundraising and land management to her current role as the COO of Common Ground in Kīlauea. Jen was born and raised in Los Angeles where she began her nonprofit career with the United Farmworkers Union. She went on to serve as the communications and events director for Peace Over Violence and then as executive director of the Institute of Real Estate Management.

In 2007, Jen and her husband moved to Kauaʻi when she was offered a position as the Executive Director of the Kauaʻi Public Land Trust (KPLT). In that position, she oversaw the acquisition of real estate on Kauaʻi valued at more than \$20 million. In 2011, KPLT merged with other land trusts around the state to become the Hawaiʻi Islands Land Trust (HILT). She served as HILT's Kauaʻi Island Director until 2015 when she became managing director of the Porter Trust, overseeing the trust's real estate assets and philanthropic giving on Kauaʻi. Jen sits on the boards of the Hawaiʻi Islands Land Trust (HILT) and Kauaʻi Planning and Action Alliance (KPAA).



Jonathan McRoberts

Master of Arts, Education, Stanford University
Bachelor of Arts, Psychology, Brown University,
Wealth Management Certification, University of Pennsylvania

Jonathan retired in 2019 after nearly 30 years as a successful financial adviser in Hawaiʻi, first with Merrill Lynch and then with Morgan Stanley. In 2008, he was ranked the No. 1 retail financial advisor in Hawaiʻi by Hawaiʻi Business magazine.

After completing his undergraduate degree, Jonathan joined the Peace Corps and served in Nepal for two years, returning to the U.S. to pursue a graduate degree. From 1975-1979, he taught in the Bay Area, Central America and Nepal. He moved to Oahu in 1979 and began his career in finance, relocating to Kauaʻi in 1996.

Jonathan is a Life Member of the Lions Club and active with the North Shore branch, in addition to being a member of the Rotary Club of Hanalei Bay. Jonathan was also Vice President of "Growing our Own Teachers" from its inception until December 2017. He is a founding member of Aloha Angels, in addition to having served as a director of the Trust for Public Lands. He is a Founders Circle member of the Kauaʻi North Shore Community Foundation and has served on its education committee for several years.

With three adult children and eleven grandchildren, four of whom live on Kauaʻi and attend local public schools, Jonathan focuses his volunteer time and charitable contributions on improving the public educational options on the North Shore.



Pam Murphy

An experienced manager with a unique blend of leadership and management skills, Pam began her career at Mammoth Mountain Ski Resort in California working in the ticket office and rose through the ranks to become the first female general manager of a major ski resort in the country.

Pam served on Mammoth's senior management team for nearly 20 years and in her tenure oversaw many divisions including marketing, resort operations, retail, rental, ticket sales, ski and snowboard school, events, hospitality, planning, sponsorships and more. As senior vice president she planned and administered annual operating budgets of \$25 million and held accountability for over \$100 million in annual revenues.

As chair of the Mammoth Lakes Airport Commission, Pam worked closely with the Town of Mammoth, the environmental community, the FAA and Horizon Airlines and was instrumental in bringing commercial air service to Mammoth Lakes. Pam led major resort development projects for the company and played a key role in planning and developing Mammoth's world famous terrain parks and youth action marketing, thereby opening new growth opportunities for the resort. She is also credited with bringing large-scale events like Women's World Cup ski races to Mammoth.

Since moving to Kaua'i in 2014, Pam has served as a volunteer for many non-profit organizations, including the Hanalei Initiative, North Shore Shuttle, Hanalei National Wildlife Refuge, Namahana School, Hale Halawai 'Ohana O Hanalei, and Namolokama O'Hanalei Canoe Club.



Melanie Mitsue Parker

Bachelor of Arts, Anthropology, University of Chicago

Apprentice, University of California, Santa Cruz, Center for Agroecology and Sustainable Food Systems, 2000

Melanie relocated with her family to the North Shore of Kaua'i after many years of working in the farm- to-school movement in Northern California. In the Bay Area, she managed the Berkeley Unified School District's pre-K-12 USDA-funded garden and cooking nutrition education program and facilitated curriculum development and collaboration between the garden and cooking instructors and Nutrition Services to support the district's transition to locally grown produce and scratch-cooked meals. She coordinated the Center for Ecoliteracy's Food Systems Project, where she supported a Bay Area regional network of farm-to-school programs and

led a school-to-farm field studies program for elementary schools. She also managed a parent nutrition education training program for Oakland Unified School District child development centers.

As a non-profit organizational development consultant, she worked with a wide range of groups to provide strategic planning and restructuring services. Melanie currently serves as the chair of the Hanalei Elementary School Community Council and helped launch the Hanalei Elementary School Farm to School Healthy Snack Program. She continues to write grants to support the school's enrichment and Science/STEM program. As a former apprentice of the UCSC Center for Agroecology and Sustainable Food Systems, she gained hands-on sustainable gardening and small-scale organic farming experience that she uses at her homestead garden where she manages a small pasture-raised flock of chickens, which provides local egg shares to the community.



Marion Paul

Bachelor of Arts, Political Science, University of Illinois

Bachelor of Science, Geology, University of Illinois

Marion Paul, newly retired, was most recently president of Kaua'i Planning and Action Alliance (KPAA). KPAA's flagship program was Keiki to Career Kaua'i, an island-wide collective impact initiative to create great futures for all of Kaua'i's youth. Under Marion's direction, Keiki to Career launched several important youth projects including the Kaua'i Resilience Project to combat youth suicide. Before joining KPAA, Marion also served as executive director of San Diego Social Venture Partners, a philanthropic group that invests funds and expertise in innovative non-profits to help them grow and achieve their mission.

Previously, Marion served as executive director of the Equinox Center, a non-profit whose mission is to balance protecting the San Diego region's environment with the need for economic growth. As executive vice president of Junior Achievement, Marion raised several million dollars and built the programs to create a 10,000 square foot mini-city called BizTown, where students learn how to run businesses and manage their money. Marion is active in the community and is currently a member of the Hanalei Bay Rotary.



Mālia 'Alohilani Kuala Rogers

Bachelor of Arts, Hawai'ian Language University of Hawai'i, Mānoa

University of Hawai'i, Mānoa , Teaching Credential, Elementary Education, 1992

Mālia 'Alohilani Kuala Rogers was born on O'ahu and raised on the south side of Kaua'i, where she currently lives in Keālia with her 'ohana. She has been a teacher at Kawaikini Public Charter School in Puhi since the school opened in 2008. Prior to working at Kawaikini, she taught in the Department of Education's Hawaiian Immersion Program at Kapa'a Elementary and Kapa'a Middle Schools for 16 years.

She has served as the Secretary on the Board of Directors of 'Aha Pūnana Leo since 2002 and recently became a board member of Mālama Māhā'ulepū in February 2020.



Adam Roversi

Juris Doctor, Richardson School of Law, University of Hawai'i, Mānoa
Bachelor of Arts, America Studies (History and Literature), Reed College

As director of the Kaua'i County Housing Agency Attorney, Adam's goal is to create as many permanent or "very long-term" affordable homes for community members as possible. Appointed in late 2019, he had previously served as a deputy county attorney since 2014. Adam has been a resident of Kīlauea on the North Shore since 1987, where he operated a residential construction company. He decided to pursue a legal career after helping a friend with a water rights issue. While attending law school, he obtained specialty certificates in environmental and Hawai'ian law. He also taught legal writing and clerked for current Chief Justice Mark Recktenwald at the Hawai'i Supreme Court, federal Magistrate Judge Barry Kurren at U.S. District Court, and for Chief Judge Craig Nakamura at the Hawai'i Intermediate Court of Appeals.

Adam coaches at the Hanalei Canoe Club and serves as the vice chair of the Kaua'i Bar Association; vice chair of the board for Ho'ike Community Television, and regularly volunteers at the Fifth Circuit Court's Self-Help Center.



Tahara'a M. Stein

Bachelor of Secondary Education, English Endorsement, University of Hawai'i
Master of Education, Educational Leadership Emphasis, Chaminade University
Hawai'i Department of Education:
Teacher Standards Board License, English 6-12
Professional School Administrator Certificate
New Principal Academy Certificate
Outstanding Principal Performance Award

Tahara'a Stein is currently the vice principal at Chiefess Kamakahahelei Middle School. She began her teaching career as a high school instructor in English language arts at Kaua'i High School. After her third year of teaching English, she was given an opportunity to take a lead role in the implementation of AVID, a college preparatory program for traditionally underserved kids. Her involvement with AVID gave her access to the best professional development and the ability to follow her students through all four years of high school. After seven years of teaching, she began work as a school administrator, working between Kalaheo Elementary, Chiefess Kamalahahelei Middle and Hanalei School.



Mehana Vaughan

Ph.D., Interdisciplinary Environmental Studies, Stanford University
M.Ed. Curriculum Studies, University of Hawai'i at Mānoa
B.A., Sociology and Advanced Provisional Teaching Certification in High School Social Studies, Harvard University

Dr. Mehana Vaughan is an environmental social scientist whose work focuses on indigenous and community-based natural resource management. She comes from Namahana and Kalihiwai Kaua'i, at the intersection of the rural moku (districts) of Halele'and Ko'olau. Her research, teaching and outreach are interconnected around themes of ecocultural restoration, 'āina-based education, and community collaborative management. Students in her classes participate in research projects that meet community needs and community members help to serve as teachers.

She is an assistant professor at the University of Hawai'i at Mānoa in the Department of Natural Resources and Environmental Management in the College of Tropical Agriculture and Human Resources. Mehana is jointly appointed in the Sea Grant College Program under the School of Ocean and Earth Science and Technology and Hui 'Āina Momona, an effort to build connections between the university system and rural Hawai'i communities to enhance community level capacity for natural resource management.



Lindsay Leipuaahilehuaokalani Scott Wann

Master of Arts, Educational Psychology, University of Hawai'i at Mānoa {anticipated 2021}
Bachelor of Arts, Education, University of Hawai'i at Mānoa
Bachelor of Arts, Anthropology and Certificate of Pacific Island Studies, University of Hawai'i, Hilo, [REDACTED]
Hawai'i Department of Education Teaching Credential

Lei Wann is the Director of the Limahuli Garden and Preserve, part of the National Tropical Botanical Garden (NTBG) on Kaua'i. Limahuli means to "turn your hands to work the land" and in this position, she follows the path of her ancestors who were the historical resource managers of the Limahuli Valley for a millennium.

An experienced educator, Lei spent much of her career developing and implementing 'āina-based curriculum for elementary and high school students as well as adults. She is an expert on Hawai'i ecosystems, including rare and endangered native species and has more than 20 years' experience as a resource manager utilizing traditional Hawaiian horticultural methods managing farms and gardens. She is also a certified Hawaiian-language instructor.



Kapua Lililehua Chandler, Namahana School Leader (Ex Officio)

Ph.D., Higher Education and Organizational Change, University of California Los Angeles

Master of Arts, Higher Education and Organizational Change, University of California Los Angeles

Master of Education in Educational Administration, University of Hawai'i at Mānoa

Bachelor of Science, Computer Science and Mathematics, University of Portland

Born and raised in Kīlauea, Kapua Lililehua Chandler is a kupa'āina and lineal descendant of Ko'olau and Halele'a. In 2018, the Kaua'i North Shore Community Foundation appointed Kapua to plan and implement the community engagement process for creating a North Shore charter school. This process led to the development of Namahana's school values, mission, vision, and school model. Her

doctoral research focused on fostering success for Native Hawaiian and rural students, more specifically, how leadership impacts rural communities. She is particularly interested in how the concepts of "place" play a role in the higher education experiences of First Nations' Peoples of the Pacific and how indigenous communities can increase educational opportunities through 'āina-based education.

On Kaua'i, she collaborated with the Kaua'i Community College to understand the issue of access to higher education, reviewing data and holding focus groups to understand local patterns of access for the rural North Shore community. Her doctoral work investigated and evaluated best practices and processes to develop Indigenous models of higher education, with a goal of creating an Indigenous institute of higher education on Kaua'i. Her work is informed by a network of Native Hawaiian scholars, tribal colleges in the United States and Māori institutions—many of which she has visited to interview faculty, administrators, students, and community members on their efforts to develop educational opportunities through an Indigenous worldview.

In 2021, she developed and implemented a summer program, Kaiāulu Ko'olau, to serve students ages eight to fourteen with 'āina-based education. Kapua served as an administrator and kumu for the program while piloting various components of the proposed Namahana School academic model. With a high engagement from community and long-standing North Shore 'ohana, the summer program was successful and has been requested for next summer.

For seven years, she served as a kumu at the Waipā Foundation, using 'āina-based learning principles with month-long student cohorts to study the Kaua'i ahupua'a system, focusing on different elements of the ahupua'a: mauka, kula, makai. Students then reflected their learning in a hō'ike to parents and community members. One cohort of students developed a "rap" describing what resonated with them and it is still used as part of the Waipā Foundation's instructional materials today.

Kapua enjoys many 'āina-based traditional practices with her 'ohana, including tending to her family's orchards, fishing, hunting, working in lo'i, 'ulana lauhala, and making lei.

Exhibit 3: Board Member Information Form

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:
Namahana School
2. Contact information:
Name: Angela C. Bresnahan
Phone: [REDACTED]
1. Describe your role and indicate your position on the governing board.
Vice-Chair; Governance Committee Chair; Fundraising Committee Member
2. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes
Vice-President, Hanalei Elementary PTA (2019-2020)
Hilina'i Foundation for Movement and the Arts Kaua'i (MAAK) (2019-2020)
4. Why do you wish to serve on the governing board of the proposed charter school?

Attachment R

The keiki on far the North Shore of Kaua'i spend hours of their lives on a bus each day, being shuttled to a different side of the island—a different community—for their middle school and high school education. For years, I have driven past children waiting at the Wainiha bus stop in the dark, early morning hours. Every time, I have felt a sense of failure toward those children as a community. And soon my children will be among them. I have watched private schools come and go on the North Shore, trying to fill the middle/high school void. I have spoken with children who felt lost when those private schools closed their doors and the students were left with the only option of shuttling to a different community for the last year or two of their education. Moreover, private schools do not serve every child in the community and the children whose families do not have financial means for private education understand that all too well. Over the past few years, I have watched a group of passionate, diligent, generous and thoughtful people converge and work together to gather the resources to provide our keiki with a free, quality education within their community. Serving on the Governing Board for Namahana School is part of my kuleana and I am honored to do so.

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

As a governing board member, I view my role as one of oversight to make sure the school comports with all terms of the contract with the DOE, any applicable state and federal regulations and making sure the Executive Director and staff have the resources they need to deliver a quality education to all students.

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

As Vice President of Enrichment for the Hanalei Elementary PTA, I coordinated all enrichment classes for grades k-6. As a grant coordinator with the County of Kaua'i, I oversee federally funded programs governed by State subaward agreements. I ensure program administrators have the support needed to successfully administer the programs and assess program implementation, ensuring compliance with the County Code, State subaward agreements and federal statutes/guidance. I practiced law for 8 years and am comfortable reading contracts/regulatory terms and am highly cognizant of ethical obligations. When practicing law I worked with corporations, LLCs and NFP Corporations and am familiar with organizational governance. I also have developed experience with grant-writing and fundraising.

7. Describe the specific knowledge and experience that you would bring to the governing board. See Answer to No. 6, above. My experience will assist the board in adhering to all terms of the charter contract and meeting all Charter Commission compliance requirements.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
Namahana School mission was developed after spending over a year holding discussions and 'listening sessions' throughout the community. Importantly, a lot of thought and effort went into making sure every community member felt they had a voice and that their voice was valued. The Namahana School Mission and Vision were carefully crafted to embody the values this community feels are important in a school. The mission statement provides: Namahana School's mission is to serve the communities of Halele'a and Ko'olau with rigorous 'āina-based education through cultivating relationships with 'āina, kanaka, and ao. Namahana School will prepare students for professional and personal fulfillment, with skills that empower them to actively contribute to a resilient future on Kaua'i. Our mission is founded and driven by these three community-determined values: Aloha 'Āina, to practice a shared understanding of our kuleana [responsibility] for 'āina; Aloha Kanaka, to respect and mālama [care for] our community, our families, and ourselves; Aloha i ke Ao, to perpetuate pono practices to navigate cultures of the world. The school vision is to nurture and develop skills in our keiki to enable them to face challenges with the confidence that they are capable of finding solutions. The Namahana experience will include an 'āina focus, which is unquestionably important in an island community. Namahana school seeks to "nurture 'āina-conscious graduates that have a strong sense of self, place, and are prepared with the academic skills necessary to be kia'i for their community.
2. What is your understanding of the school's proposed academic plan?
My understanding is that the school curriculum will be personalized for each student with a focus on project-based learning in middle school and internship opportunities in high school. I understand that both middle and high school will have an 'āina focus. The community will take an active role in educating the students and the students will take an active role in the community to give meaning and depth to the educational experience. Family will take a proactive role in their child's education, with goals set taking into consideration the student's interests. I understand a student's progress will be assessed not solely by tests but also by reviewing what the student understands and has accomplished, based upon a Personalized Learning Plan. The students will know they have a meaningful seat at the table in structuring their learning plan. Ideally, students will feel the community, the school and their family have gathered to support them in an education the student finds interesting and meaningful.
3. What do you believe to be the characteristics of a successful school?
I believe for a school to be successful, students must feel like the teachers and principal are on their side – that they care about the student and not just the student's behavior, respect the student, and are willing to put in time to understand the student's perspective. I also think a successful school must be organized and have a passionate principal who is a good leader among adults and children. Importantly, I believe teachers must be given the necessary resources – especially time – to teach from a place of passion. I believe experiential learning can make education meaningful and interesting. Finally, I believe no school can be truly successful without community involvement.

4. How will you know that the school is succeeding or is not succeeding in its mission?
Namahana School will succeed in its mission if: students are actively engaged and interested in their learning; students and faculty observe a progressing proficiency in skills necessary for post-secondary school success, whether that means a trade or further schooling; students are meeting goals for growth and competencies outlined in their Personal Learning Plans; students are developing confidence in their place in the community and recognizing their ability to make valuable contributions; students are demonstrating an ability to critically examine real world problems and collaborate with their peers and others to develop dynamic solutions; students are building relationships with community members in various trades and professions; students recognize their own strengths and abilities and are motivated to improve themselves for the betterment of the 'aina, their community, their 'ohana and their own lives.

Governance

1. Describe the role that the governing board will play in the school's operation.
The Governing Board bears ultimate responsibility for the academic, financial and operational performance of Namahana school. While the Board will not be involved in day-to-day operations of the school, the Board's job is to make sure the Executive Director is provided with the support and resources necessary for successful operation of the school. The Board should also listen to community feedback and provide mission-based leadership and strategic governance for Namahana School.
2. How will you know if the school is successful at the end of the first year of operation?
I anticipate the first year of operation will be one filled with challenges and creative solutions. I would expect the Executive Director will need the Board's support a fair degree in the first year and I am confident that all members of the Namahana Governing Board will make themselves available as needed. At the conclusion of the first year, some indicators of success I would like to see: students feeling positively about their experience; students having shown positive academic and personal growth, assessed by the parameters and goals included in their Personalized Learning Plan; the school experiencing an increase in enrollment for the second year that meets with enrollment goals; the Executive Director and Faculty feeling they had sufficient support and resources to run the school successfully and meet any and all unexpected challenges in the first year; Namahana School satisfying all terms of the charter contract and having fully complied with all Charter Commission requirements; all members of the Governing Board having shown committed support for Namahana School and the Director throughout the year; the Governing Board, Director, and Faculty having shown exemplary fiscal oversight; and Namahana School beginning to develop broad support among the community.
3. How will you know at the end of five years if the school is successful?
I would consider the following indicators of success after the first 5 years of operation: Namahana School has met all terms of the charter contract and complied with all charter commission requirements; high levels of student and staff retention with student enrollment increasing each year as enrollment moves toward capacity; broad support established and growing among the community, with the community beginning to develop a sense of trust and belief in the school as a lasting presence on the North

Shore; students feel positively about their school, academic experiences, faculty and the facilities at Namahana School; students are showing academic and personal growth assessed according to their Personalized Learning Plans; school-wide assessment data shows growth in the student outcomes and student proficiency; strong community partnerships are developing, enabling Namahana students to experience engaging field study and internship opportunities; faculty and the Executive Director consistently felt they had sufficient support and resources to run the school successfully; fiscal stability is beginning to materialize with the support of the Namahana Education Foundation, a non-profit established to support the school.

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

The Academic Committee will work closely with the Executive Director to monitor monthly progress on the implementation of the academic plan. If academic metrics are not being met, the committee will assist the Executive Director in developing strategies to address problems and bring issues before the full board as needed. The Finance Committee will conduct a monthly review of the financials, will work closely with the Executive Director in the event of a deviation from the approved budget, and will bring matters before the full board as needed. The Board will be accessible to the community to receive feedback, suggestions and address any concerns. The board meetings will be open to the public and will comply with all meeting posting and reporting requirements, ensuring accessibility to the full community. The Board will ensure effective professional development opportunities for the ED. Most importantly, the Board will be accessible to the Executive Director and will readily provide ongoing support at needed.

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

I would review the Namahana School Conflict of Interest and Principles of Ethical Conduct Policy, the Charter Contract and all materials and resources provided by the Charter Commission, as well as the State Code of Ethics. I would follow the procedure outlined in the Namahana Ethical Conduct Policy and report the issue to the Governing Board Chair. Every situation with potential ethical issues must be evaluated on a case-by-case basis. Fortunately, the Conflict of Interest/Ethical Conduct Policy outlines clear expectations for Board members as well as clear procedural steps to follow in such instances.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.

I/we do not know these individuals Yes Pam Murphy and Mehana Vaughn are women whom I respect and enjoy running into in the community. I also know Melanie Parker and Jen Luck as friends and we have daughters in the same grade at Hanalei Elementary School. I know Tahara'a Stein as she was my daughter's principal at Hanalei School for two years. Adam Roversi is the Director of the Kaua'i County Housing Agency and I am employed by the Housing Agency as a Grant Coordinator. I have gotten to

Attachment R

know Jonathan McRoberts over the past two years due to our shared efforts in the push to bring Namahana School to fruition.

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

any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

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

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

Does not apply to me, my spouse or family Yes [Click or tap here to enter text.](#)

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

None Yes [Click or tap here to enter text.](#)

Certification

I, Angela C Bresnahan, 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

1/15/22

[Click or tap here to enter text.](#)
Date

ANGELA C. BRESNAHAN

EXPERIENCE

GRANT

COORDINATOR

COUNTY OF KAUA'I

April 2020 – Current

- *Oversee the administration of \$25M in federal grant funding for the County of Kaua'i*
- *Track deliverables and complete federal reporting in collaboration with the Hawai'i Dept. of Budget & Finance relating to federal Emergency Rental Assistance, Homeowner Assistance and Eviction Diversion Programs*

CONSULTANT

FREELANCE GRANT WRITER

August 2012 – April 2020

- *Formulated, organized and drafted narrative portions of applications seeking public and private grants, including government grants*

DIRECTOR OF

DEVELOPMENT

'OHANA OASIS, NFP

January 2018 – December 2018

- *Oversaw the development and implementation of fundraising strategies*
- *Maintained donor relationships*
- *Organized fundraising events*

ATTORNEY

HOLMSTROM & KENNEDY, P.C., ROCKFORD, IL

Attorney at Law, Partner

Civil Litigation and Appellate Practice

October 2001 – 2009

- *Represented and advised clients within multiple practice areas*
- *Guardian ad Litem, trained and approved to serve as Guardian ad Litem in probate and family law hearings*

• Independently handled cases through resolution, including taking the lead in arbitrations, mediations, trials and appeals. Closely advised both commercial and individual clients

CASA OF WINNEBAGO COUNTY, IL
Court Appointed Special Advocate (CASA)
October 2002 – 2008

- Completed training program and certification via continuing education in the areas of abuse and neglect*
- Investigated factual and legal allegations of abuse and neglect and made placement recommendations to the Court*
- Developed a relationship with children, parents and foster parents involved in the abuse and neglect proceedings and maintained contact throughout the entirety of the case (over a period of years)*

EDUCATION

UNIVERSITY OF ILLINOIS, COLLEGE OF LAW
Juris Doctorate, [REDACTED]
GPA 3.3/4.0 • *Cum Laude*

- Graduate Student Instructor – Public Speaking 101
- Sept-May 2001 – Practiced under a 711 license within the College of Law Legal Clinic - Abuse and Neglect section
- Volunteer Medical Advocate with Rape Crisis Services

NORTHERN ILLINOIS UNIVERSITY, DEKALB, IL
Bachelor of Science in Economics, Minor in Communications
[REDACTED]

GPA 3.68/4.0 • *Magna Cum Laude*

- Recognized as an Outstanding Senior in the Liberal Arts and Sciences and Outstanding Senior in Economics
- Selected to serve as a research assistant with professors in both the Dept. of Economics and the Dept. of Communications

PAST ASSOCIATIONS

ARBITRATOR, SEVENTEENTH JUDICIAL CIRCUIT

- Served as an Arbitrator in Mandatory Court-Annexed Arbitration Proceedings within the Seventeenth Judicial Circuit, 2001-2008

REFERENCES AVAILABLE UPON REQUEST

Board Member Information

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

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

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

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

Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve:
[Namahana School]
2. Contact information:
Name: [Kapua Chandler]
Phone: [REDACTED]
1. Describe your role and indicate your position on the governing board.
[I am the Executive Director and am an Ex Officio Board Member]
2. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes
4. Why do you wish to serve on the governing board of the proposed charter school?
[As the school leader, it is important that I work closely with the Governing Board to ensure proper management and oversight of Namahana School]

[Attachment R]

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

[The Governing Board is responsible for the financial, organizational, and academic viability of the charter school and implementation of the charter. Being a Governing Board member is a position of public trust and fiduciary responsibility. As a Board Member, we are responsible for ensuring the quality of the school's educational, financial, and organizational plans. Additionally, we must be competent stewards of public funds and must ensure the school fulfills its public obligations and all terms of our Charter Contract.]

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

[I have served on three non-profit boards: Hanalei Hawaiian Civic Club, Hanalei Canoe Club, and the Hui Maka'ainana o Makana.]

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

[As the Executive Director of Namahana School, I will be deeply engaged and managing the day-to-day academic, financial, and operations of the school. I will work directly with board members, especially the Board Chair, to develop immediate and long-term goals and expectations that support organizational priorities. I will bring specific knowledge in strategic planning and professional development from my previous non-profit board development experiences.]

School Mission and Plan

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

[My understanding of the school's mission and guiding beliefs are grounded in the community-determined values that guide Namahana (Aloha 'Āina, Aloha Kanaka, and Aloha i ke Ao. As one of the leads for establishing these values and as a community member, I am intimately familiar with the meaning of the values and the guiding role they have for all actions and decision-making with and for Namahana School. The mission of the school is to serve two moku (districts) from the North Shore, Halele'a and Ko'olau, to develop 'āina-conscious caretakers, contributors, and civically engaged community members of Kaua'i. By understanding how to be engaged citizens of Kaua'i, our students will be prepared to be engaged citizens in what ever place they choose to call home.]

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

[Namahana School will be working with Big Picture Learning and taking an 'āina-based learning approach to components of the BPL model (advisories, personalized learning plans, interests/internships, exhibitions). With the support of BPL, the proposed academic plan is substantially supported by data and evaluations of numerous schools who have

[Attachment R]

adapted the BPL components for their community. In the same way, Namahana School is adapting BPL to meet the specific needs of Halele‘a and Ko‘olau students through ‘āina-based learning.]

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

[I believe the characteristics of a successful school include:

- consistently achieving significant gains in attendance and performance on state and district academic assessments in essential skill areas
- reducing dropout and suspension/expulsion rates
- increasing graduation rates
- increasing college acceptance, matriculation, and persistence

Our school is ever evolving and constantly assessing how to improve the culture, assessments, programming and instructional design, and with the eye on the prize for each and every student’s success.]

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

[Namahana School has developed several goals and targets. One avenue for identifying if Namahana is succeeding or not will be if the school meets or exceeds their goals and targets. Another avenue is through student exhibitions where they will demonstrate their learning.]

Governance

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

[The Namahana School Governing Board’s role is to be committed group of educators, professionals, and community members who bring a range of skills and knowledge to meet the diverse needs of charter school governance. The Governing Board is an independent board of Namahana School and is responsible for the financial, organizational, and academic viability of the school. Additionally, the Governing Board is will hold the contract with the State of Hawaii to operate a public charter school.]

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

[School success for the first year of operation will be assessed through the exhibitions, personal learning plans, evaluations of students, families, teachers, executive director and community.]

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

[Indicators of success after five years will include summative assesment data from third party evaluations of students academic performance, health and well-being, and future focus. Additionally, graduation and acceptance rates to college/career training programs and work. Every student is known well by an adult academically, socially-emotionally, and through their interests.]

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

[Support from the Finance Committee to oversee financial oversight. Support from the academic committee on professional development, curriculum, and ‘āina-based learning best practices. Evaluation of me, the Executive Director, through parent/family, teacher, and student feedback.]

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

[Attachment R]

[I would report to the Governing Board Chair and follow procedures to investigate the matter giving the board member(s) due process via the Conflict of Interest and Principles of Ethical Conduct Policy. If the issue was with the Governing Board Chair, I would consult the Vice Chair.]

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes [I know Angela Bresnahan from paddling together at Hanalei Canoe Club, I know Helen Cox from working together on my Master's thesis project, I know Jen Luck from events held at Common Ground, I went to elementary school with Jonathan McRoberts daughters, I know Mālia 'Alohilani Rogers from weaving together, I know Adam Roversi from the Hanalei Canoe Club steering committee, I have worked with Mehana Vaughan in implementing 'āina-based programs, and I am in the same hula hālau as Mehana Vaughan and Lei Wann.]
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes [Click or tap here to enter text.]
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I/we do not know any such persons Yes [I know Kau'i Fu who serves as the Namahana Education Foundation Chair, the associated non-profit. We paddle together for Hanalei Canoe Club and serve on the Hanalei Hawaiian Civic Club.]
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes [Click or tap here to enter text.]
5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
 I/we do not have a financial interest Yes [Click or tap here to enter text.]
6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please

[Attachment R]

describe any such relationship.

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

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

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

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

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

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

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

Does not apply to me, my spouse or family Yes [I am a member of several of the partnering organizations: Hui Maka'ainana o Makana (non-voting 'Ohana Council Representative, Waipā Foundation (volunteer), Hanalei Canoe Club (Steering Committee member), Hanalei Hawaiian Civic Club (board member), and Kaua'i North Shore Community Foundation (consultant till April 2022).]

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

None Yes [Click or tap here to enter text.]

Certification

I, [Kapua Chandler], 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

January 30, 2022
Date

Kapua L. Chandler

EDUCATION

Doctoral Candidate in Higher Education and Organizational Change

University of California Los Angeles, Los Angeles, CA

Master of Arts in Higher Education and Organizational Change

University of California Los Angeles, Los Angeles, CA

Master of Education in Educational Administration

University of Hawaii at Mānoa, Honolulu, HI

Bachelor of Science Computer Science, Mathematics

University of Portland, Portland, OR

University of Portland Studies Abroad

Salzburg, Austria

High School Diploma

Kamehameha Schools Kapālama, Honolulu, HI

RESEARCH INTERESTS

Fostering success for Indigenous Native Hawaiian students; Impact of community leadership in rural Native Hawaiian communities; Role of place in the higher education experiences of First Nations' Peoples of the Pacific; Role of Indigenous culture and community in increasing educational access;

ACADEMIC PROFESSIONAL EXPERIENCE

Kaua'i North Shore Community Foundation, Kīlauea, HI

October 2018 – Present

Research Consultant

- Developed and implemented community engagement plan to facilitate the collaborative effort to develop a community-based charter school
- Discussed and collaborated with 150+ Kīlauea community members regarding community engagement strategies

UCLA Higher Education and Organizational Change Division, Los Angeles, CA

September - December 2018

Teaching Assistant

- Facilitated discussions and graded for a class of 30 students in a History of Higher Education course
- Designed, developed, and implemented course curriculum and syllabus

American Indian College Fund, Denver, CO

August 2017 – April 2018

Research Consultant

- Developed a summary report of nine Indigenous environmental and sustainability programs across the United States to assist tribal colleges and universities in curriculum and degree development
- Analyzed ten tribal college websites for Indigenous environmental and sustainability programs and created a portfolio outlining the various layouts, options, and trends

UCLA Graduate Student Education and Information Sciences, Los Angeles, CA

August 2016 – June 2018

Graduate Student Researcher

- Team lead of four graduate students for a National Science Foundation Improving Undergraduate STEM Education grant on flipped Life Science courses
- Collected and analyzed in class observations utilizing SPSS

American Indian College Fund, Denver, CO

June 2016 - October 2016

Research Consultant

- Conducted a document analysis of the impact of Achieving the Dream initiative with two Tribal College/Universities
- Developed a report to be utilized internally to improve the assessment and evaluation process for future Achieving the Dream initiatives with Tribal Colleges/Universities

UCLA College of Letters & Sciences, Los Angeles, CA

September 2015- June 2016

College Academic Mentor

- Advised 75 low-income minority students in academic planning for Life and Physical Sciences majors
- Developed and presented college success and resume writing workshops for undergraduate students

UCLA College of Letters & Sciences, Los Angeles, CA

September 2015- January 2016

Teaching Assistant

- Taught and graded 18 students in an Introduction to Higher Education course
- Designed, developed, and implemented course curriculum

UCLA Graduate Student Education and Information Sciences, Los Angeles, CA

January-June 2015

Graduate Student Researcher

- Analyzed issues to transmigration for Native Hawaiians to the continental U.S. using census data
- Developed literature review which resulted in publication

University of California Los Angeles Graduate Housing, Los Angeles, CA

September 2014-June 2015

Community Assistant

- Organized, planned, and executed bi-weekly social programs for graduate student residents
- Collaborated with two other community assistants on programs geared to community building

Waipā Foundation, Waipā, HI

June-July 2011, 2012, 2013, 2014

Kumu

- Organized, developed, and executed Hawaiian value programs with 3rd and 4th grade Halele‘a students
- Demonstrated and taught 20+ keiki traditional Hawaiian practices including fishing, farming, and lei making

University of Hawaii at Mānoa Student Housing Services, Honolulu, HI

July 2012-June 2014

Assistant Resident Director

- Co-supervise 13 Resident Assistants and independently supervise two Resident Assistants
- Manage and supervise the functionality of a 42 person residence hall
- Conduct regular conduct hearings and facilitate student career development activities
- Supervise and collaborate with Resident Assistants to execute at minimum six programs a month

PUBLICATIONS

Chandler, K.L. (in-progress). Indigenous perspectives on Leadership: Moving from Individualistic to Collective Action in Leadership Research and Discourse. *New directions for student leadership*, number 177. John Wiley & Sons.

Chandler, K.L. (2018). I Ulu No Ka lālā I Ke Kumu, The Branches Grow Because of the Trunk: Ancestral Knowledge as Refusal. *International Journal of Qualitative Studies in Education*, 31(3), 177-187.

Chang, M. J., Nguyen, M. H., & **Chandler, K. L.** (2015). Can Data Disaggregation Resolve Blind Spots in Policy Making? Examining a Case for Native Hawaiians. *AAPI Nexus: Policy, Practice and Community*, 13(1), 295-320.

CONFERENCE PRESENTATIONS

Native American and Indigenous Studies Association, Vancouver, Canada June 2017

Chandler, K.L. *I ulu no ka lālā i ke kumu*. Panel session entitled, Indigenous Women Constructing Indigenous Space in Higher Education: Interdisciplinary Perspectives.

Association for the Study of Higher Education, Columbus, Ohio November 2016

Chandler, K.L. *Higher Education for Social Change: A Look at Native Hawaiian and Pacific Islander Leadership Development*. Paper submission and presentation.

Native American and Indigenous Studies Association, Honolulu, HI May 2016

Chandler, K.L. *The Value of Hawaiian Culture and Knowledge in Higher Education: A Silenced Story of the Rural Hawaiian Practices of Fishing, Hunting, and Farming*. Panel session entitled, Indigenous Women Constructing Indigenous Space in Higher Education: Interdisciplinary Perspectives.

American Educational Research Association, Washington DC April 2016

Chandler, K.L. *'O Wai Kou Inoa? What is your name? Who is your water? Where are you from?*. Poster session presented at the 10th Annual Indigenous Peoples of the Americas Indigenous Peoples of the Pacific.

University of California Los Angeles Research & Inquiry Conference, Los Angeles, CA May 2015

Nguyen M.H., & **Chandler, K.L.** *Can Data Disaggregation Resolve Blind Spots in Policy Making? Examining a Case for Native Hawaiians*. Poster session.

Association for Asian American Studies, Evanston, Illinois April 2015

Chang, M.J., Nguyen, M.H., & **Chandler, K.L.** *An Examination of Native Hawaiian Migration to the Continental United States: Investigating and Promoting the Conditions and Lives of Native Hawaiians*. Session presentation.

National Association of Student Personnel Administrators, Salt Lake City, Utah. November 2013

Chandler, K.L., & Jupp, M.A. *How to Create Values-Based Training Program*. Session presentation.

ACADEMIC ACCOMPLISHMENTS

UCLA Dissertation Year Fellowship August 2019 – July 2020

- Received a (\$20,000) stipend to research Indigenous higher education models across the United States and New Zealand.

UCLA Graduate Research Mentorship Program August 2018 – July 2019

- Received a (\$20,000) stipend to research Indigenous higher education models.

First Nations' Futures Program Fellowship, Hawai'i, Alaska, New Zealand August 2016 – July 2017

- Fellowship program focused on building First Nations' capacity through developing values-based leadership and more integrated solutions for managing First Nations' assets and resources
- Develop well balanced First Nations' leadership skills to serve our Indigenous communities through important work in community, public and professional roles.
- Attendance of an academic consortium involving Stanford University and University of Hawai'i Mānoa in collaboration with Kamehameha Schools, Te Rūnanga o Ngāi Tahu, and the First Alaskans Institute and South East Alaska

UCLA Research Practicum 2015-2016

- Designed, collected, and analyzed institutional data from Kaua'i Community College regarding predictors of transfer from community college to four-year University of Hawai'i universities

- Interviewed two community college academic counselors and conducted 9 in-depth interviews with Native Hawaiian transfer students for data collection
 - Collaborated with the Kaua‘i Community College Chancellor and Research Analysts to design and implement study
- UCLA Graduate Summer Research Mentorship Recipient, Los Angeles, CA 2015
- Received a (\$6000) stipend to conduct interviews with 10 rural Native Hawaiian kupuna
 - Transcribed and analyzed data to develop a paper on the value of Hawaiian culture in higher education
- University of Hawai‘i at Mānoa Thesis, Honolulu, HI 2013-2014
- Developed and implemented a research study (*Barriers to Accessing Higher Education for Native Hawaiian Students: A Kaua‘i North Shore Perspective*) in collaboration with Kaua‘i Community College Chancellor to improve rural Native Hawaiian transition from high school to college
 - Interviewed 6 Native Hawaiians from the north shore of Kaua‘i regarding their academic choices to not pursue a post-high degree
 - Developed a report to support the start-up of a north shore satellite campus
- University of Hawai‘i at Mānoa ResLife Programming Model Author 2012
- Successfully created and implemented the first Hawaiian values-based departmental programming model for 9 residence halls
 - Modified the Hawaiian values-based programming model for first-year students
- Senior Design Project 2012
- Design and implement a web-based application for students and professors to organize and evaluate student four-year plans with a team of three
 - Spring semester team lead, responsible for communication between team members, client, and faculty advisor
- Resident Assistant Pilot Award 2011
- Awarded for to the most exceptional performance within the RA position.
- Computer Science Game project 2009
- Designed and implemented a game with four team members
 - Implemented the game “Flinch,” developed human and computer players and presented to class of thirty students

ACADEMIC AWARDS

Dissertation Year Fellowship (\$20,000)	Fall 2019 – Spring 2020
Graduate Research Mentorship (\$20,000)	Fall 2018 – Spring 2019
Graduate Summer Research Mentorship (\$6,000)	Summer 2016
Kamehameha Schools ‘Imi Na‘auao Scholarship (\$12,000)	Fall 2014 – Spring 2016
Kamehameha Schools Na Ho‘okama a Pauahi Scholarship (\$10,000)	Fall 2008 - Spring 2014
Mānoa Opportunity Grant (\$2,000)	Fall 2012 - Spring 2013
University of Portland Grant (\$8,940)	Fall 2011 - Spring 2012
Howard Vollum Scholarship (\$13,000)	Fall 2008 - Spring 2012
Native Hawaiian Leadership (\$2,000)	Fall 2010 - Spring 2011

SERVICE TO THE COMMUNITY

Hui Maka‘ainana o Makana, ‘Ohana Council Chair	2020-Present
Hanalei Canoe Club, Steering Committee Member	2019-Present
Hanalei Hawaiian Civic Club, Director	2018-Present
Waipā Foundation, Volunteer	2008-Present
Makapō (Blind) Canoe Club Lei Making Fundraiser: Instructor	2016
Higher Education & Organizational Change: Student Representative	2015-2016
Loko I‘a Invasive Species: Volunteer	2015
National Association of Student Personnel Administrators Region IV: Editor	2014

Higher Education Student Association: Advisory Council Member	2014
Higher Education Student Association: Vice President of Student Activities & Communications	2013-2014
Kāko‘o ‘Ōiwi: Volunteer	2013
Kaleiopu‘u Elementary School Makahikiki: Volunteer	2013
Hale Kipa: Tutor	2010
Native Alaskan Social Justice: Volunteer	2009

PROFESSIONAL AFFILIATIONS

Native American and Indigenous Studies Association (NAISA)	2015 - Present
Association for Asian American Studies (AAAS)	2015 - Present
Association for the Study of Higher Education (ASHE)	2013 - Present
National Association of Student Personnel Administrators (NASPA)	2013 - Present
World Indigenous Peoples Conference on Education (WIPCE)	2013 - Present
American Educational Research Association (AERA)	2012 - Present

PROFESSIONAL DEVELOPMENT

BPL Leadership Conference, Seattle, WA	December 2019
Kaua‘i Social Emotional Learning Summit	October 2019
Ulana Lauhala, Kona, HI	June 2018
Anne Wilson Schaeff Writers Workshop, Boudler, MT	August 2018
ASHE, Houston, TX	November 2017
NAISA, Vancouver, BC, Canada	June 2017
NAISA, Honolulu, HI	May 2016
AERA, Washington DC	April 2016
ASHE Denver, CO	November 2015
AAAS, Chicago, IL	April 2015
ASHE Annual Conference, Washington, DC	November 2014
NASPA Region IV Conference, Anaheim, CA	November 2014
WIPCE Honolulu, HI	May 2014
ASHE Annual Conference, St. Louis, MI	November 2013
NASPA Region IV Conference, Salt Lake City, UT	November 2013
AERA Annual Conference, San Francisco, CA	April 2013

COMPUTER SKILLS

Macintosh and PC, Java, C, Excel, Word, Pages, iMovie, Powerpoint.

Kapua L. Chandler



Board Member Information

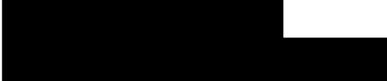
**To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.**

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:
Namahana School
2. Contact information:
Name: Dr. Helen A. Cox

1. Describe your role and indicate your position on the governing board.
Board Member and Member of the Academic Committee
2. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes
4. Why do you wish to serve on the governing board of the proposed charter school?
For three reasons. 1) Because there is great need for a school on the North Shore of Kaua'i. Currently there are only two public schools on the North Shore, Hanalei and

Attachment R

Kilauea elementary schools, and North Shore students must travel to Kapa`a. 2) I believe strongly in the `āina and project based learning approach the school will incorporate. 3) I believe my background and interests line up well with the school's mission and vision, and that, therefore, I can be of assistance to the school.

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

To assist the school in providing mission-based leadership and strategic governance. More specifically to: Ensure that programs and services are consistent with the mission and charter; approve an academic plan that includes concrete, measurable goals consistent with the charter and accountability plan; verify that proper financial controls exist and are being followed; ensure that all legal, regulatory, and fiduciary responsibilities are met. • Hire and support a strong leader, support and hold that leader accountable; advise school leaders on the school's strategic plan; review outcomes and metrics created by the school for evaluating its impact and measure its performance using those metrics; recruit and orient new board members and self-evaluate board performance and board development; represent the school to stakeholders and act as advocates and ambassadors; and support fund-raising efforts for the school. .

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

I have served on numerous boards that relate to education and some of the goals of education. On these boards I have had fiduciary, legal and regulatory responsibilities. In particular, serving on the Kauai Economic Development Board (KEDB), Chamber of Commerce Board, and Workforce Development Board has made me very aware of the community's job and economic situations. I served directly on the Education Committee of the Kauai Economic Development Board. Serving on the Keiki to Career Leadership Committee and Hawaii Council for the Humanities Board (HCH) provided opportunities to work directly to improve student academic performance (particularly the transition from high school to college) and educational opportunities (HCH's History Fair). I have also served on the Island School Academic Advisory Board, the Community Partnership Hui of the Hawai'i Youth Opportunities Initiative working with youth transitioning out of foster care, and the Utah State Board of Regents General Education Task Force –all of which have given me a wide range of experiences working with youth and with educational plans. I have also served on the board of the following organizations: Hawai'i Council for the Humanities Executive Board, Kaua'i Chamber of Commerce Executive Board, Kaua'i Planning and Action Alliance Executive Committee, Kaua'i Red Cross Advisory Board, Emma Lou Thyne Community Service Center Advisory Board, Dugout Ranch, Nature Conservancy Advisory Board

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

Attachment R

I just retired from an 11-year career as Chancellor of Kaua`i Community College. In that position I worked very closely with D.O.E. Complex Superintendent Bill Arakaki to align high school and college programs and consider Kaua`i students' needs both in and out of the classroom. I was a member of KELA, a group of Kaua`i's educational leaders, including public, private and charter school leaders as well as college leaders who worked together to meet the educational needs of Kaua`i's youth. Earlier in my career I taught high school in Pennsylvania at a Quaker private boarding school. My commitment to education has spanned my entire career.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
The mission of the school is to serve the communities of Halele`a and Ko`olau with rigorous place and culture-based education. The school will prepare students for professional and personal fulfillment with skills that empower them to actively contribute to a resilient future on Kaua`i. The mission is driven by three values: Aloha `Āina, Aloha Kanaka, and Aloha I ke Ao. They will respect and care for their place and land, community, family, and themselves. And they will perpetuate pono practices to navigate cultures of the world. The school envisions students as active and engaged in their community.
2. What is your understanding of the school's proposed academic plan?
Namahana will integrate `Āina Based Learning (`ABL) throughout its academic processes. `ABL approaches teaching by having students explore real-world problems and challenges through an `āina-conscious lens. Rather than working in silos, students will develop cross-curriculum skills while working in small collaborative groups called advisories. Students focus on the subjects they're studying while, at the same time, developing strong relationships with the `āina and community. This engagement with place and community helps students retain the knowledge they gain. Students also develop confidence and self-direction as they move through both team-based and independent work.
3. What do you believe to be the characteristics of a successful school?
The school's performance is aligned to its mission and goals. The students at the school are prepared for their next steps post-school. The students are supported by staff and faculty. Students are actively engaged in their own learning and develop self-confidence, self-motivation, and self-direction. Students develop a sense of community with one another and with school faculty and staff, and they also develop a sense of kuleana for their community.
4. How will you know that the school is succeeding or is not succeeding in its mission?
The school will be succeeding in its mission if assessments show that its students are learning the academic and real-world skills necessary to care for their community and are becoming active and engaged members of their community. Graduates will have a strong sense of self and place and be prepared for the next step in their life's journey, whether that is further education or employment.

Governance

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

Attachment R

While day-to-day operations are led by the Executive Director, the Board-Executive Director relationship is a partnership. As the governing body, the Namahana School governing board is responsible for the academic, financial, and operational performance of Namahana School. The role of the board is to provide the accountability, governance, and oversight necessary to ensure that Namahana School is an entity of the highest quality in each of these areas: Academic, Financial Performance, Executive Director Accountability and Governance. .

2. How will you know if the school is successful at the end of the first year of operation?
The school is fiscally sound; students have demonstrated that their learning aligns with the academic plan and mission; and students, parents, faculty, and staff for the most part believe that the school is a positive educational environment.
3. How will you know at the end of five years if the school is successful?
Same as above but in addition that the school has established practices that ensure fiscal health and educational success for students. Some indications of this are: Students, parents, faculty and staff generally stay with the school; students are actively engaged in their community; students exhibitions and portfolios show that they are applying their learning and critical thinking skills to solving real world problems that impact their community and the world; students demonstrate proficiency in skills that prepare them for their post-secondary school success, whether it be career or college.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
The board will provide ongoing support and strategic guidance to the Executive Director, ensure effective professional development opportunities for the ED and board members, and conduct an annual performance review. Specifically, the board committees will work closely with the Executive Director to monitor progress on the financial and academic plans, as well as monitoring student enrollment targets. Any deficiencies will lead to discussion by the board and ED to identify strategies to address these. Board meetings will be open to the public and comply with meeting posting and reporting requirements to ensure that the board is accessible to parents and community.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
I would speak to the member or members to make sure I understand the situation correctly. If I still believe the member or members are acting unethically or not in the best interests of the school . I would inform the Board Chair and follow the Conflict of Interest and Principles of Ethical Conduct Policy of the school. If the unethical actions are those taken by the chair, I would report them to the Vice Chair, according to policy.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes `Alohilani Rogers- When I was Chancellor of the community college and she was at Kawaikini School we worked together to form a partnership between the two schools. Mehana Vaughn- I took a class from her through the UH Extension Program. Marion Paul-I serve on the Leadership

Attachment R

Council for Keiki to Career, and Marion was the former head of Keiki to Career. Jonathan McRoberts, Adam Roversi, and Jen Luck I also know only to the degree that we are all in a small community and actively trying to improve our community..

2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes Kapua Chandler: Kapua interviewed me when she was working on her Masters Thesis, and I was Chancellor of Kauai Community College. She then provided me a copy of that thesis when it was completed.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I/we do not know any such persons Yes [Click or tap here to enter text.](#)
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes [Click or tap here to enter text.](#)
5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
 I/we do not have a financial interest Yes [Click or tap here to enter text.](#)
6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I/we do not know any such persons Yes [Click or tap here to enter text.](#)
7. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I/we have no such interest Yes [Click or tap here to enter text.](#)

Attachment R

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

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

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

Does not apply to me, my spouse or family Yes Chancellor Joe Daisy, Kauai Community College. I was the Chancellor at the college through 2019. Joe will be working with the school to provide early college opportunities. He is not being compensated by Namahana School for his work in developing partnership opportunities. As Chancellor I also partnered with Waipa on educational opportunities and served on the Executive Committee of Kauai Planning and Action Alliance. |

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

None Yes [Click or tap here to enter text]

Certification

I, Helen Cox, 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 [REDACTED]

Date: January 29, 2022

Curriculum Vitae

Helen A. Cox, Ph.D

Education

Ph.D., American Studies, University of Utah, Salt Lake City, UT., [REDACTED]
Emphasis: American Studies, Dissertation: *Western Conceptual Geographies of the Hawaiian Islands: 1778-1874*

M.A., American Literature, University of Utah, Salt Lake City, UT., [REDACTED]
Emphasis: English and American Literature

B.A., English and American Literature, Harvard University, Cambridge, MA. [REDACTED]
Emphasis: English, minor in Comparative Religion (cum laude)

Post Doctorate Training and Certificates

Achieving the Dream/Aspen President's Symposium, March 2014

Fulbright-Nehru International Education Administrators Program, March 2013

AAC&U Institute for General Education, Washington, D.C., June 2006

Summer Institute for Intercultural Communication, Pacific University, OR, July 2002, July 2003

Center for Renewal and Wholeness in Higher Education, Facilitator Training, June 2006

Institute for Management & Leadership in Education, Harvard Institutes of Higher Education
Cambridge, MA, June 2002

National Institute of Leadership Development, Phoenix, AZ, January 2002

"Politics of Culture and Identity in the Pacific," National Endowment for the Humanities Summer
Seminar

East West Center/University of Hawaii, Honolulu, HI, June - July 1995

Appointments

2008-2019, Chancellor, Kaua'i Community College, Līhu'e, HI

Chief executive officer for a small, rural community college, the only higher education institution on the island of Kaua'i. Responsible for all aspects of the College, part of the University of Hawai'i system. Works closely with the community, the K-12 system, and the rest of higher education in the state.

Helen A. Cox

Founded Ho'ouluwehi: The Sustainable Living Institute of Kaua'i, an interdisciplinary institute to accelerate the progress towards sustainability on Kaua'i through education and training, demonstration projects, community partnerships and applied research. Initiated Wai'ale'ale, a project to provide opportunity for college success to students who were not considering college due to financial constraints and other factors by providing tuition, fees, books, and academic and social support systems.

2003-2008, Associate Vice President of International and General Education, Salt Lake Community College, Salt Lake City, UT

Responsible for the college-wide General Education Program and all International Education activities at a 55,000 student, multi-campus, comprehensive community college. Supervise the Regional Directors of the three regions that comprise the fourteen-site college. Oversee Distance Education, Faculty Services, the Faculty Teaching and Learning Center, Concurrent Enrollment, the University Center, and the Writing Council. Develop and implement partnerships, faculty and student exchanges, and study abroad programs with institutions in America, Europe and Asia. Design faculty incentives and professional development programs to ensure a quality General Education.

2007 July-August, Interim Vice President of Instruction, Salt Lake Community College, Salt Lake City, UT

Chief Academic Officer for Salt Lake Community College. Responsible for all credit and non-credit instructional programs at SLCC. Worked closely with the President, Board of Trustees, and Board of Regents.

2003, Senior Specialist Fulbright Award, Council for International Exchange of Scholars, Orenburg, Russia

American Literature and American Studies Consultant at Orenburg State University. Worked with administrators and faculty to strengthen the American Studies Program. Provided guest lectures in American Literature, American Studies and Distance Education to both students and faculty at multiple campuses and in the community.

2001-2003, Executive Assistant to the President, Salt Lake Community College, Salt Lake City, UT

Responsible for oversight of the wide range of issues inherent in the efficient and effective running of a comprehensive community college. Helped guide the College through strategic planning, reorganization and decentralization. Increased visibility, quality and quantity of international faculty and student exchanges. Developed Distance Education Policy and procedure and implemented roll-out of wireless technology and training to faculty. Served on the President's Diversity Council. Established Policy Review Committee.

1998-2001, Chair, Division of Humanities, Salt Lake Community College, Salt Lake City, UT

Responsible for budget, curriculum development, scheduling, catalog presence, hiring and community outreach for four academic departments: American Sign Language/Interpreting, English, Humanities and Languages. Coordinated closely with Student Services to provide effective learning including learning communities, service learning, and field-based learning. Liaison between faculty and higher administration, and between the college and public education and other state higher education institutions. Initiated a faculty/student exchange program with International Buddhist University in Osaka, Japan.

Helen A. Cox

1994-1998, Assistant Professor, Humanities, Salt Lake Community College, Salt Lake City, UT

Served as Department Coordinator. Taught American Studies, English Composition, Ethics, History of Western Civilization, Introduction to the Humanities, Philosophy in Literature, Philosophy of Work, Polynesian Studies, and Technical Writing to traditional and nontraditional students. Developed Introduction to Humanities course in Ednet, Internet and Telecourse formats. Liaison for Concurrent Enrollment classes held in area high schools. Initiated a faculty/student exchange program with University of West Bohemia, Czech Republic. Planned and hosted Community College Humanities Association Regional Conference.

1990-1991, Fulbright Teaching Award, Council for International Exchange of Scholars, Czech Republic

Taught at Palacky University, Olomouc, then Czechoslovakia, and worked with American Studies Department to strengthen its program. Courses taught included Contemporary American Literature, American Studies, English Conversation and English Stylistics.

1985-1994, Executive Director, Human Pursuits: The Western Humanities Exchange, Salt Lake City, UT

Founder and director of a non-profit corporation that develops and implements cultural events that explore the human condition, encourage critical thinking, and promote community discussion of the humanities by out-of-school adults. The project provides materials for reading and discussion programs to libraries, senior centers and other community organizations. Materials, many bilingual (Spanish-English), focus on cultural diversity and establishing intercultural competence, the complex interactions between culture and place, and the exploration of land ethics to create livable and sustainable communities. Human Pursuits has earned grants and awards from the American and Utah Library Associations, the Utah Arts and Humanities Councils, and is funded primarily by the National Endowment for the Humanities. Housed in Utah, the corporation runs programs primarily in the West but has also had programs in fourteen states.

Selected Publications and Presentations

Helen Cox, "Accountability: Performance Expectations in a National Community College Model" and "Scenarios in Data Driven Decision Making," American Association for Women in Community College LEADERS Institute, Salt Lake City, UT, June 2015.

Helen Cox, Bill Arakaki, Panel Presentation on Education Policy Impacting Hawaiian Learners, Native Hawaiian Education Council, Native Hawaiian Education Summit, Līhu'e, HI, May 2015.

Helen Cox, "An Island Community and Its College Respond to Calls for Sustainability," *American Studies Journal*, No.1 (Kiev, Ukraine), 2010

"Community Survival," Moderator, Pacific Worlds and the American West Conference, Salt Lake City, UT, February 2008

Helen Cox, "Entering the International Arena: Best and Worst Practices," Council for Resource Development Conference, Park City, UT, July 06 published in *Dispatch*, Spring/Summer 07, March 06

Helen Cox, "Instituting a Diversity Requirement and Comprehensive Multicultural Initiative," National Association of Student Personnel Administrators Multicultural Institute, Las Vegas, NV, December 2005

Helen A. Cox

"The New Faces of Student Mobility: A Response Panel," What is an Educated Person Conference
Salt Lake City, UT, November 2004

Risks and Rewards in International Partnerships: The Salt Lake Community College Vision, International
Forum for University Presidents, Shanghai Normal University, Shanghai, China, October 2004

Paul Allen, Paul, Almonte, Helen Cox and Ron Christiansen, Pearson Publishing, ". . . *That is the
Question*," Answers from the Humanities ed., 2003

"Building Community through Faculty and Staff Leadership Development," National Association of
Student Personnel Administrators, Salt Lake City, UT, September 2002

"Building Internal and External Communities: SLCC Goes to Hawaii," National Association of Student
Personnel Administrators, Salt Lake City, UT, September 2002

"Humanities in the Transition," Community College Humanities Association, Portland, Oregon,
November 2001

"American Multiculturalism through Contemporary Literature," International Buddhist University
Osaka, Japan, May 2001

"Evolving American Attitudes towards Nature," International Buddhist University, Osaka, Japan, May
2001

"Dugout Ranch: A model of Interdisciplinary Education in a Field Setting," Community College
Humanities Association, Santa Fe, New Mexico, November 2000

"Iosepa, Utah: Polynesians in the Desert," Community College Humanities Association
Salt Lake City, UT, October 1996

"Women of the Southwest: Weaving a Spiritual Journey," Moderator, Community College
Humanities Association, Salt Lake City, UT, October 1996

"Drawing Diverse Students in the Humanities," Community College Humanities Association
Colorado Springs, CO, October 1994

"Kama'ainas and Malihinis: Perceptions of Landscape in Nineteenth Century Hawaii," American Studies
Association, Boston, MA, November 1993

"Vaclav Havel and Changes in the Czech Lands," Utah Humanities Speakers Bureau, Various, UT, 1992 -
1993

"Eyewitnesses to the Czech Educational System," and "Eastern Europe: Looking Toward the
21st Century," Wasatch Front International Education Consortium, Snowbird, UT, July 1991

"Cultural and Ethnic Diversity in America," Prague Public Library, Prague, Czech Republic, November
1990

Helen A. Cox

Awards

2019	Kauai Farm Bureau Honoree
2015	Distinguished Honorary Professor, National Institute of Technology, Toyama College
2012	Leadership Kaua'i, Ho'okanaka Award for Exceptional Leadership of Kaua'i
2011	For Kaua'i, Aloha Spirit Award
2003	Council for International Exchange of Scholars Senior Specialists Award
1987-02	National Endowment for the Humanities, seven grant awards for Human Pursuits
2000	Salt Lake Community College, Outstanding Staff Award
2000	Utah Academy of Sciences, Arts and Letters Distinguished Service Award
1998	Emma Lou Thayne Community Center Humanitarian Award
1997	PBS Going the Distance Project for developing a Distance Education course
1994	Emma Lou Thayne Service Grant Award
1990 -91	Council for International Exchange of Scholars Fulbright Teaching Award
1983	University of Utah Jack Adamson Fellowship Award

Community Service and Participation

Planning Commission, County of Kauai	2020-Present
Kauai Climate Coalition	2019-Present
Hawaii Medical Service Association (HMSA) Foundation Board	2018-Present
Kaua'i Wellness Partnership Steering Committee	2014-Present
Keiki to Career Leadership Council	2012- Present
Board of Directors, Kaua`i Economic Development Board	2010-Present
Education Committee, Kaua`i Economic Development Board	2008-Present
Community Advisory Committee for the Kaua'i County General Plan	2014-2017
Reviewer for Fulbright Awards from Russian Scholars in American Studies	2014-2018

Helen A. Cox

Hawaii Council for the Humanities Executive Board	2013-2019
Community Partnership Hui of the Hawai'i Youth Opportunities Initiative	2012-2019
Island School Academic Advisory Committee	2009-2019
Community Advisory Committee Kaua'i County General Plan Update	2014-2015
American Association of Community Colleges Sustainability Task Force	2013-2015
Executive, Board, Kaua'i Chamber of Commerce	2013-2015
Governor's Kaua'i Advisory Committee	2011-2014
Kaua'i Planning and Action Alliance Executive Committee	2010-2014
Executive Committee, Kauai Workforce Investment Board	2008-2010
Advisory Board, Kauai Red Cross	2008-2010
Utah State Board of Regents General Education Task Force	2001-2008
Advisory Board, Emma Lou Thayne Community Service Center	1996-2008
Steering Committee, Canyon Rim Neighborhood Association	1991-2000
Advisory Board, Cultural Preservation Project, Dugout Ranch, Nature Conservancy	1998-2008

Attachment R

Board Member Information

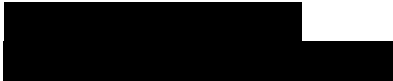
**To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.**

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:
Namahana School
2. Contact information:
Name: Jennifer Luck

1. Describe your role and indicate your position on the governing board.
Governing Board Member and Co-chair of the Facilities Committee
2. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes
4. Why do you wish to serve on the governing board of the proposed charter school?
I am the mother of two young girls and have seen first hand the need for a public middle and high school on the north shore of Kauai.

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

The role of the governing board member is to provide fiduciary and management oversight for the charter school. Responsibilities include budget review and approval, financial oversight and regulation, adherence to charter school rules and regulations and hiring of the Executive Director or School Leader.

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

I do not have previous experience serving on a charter school governing board however I do have relevant experience that will enable me to be an effective board member. Relevant experience includes serving as Managing Director of Wai Koa Plantation, where the school will be located, and extensive experience serving on high functioning non-profit boards with multi-million dollar annual budgets.

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

I have significant experience serving on non-profit boards, as Chair, Vice chair, Secretary and Treasurer. In addition my previous experience as Managing Director of a private family trust, current role as COO of an asset backed start-up and diversified farming operation and Masters in Business Administration provide me with understanding of fiduciary responsibility and organizational management.

School Mission and Plan

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

Namahana School's mission is to serve the communities of Halele'a and Ko'olau with rigorous 'āina-based education through cultivating relationships with 'āina, kanaka, and ao. Namahana School will prepare students for professional and personal fulfillment, with skills that empower them to actively contribute to a resilient future on Kaua'i. Our mission is founded and driven by these three community-determined values: Aloha 'Āina, to practice a shared understanding of our kuleana [responsibility] for 'āina; Aloha Kanaka, to respect and mālama [care for] our community, our families, and ourselves; Aloha i ke Ao, to perpetuate pono practices to navigate cultures of the world. Namahana School envisions its students as active and engaged caretakers of their community. They will grow to be leaders who seek solutions to the greatest challenges facing both their community and the world. Namahana School's vision is to nurture 'āina-conscious graduates that have a strong sense of self, place, and are prepared with the academic skills necessary to be kia'i for their community.

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

Namahana Charter School will employ Aina Based Learning (ABL) to teach students the

Attachment R

foundational principles of relevance, relationships and rigor. ABL integrates place-based, project based and community based learning. Using the project based application of ABL allows students to understand the links between academics and real world application. Adherence to rigorous academic standards is of equal importance, ensuring students are well prepared for post-secondary education.

3. What do you believe to be the characteristics of a successful school?
Characteristics of a successful school will include an engaged student body excited about learning, 100% graduation rate with a high percentage going on to college or a trade school, an understanding of their connection to the land, importance of natural resource preservation, a deep and lasting connection to their local community, sophisticated understanding of the global economy and a comprehensive grasp of sustainable or regenerative practices.
4. How will you know that the school is succeeding or is not succeeding in its mission?
Proof of success will include a student body that demonstrates a high proficiency of skills necessary for success in their post-secondary education.

Governance

1. Describe the role that the governing board will play in the school's operation.
The Governing Board will provide financial oversight for the school, hire and provide oversight and guidance to the Executive Director or School Leader, ensure the school is abiding by the Charter rules and contract, and ensure the school is meeting its annual goals and 3 to 5 year milestones.
2. How will you know if the school is successful at the end of the first year of operation?
We will know we are successful at the end of the first year if we have achieved the following: abided by the Charter contract and met all required milestones, have an engaged and excited student body, parent body and faculty, met or exceeded our enrollment numbers, met or exceeded our financial goals, have a student body that has a solid grasp of core competencies and are having a positive impact on the local community.
3. How will you know at the end of five years if the school is successful?
We are at full enrollment of 360 students, we've met our financial and academic goals, we have high retention among students, faculty and staff, we have a high rate of satisfaction among faculty, staff and the student body, we are well on our way to meeting our timeline for expansion of school facilities, the non-profit board is robust and successful at raising funds for the school and we have a highly-engaged Governing Board.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
To ensure the school is successful the Governing Board will need to provide support and direction to the Executive Director or School Leader, adhere to all Charter rules and terms set forth in the Charter contract, ensure we are providing sufficient financial oversight for the school and facilities construction and operations, and continue to develop a Governing Board that is representative of the community, has a diversified skill set and provides appropriate oversight and support for the school.

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5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school? Per the Conflict of Interest policy I would contact the Board Chair if I was concerned about unethical behavior or conflicts of interest. If the Chair was involved I would contact the Vice Chair.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
x I/we do not know these individuals Yes [Click or tap here to enter text.](#)
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
x I/we do not know any such employees Yes [Click or tap here to enter text.](#)
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I/we do not know any such persons Yes [Click or tap here to enter text.](#)
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes [Click or tap here to enter text.](#)
5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
 I/we do not have a financial interest Yes [Click or tap here to enter text.](#)
6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I/we do not know any such persons Yes [Click or tap here to enter text.](#)
7. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership,

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employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I/we have no such interest Yes [Click or tap here to enter text.](#)

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

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

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

Does not apply to me, my spouse or family Yes [Click or tap here to enter text.](#)

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

None Yes [Click or tap here to enter text.](#)

Certification

I, Jennifer Luck, 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.

DocuSigned by:


Signature

January 26, 2022
Date

Jennifer Luck

Princeville, Hawaii, United States



Summary

Committed to driving social impact and building a more regenerative, equitable economy by supporting values-aligned businesses and non-profit organizations.

Experience



Chief Operating Officer

Common Ground Kauai

Feb 2021 - Present (11 months +)

- * Oversee operations for asset-backed start-up focused on building regenerative food systems. Annual operating budget of \$3.6M.
- * Led development of HR systems, Standard Operating Procedures and team development for growing team of 10+ full-time professionals.
- * As a member of the senior executive team participate in investor recruitment, and negotiations, creation of investor materials and outreach.
- * Work closely with CFO on quarterly budgets, P&L projections and measurement of milestones for e-commerce platform, hospitality and events program, farm operations and facilities.
- * Work closely with Chief Marketing Officer on branding, public relations, digital marketing and print and digital media.
- * Thought partner for CEO on strategic direction of company and pace of growth.



Director, Program Development and Community Impact

Common Ground Kauai

Apr 2019 - Apr 2021 (2 years 1 month)

- * Alongside the CEO/Chairman and key investors recruited and onboarded a team of top professionals to the company. Responsible for recruiting the COO, Farm Manager, Office Manager and Creative Director.
- * Oversaw development of all HR systems, including staffing company, PTO policy, benefits program and employment contracts.
- * As Director of Program Development oversaw formation of Incubator and Meal Kit Delivery programs with combined annual budget of \$260k.
- * Worked with CEO, CMO and Director of Food Systems on development of the Online Retail Platform.
- * Secured \$1M in public funding. Funds supported the Incubator program (workforce development), Meal Kit Delivery program and development of the Online Retail Platform.
- * Oversaw creation of company's philanthropic arm, CG Foundation.
- * Responsible for community engagement activities including securing community support from elected officials and key stakeholders.



Managing Director

Porter Trust Family Office and Wai Koa Plantation

May 2015 - Apr 2018 (3 years)

* Led operations for small family office on the north shore of Kauai. Drove completion of multiple capital projects and philanthropic contributions totaling more than \$12M.

*Oversaw annual budget and cash flow for family office. Responsibilities included hard and soft asset management, development of 5 year budget projections, and creation of real estate asset liquidation schedule.

* Represented family on multiple non-profit boards.

* Worked with Family Office Operations and Development team on completion of \$4M capital project for NPO founded by the family office. Secured necessary entitlements for the project, worked closely with the NPO and Project Development team to ensure project stayed on budget and on time.

* Oversaw all land use, permitting, entitlements and master planning for the family's 537 acre property on the north shore of Kauai.

* Managed tenant relationships for the 537 acre property. Responsibilities included lease negotiation and termination, managing multi-stakeholder meetings with tenants.

* Served as liason for planning phases of \$7M dam remediation project. Oversaw negotiations, contract procurement and communications on behalf of the family office.

Kauai Island Director

Hawaiian Islands Land Trust

2011 - 2015 (5 years)

* Conceptualized and built Kauai operations for Hawaii Land Trust.

* During tenure closed land conservation projects valued at more than \$30M, including both conservation easements and fee title ownership.

* Oversaw all stewardship of Kauai land assets for the Land Trust.

Executive Director

Kauai Public Land Trust

2007 - 2011 (5 years)

* As Executive Director oversaw all operations for small, land trust on Kauai including budget development and reporting, fundraising, board development and land acquisition and stewardship.

* Built fundraising program, led Board of Directors through strategic planning, represented Kauai Public Land Trust in merger negotiations with other island land trusts around the state to form Hawaii Land Trust, closed on multiple projects including acquisition of land at Hanalei Bay and expansion of the Kahili Beach Preserve.

Executive Director

Institute of Real Estate Management, Los Angeles Chapter

2005 - 2007 (3 years)

Assistant Development Director

Peace Over Violence

2000 - 2005 (6 years)

Education



University of Southern California

Master of Business Administration - MBA



University of Oregon

Bachelor of Science - BS, Political Science and Government



Skills

Project Management • Operations Management • New Business Development • Budgeting • Land Use Planning • Human Resources (HR) • Corporate Finance • Nonprofit Organizations • Public Relations

Board Member Information

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:

Namahana School

2. Contact information:

Name: Jonathan McRoberts



1. Describe your role and indicate your position on the governing board.
Member of the Fundraising and Finance Committees
2. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes.
4. Why do you wish to serve on the governing board of the proposed charter school?
Currently, many North Shore residents with financial means and college-oriented children feel they need to send their children to private school or to home school. This type of segregation only leads to increasing the growing divisions within our society. Having a public school that graduates students who are prepared to succeed in all walks of life, will help to bring us closer together.
5. What is your understanding of the appropriate role of a public charter school governing board member?

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The Governing Board shall provide the tools necessary for the Executive Director to run the school in accordance with the school's vision and mission. Although not involved in the day-to-day operation of the school, the Board is required to provide appropriate oversight to ensure the school is achieving its academic performance goals while operating from a strong financial position. Executive Director accountability and governance issues are also areas that require Governing Board oversight.

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

I have in the past served on the following boards: Kamehameha Lions, Rotary Club of Hanalei Bay, Growing Our Own Teachers on Kauai, & The Hawaii Chapter of The Trust for Public Land. In addition to serving on the boards of four non-profits, I have served as President, Secretary and Treasurer of three of those organizations. This has allowed me to experience having roles in the "executive branch" of an organization as well as being in the oversight role of the board member. I feel my Master's in Education and 5 years of classroom experience are also very relevant to serving on the Board of Governors of the Namahana School.

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

My 40 years as a Financial Advisor will be valuable experience for my role on the Finance Committee. My prior service on four non-profit boards has given me significant experience in fundraising.

School Mission and Plan

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

The main mission of the school is to graduate students who understand their importance not only to themselves but also their responsibilities as members of their family and community. This is to be accomplished through 'āina-based education that utilizes individual learning plans. Our students should graduate prepared to navigate the world of work or further academic studies in a way that shows respect for others and for the community in which they settle as well as the broader world outside their own space.

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

The education plan emphasizes student-based learning guided by an advisor. The students will engage in project-based learning that constantly relates what they are studying to the real world. When it is appropriate, students will begin 1 to 2 days a week outside the school in an internship with a community mentor thereby allowing them to gain real world experience in a field of their interest. This type of experience may increase their interest in a particular area of study or a vocation or, it might also lead them to consider other possibilities.

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3. What do you believe to be the characteristics of a successful school?
A successful school is a place where students feel they are valued for who they are and experience progress in their learning. A successful school will monitor a student's academic progress and social development so that adjustments can be made to deal with any problems that develop. If students feel they are an important part of a school community and take responsibility for its success, then you have a successful school.
4. How will you know that the school is succeeding or is not succeeding in its mission?
In a student-based learning school, each student will have a portfolio of work that should show they can apply their learning and thinking skills to solve problems that are affecting their community and world into which they will graduate. If a student graduate is prepared to be successful in a college, a technical school, or directly into the workforce, then the school has successfully succeeded in its mission. Finally, given the 'āina based learning approach of the school, students should understand the importance of supporting the community in which they live.

Governance

1. Describe the role that the governing board will play in the school's operation.
The governing board's primary role is one of oversight and monitoring, while not being involved in day-to-day operations. They provide mission-based leadership and strategic governance while supporting the Executive Director. They will monitor academic and financial performance, and evaluate the effectiveness of the Executive Director. In order to be effective, the governing board must establish open, honest and regular communication with the Executive Director. An annual budget and academic plans will be developed in cooperation with the Executive Director to ensure the school is staying true to its mission while maintaining a robust financial structure.
2. How will you know if the school is successful at the end of the first year of operation?
The simplest measures of success will be the degree to which current students and their parents want to continue attending and supporting the school. If the parents are eager to support the school by participating in the school programs and helping with fundraising, it is a sure sign of success. Of course, one wants to see appropriate grade level academic progress across the whole student population. However, good student performance without a desire to continue enrollment, does not indicate success. Equally important are teachers who want to continue to enthusiastically work at the school. If teacher retention and recruitment are difficult, then the school is not successful. Finally, the governing board should continue to retain enthusiastic members who are committed to the success of the school.
3. How will you know at the end of five years if the school is successful?
At the end of five years, the school should be seen by parents as the best option for most of the community's children coming out of elementary or middle school. The school should have regular success in fundraising activities and teacher recruitment, and retention should not be a problem. These outcomes will only happen if the

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students are able to demonstrate through their exhibitions and portfolios that they have succeeded in understanding and embracing the values instilled through 'āina based learning as well as meeting or exceeding their academic goals. By the end of the 5th year, the incoming seniors should be well on their way to being ready to make the transition into the next stage of their life. Finally, beginning the 6th year the school should be operating at full capacity and be in sound financial shape.

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

At the start of the first year the governing board members should agree to the following specific steps to ensure the long-term success of the school. The Academic and Finance Committees will work closely with the Executive Director to monitor monthly progress on the academic and financial plans. If specific metrics are not being met, these committees will collaborate with the Executive Director to identify strategies to respond to needs and bring key discussions to the full board. The board will work with the Executive Director to monitor student enrollment targets and ensure that we are on track for the upcoming year. Board meetings will be open to the public and comply with all meeting posting and reporting requirements to ensure that the board is accessible to parents and the community. The Governance Committee will provide new member and ongoing board member training to ensure the board has the skills to provide effective academic and financial oversight and hold the Executive Director accountable---this includes training for board officers and committee chairs to understand their roles and responsibilities. The Facilities and Fundraising Committee will work closely with the Facilities Project Manager and Fundraising Consultant to ensure we are on track with our facilities plan and fundraising goals. The board will conduct an annual board evaluation to reflect on its performance and develop goals for improving performance for the next year. The board will need to provide ongoing support and strategic guidance to the Executive Director, ensure effective professional development opportunities for the ED, and conduct an annual performance review.

5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school? According to the proposed Conflict of Interest and Principles of Ethical Conduct board policy, a board member should report any practices or actions that are inappropriate under the code or any illegal practices to the Governing Board Chair. If the inappropriate or illegal actions involve the Chair, the board member should report the actions to the Vice Chair.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
- I/we do not know these individuals Yes I know the following people through my work on the Kauai North Shore Community Foundation - Education Committee: Melanie Parker, Jen Luck, and Angie Bresnahan; I know Helen Cox through a friend who

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is related to Helen. I know Mehana Vaughan because I am a friend of her mother; Marion Paul is a fellow member of the Hanalei Bay Rotary and a personal friend. I met Tahara'a Stein when I was doing work through Rotary with the Hanalei Elementary School. She was the principal at that time. I am not familiar with the other members of the Board of Governors.

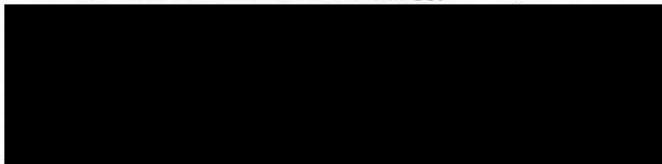
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes I know Kapua Chandler because she played on the same AYSO soccer team as my daughter when they were in Elementary School. I became reacquainted with her when she started working on this project
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I/we do not know any such persons Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes
5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
 I/we do not have a financial interest Yes
6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I/we do not know any such persons Yes
7. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I/we have no such interest Yes
8. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting,

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7. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I/we have no such interest Yes
8. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A I/we or my family do not anticipate conducting any such business Yes
9. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family Yes I am a member of the Kauai North Shore Community Foundation, the Kauai North Shore Lions Club, and the Rotary Club of Hanalei Bay. I also have a personal relationship with Mary Paterson who is on the board of KNSCF.
10. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
 None Yes

Certification

I, Jonathan McRoberts, 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.



1/31/2022
Date

Professional Summary

To use my skills, experience, and training to serve as an active member of the Namahana School Board of Governors.

Skills

Experience in curriculum development, classroom management and teaching in grades from 4th through 12th. Thoughtful, rational, calm, diplomatic and succinct communications as a result of dealing with other people's retirement funds over a period of 40 years and through two financial crashes.

Experience

Peace Corps Volunteer

June 1971 to June 1973

I was a Peace Corps development worker in Nepal. I worked mostly with subsistence farmers. My job was to teach them how to use new varieties of rice and wheat to increase their yields. In addition, I convinced two farmers to get loans to build a concrete storage facility utilizing forms that were available, but not being used by a USAID station in the area.

Other Work Experience

Butler Psychiatric Hospital, Providence, Rhode Island

October 1973 – May 1974

Worked as a psychiatric aid in an open-floor psychiatric unit. Led daily group therapy sessions with teenage suicide survivors.

Teaching

San Mateo High School, California

1974 - 1975

Taught 3 different grade levels in three different Social Studies disciplines at San Mateo High School during the school year, while earning a Masters of Education degree from Stanford University. I was the sole coach for the JV football team; coaching all positions on both offense and defense.

Escuela Americana, El Salvador

August 1975 to June 1975

Taught at the Escuela Americana in San Salvador. This is an American School attended mostly by wealthy local students and some diplomats children from various countries. Taught 3 three different Social Studies Disciplines: World Geography to 4th graders, U.S. History to 8th graders, and U.S. History/Current Events to Seniors. I also coached the high school basketball team.

Lincoln School in Kathmandu, Nepal

August 1977 to June 1979

This is an American School made up solely of children from the diplomatic and NGO community, as local children were not allowed to attend by the government. I taught 6th through 8th grade, and covered most of the areas generally associated with Social Studies.

Financial Advisor

Merrill Lynch

1979 to 1996

Worked as a Financial Advisor in the Honolulu office of Merrill Lynch. In 1986 I became the Senior Partner of a partnership within Merrill Lynch with two other Financial Advisors. Although originally discouraged by management, we developed a system that was eventually widely accepted in the brokerage industry.

We were honored with an article in “Research: The Stockmarketing Magazine for Brokers.” We were also featured on the cover of the November 1994 issue.

Once the internet became fast and secure enough, I was able to work as a Financial Advisor from my home office on Kauai from 1996 to 2000, while remaining a Senior partner of my team. The other partners and staff were still headquartered in Honolulu.

Morgan Stanley

2000 to 2014

My team was recruited by the Morgan Stanley Honolulu office in 2000. I continued to work full time from my home office on Kauai as a Financial Advisor and Wealth Manager. Our team was consistently ranked in the Top 5 retail Financial Advisors in Hawaii by Hawaii Business magazine, and I was personally ranked #1 in 2008.

In 2014, I retired from active management of personal and retirement plan portfolios. However, I continued to work through Morgan Stanley on a consulting basis with the partnership I formed in 1986.

I fully retired from Morgan Stanley on March 1, 2019.

Education

BA in Psychology from Brown University, Providence RI
MA in Education from Stanford University, Palo Alto, CA.

Professional Development

Attended a financial training course at the University of Pennsylvania to earn a Wealth Manager designation. That allowed me to qualify to manage business and retirement portfolios within the Morgan Stanley system.

Several times a year, I undertook mandatory continuing education classes online to keep up my designation.

Community Involvement

Joined the Lions Club on Oahu in 1981 and eventually became a Life Member. Transferred my membership to the Kauai North Shore Lions Club from the Kamehameha Lions Club on Oahu in 2019, and have become an active member.

Joined the Hanalei Bay Rotary Club in 1997, and I am still an active member.

Was a founding member of “Growing Our Own Teachers” and Vice President until 2017.

Founding member of “Aloha Angels” and continue to make yearly donations of \$10,000 a year. This is a Kauai based 501(3)c that funds after school activities at public schools.

Served as a Director the Hawaii office of the Trust for Public Lands for 5 years, and I still support them through yearly donations.

I am a Founders Circle Member of the Kauai North Shore Community Foundation and currently served on their Education Committee.

In 2017, I went on a Rotary Mission to Myanmar and Taiwan that focused on the education of young children.

I was briefly on the board of Anaia Hou Community Park as chairman of their education committee. I resigned due to a conflict of interest, once I decided to be part of the KNSCF education committee.

References

References are available upon request

Board Member Information

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

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

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

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

Background: Your Role and Experience

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

2. Contact information:
Name: Pam Murphy



1. Describe your role and indicate your position on the governing board.
Treasurer, Executive Board and Chair Finance Committee.

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

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes

Attachment R

4. Why do you wish to serve on the governing board of the proposed charter school?
I feel that there is a great need for Namahana School on the North Shore of Kauai. I have always believed that education and cultural enrichment in a community enhance the quality of life for its residents.
5. What is your understanding of the appropriate role of a public charter school governing board member?
The Governing Board provides oversight and guidance for the School's Academic, Financial, and Governance Policies and Procedures. While the Executive Director is responsible for day to day operations, the Board is there to support and hold the ED responsible.
6. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I spent 20 years in executive Management with experience in strategic planning, operations, finance, and guest and employee satisfaction. I Chaired a National Marketing Committee as well as several community Boards while in my position as Senior Vice President.
7. Describe the specific knowledge and experience that you would bring to the governing board.
I have extensive knowledge in running businesses, including strategic and financial planning and oversight, staff improvement, and business performance improvement. I also supervised an athletic program with over 250 children from 5 to 17 years old. It was closely tied to the local Elementary, Middle and High Schools.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
Namahana School's mission is to serve the communities of Halele'a and Ko'olau with rigorous 'āina-based education through cultivating relationships with 'āina, kanaka, and ao. Namahana School will prepare students for professional and personal fulfillment, with skills that empower them to actively contribute to a resilient future on Kaua'i.
The Vision is to have students as active and engaged caretakers of their community. They will grow to be leaders who seek solutions to the greatest challenges facing both their community and the world.

Attachment R

2. **What is your understanding of the school's proposed academic plan?**
The academic plan includes 'Āina-based Learning ('ĀBL), the school's 10 distinguishers, and core instructional practices. Namahana will provide a personalized learning environment that allows students to take control of their own learning and gain the skills and knowledge necessary to achieve success beyond high school, however success is defined.
3. **What do you believe to be the characteristics of a successful school?**
A successful school is a great place to teach in and learn in. It helps grow great teachers who develop great students who will have a positive impact on their community and the world.
4. **How will you know that the school is succeeding or is not succeeding in its mission?**
Students are engaged in 'Āina-based Learning, giving back to the community. Students demonstrate proficiency in the skills required for their post secondary school success. Teachers are satisfied and growing their skills to ensure they are helping students achieve success.

Governance

1. **Describe the role that the governing board will play in the school's operation.**
Responsible for the academic, financial, and operational performance of Namahana School. Provides accountability, governance, and oversight necessary to ensure that Namahana School is an entity of the highest quality in each of these areas: Academic, Financial Performance, Executive Director Accountability and Governance.
2. **How will you know if the school is successful at the end of the first year of operation?**
There are several assessment indicators set for the school which will be measured. These include students, staff, families and community feel positive about the school. Students can demonstrate growth in measured areas of competencies. Met annual academic and financial goals. On target for future school enrollment.
3. **How will you know at the end of five years if the school is successful?**
In addition to the above measurements, indicators of success after five years would include: Full enrollment (360 Students). High student and staff retention. Met or exceeded academic and financial plans. Achievement gap between high fees and non-high need students has decreased. Strong community partnerships. Maintain a high functioning Governing Board. Successful associated nonprofit with a full board that meets annual fundraising goals. On goal with timelines for scaling up permanent facilities.

Attachment R

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

Financial and Academic Committees will work with ED to monitor monthly progress on plans. With with ED to monitor and achieve student enrollment targets. Facilities and Development Committee will work with Facilities Project Manager to ensure they are on track with facilities plans and fundraising. Board will hold public meetings that comply with all posting requirements to ensure that Board is accessible to parents and community. New and ongoing member training. Conduct annual Board Evaluation to reflect on performance and develop new goals.

5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school? I would report any practice or actions that I believe are inappropriate, illegal, or not in the best interest of the school to the Governing Board Chair. If the actions I am concerned about involve the Chair, I would report them to the Vice Chair.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
- I/we do not know these individuals Yes Angie Bresnahan - Friend; Marion Paul - Friend; Melanie Parker - Namahana School strategy sessions; Adam Roversi - Acquaintance; met the remaining board members through Governing Board meetings.
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
- I/we do not know any such employees Yes I met and have worked with Kapua Chandler through Namahana Board and various committee meetings.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
- I/we do not know any such persons Yes

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

Certification


Attachment R

I, Pam Murphy, 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 |

January 21, 2022
Date

PAM MURPHY



SENIOR CONSULTANT / OPERATIONS EXECUTIVE

Skilled in consulting with entry to executive-level personnel to develop strategic plans for achievement of goals, including branding, operational growth, market expansion, staff improvement, and guest service optimization.

Executive Management experience includes Strategic Planning, Business Operations, Sales, Marketing, Budget Oversight, Customer Service, and PR Leadership. Built a distinguished career with a leading Resort operation, including an instrumental role in its growth to a \$140 million company.

Summary of Qualifications

Senior leader with 20+ years of executive-level management expertise developing big-picture strategic plans. Ensure operational growth, market expansion, staff improvement, and service optimization. Provided leadership for operations, sales, marketing, customer service, and PR. Launch and manage core departments and functions. Persuade executive-level individuals to agree on mutually beneficial solutions. Utilize a constructive, positive leadership style and gain the full respect and confidence of executives and community stakeholders as a trusted advisor and consultant.

Core Leadership Competencies

- Strategic Planning
 - Cross Functional Team Leadership
 - Public Speaking/Presentations; Company and Community Spokesperson
 - Special Event Planning, Coordination & Execution
 - Creative Problem-Solving & Risk Mitigation
 - Large-Scale Team Building, Training & Coaching
 - Marketing, Branding & Image Building Strategies
 - Transformation to a High-Profile Organization
 - Multimillion-Dollar Revenue & Profit Improvements
 - Establishing & Fulfilling a Corporate Vision
-

PROFESSIONAL EXPERIENCE

MAMMOTH MOUNTAIN SKI AREA & RESORT – Mammoth Lakes, CA

Large 4-season resort with \$160 million in annual revenues, average of 1.3 million skier visits in the winter, and 300,000 summer visitors, with 2,500 employees during peak periods. Owner and operator of resorts that offer skiing and snowboarding with all amenities; additionally owns hotels, retail stores, golf course, mountain bike parks and other businesses.

Senior Vice President, 2002-14

Vice President / General Manager, 2000-2002

General Manager, 1998-2000

Marketing Director, 1992-1998

Prior Positions:

Communications Director; Assistant Marketing Director; Manager, Public Relations



OVERVIEW:

Built record of achievement and promotions through increasingly responsible positions. Developed Strategic Plans as well as company Marketing & Sales Plans. Throughout career oversaw every aspect of the Resort including Marketing & Sales, Corporate Sponsorships, Events, Hospitality, Food & Beverage, Rental, Retail, Ski & Snowboard Schools, Day Care, Hotels, Golf Course, Tube Park, and Snow Mobile Rentals. Supervised teams of 17 direct and 1,600 indirect reports. Planned and administered annual budget of \$25 million; held accountability for over up to \$100 million in annual revenues.

Worked directly with the Chief Executive Officer and other Senior Management to create and execute strategies to meet revenue, guest service excellence, and employee satisfaction goals.

HIGHLIGHTS:

Played key role in growing the Resort to \$140 million in annual revenues. Served as part of the management team that took the company from value of \$50 million in 1998 to \$364 million in 2006 and its purchase by Starwood Capital.

- Worked with team members to build the Marketing and Public Relations department in earlier part of tenure, expanding from 1 department with 2 employees to 3 departments with over 50. Formed a marketing structure that enabled the organization to create strategies for immediate and long-term revenue growth.
- Continued to maintain significant involvement in marketing and PR functions. Recruited VP of Marketing as well as a VP of Operations for Hospitality. Assisted CEO and CFO in recruiting several Directors at the Company.

Created and executed numerous game-changing initiatives over the years that instilled a Guest Service Excellence culture, opened up market opportunities, and transformed the organization from a ski area to a full-service resort recognized on a national and global basis.

- **Chaired the Town Of Mammoth Lakes Airport Commission:** Headed the team that brought Commercial Air Service to the Mammoth Airport, including negotiating with airlines, the FAA and TOML, and the environmental community. Helped form the Community Stakeholders Committee that proved critical in bringing desired airport/service to a scale acceptable to the community.
 - *Hired ground service operator for Horizon, earning accolades from the company for efforts.*
- **Developed the Snowboard Park** that opened up new revenue opportunities and changing the dynamics for operating this types of parks throughout the country. Secured partnership with several major companies including QuickSilver to sponsor the park. Formed numerous industry relationships and achieving buy-in from ownership to facilitate launch.
 - *Mammoth gained an excellent reputation as a preferred destination for snowboarding as a result.*
- **Oversaw numerous resort redevelopment projects** including growing small on-mountain café from \$600,000 per season to over \$3 million annually.

Develop and Operated Company's Marketing Department.

- Developed and implemented the company's Marketing/PR & Sales Plans to increase visitation and grow immediate and long-term revenue.
- Marketing, Branding & Image Building Strategies
- New Market Identification, Analysis and Penetration
- Development of Company website and Social Media programs



PROFESSIONAL DEVELOPMENT

Professional Training

Strategic Marketing Course, Stanford University
Service Excellent Program, Management Tools, Inc.

Professional Affiliations

Member, National Ski Areas Association; Chairperson, Marketing Committee, NSAA (4 years); Chairperson, Mammoth Airport Commission (8 years); Chairperson, Mammoth Design Review Committee (4 years)

Technology Proficiency

Microsoft Excel, PowerPoint, Word, Outlook; Sirius Operating Systems & Reporting; WinRetail Systems

Board Member Information

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

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

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

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

Background: Your Role and Experience

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

2. Contact information:
Name: Melanie Parker



1. Describe your role and indicate your position on the governing board.
Governing Board Chair; ex-officio members of all committees
2. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes
4. Why do you wish to serve on the governing board of the proposed charter school?
I deeply believe in the mission, vision, and model of Namahana School and know that this school will fill a huge gap in educational access for our North Shore students and

Attachment R

families. Namahana school's innovative educational model of integrating 'Āina-based learning with Big Picture Learning's personalized learning and student-driven approaches is good for ALL learners. I am dedicating to supporting this mission and want to provide my service to the school and community to make Namahana School the best that it can be.

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

A public charter school governing board member is responsible for working with the full board to provide academic and financial oversight to the school and offer strategic guidance to the Executive Director to ensure that the school is meeting annual academic and financial goals. Board members serve as advocates and ambassadors for the values, mission and vision of the school and programs and ensure that services are consistent with the mission. Board members are responsible for reading and understanding monthly reports and the metrics being used to evaluate the schools fiscal and academic health. Board members also serve on committees, which bring recommendations to the full board for discussion, review, and approval. Additionally, board members participate in the Executive Director's annual performance evaluation. Finally, board members take seriously their legal and fiduciary responsibilities to ensure that the school is compliant with all laws governing Hawaii State charter schools.

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

I have prior experience serving on nonprofit boards in various capacities and have a background in organizational development, strategic planning and facilitation through my work serving as nonprofit consultant. During my time on the board of Agape Foundation and San Jose Taiko I served on multiple committees over the years: Governance committees, Fundraising Committees, and Finance Committees and have served as board chair. I also have experience working at a management level in a public school district and understand that school leaders need good governance in order to best serve the staff and students they serve on a day-to-day basis. I have experience with federally funded programs that required a tremendous amount of fiscal and programmatic reporting to ensure funds were being properly spent and understand the governing board's role in ensuring that our school meets the requirements of our charter and provides regular fiscal and programmatic reports to the Charter Commission. I have also been serving as the Chair for Hanalei Elementary School's School Community Council and as Vice President of the PTA which.

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

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I have knowledge of public education having worked at Berkeley Unified School District managing a districtwide enrichment program. Much of my nonprofit program experience focused on Farm to School programs, so I have experience with Farm to School lunch initiatives, developing garden and culinary-based education programs and supporting integrated curricula. As an organizational nonprofit consultant, I facilitated strategic planning processes for nonprofit boards and staff including mission, vision and values development, organizational restructuring processes and articulating short and long term mission-aligned action planning. I also bring significant amount of fundraising and grant writing experience as well.

School Mission and Plan

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

Namahana School's mission is to serve the communities of Halele'a and Ko'olau with rigorous 'āina-based education through cultivating relationships with 'āina, kanaka, and ao. Namahana School will prepare students for professional and personal fulfillment, with skills that empower them to actively contribute to a resilient future on Kaua'i. We have three guiding values which were developed through our community process: Aloha 'Āina, to practice a shared understanding of our kuleana for 'āina; Aloha Kanaka, to respect and mālama our community, our families, and ourselves; Aloha i ke Ao, to perpetuate pono practices to navigate cultures of the world.

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

Namahana School's academic plan will integrate 'Āina-based learning into a student-driven, personalized learning model that includes the following key components: small group advisories where students and a mentor stay together over a number of years, learning driven by students' interests and passions, real world learning through project-based learning and hands-on work in local field studies sites; internships with local organizations/businesses that provide students with a community mentor; and alternative ways of assessing our students' growth and progress using tools such as personalized learning plans, exhibitions and student portfolios.

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

A successful school has strong leadership, high teacher morale and retention rates, targeted and relevant professional development and a governing board that understands its oversight role and provides strategic guidance and support to the Executive Director. At a successful school, students are engaged in their learning, enjoy coming to school and report positive perceptions about the school in student surveys. Finally, a successful school engages parents/families in their child's learning and develops strong partnerships with local organizations/businesses.

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

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In addition to demonstrating that we have the above characteristics of a successful school, we will know we are succeeding in our mission when: teachers are developing integrated and personalized 'āina-based curricula, when students demonstrate progress in their personalized learning plans through exhibitions and student portfolios and other assessment measures; when we have a robust internship program with community organizations and businesses continuing their partnerships with Namahana School; and when parents feel engaged and participate in their child's learning by attending exhibitions and personalized learning plan meetings.

Governance

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

The governing board will be responsible for approving the school's budget and academic plan, regularly monitoring progress on those plans and providing strategic guidance to the Executive Director to ensure that Namahana School is fulfilling its mission and its charter. The board also conducts annual Executive Director performance evaluations to ensure that the school leader has the support and professional development necessary to provide strong leadership and management. The board is also responsible for maintaining effective board policies and procedures to ensure that the school fulfills all legal and fiduciary responsibilities as outlined in the school's charter, BOE requirements and state charter school law.

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

Namahana School will be successful at the end of the first year if we have: full enrollment; if our students are showing growth in competencies and improvement through their personalized learning plans, exhibitions and student portfolios; if students report feeling engaged in their learning, if parents participated in their child's four personalized learning plan meetings, if our teachers felt supported and developed engaging integrated āina-based curricula; if our students and teachers are engaging with and giving back to community partners via field studies projects; if we met our first year academic and financial targets; if the governing board met board development goals, and provided effective oversight and support to the Executive Director.

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

At the end of five years, we will be successful when our first graduating class is prepared for their transitions into college, career training, and/or the workplace; when we meet our target enrollment at full capacity and have sound fiscal management, when our teachers are working collaboratively with each other and with community partners to integrate āina-based learning and real world project-based learning into core curricula; when students are engaged in projects that stem from their passions and interests and feel ownership over their own learning, when parents are participating in the development of their child's learning plans.

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

The Governing Board must take the following steps to ensure that the school is successful: 1). Have board membership that includes the breadth of experience and skills required to provide effective oversight (as outlined in the school's charter, 2). Provide ongoing board trainings to ensure that board members have a clear understanding of their appropriate roles and responsibilities and the skills necessary to monitor academic and financial plans and support the Executive Director (ED), 3). Have bylaws that clearly articulate board committee structures and decision-making processes 4). Provide the ED with ongoing feedback and support and conduct an annual ED performance review that will include focused training opportunities to support effective school leadership. This includes regular check-ins between the Board Chair and Executive Director to discuss any areas of support needed or issues that should be brought to the full board for discussion 5). Approve and maintain board policies to ensure that the school is meeting its fiduciary and legal responsibilities as an entity of the state.

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

As Board Chair, depending on the nature of the concern, I would consult our Namahana School's Conflict of Interest and Principals of Ethical Conduct Policy, State Ethics Laws, our school's policy for reporting of crime-related incidents, the school's charter contract and Commission policies to determine the best procedure to address the specific concern. In some cases, the concern can be dealt with at the board level to determine appropriate steps for resolving the issues, ie. conflict of interest concerns. However, others might require specific reporting and actions in addition to and beyond the board at which point I would consult existing policies and procedures outlined by the Board of Education, the Charter Commission and the State Ethics Code to determine the best process to follow.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes Prior to joining the board, I knew Angie Bresnahan and Jen Luck from Hanalei Elementary School--our daughters are in the same grade. I also knew Tahara'a Stein from when she was principal at Hanalei Elementary School and I served as a member of the SCC and PTA. I also knew Jonathan McRoberts as we both served on the Namahana Steering committee prior to the governing board being formed.
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.

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

Attachment R

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

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

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

None Yes Click or tap here to enter text

Certification

I, Melanie Parker, 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

January 31, 2022
Date

Melanie Mitsue Parker

EXPERIENCE:

Consultant, Melanie Mitsue Parker Consulting. Princeville, HI (August 2018 – Current)

- Providing organizational development, fundraising and programmatic support to local nonprofit organizations and public agencies.

Network for Healthy California Program Supervisor, Berkeley Unified School District Berkeley, CA (June 2006-Jan 2011; October 2012-Nov 2013)

- Managed \$1.9 million USDA funded pre-K-12 school district garden and cooking-based nutrition education program. Oversaw program development and managed contract compliance, deliverables, evaluation and reporting requirements.
- Supervised 28 classified instructors and program office staff.
- Coordinated curriculum development and led staff development trainings
- Facilitated collaboration between Nutrition Education Instructors and Nutrition Services staff to implement the Farm to School Lunch Initiative.
- Served as member of the Superintendent's Advisory Committee to re-envision the program at a district-wide level, identify and secure short-term bridge funding and long-term sustainable funding streams, and recommend an administrative, programmatic, and curricular template to the BUSD Board of Education.

Community Development Coordinator, Nutrition Education Training Academy, University of California Cooperative Extension of Alameda County, Alameda, CA (July 2005-June 2005)

- Coordinated the Community Nutrition Education and Mobilization (CNAM) Project at 8 Oakland Unified School District Child Development Centers.
- Facilitated parent trainings, provided mentorship and coaching to 10 Community Nutrition Education Assistants (CNEA's)

Principal Consultant, Melanie Okamoto Consulting, El Sobrante, CA (January 2003-June 2005)

- Facilitated organizational planning process to articulate a 5-year vision and action plan for a Farm to School organization in Yolo County.
- Led strategic planning and reorganization process for community-based, women of color led, anti-sexual assault organization.
- Facilitated strategic planning staff retreat for a nonprofit health clinic's youth services
- Provided evaluation services to astronomy-based educational outreach program regarding cultural competency.

Program Coordinator, Linking Education, Activity and Food Pilot Program, Berkeley Unified School District (BUSD), Berkeley, CA (Jan 2003-Oct 04)

- Coordinated BUSD's LEAF program for two middle schools, linking children's health to gardens, cooking classes, physical activity and healthy food in the school lunch program.
- Provided staff development trainings, facilitation assistance, and program planning support and implementation to the LEAF Team staff.
- Facilitated district-wide policy development process to draft an Integrated Policy for Nutrition Education, Physical Activity and Food.
- Collaborated with the school district's Food Services Department and local farms to implement salad bars and seasonal fruit nutrition breaks at pilot sites.
- Managed LEAF grant administration and contract compliance, provided grant evaluation assistance, completed documentation and quarterly progress reports.

Project Coordinator, Food Systems Project, Center for Ecoliteracy Berkeley, CA (Feb. 2001-Jan. 2003)

- Convened a regional network of Farm-to-School programs from Yolo, Sonoma, Marin, and Alameda counties. Provided technical assistance to emerging school district Farm-to-School programs. Designed and facilitated workshops for Bay Area school food service directors, farm-to-school organizations, farmers, teachers and school administrators.
- Co-organized the Food Service Director Roundtable bringing together five California school Food Service Directors to gather feedback business planning.
- Designed survey instruments for local organic farms regarding regional supply of foods to the schools. Oversaw development of Regional Farm Purchase Directory Database.
- Researched procurement models that included farmer's organizations, farmers' markets, wholesale distributors and farmer direct purchasing relationships.
- Designed and led School-to-Farm Field Studies Program for 2nd-5th grade classes and after school programs at 10 elementary schools in the Berkeley Unified School District. Led 32 farm field trips to local organic farms and the Berkeley Farmers' Market.

Campaign Organizer, Political Ecology Group, San Francisco, CA. (Dec. 1997-Aug. 99)

- Coordinated strategic planning and organizational development for local Immigration and Environment campaign.
- Developed and led trainings on organizing skills, media, and grassroots fundraising.
- Coordinated media plan and served as spokesperson for the Immigration and Environment Campaign. Organized campaign press conferences; secured coverage in local and national media; facilitated media training for staff and volunteer membership.
- Coordinated all aspects of special events fundraisers.

Field Organizer, Green Corps, Sonoma County, CA. (Aug. 95-Aug. 96)

- Coordinated successful citywide campaign to reduce pesticide use in city parks.
- Researched public records, gathered and analyzed data, and co-wrote and released the report: *An Evaluation of Santa Rosa's Parks and Recreation Pest Management Program*.
- Facilitated the formation of the community group: *Citizens for Pesticide Free Parks*. Organized a local coalition of 14 endorsing organizations.

COMMUNITY INVOLVEMENT:

Chair, Namahana School Steering Committee, Kauai North Shore Community Foundation (2019-2020)

Chair, Hanalei Elementary - School Community Council Aug 2019 – Present)

Pro-bono Grant writer, Hanalei Elementary School PTSA (Sept. 2015-Present)

Parent Representative, Hanalei Elementary - School Community Council (2018-2019)

Member, Hanalei Elementary School Wellness Committee (Oct. 2016-2018)

Board of Trustees, San Jose Taiko, San Jose, CA (2006-2010)

Board of Trustees, Agape Foundation, San Francisco, CA (1999 –2005).

EDUCATION & SKILLS:

University of California Santa Cruz Extension, Center for Agroecology and Sustainable Food Systems.

Santa Cruz, CA. (April 2000-Nov. 2000) Apprenticeship and Ecological Horticulture Certificate. Participated in hands-on field work and instructional classes in sustainable food systems, urban agriculture, and organic farming. Co-organized Justice for All Cultural Identities, a group of apprentices of color working to integrate social justice into the sustainable agriculture movement.

University of Chicago, Chicago IL. B.A. in Anthropology, [REDACTED]

Argonne National Laboratory Merit Scholarship, full tuition grant for 1990-94.

Merit Recognition Scholarship (MRS), Illinois Student Assistant Commission

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:

Namahana School

2. Contact information:

Name: Marion Paul



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

I am a member of the Governing Board and also chair of the Fundraising Committee.

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

Resume and professional bio are attached to this form.

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

Does not apply to me Yes

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

From my career in education, I know the importance of choice for the many diverse learning styles and cultural needs of students. Namahana School will provide an important and exciting educational

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alternative to the large traditional middle and high school settings, and I believe that my background enables me to add valuable skills to the exceptional team that is governing the school.

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

An effective board works together for the common stewardship of the school. Each member represents the students and the community (which includes parents) rather than any personal agenda. A governing board member needs to pay attention to the long-term strategic quality and viability of the school, including financial, academic performance, facilities and governance.

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

I have served on three non-profit boards: Rotary Club of Hanalei Bay, Junior Achievement of Kauai, and San Diego Social Venture Partners. All three boards required the same skill set as the Namahana School governing board. In addition, I have been the executive director and/or president of several education non-profits and initiatives (listed on my resume, attached) and grew their revenue and high-quality programs over the years. From that experience I learned the roles and responsibilities of effective boards and their appropriate relationships with staff. In San Diego, I led the effort to design and build a 10,000 sq. ft. education facility called BizTown, which required an \$8 million capital campaign and a robust academic experience.

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

My career in non-profit organizations and leading education initiatives, in addition to my experience as a board member enables me to bring a broad array of skills, including the following: board governance, non-profit management; fundraising; facilities management; educational program expertise; collaboration; and, community building

School Mission and Plan

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

Namahana School's mission is to serve the communities of Halele'a and Ko'olau with rigorous 'āina-based education through cultivating relationships with 'āina, kanaka, and ao. Namahana School will prepare students for professional and personal fulfillment, with skills that empower them to actively contribute to a resilient future on Kaua'i. The school is guided by the values expressed by the community: Aloha 'Āina, to practice a shared understanding of our kuleana [responsibility] for 'āina; Aloha Kanaka, to respect and mālama [care for] our community, our families, and ourselves; Aloha i ke Ao, to perpetuate pono practices to navigate cultures of the world.

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

Namahana School will be a unique career/college preparatory charter high school, and center for training and careers. Namahana School will have high and specific academic goals and expectations, and will offer personalized learning opportunities to help each student achieve them. Namahana School will utilize 'Āina-based Learning ('ĀBL) across the curriculum. With 'ĀBL, students explore real-world problems and challenges through an 'āina-conscious lens. Students will enjoy small-group learning, advisory structures, and personalized learning plans. In addition to standard testing, students will be assessed by a variety of means in which they demonstrate their proficiency on the subject matter. Students will be able to take Community College classes in high school, and will have internships in local workplaces to introduce them to the skills

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they will need outside the classroom setting. Each student will have a voice in their own learning and gain the skills and knowledge necessary to achieve success beyond high school.

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

Namahana School has developed 10 Distinguishing characteristics that will create a successful school. These are: 1) One student at a time in their community; 2) Advisory structure; 3) Learning through 'āina, interests and internships ; 4) Parent and family engagement; 5) School culture; 6) Authentic assessment ; 7) School organization; 8) Leadership; 9) Post-secondary planning; and 10) Professional development. These are described in detail on the school application.

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

The board will work together to determine appropriate success metrics. The most important metrics will be tied to a) student academic success, b) whether student continue successfully to college and/or career, and c) satisfaction with their school experience. Other metrics will include feedback from the staff and community to insure the school is living up to its core mission.

Governance

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

Namahana School governing board is responsible for the overall performance of the school in the following areas: academic, financial, operations, and executive director accountability. The board will provide the governance and oversight necessary to ensure that Namahana School is performing as a high-quality school, meeting the needs of the students and the community. The board will provide support and guidance to the Executive Director through a mutually respectful relationship.

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

The board will develop specific goals and metrics for the first year which will include academic performance, as well as the satisfaction of staff, students, parents and community. We will also be successful when we work together cohesively as an effective board of directors. Other indicators will include successful enrollment and retention, positive financial statements, and plans in place for the next 5 years. Examples of metrics will include (but not be limited to: 1) Students demonstrate core competencies and academic achievement; 2) The annual academic plan and financial goals were met; 3) We met student enrollment target for the current year and the following year; 4) We complied with all Charter Commission requirements; 5) The governing board met its annual board composition goals and provided effective support and oversight to the Executive Director; 6) The school maintained financial viability for year one and beyond; 7) Students, staff, families and community partners are very satisfied with the school; 8) The facilities for students and faculty met all requirement and are safe and inspiring learning environments.

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

At the 5 year mark, the board will look at many metrics for success. In addition to the answers above, we will be looking at the indicators such as the following: 1) Student assessments will demonstrate growth in student outcomes and academic proficiency; 2) Full enrollment of 360 students at capacity; 3) We will have met or exceeded the goals outlined in our academic and financial plans; 4) We are closing the achievement gap between high need and non-high need students; 5) There are high levels of student and staff retention and satisfaction; 6) The school has met all Charter Commission compliance tasks; 7) Our governing board uses best practices in board development, academic and financial oversight, and has a strong working relationship with the Executive Director; 8) We have built a successful associated nonprofit with a full board that raises sufficient funds and leverages other community resources to support the school; 9) The permanent facility is built on time and under budget; 10) Strong community partnerships are leveraged for the benefit of the students and the school.

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

The governing board will need to set goals for itself as well as for the school. Plans must be in place for academic achievement, facilities management, financial solvency and to support the ED and monitor the activities. In addition, the board must work cooperatively with the Namahana Education Foundation, the non-profit that will be raising funds for the school. Specific actions being discussed include: 1) The Academic and Finance Committees will work closely with the Executive Director to monitor monthly

Attachment R

progress on the academic and financial plans and respond to any needs; 2) The board will work with the Executive Director to monitor student enrollment targets and ensure that we are on track for the upcoming year; 3) The board will be accessible to parents and the community, including public board meetings; 4) The Governance Committee will provide board member training to ensure the board has the skills to provide effective oversight and hold the Executive Director accountable; 5) The Facilities and Fundraising Committees will work closely with the Facilities Project Manager and Fundraising Consultant to ensure we are on track with our facilities plan and fundraising goals; 6) The board will conduct an annual board evaluation to reflect on its performance and develop goals for improving performance for the next year; 7) The board will provide support and guidance to the Executive Director, conduct an annual performance review, and provide for professional development.

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

The board is developing a policy that specifically addresses ethical behavior: The Principles of Ethical Conduct policy. In this case, I would work directly and discretely with the Chairman of the Board to discuss the issue. The board chair would take appropriate action.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.

I/we do not know these individuals Yes The island of Kaua'i is a small community where many people know one another. Over the past 2 years, while Covid unfortunately held up the Charter School Process, the board has been meeting to further the progress of the school. So I have come to know all the board members in some capacity, as would be expected. In addition, I have known the following board members through other organizations. Helen Cox: Helen served on the Keiki to Career Leadership Council, while I directed that initiative for 5 years. Helen and I have worked together professionally for the benefit of Kaua'i youth for many years. Jen Luck: Jen served on the board at Kaua'i Planning & Action Alliance while I was the president. I also know Jen through her work on the North Shore with Anaina Hou Community Park, Common Ground and the Porter Trust. I have done some grant writing for Common Ground in the past. Jonathan McRoberts: Jonathan and I were members of the Hanalei Bay Rotary together for 6 years, and worked on some projects together through Rotary, including the North Shore Kaua'i Food Bank. Pam Murphy: I have known Pam as a personal friend for several years. Adam Roversi: I know Adam through his role as Housing Director, and when he ran for County Council 3 years ago my husband and I made a very small contribution to his campaign. Tahara Stein: I met Tahara several times while she as principal of the Hanalei School, and I was directing the Keiki to Career initiative.

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

I/we do not know any such employees Yes Yes. Although I did not know Kapua Chandler before I was asked to join the governing board, I have come to know Kapua through her professional capacity as Executive Director.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I/we do not know any such persons Yes [Click or tap here to enter text.](#)

Attachment R

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes [Click or tap here to enter text.](#)
5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
 I/we do not have a financial interest Yes [Click or tap here to enter text.](#)
6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I/we do not know any such persons Yes [Click or tap here to enter text.](#)
7. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I/we have no such interest Yes [Click or tap here to enter text.](#)
8. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A I/we or my family do not anticipate conducting any such business Yes [Click or tap here to enter text.](#)
9. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family Yes Kauai Planning & Action Alliance is a community partner of the school. I was President of KPAA, but I retired in January 2020. The Rotary Club of Hanalei Bay is also a community partner of the school, but I resigned from the club in June 2020.

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

None Yes [Click or tap here to enter text.](#)

Certification

I, Marion Paul, 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.



January 23, 2022 Signature

Date

PROFESSIONAL PROFILE

MARION DODSON PAUL



CAREER SUMMARY

- ❖ Experienced non-profit executive, accomplished in strategic planning, board management, operations, program development, media and events
- ❖ Proven track record of building organizations and taking them to the next level
- ❖ Demonstrated collaborator, building effective community partnerships
- ❖ Successful fundraiser of individual, corporate, foundation and government grants

POSITION SUMMARIES

Project Director, Kaua`i Planning & Action Alliance, 8-2020 to 1-2021

- ❖ Manage \$250,000 Kupaa Kauai CARES grant
- ❖ Coordinate 10 community organizations to reduce stigma of mental health and reduce youth suicide
- ❖ Facilitate family and youth activities during the pandemic
- ❖ Build protective factors around island youth

President, Kaua`i Planning & Action Alliance 3-2016 to 2-2020

- ❖ Coordinate Keiki to Career Collective Impact Initiative with 40 community partners
- ❖ Improve outcomes for Kaua`i youth, from birth to age 24
- ❖ Implement a comprehensive community Navigation Plan
- ❖ Create marketing plan, multiple websites and social media platforms
- ❖ Raise funds to support programs

Executive Director, San Diego Social Venture Partners, 2011- 2013

- ❖ Consulted with non-profits to build capacity and scale their impact
- ❖ Created engaging education and training programs for 150 philanthropists
- ❖ Created *Advance San Diego*- the non-profit equivalent of a venture capitalist fast-pitch event, delivering \$60,000 to local non-profits and professional training
- ❖ Researched and implemented best practices to move the needle on key issues
- ❖ Grew revenue by 25% to \$625,000 through increased membership and new funding streams

Executive Director, Equinox Center 2009 - 2011

- ❖ Launched organization balancing economic development with quality of life issues, growing to \$360,000 operation in 2 years
- ❖ Developed recommended courses of action for local sustainability
- ❖ Built collaborations with 28 business, community and environmental organizations to create the San Diego Regional Quality of Life Dashboard
- ❖ Educated political leaders and the public on key sustainability issues
- ❖ Established program to increase engagement of young civic leaders

Executive Vice President, Junior Achievement, San Diego/Denver 1994 - 2008

- ❖ Grew and managed operations, from \$350,000 to \$2 million annually
- ❖ Spearheaded \$8 million capital campaign to create JA BizTown, a 10,000 sq. ft. career and life-skills learning facility for kids
- ❖ Built business partnerships; recruited and managed 1400 business volunteers for multiple programs, with excellent retention rates
- ❖ Increased participants from 14,000 to 38,000 while improving program quality
- ❖ Supervised staff of 15 professionals

Public Affairs Manager, Metro Denver Chamber of Commerce, 1991-1994

- ❖ Convened metro Denver mayors, CEOs, and key stakeholders to address critical regional issues and create a shared vision to effect change
- ❖ Directed Public Affairs committees: education, workforce development, transportation, and environment
- ❖ Pioneered school-to-career initiatives in Denver Public Schools
- ❖ Managed 250 Chamber member volunteers
- ❖ Solicited Denver foundations to support \$350,000 DPS initiative

Executive Director, Jobs for Colorado's Future, 1989-1991

- ❖ Directed pilot state program for Governor Romer
- ❖ Conducted 2-year study to analyze Colorado's workforce readiness and address challenges
- ❖ Developed a statewide action plan to close skills gaps in education system, from preschool to post-secondary
- ❖ Managed multiple consulting firms and staff
- ❖ Raised \$160,000 in corporate contributions in 8 months

Director, Strategic Resource Assessment Study, New Denver Airport Development Office 1986-1989

- ❖ Researched the cumulative economic and environmental impacts of major construction projects on the regional economy for Denver Mayor Pena
- ❖ Facilitated public meetings to address local impacts of new airport
- ❖ Coordinated the environmental assessment for construction of DIA

Senior Policy Analyst, Office of the Colorado Governor, 1982-1986

- ❖ Advised Governor on natural resource, agriculture and transportation policy
- ❖ Researched issues, analyzed options and developed white papers
- ❖ Represented Governor on economic development, community affairs, clean air, agriculture, and the new Denver airport task forces

COMMUNITY INVOLVEMENT

- ❖ Hanalei Bay Rotary, 2014 - 2021
- ❖ Junior Achievement Kaua'i Board, 2015- 2019

EDUCATION AND TRAINING

- ❖ B.A. Political Science; B.S. Geology; University of Illinois
- ❖ Graduate courses in Public Administration, University of Colorado
- ❖ Workshops and seminars on leadership, strategic planning; organizational management, communications, fundraising, grant-making and facilitation

Board Member Information


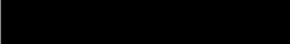
To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.

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- describe your role and time commitment

1. Name of charter school on whose governing board you intend to serve:
Namahana School
2. Contact information:
Name: Mālia 'A. K. Rogers
Phone: 
E-mail: 
3. Describe your role and indicate your position on the governing board.
I will be the secretary and I will be on the Academic Committee as well.
4. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
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.
 Does not apply to me
 Yes. Names of other boards that you currently or have previously served: In the past, I have served on the governing board of Kawaikini Public Charter School. I am the secretary on the board of directors for 'Aha Pūnana Leo. I have also recently become a board member of Mālama Mahā'ulepū.
6. Why do you wish to serve on the governing board of the proposed charter school?
I believe in the mission of Namahana.
7. What is your understanding of the appropriate role of a public charter school governing board member?

It is the responsibility of the governing board to provide guidance and support to the school director.

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

In addition to serving on the governing board of Kawaikini Public Charter School, I was also the Academic Director at Kawaikini for several years. I am currently employed at Kawaikini as a teacher.

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

I hope that my knowledge of Hawaiian language and place-based education might be helpful to the governing board of Namahana.

School Mission and Plan

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

The mission of Namahana School is community based. It speaks of relationships between self, immediate community, and the larger global community.

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

It is my understanding that this is still somewhat in progress, but aims to build student skills with a consciousness of caring and responsibility to community and the land that sustains us.

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

I believe that a successful school needs a clear vision and mission, and the people with the necessary knowledge to fulfill that vision and mission. It also requires an attitude of constant improvement by everyone

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

The breadth and depth of the student projects, student portfolios, and school partnerships will be key in measuring Namahana's success in fulfillment of its mission.

Governance

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

The governing board will not get involved directly with the school's operations, but instead provide oversight and support to the school's director.

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

At the governing board level, the school will be successful if it has met at least 90% of its first year academic, financial, and operational goals.

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

By the end of 5 years, the school should be on track to continually meet at least 90% of all strategic planning goals.

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

The governing board will need to work collaboratively with the school director to set high, yet achievable, goals with clear timelines and benchmarks for measuring achievement.

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

If this were the case, I would bring up my concern to the GB chair and/or vice-chair.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please identify the person and the precise nature of your relationship.
 - I/we do not know these individuals
 - Yes. Lei Wann and Mehana Vaughan are dear friends; as an employee of Kawaikini Public Charter School, I was able to work with Helen Cox while she was the Chancellor of Kaua'i Community College.
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the employee and the precise nature of your relationship.
 - I/we do not know any such employees
 - Yes. My husband and I know Kapua Chandler. My husband has worked with Kapua briefly at Waipa foundation.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate who and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 - I/we do not know any such persons
 - Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, identify the person and the precise nature of the business that is being or will be conducted.
 - I/we do not anticipate conducting any such business
 - Yes
5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, identify the family member and the precise nature of the financial interest that you/they have.
 - I/we do not have a financial interest
 - Yes
6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please identify the person and describe any such relationship.
 - Not applicable because the school does not intend to contract with an education service provider or school management organization.
 - I/we do not know any such persons
 - Yes
7. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, identify the family member and provide a detailed description.
 - N/A. The school does not intend to contract with an education service provider.

- I/we have no such interest
- Yes

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

- N/A. The school does not intend to contract with an education service provider.
- I/we or my family do not anticipate conducting any such business
- Yes


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

- Does not apply to me, my spouse or family
- Yes

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

- None
- Yes

Certification

I, , 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



1-31-22

Date



Māliā 'Alohilani Kuala Rogers

Education	<p>1986 Kaua'i High School, <i>HS Diploma</i></p> <p>1986-1988 Kaua'i Community College</p> <p>1988-1991 University of Hawai'i, Mānoa <i>BA, Hawaiian Language</i></p> <p>1991-1992 University of Hawai'i, Mānoa <i>PD, Elementary Ed.</i></p> <p>2001-2010 Legal document translation with Frances Frazier</p>
Experience	<p><u>1993-2002 Kapa'a Elementary, Hawaiian Immersion Teacher</u></p> <ul style="list-style-type: none"> • Taught grade levels K through 5 in various multi-age groupings through the Hawaiian Language. • Participation on several committees/projects for program and curriculum development within the Kaiapuni Program, including translation of D.A.S.H. Science curriculum (K/1), and the Hui Noi'i Research Committee. <p><u>2002-2003 Office of Hawaiian Education, Resource Teacher</u></p> <ul style="list-style-type: none"> • Liaison between D.O.E., Office of Hawaiian Education and Kaua'i teachers in the Kaiapuni Program. • Planning and execution of meetings for statewide Kaiapuni teachers. • Translation, research, and development of materials for use in the Kaiapuni classroom. • Taught grades 2/3 multi-age group • Participation on several committees/projects for program and curriculum development within the Kaiapuni Program, including the creation of Hawaiian Immersion Program Guide, and current research and development of an HLIP reading curriculum. <p><u>July 2007 - June 2008 Kapa'a Middle School, Hawaiian Immersion Teacher</u></p> <ul style="list-style-type: none"> • Taught Hawaiian Language Arts (grades 6-8), World History (gr. 6), Hawaiian History/Pacific Island Studies (gr. 7), and American History (gr. 8) through the medium of Hawaiian <p><u>July 2008 - June 2011 Kawaikini NCPCS, Resource Teacher</u></p> <ul style="list-style-type: none"> • Teach Hawaiian Language Arts (grades 3-10); Curriculum Development; coordinate Hawaiian Language Assessments • Curriculum Development; coordinate Hawaiian Language Assessments; coordinate supplemental curriculum teachers; • Teach Hawaiian Language Arts (grades 3/4); Administrator for the Hawaiian Aligned Performance Assessment (H.A.P.A.), grades 3/4;

- Coordinate Hawaiian Language Assessments; coordinate supplemental curriculum teachers;
- Lead first year of Accreditation process: Initial Application and visit

July 2011 - June 2014 Kawaikini NCPCS, Academic Director, K-6

- Plan with teachers; curriculum documentation
- Coordinate student assessments
- Respond to student discipline issues
- Various other responsibilities as needed

July 2014 - June 2018 Kawaikini NCPCS, Academic Director, K-12

- Plan with teachers; curriculum documentation
- Coordinate student assessments
- Respond to student discipline issues
- Various other responsibilities as needed

July 2018 - present Kawaikini NCPCS, Cultural Education Specialist

- Instructor for the course on making a kīhei (Gr. 12)
- Instructor for the capstone course (Gr. 12)
- Plan with the lead teachers to document Manokalanipō curriculum
- Accreditation Self-Study Coordinator

Other Teaching Experience

- 1 - Beginning Hawaiian Language Classes under Adult Education
- 2 - Hawaiian 101, 102, 201, and 202 at Kaua‘i Community College
- 3 - Hawaiian 403 under Ka Haka ‘Ula O Ke‘elikōlani taught at KCC
- 4 - Beginning Hawaiian Language Classes with Pā Ku‘i a Holo o Kaua‘i

Other Work Experience

2004 - present Legal Document Translation
 I trained for many years with Francis H. Frazier.
 Translate legal documents from Hawaiian to English for companies like, Title Guarantee, Carlsmith Ball, Cades Schutte, and others.

Affiliations

2002-present ‘Aha Pūnana Leo Secretary, Board of Directors
 • Prepare minutes of regular quarterly meetings and all special meetings of the Board of Directors.

2006-2008 Kawaikini, ILSB President
 2008-2011(approx) Kawaikini, LSB/GB
 Feb. 2020-present Mālama Māhā‘ulepū

Interests

Spending time with my ‘ohana at the beach;
 Reading, especially stories and articles from old Hawaiian Language Newspapers; Native Hawaiian plants;
 Hawaiian crafts, particularly working with lau hala and kapa

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:

[Namahana School]

2. Contact information:

Name: [Adam P. Roversi]



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

[General Board Member and Chair of the Facilities Committee. As a general board member my role is to support the establishment and eventual operations of the school from a broad policy level. As Chair of the facilities committee, my role is to utilize my construction and legal background to assist in the physical development of the school site.]

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

Resume and professional bio are attached to this form.

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

Does not apply to me Yes

Attachment R

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

[To give back to the North Shore Community of Kaua‘i.]

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

[The Board is charged with providing the accountability, governance, and oversight necessary to ensure that Namahana School meets or exceeds its academic, financial, and operational goals and obligations including oversight of the school’s Executive Director.]

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

[I have not served on the board of a Charter School, but serve on several other boards. I’ve been a practicing attorney here in Hawai‘i for nearly a decade and my past legal education included extensive coursework in Hawai‘i nonprofit law.]

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

[On a somewhat obvious and uninspiring level my training as an attorney and the analytical and legal skills that come with that make me a useful member of the board. More importantly though, my current status as a “lawyer” is informed by the years I’ve spent as a ditch digger, a boat yard laborer, a fisherman, a farmer, a competitive martial artist, a chef, a carpenter, a big wave surfer, a cabinet maker, a sailor, and a home builder. These varied life experiences are, to me, as or more valuable than my current professional status.]

School Mission and Plan

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

[Namahana School’s mission is to serve the communities of Halele‘a and Ko‘olau with rigorous ‘āina-based education through cultivating relationships with ‘āina, kanaka, and ao. Namahana School will prepare students for professional and personal fulfillment, with skills that empower them to actively contribute to a resilient future on Kaua‘i. Namahana School envisions its students as active and engaged caretakers of their community. Namahana School’s vision is to nurture ‘āina-conscious graduates that have a strong sense of self, place, and are prepared with the academic skills necessary to be leaders of their community.]

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

[Namahana School will utilize a place based or Aina-based experiential learning plan further utilizing ten “distinguishers” adapted from the Big Picture Learning Program: 1) one student at a time personalized learning plan; 2) an Advisory Structure with each student progressing across grades with the same teacher/advisor and cohort of classmates; 3) Learning through real world project based experiences; 4) active parent and family engagement in the students learning experience; 5) a school culture of respect and responsibility; 6) personalized rather than purely test based assessment; 7) connection to the larger community; 8) shared leadership and participatory decision making; 9) active

Attachment R

post-secondary planning and goals development; and 10) continuing professional development of the school staff.]

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

[A successful school does not simply convey information it teaches its students how to learn providing them with the tools to engage new topics and areas of life independently, with an open mind, and a sense of confidence in their abilities.]

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

[The success of the students will be the true measure of the schools success. Are the student growing into active members of their community, pushing themselves and each other to new and creative achievements? If the answer is yes, and the school has the financial stability to continue to support its students' growth it will be a success.]

Governance

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

[The Board and its various sub-committees will oversee and approve the annual academic plan of the school and assess its success throughout the year, provide fiduciary oversight of the school's financial health and annual budget, select and oversee the Executive Director of the school, foster the board own development via governance policy, and assist with the initial physical development of the campus and school facilities.]

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

[The school's success should be judged by the success of its students in achieving their individual academic goals, by the reputation of the school in the larger community, and by the school's financial stability.]

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

[Success over time should be judged by the steady and continued growth of the student body and their individual successes, the larger community's enthusiasm become a direct part of the school, and financial growth sufficient to provide the long-term economic security necessary for the school to prosper and focus on its core mission of education.]

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

[Success will require the active engagement of every member, utilizing their particular skills and areas of expertise. In particular, the board will need to continually balance the dreams and aspirations of the school's fairly visionary site and facilities plan with the financial realities of our current moment to ensure that core necessities are provided for.]

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

[I would initially raise the issue with the Board as a whole in the hopes the Board would successfully and responsibly police the activities of its members. If this route were unsuccessful the matter should be brought to the State Charter School Commission.]

Disclosures

1. **Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.**

I/we do not know these individuals Yes [The north shore of Kaua'i is a small community so I "know of" most of the prospective board members. Beyond reputation, I

Attachment R

am casual friends with Mehana Vaughn and her husband Kilipaki, and employ Angie Bresnahan at the Kaua'i County Housing Agency.]

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

Attachment R

any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

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

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

Does not apply to me, my spouse or family Yes [Click or tap here to enter text.](#)

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

None Yes [Click or tap here to enter text.](#)

Certification

I, Adam P. Rovers, 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.



Date

1/18/2022 Signature

Adam P. Roversi

EDUCATION

J.D., William S. Richardson School of Law, University of Hawai'i at Manoa

- Environmental Law Certificate
- Native Hawaiian Law Certificate
- John S. Edmunds Award for Civility and Vigorous Advocacy, 2012
- Cades Schutte Fellow, awarded for academic merit, 2009-2012
- Univ. of Hawai'i Law Review, 2011-2012
- Native American Moot Court, 2010-2012
 - Team Captain, 2011-2012
- Student Representative, ABA, 2010-2011
- William and Mary Massey Scholar, 2009-2011

Bachelor of Arts, Reed College, Portland OR

- American Studies - U.S. History and Literature

WORK EXPERIENCE

Kaua'i County Housing Agency- Lihue, HI

Sept. 2019 - Current

Director

- Managing and overseeing the staff and projects of the County Housing Agency including the active development of affordable housing projects, the creation and enforcement of County Housing policy, federal rental assistance programs, and homelessness programs.

County Attorney's Office, County of Kaua'i – Lihue, HI

Nov. 2014 – Sept. 2019

Deputy County Attorney

- Providing legal representation to the County of Kaua'i in all civil litigation in state and federal court, and before state and federal administrative agencies.

Supreme Court, State of Hawai'i – Honolulu, HI

Sept. 2014 – Nov. 2014

Law Clerk to Chief Justice Mark Recktenwald

- Drafting legal opinions, writing speeches, and conducting legal research.

William S. Richardson School of Law – Honolulu, HI

Jan. 2014 – May 2014

Lecturer-in-Law, Legal Writing Program

- Instructing students in legal writing and oral advocacy by guiding them through the creation of an appellate brief and the presentation of oral argument.

U.S. District Court, District of Hawai'i – Honolulu, HI

Sept. 2013 – Sept. 2014

Law Clerk to Magistrate Judge Barry M. Kurren

- Management of pre-trial and trial motions practice, drafting orders on dispositive motions, discovery and evidentiary issues, and general trial management.

Intermediate Court of Appeals, State of Hawai'i – Honolulu, HI

Sept. 2012 – Sept. 2013

Law Clerk to Chief Judge Craig Nakamura

- Reviewed and analyzed appellate briefs and records on appeal. Prepared bench memorandum and draft opinions. Conducted legal research.

William S. Richardson School of Law – Honolulu, HI

Sept. 2011 – Jan. 2012

Teaching Assistant, Constitutional Law I

- Conducted weekly tutoring and review sessions for students enrolled in Constitutional Law I.

Earthjustice – Honolulu, HI
Summer Clerkship

May 2011-Aug. 2011

- Provided legal research and authored memoranda on an array of cases involving the Endangered Species Act, Clean Water Act, USDA licensing, the Federal Energy Regulatory Commission, and the Hawai‘i Public Utility Commission.
- Conducted preliminary case investigations, drafted expert declarations and motions before Hawai‘i Supreme Court, assisted at trial in federal district court.

Hawai‘i Community Stewardship Network – Honolulu, HI

June 2010-Aug. 2010

Summer Fellow, HCSN is a non-profit working to empower Hawai‘i communities to improve their quality of life through caring for their environmental heritage.

- Authored community handbook for Native Hawaiians on property tax exemptions for kuleana lands, and conducted community workshops on exemption process.

A. Roversi Construction, Kilauea, HI

Nov. 2003 - Aug. 2009

Owner, Licensed Contractor

- Residential construction company specializing in high-end remodel projects, custom furniture and cabinetry.

PUBLICATIONS

The Hawaiian Land Hui Movement: A Counter-Revolution in Land Tenure and Community Resource Management – University of Hawai‘i Law Review, Fall 2012.

A legal history of the post-colonial Hawaiian reaction to the privatization of property in the Kingdom of Hawai‘i.

Kuleana Property Tax Exemption Handbook: Mitigating the Continued Dispossession of Native Hawaiian Landowners – Hawai‘i Community Stewardship Network & Harold K. L. Castle Foundation, Aug. 2010.

A Handbook designed to guide native Hawaiian landowners through the process of qualifying for reduced property tax rates for traditional kuleana lands.

MEMBERSHIPS, COMMUNITY & VOLUNTEER WORK

Hoike Kaua‘i Community Television – Lihue, HI

Jan. 2019 – Present

Kaua‘i’s public access community television station.

- Vice Chair, Board of Directors

Kaua‘i Bar Association – Lihue, HI

Jan. 2019 – Present

Kauai Chapter of the Hawai‘i State Bar Association,

- Chair, 2020
- Vice Chair, 2019

Natural Resources Section, Hawai‘i State Bar Assoc. – Honolulu, HI

Jan. 2014 – Jan. 2015

- Vice Chair

Hanalei Hawaiian Civic Club – Hanalei, HI

Mar. 2008 – Present

Statewide organization advocating for Hawaiian culture, health, economic development, education, social welfare and nationhood

- Chair, Elections Committee, 2009
- Chair, Reconciliation Committee, 2009
- Drafted and facilitated passage of Memorandum of Understanding between Civic Club and sister organization.

Hanalei Hawaiian Civic Canoe Club – Hanalei, HI

Feb. 2004 – Present

Provides safe, drug-free after school activities while perpetuating the traditional Hawaiian art of canoe paddling

- Steering Committee, 2007-2010

- Procured \$20,000 infrastructure grant from Kaua'i Visitor's Bureau, 2009.
- Men's Division Coach, 2009, 2015-current
- Athletic Director, 2008

Save Our Seas – Hanalei, HI

2003 – 2005

Kaua'i based 501(c)(3), focusing on marine education and conservation.

- Board of Directors, 2004
- Organized first annual "Clean Oceans Day" Festival, 2004.

CERTIFICATIONS, TRAINING, & ACTIVITIES

- Member of Hawai'i Bar since November 2012
- Member Hawaii Judiciary Civil Justice Reform Committee since March 2018
- Attended Hawaii State Bar Association Leadership Institute for 2017
- Graduate of U.S. District Court Federal Trial Academy, January 2018
- PADI Advanced Dive Certified
- Hawaiian Sailing Canoe Association, 2008 - Ongoing
- Graduate, National Outdoor Leadership School, Wilderness Education Program. Lander, Wyoming – 1990.

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:
Namahana School

2. Contact information:
Name: Tahara'a Stein



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

I will serve as the Chair of the Academic Committee to ensure accountability and oversight of high quality academic curricular programming.

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

Resume and professional bio are attached to this form.

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

Does not apply to me Yes

Attachment R

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

It is my goal to take all of my training in public education in conjunction with research based best practices to inform a more comprehensive and individual learning experience for students. Serving on the Namahana Board will allow me to support strategic planning for specific instructional methods to ensure a more authentic and relevant educational experience. I hope this planning will also serve the purpose of guiding my work in public education at the secondary level as well.

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

As a governing board member, I understand I have a responsibility to ensure the academic, financial and operational performance of Namahana School. My specific role as part of the Academic Committee will be to guide sound curricular programming, assess school data, monitor student learning outcomes, and measure progress towards academic performance goals. Further, governing board members have an obligation and responsibility to the community and families (students and parents of Namahana School) to ensure students graduate with the necessary skills to succeed in endeavors outside of school.

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

I have served as a Western Association of Schools and Colleges (WASC) Accrediting Commission Team Member since 2010. As such, I participated on the Visiting WASC Committee for Maui High School on two separate accreditation visits. I also served as the lead accreditation facilitator for Kauai High School and Chiefess Kamakahahei Middle School for two separate terms of accreditation, as well as Hanalei School on the initial accreditation visit. With each of my school leadership teams, all three schools received a six-year term of accreditation, the highest term granted. These experiences helped me gain deep insight into school design, sound curricular practices, and evaluation of different data sources to make informed decisions towards school improvement. I feel these experiences will support my role as the Chair of the Academic Committee for Namahana School to support curricular decisions and overall school design.

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

As a high school teacher, I was trained in AVID (Advancement Via Individual Determination) instructional strategies; a program out of Southern California that was created to bridge the gap for college preparedness of students who were first in their families to attend college. My AVID training over the course of 8 years gave me access to the best professional development around instructional practices that are proven to increase student achievement. This training influenced the teacher I became and the leadership decisions I made as a school administrator. Since becoming a vice principal and principal, I have been able to train teachers on data driven instructional practices (socratic seminar, marking the text, critical reading, student-led conferencing, etc.) to improve student learning outcomes. I believe these experiences improved teaching and learning as evidenced by student achievement scores and other forms of feedback by teachers, parents and students. I hope to be able to support Namahana Executive Director and teaching staff with this experience.

School Mission and Plan

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

The mission is something I am personally attached to and have as my own core belief; learning experiences have to be relevant to the learner and connected to one's environment or community. Namahana's vision and mission is grounded in 'aina based learning with a strong value of one's responsibility within and to the 'aina. This value is perpetuated in each of the school's 10 distinguishers.

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

Namahana's academic plan includes 'aina based learning to encompass cross curricular units that are grounded in real challenges that exist on Kauai and in Hawaii. The school design includes specific non-negotiables such as advisories, internships, field studies, and individualized learning plans. I also understand students will have alternative forms of assessments to include student portfolios and exhibitions, in addition to standardized tests required by the State of Hawaii. Students will graduate Namahana School with a deep understanding of the social, economic and environmental challenges of their community along with the skills and resourcefulness to work towards addressing those challenges

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

I believe successful schools have students and staff that are excited to be there. Successful schools are vibrant, collaborative, and welcoming places where dialogue and relationships sharpen each other. The space is inspiring and there is a shared belief that education takes place in diverse ways from and amongst diverse people.

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

One way to know if Namahana is succeeding in its mission is by looking at the 'aina based instruction and to evaluate the degree to which students are learning academic subjects in this setting. Another criteria will be by assessing the degree to which foundational instructional methods are being delivered (small group instruction, student-led learning), and or how deeply the Advisory teachers are supporting students with internships and their exhibitions. Student work samples will also demonstrate mission alignment as work samples will evidence how students are applying learning to real world and authentic situations.

Governance

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

The governing board is responsible for the academic, financial, and operational performance of Namahana School. As such, the governing body will work within respective committees to support the executive director in sound planning and decision making objectives based on each committee.

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

By the end of the first year of operation, students will have demonstrated growth competencies as measured through exhibitions, portfolios, work samples, and Personal Learning Plans. The school community data will indicate students, families, staff and community partners feel positive about the school. Student enrollment will meet projected expectations. There will be highly qualified teachers collaborating and mapping out 'aina based instruction, cross curricular units, and implementation of content standards through authentic learning experiences.

Attachment R

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

We would expect the school to be operating at full enrollment of 360 students at the end of 5 years. There are high levels of student and staff retention, with siblings enrolling as a result of family members who successfully navigated Namahana School. The governing board and all its committees are operating at a high level, giving specific guidance and feedback to the executive director. Students are demonstrating a high degree of proficiency on grade level benchmarks through authentic assessments. There are strong community partnerships to support students in meaningful field studies to positively impact our community. There are support systems in place to ensure all types of learners are meeting their potential and successful in their educational programming

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

The governing board will have to stay on top of timelines, goals and objectives of each committee, to ensure the Executive Director has the necessary support to effectively run the school. Specifically, the Academic Committee will work closely with the Executive Director to review academic programming, curricular standards, assessment practices, and instructional methods. The Finance Committee will work closely with the Executive Director to provide oversight of resource management, budget, and provide direction in fiscal matters. Similarly, within these committees, board members will take on responsibility of specific assignments (preparing reports, establishing timelines, seeking out community supports, etc.) as needed.

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

If I believed something unethical was happening, I would report any practices or actions that are inappropriate or illegal to the Governing Board Chair. If the action involved the Chair, I would report the action to the Vice Chair

Disclosures

Attachment R

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes Governing Board Members Melanie Parker and Angie Bresnahan were parents of students at Hanalei School during the time I served as principal there. Since then, the three of us have worked on many school related projects together.
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes [Click or tap here to enter text.](#)
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I/we do not know any such persons Yes [Click or tap here to enter text.](#)
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes [Click or tap here to enter text.](#)
5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
 I/we do not have a financial interest Yes [Click or tap here to enter text.](#)
6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I/we do not know any such persons Yes [Click or tap here to enter text.](#)

Attachment R

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

Certification

I, Tahara'a Stein, 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

January 24, 2022

Date

Tahara'a M. Stein



Work Experience:

Chiefess Kamakahahei Middle School, Vice Principal 2013 - Current
Duties include: oversight of curriculum, assessment and instruction; participates on the Academic Review Team, Leadership Team, and Wellness Committee Lead; WASC Coordinator; Lead for Math Department; supports student coaching and discipline; conducts Educator Effectiveness System Teacher Evaluations; supports administrative team with school planning, design, innovation, and resource management.

Hanalei School, Temporarily Assigned Principal 2016 - 2018
Duties include: resource management and budgeting; hiring of all personnel; engaging community stakeholders in planning, school design, school events and celebrations; conducting teacher evaluations; lead school accreditation; structure and communicate safety and security procedures with staff, students and community; plan and implement curriculum, instructional strategies and assessment practices; lead staff professional development; work with outside partnerships including Department of Transportation, County Counsel, Police, Fire Department, etc.

Mokulele Airlines, Safety Director / Human Resources 2007 - 2013
Duties include: employee management (hiring, processing, training); conduct routine safety checks at all commuter terminals (Molokai, West Maui, Lanai, Oahu, Hilo and Kona); create and update training manuals; support operations and passenger experience.

Kauai High School, English and AVID Teacher 2006 - 2014
Duties include: curriculum planning and implementation; employ effective instructional strategies; engaging in assessment practices and data analysis; WASC Visiting Team Member for Maui High School; instructional teacher coach; participated on the school leadership team; conducted AVID presentations around the island to middle and high schools.

Professional Degrees & Certifications:

Bachelor of Secondary Education, English Endorsement	University of Hawaii
Master of Education, Educational Leadership Emphasis	Chaminade University
Hawaii Teacher Standards Board License, English 6-12	State of Hawaii
Professional School Administrator Certificate	Department of Education, State of Hawaii
New Principal Academy Certificate	Department of Education, State of Hawaii
Outstanding Principal Performance Award 2018	Department of Education, State of Hawaii

References:

William J. Boyer, Aviation Engineer		
Debra Badua, Administrator		
Pomai Burkart, Professor KCC		

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:
[Namahana School]
2. Contact information:
Name: [Dr. Mehana Vaughan]
Phone: [REDACTED]
[REDACTED].com]
1. Describe your role and indicate your position on the governing board.
[Board Member and Member of the Academic Committee]
2. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes
4. Why do you wish to serve on the governing board of the proposed charter school?
[I have been a teacher in our community for over 25 years, and have watched generations of students, full of potential and dedicated to their community, really struggle at the

middle and high school levels when they have to either drive long distances to Kapa'a School or make choices to go off island which is another kind of separation. I am an 'āina-based educator and have been blessed to learn from the land and from the elders in our community. I know that the education that will be offered by Namahana is essential for the thriving of our young people and across generations. And lastly, I am really excited about the team of people that have come together to make this happen, their skills, expertise and love for this place. I believe in the mission and I wanted to help in any way that I could. Additionally, I teach at UH Mānoa, where we have too few students coming into mālama 'āina fields that come from the island of Kaua'i.]

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

[A public charter school governing board member's role is to serve as advocates and ambassadors for the values, mission and vision of the school. Governing board members work together to provide strategic oversight to the school's academic and financial plan, serve on a committee to support specific areas of oversight and board management, and support the Executive Director.]

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

[I am an educator and have a masters in curriculum studies. I am a certified high school social studies teacher from Harvard Teaching Certification program. I was also a middle school teacher (6-8th grades) in English and Environmental Science. These are some of the academic expertise that I will use as I serve on the Governing Board. I have also directly managed local, state, and federal funds in various capacities with amounts ranging from \$50,000-\$500,000. I have also supported several non-profits in various ways from volunteering to advising on boards.]

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

[I am an 'āina-based educator. One of the main areas of knowledge and experience that I bring to our Namahana governing board is in curriculum development. I have wrote curriculum for community, non-profit, K-12 schools, and University level courses.]

School Mission and Plan

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

[Namahana School's mission is to serve the communities of Halele'a and Ko'olau with rigorous 'āina-based education through cultivating relationships with 'āina, kanaka, and ao. Namahana School will prepare students for professional and personal fulfillment, with skills that empower them to actively contribute to a resilient future on Kaua'i. Our school has three guiding values: Aloha 'Āina, to practice a shared understanding of our kuleana [responsibility] for 'āina; Aloha Kanaka, to respect and mālama [care for] our community, our families, and ourselves; Aloha i ke Ao, to perpetuate pono practices to navigate cultures of the world. Namahana School's vision is to nurture 'āina-conscious graduates

[Attachment R]

that have a strong sense of self, place, and are prepared with the academic skills necessary to be the kia'i for their community.]

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

[Namahana School's academic program is designed to meet the needs of the Ko'olau and Halele'a communities. Namahana plans to utilize Āina-based learning, which provides students with a real-world, place and community based context for understanding academic concepts and learning technical and life skills. In addition to 'āina-based learning, Namahana School will also include the following key educational strategies: personalized curriculum design, small group advisories, project-based learning, learning outside of the school setting through field studies and internships, and integrated curriculum.]

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

[Characteristics of a successful school include: having shared goals and an understanding of the school's mission and vision, high levels of student and family engagement, high levels of collaboration and curricular integration amongst teachers, strong community partnerships that support real world learning, effective school leadership, relevant and responsive professional development, and a culture that embodies the school's values.]

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

[Our school will be succeeding when are parents are feeling engaged and have positive feelings about the school; when we have built deep and lasting relationships with our community; when our students, faculty and administrators have engaged in 'āina-based learning, when teachers and Executive Director are working collaboratively to assess student progress and identifying areas to improve, when academic and financial annual goals are being met; when we have 100% of students participating in field studies and internships, and when students' exhibitions and portfolios are showing that they are able to apply their knowledge and skills toward real-world problem solving that impact their communities in positive ways.]

Governance

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

[The governing board provides an oversight role to the school and does not get involved in the day-to-day operations of the school. The board provides this oversight by reviewing and approving the school's academic and financial plans. The board reviews reports on student learning, monitors indicators of student success and mission-aligned measures to assess the school's progress toward annual goals set forth in the academic plan. The board also provides support and guidance to the Executive Director and conducts an annual ED performance evaluation.]

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

[Indicators that Namahana is successful include: our students would be going off to college or career training; our students would have touched nonprofit and community efforts all over the Halele'a/Ko'olau moku; our students would be seen as valuable interns; our community would be playing a role in the school, teaching, our teachers; our teachers would be staying; our staff will be consistent with low turnover; our students would feel happy and would be feeling ownership of their school and learning. In 10 years, we want our students coming back to teach!]

[Attachment R]

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

[The Academic and Finance Committees will work closely with the Executive Director to provide ongoing support and oversight, monitoring student progress and financial sustainability using the assessments and indicators outlined in our charter. The Committees will offer strategic guidance and support and bring any areas for discussion to the full board. The board as a whole will be responsible for fully participating in their respective committees to support successful governance in the areas of academic oversight, fiscal oversight, governance, fundraising, and facilities development. The Board should also provide the ED support and professional development she needs to do her job effectively.]

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

[I would report the actions to the Governing Board Chair and follow the board's Conflict of Interest and Principles of Ethical Conduct Policy. If the concern was with the Governing Board Chair, I would report the actions to the Vice Chair.]

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.

[] I/we do not know these individuals [] Yes [I know Kapua Chandler through our shared community work; I worked with Lei Wann who taught my kids through the Ko'olau Limu project; I know 'Alohilani through our work around Maha'ulepu; I know Helen Cox through our mutual work in higher education; I know Jen Luck through Hawaii Island Land Trust.]

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

[] I/we do not know any such employees [] Yes [I know Kapua Chandler, we have worked together on several 'āina-based programs.]

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

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

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

[] I/we do not anticipate conducting any such business [] Yes [Click or tap here to enter text.]

Attachment R

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

Certification

I, [Mehana Vaughan], 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 01/24/2022
Date

CURRICULUM VITAE

MEHANA D. B. BLAICH VAUGHAN, Ph.D.

University of Hawai'i at Mānoa
Department of Natural Resources & Environmental Management
College of Tropical Agriculture & Human Resources,
UH Sea Grant College Program & Hui 'Āina Momona

1910 East-West Road, Sherman 223
Honolulu, HI 96822
Telephone: (808) 956-8901
Facsimile: (808) 956-6539
Email: mehana@hawaii.edu

EDUCATION

- Ph.D. Interdisciplinary Environmental Studies**, Stanford University, California 2013
Dissertation Title: *“Holoholo i ke Kai o Hiala ‘a: Lessons for Collaborative Ahupua‘a Based Management of Coastal Resources from Hā‘ena, Kaua‘i”*
Focus: Natural Resource Policy and Cultural Geography
Advisors: Peter Vitousek, Meg Caldwell, Barton Thompson, Nicole Ardoin (Stanford), Louise Fortmann (UC Berkeley)
- M.Ed. Curriculum Studies**, University of Hawai'i at Mānoa, Hawai'i 2003
Thesis Title: *“Mai Uka a i Kai, 'Āina Based Education in the Ahupua‘a of Waipā”*
Focus: Hawaiian Studies and Education
Advisors: Julie Kaomea, Katy Au, Manu Aluli Meyer
- B.A. Sociology**, Harvard University, Massachusetts 1998
Magna Cum Laude with Highest Honors
Honors Thesis: *“‘Ike A‘o: Transforming Education for Hawaiian Students: An Examination of Wai‘anae High School Hawaiian Studies Center”*
Focus: Massachusetts Advanced Provisional Teaching Certification, High School Social Studies
Advisors: Mary Waters, David Frank (Harvard), Peter Kiang (U. of Massachusetts)

ACADEMIC AND PROFESSIONAL EMPLOYMENT

University of Hawai'i at Mānoa, O‘ahu, Hawai'i 2013 - present
Assistant Professor, affiliated with the Department of Natural Resources and Environmental Management,
U.H. Sea Grant College Program, and Hui 'Āina Momona.

- Kanuikapono Charter School**, Anahola, Kaua‘i, Hawai‘i 2004 - 2006
Program Development and Teacher Training. Facilitated program planning, teacher training and ongoing assessment, developed curriculum, expanded community partnerships and collaboration, and taught Hawaiian Language.
- Waipā Foundation**, Hanalei, Kaua‘i, Hawai‘i 2002 - 2005
Educational Programs Director. Led curriculum development, planning and teaching for ahupua‘a based education programs including summer programs and school-year class excursions.
- Ke Kula Kaiapuni ‘o Ānuenuē**, Pālolo, O‘ahu, Hawai‘i 1999 - 2002
Ānuenuē Hawaiian Language Immersion School Classroom Teacher/Federal Grant Coordinator. Taught 6th - 8th grade English and Environmental Science, directing Federally-funded grant project to develop Hawaiian culturally based Environmental Science/Math Curricula in the Hawaiian language around the school’s lo‘i kalo (taro patch) and aquaculture tanks. Worked with Anakala Eddie Ka‘anānā in lo‘i kalo.
- Masvingo Credit Against Poverty**, Zimbabwe, Southern Africa 1998 - 1999
Supported organizational planning, grant-writing, curriculum design, business and literacy training, facilitation of meetings and workshops, fundraising, and client assessments for a non-profit micro-credit program providing small business loans to women.
- Wai‘anae Coast Community Alternate Development Corporation**, O‘ahu, Hawai‘i Summer 1997
Intern. Assisted with consulting, analysis and training for Native Hawaiian community groups involved in creating culturally-based educational programs and community-based economic development ventures.
- St. Joseph’s Indangalasia Secondary**, Kenya, East Africa Fall 1995
Instructor. Taught Trigonometry, English, and Social Ethics at a rural village school in the Western Province of Kenya while living with a host family.
- Office of Hawaiian Affairs**, Honolulu, O‘ahu, Hawai‘i Summer 1994 -1995
Trustee Aide. Conducted research, wrote speeches and press releases, and managed correspondence.

OTHER TEACHING EXPERIENCE

- NREM 620: *Kaiaulu* - Collaborative Care & Management of Natural Resources. Spring 2014, 15, 17, 18
- NREM 494: Environmental Problem Solving. Spring 2017
- NREM 491 & HWST 458: Issues & Ethics in Natural Resources. Spring 2015, 17, 18
Co-teaching with M. Akutagawa, K. Beamer, and G. Chun.
- NREM 491: *Ho‘okahua* - Ahupua‘a Based Leadership Education. UH Outreach College. Fall 2014, 16
- NREM 699 and 700: Directed Study and Master’s Thesis Research with multiple students. 2014-2018
- NREM 701: *Imi ‘Ike* - Departmental Seminar Series. Fall 2014, Spring 2015
- Advisor, PIPES Intern, Emily Cadiz: Community Based Coastal Monitoring in Hā‘ena. Summer 2014
- Stanford - Hawai‘i Interdisciplinary Field Study Course. Guest Instructor. Fall 2010, 12, 14, 16, 18
- Advisor for Eleven Stanford & UH Undergraduate Research Assistants. Summer 2009, 10, 11
- Teaching Assistant for California Coast: Science Law and Policy, Stanford. Winter 2008
- Instructor for Community Hawaiian Language Class, Halele‘a, Kaua‘i. Fall 2004 - 2005
- Director of Franklin After Schools Enrichment Tutoring Program, Dorchester, MA. 1996 - 1997
- Instructor for City Step Arts Education Program, Cambridge, MA. 1993 - 1995

ADVISING

KCC Associates: William Kinney ('17), Leah Sausen ('16)

NREM Undergraduates: Kai Hoshijo, Melissa Mau, Nyck Yashiro, Miranda Luelen, Analyse Houston, Natalie Dornan ('17), Katya Ambrecht ('16), Charlotte Smith ('17), Aimee Sato ('15), Evelyn Braum ('15), Bryan Jackson ('14), Bryson Anoba ('14)

Master's Students: NREM: Samantha Alvarado, Kalani Vernon Quiocho, Kawela Farrant, Amy Markel, Monica Montgomery, Aissa Yazzie ('18), Blaire Langston ('18), Natalie Andreyka ('18), Emily Cadiz ('17), Pua'ala Pascua ('15), Sean Cozo ('15); Committee Member – Francesca Koethe ('17), Molly Mamaril ('14). Public Health: Committee Member – Jazmine Beebe ('17), Jetney Kahaulahilahi Vegas ('16)

Doctoral Students: Jonathan Fisk (NREM); Committee Member – Maya Saffery (Education), Ron Vave (Marine Biology), Georgia Hart (Botany), Kameha'iku Camvel (Political Science), No'eau Peralto ('18 - Political Science), Cheryl Geslani-Scarton ('17 - NREM)

Additional Lab Members: Cole Hendrickson (NREM, M.S.), Eileen Nalley (Marine Biology, PhD), Kim Kanoe Morishige (Marine Biology, PhD), Aurora Kagawa (Geography, PhD), Rachel Dacks ('18 – Biology, PhD), Jade Delevaux ('17 – NREM, PhD), Jordan Muratsuchi ('17 – NREM, M.S.), Adam Ayers ('16 - Urban & Regional Planning, PhD), Eva Schemmel ('16 – Biology, PhD)

GRANTS

Intramural Funding

Co-Principal Investigator (60%) with Malia Akutagawa, Kamana Beamer, Greg Chun, 2017 - 2019
Malia Nobrega-Oliveira, Noe Goodyear-Kaōpua, Noelani Puniwai, Kekuewa Kikiloī, Carl Evensen, Oceana Francis, Noa Lincoln, and Rosie Alegado. UH Mānoa Vice Chancellor's Strategic Investment Initiative. Kū'oko'a: Sustaining Abundant 'Āina and Resilient Leadership. \$214,000

Co-Principal Investigator (90%) with Melissa Mau. 2017 - 2018
Research Mentor to undergraduate student in NREM. UH EXITO. \$1,850

Co-Principal Investigator (50%) with Melissa Price. 2016 - 2021
McIntire-Stennis, Integrated Forestry Research Project. Forest conservation and hunter access: Can we protect critical forest resources AND increase hunter satisfaction? \$40,000

USDA National Institute of Food and Agriculture, Integrated HATCH Project. \$40,000 2014 - 2017

Extramural Funding, Co-Principal Investigator

Co-Principal Investigator (10%) with T. Idol, C. Evensen, N. Lincoln, M. Price, Y.P. Tsang. 2018-2022
U.S. Department of Agriculture (USDA) National Institute of Food & Agriculture (NIFA) Research and

Extension Experiences for Undergraduates (REEU). *Experiential Learning 4 Resilient C: Culture, Community, Conservation, & Climate*. \$278,688

Co-Principal Investigator (15%) with Hale Halawai, Waipā Foundation. 2018
Hawai‘i Community Foundation. Post Flood Community Jobs Initiative. \$275,000

Co-Principal Investigator (20%) with Limahuli Gardens, Hanalei Watershed Hui. 2018
Hawai‘i Community Foundation – Post Flood Environmental & Biological Monitoring. \$12,903

Co-Principal Investigator (50%) with J. Luck & D. Cordy. 2017
Native Voices Rising Kīpuka Kuleana. \$12,000

Co-Principal Investigator (10%) with A. Friedlander, T. Ticktin, and K. Burnett. 2014 - 2016
National Science Foundation Coastal Science Engineering and Education for Sustainability. \$554,924

Co-Principal Investigator (70%) with L. Sausen. 2014
NOAA National Marine Sanctuaries. *E ho ‘i i ka wai*. North Shore Kaua‘i Coastal Internship. \$1,000

Extramural Funding, Principal Investigator

Kohala Center Mellon Hawai‘i Fellowship. *Kaiāulu* - Community Management of Common 2015-2016
Pool Resources in Hawai‘i: Increasing Understanding and Capacity for Social Ecological Resilience.
\$40,000

NOAA National Marine Sanctuaries. *Ho ‘okahua*. Ahupua‘a Based Leadership Education. \$1,000 2014

National Science Foundation, Science, Engineering, and Education for Sustainability. 2013 - 2016
Hōahu, To Set Aside for the Future: Understanding Sustainability of Community Based Natural Resource
Management in Hawai‘i Through a Century of Change. \$317,266

Extramural Proposals – Applied, Co-Principal Investigator

Co-Principal Investigator with Travis Idol, Yin Phan Tsang, Rosie Alegado and Noa Lincoln. 2017 - 2022
National Science Foundation, NRT (Research Traineeship Program). “*E Ho ‘owaiwai i ka Mana ‘o Pono*:
Enriching Understanding through Integrated STEM Education.” \$2,855,757.57

Co-Principal Investigator with Dominique Cordy and T. Aiu. 2017 - 2022
Office of Hawaiian Affairs, Cultural Vitality and Perpetuation. \$102,000

Co-Principal Investigator with Noa Lincoln and Kekuewa Kikiloi. 2017 - 2022
National Science Foundation, Dynamics of Coupled Natural and Human Systems. “Soils, Sustainability, and
Society: Agricultural Opportunities, Productivity and the Development of Socio-Political Complexity across
Hawai‘i. (Also applied 2015, 2016). \$1,700,000 each

PUBLICATIONS

Submitted, In Review or In Press

Winter, K.B., Beamer, K., Vaughan, M., Friedlander, A., Kido, M., Whitehead, A.N., Akutagawa, M.K.H., Kurashima, N., Lucas, M.P., & Nyberg, B. (n.d.) The Moku System: Managing biocultural resources for abundance within social-ecological regions. *Sustainability (Special Issue: Biocultural Restoration in Hawai‘i)*, *In review*. (15%)

Montgomery, M., & Vaughan, M. (n.d.) Ma Kahana Ka ‘Ike: Lessons for Community-based Fisheries Management. *Sustainability (Special Issue: Biocultural Restoration in Hawai‘i)*, *In review*. (20%)

Delevaux J.M.S., Winter, K., Jupiter, S., Vaughan, M., Stamoulis, K.A., Bremer, L.L., Burnett, K., Garrod, P., Troller, J.L., & Ticktin, T. (n.d.) Linking land and sea through collaborative research to inform contemporary applications of Traditional Resource Management in Hawai‘i. *Sustainability (Special Issue: Biocultural Restoration in Hawai‘i)*, *In review*. (10%)

Delevaux J.M.S., Stamoulis, K.A., Whittier, R., Jupiter, S., Bremer, L., Friedlander, A., Kurashima, N., Giddens, J., Winter, K., Vaughan, M., Burnett, K., Geslani, C., & Ticktin, T. (n.d.) Local place-based management can promote coral reef resilience to climate change. *Ecological Applications*, *In review*. (10%)

Diver, S., Baker-Médard, M., Vaughan, M., and Lukacs, H. (n.d.) Recognizing “reciprocal relations” to restore community access to land and water. *International Journal of the Commons*, *In review*. (30%)

Montgomery, M., & Vaughan, M. (n.d.) Kīpuka Kuleana: Restoring Reciprocity to Coastal Land Tenure and Resource Use in Hawai‘i. In N. Turner (Ed.), *Plants, People and Places: the Roles of Ethnobotany and Ethnoecology in Indigenous Peoples’ Land Rights in Canada and Beyond*. Kingston, Ontario, Canada: McGill-Queen’s University Press, *In review*. (50%)

Vaughan, M., Kinney, B., Fu, K., Cadiz, E., Peralto, N., Kagawa, A., Muratsachi, J., Koethe, F., Geslani Scarton, C., & Farrant, K. (n.d.) *Kahale‘ala, Halele‘a: The Fragrant, Joyful, Welcoming House, A Visit to “Anini.”* In Hokulani Aikau and Vernadette Gonzalez (Eds.), *Detours: A Decolonial Guidebook to Hawai‘i*. Kamehameha Publishing, *In press*. (50%)

Vaughan, M. (n.d.) Holoholo: Sharing Catch in Hawai‘i. In C. Gupta (Ed.), *Nourish: The Revitalization of Foodways in Hawai‘i*. San Francisco, CA: Extracurricular, *In review*.

Vaughan, M. (n.d.) “E wili i ka lei aloha ‘āina: Wili Lei as research approach. Mo‘okū‘auhau, “Sailing Into the Future, Guided By the Past.” In Nalani Wilson-Hokowhitu (Ed.), *Indigenous Research Methodologies*. Minneapolis, MN: University of Minnesota Press, *In review*.

Published, Refereed

Vaughan, M. (2018). *Kaiāulu: Gathering Tides*. Corvallis, OR: Oregon State University Press.

Ayers, A.L., Kittinger, J.N., & Vaughan, M. (2018). Whose right to manage? Distribution of property rights affects equity and power dynamics in co-management. *Ecology and Society*, 23 (2):37. (20%)

Sato, A, Price, M., & Vaughan, M. (2018). “Kāhuli: Uncovering Indigenous Ecological Knowledge to Conserve Endangered Hawaiian Land Snails.” *Society and Natural Resources*, 31(3), 320-334. (30%)

Mamaril, M., Cox, L., & Vaughan, M. (2018). Weaving Evaluation into the Waipā Ecosystem: Placing Evaluation in an Indigenous Place-Based Education Program. *Studies in Educational Evaluation*, 56, 42-51. (30%)

Ayers, A., Kittinger, J., Imperial, M., & Vaughan, M. (2017). Making the transition to co-management governance arrangements in Hawai‘i: a framework for understanding transaction and transformation costs. *International Journal of the Commons*, 11(1): 388-421. (10%)

Pascua, P., McMillen, H., Ticktin, T., Vaughan, M., & Winter, K. (2017). Beyond Services: A Process and Framework to Incorporate Cultural, Genealogical, Place-based, and Indigenous Relationships in Ecosystem Service Assessments. *Ecosystem Services*, 26(2017): 465-475. (15%)

Vaughan, M., Thompson, B., & Ayers, A. (2016). Pāwehe Ke Kai a ‘o Hā ‘ena: Creating State Law based on Customary Indigenous Norms of Coastal Management. *Society & Natural Resources*, 30(1): 31-46. (70%)

Vaughan, M., & Ayers, A. (2016). Customary Access: Sustaining Local Control of Fishing and Food on Kaua‘i’s North Shore. *Food, Culture & Society*, 19(3), 517-538. (80%)

Vaughan, M. (2015). “He Lei Aloha ‘Āina,” In K.R.K.N. Oliveira and E.K. Wright (Eds.), *Kanaka ‘Ōiwi Methodologies: Mo‘olelo and Metaphor* (pp. 42-52). Honolulu, HI: University of Hawaii Press.

Vaughan, M., & Caldwell, M. (2015). “Hana Pa ‘a: Challenges and Lessons for Early Phases of Co-management.” *Marine Policy*, 62(2015): 1-62. (85%)

Vaughan, M. (2014). ‘Āina (Land), That Which Feeds: Researching Community Based Natural Resource Management at Home. *Giving Back, A Special Issue of The Journal of Research Practice*. Editors Alice Kelly and Clare Gupta, 10(2), Article N19.

Vaughan, M. (2014). “He Alo a he Alo: Talking Story with Auntie Puanani Burgess.” In Noelani Goodyear Ka‘ōpua, Kahunawai Wright and Ikaika Hussey (Eds.), *A Nation Rising: Hawaiian Movements for Life, Land and Sovereignty* (pp. 355-361). Durham, NC: Duke University Press.

Vaughan, M., & Vitousek, P. (2013) “Māhele: Sustaining Communities Through Small-Scale Inshore Fishery Catch and Sharing Networks.” *Pacific Science*, 67(3): 329-344. (85%)

Vaughan, M., & Ardoin, N. (2013) "Pāwehe ke Kai o Hā ‘ena: Implications of Visitor and Resident Perceptions of Place for Restoration of Community Based Natural Resource Management." *Journal of Sustainable Tourism*, 22(1): 50-68. (80%)

Published, Non-Refereed

Vaughan, M., & Ayers, A. (2016). "Here's How To Do Sound Marine Management." Honolulu Civil Beat, August 12. (90%)

Vaughan, M. (2012). “Waipouli” and “Kaulana Wale ka Ua o Hanalei.” *HO‘OLAULE‘A: Celebrating Ten Years of Pacific Writing*, Pacific Writer’s Connection.

Vaughan, M. (2010). "*Ha 'awina*," "*Hā 'upu*," and "*E Ho 'i i ka Piko*." *ŌIWI, A Native Hawaiian Journal*, Volume IV.

Shillinglaw, B., Morgan, P., & Vaughan, M. (2007) "Financing Community-Based Conservation of Working Land." Conservation Finance Alliance. (10%)

<http://www.conservationfinance.org/upload/library/arquivo20110615171253.pdf>

PRESENTATIONS

Conferences

Vaughan, M. (2018). "Ho'oulu Kaiāulu: Building Community Capacity for Conservation in Hawai'i." Hawai'i Conservation Conference, Honolulu, Hawai'i, July 25.

Vaughan, M. (2018). "Kaiāulu: Growing Community Based and Culturally Grounded Resource Management in Hawai'i." Hawai'i Conservation Conference, Honolulu, Hawai'i, July 26.

Vaughan, M. (2018). "He Hali'a Aloha no 'Anakala, Remembering 'Anakala Eddie Ka'anana." Hawai'i Conservation Conference, Honolulu, Hawai'i, July 26.

Vaughan, M. (2018). "Kīpuka Kuleana: Restoring Reciprocity and Responsibility to Land Tenure and Resource Use in Hawai'i." Communities, Conservation, and Livelihoods, Halifax, Canada, May 29.

Vaughan, M. (2018). "Kīpuka Kuleana Restoring Reciprocity and Responsibility to Land Tenure and Resource Use in Hawai'i." Native American and Indigenous Studies Association, Los Angeles, California, May 17.

Vaughan, M. (2017). "Restoring reciprocity and responsibility to land and resources: Kipuka Kuleana." International Association for the Study of The Commons, Utrecht, Netherlands. July 11.

Vaughan, M., & Montgomery, M. (2017). "*Kīpuka Kuleana*: Restoring Reciprocity to Land Tenure and Resource Use in Hawai'i." Trudeau Symposium, Victoria, Canada. May 4.

Vaughan, M. (2015). "Hana Pa'a: Lessons for Co-management of Coastal Resources." International Association for the Study of The Commons, Edmonton, Canada. May 25-29.

Vaughan, M., Diver, S., Baker-Médard, M., & Lukacs, H. (2015). "Accessing the Commons: Collaborative Care and Governance in the Face of Privatization and Power." International Association for the Study of The Commons, Edmonton, Canada. May 25-29. Session Chair.

Vaughan, M., Diver, S., & Peterson, K. (2014). "Cross-Cultural Encounters: Negotiating Access to Rural, Place-based Livelihoods." Rural Sociology Society 77th Annual Meeting, New Orleans, Louisiana. July 31–August 3.

Vaughan, M., Akutagawa, M., Beamer, K., & Chun, G. (2014). "*Hui 'Āina Momona*: Walking with the Ancestors, Steps Toward Abundance. Conversations on Land, Resource Management, Policy, and

Community in Hawai‘i.” Native American and Indigenous Studies Association Conference, Austin, Texas. May 29–May 31.

Workshops

Vaughan, M., Kinney, W., & Waiiau, L. (2018). Kaiāulu: Gathering Tides Book Launch. Mānoa, O‘ahu, September 21.

Vaughan, M. (2018). Kaiāulu: Gathering Tides Book Launch. ‘Anaina Hou, Namahana, Kaua‘i, September 16.

Vaughan, M., McGregor, D., Crabbe, K., & Castillo, L. (2018). E Ho‘olau Kānaka ‘Āina Summit. Kokokahi YWCA, Kāne‘ohe, Ko‘olaupoko, O‘ahu, June 29-30.

Vaughan M., Nobrega-Oliveria, M., & Students of NREM 620. (2018). Pū‘olo Aloha: The History, Culture, Ecology and Policy Landscape of Hanapēpē Salt Ponds. Hanapēpē, Kaua‘i, May 4.

Students of Oceana Francis, Kirsten Oleson, Ty Tengan, Craig Nelson, Mehana Vaughan, Melissa Price, Noelani Puniwai, Greg Chun, Malia Akutagawa, and Kamana Beamer. (2018). Hō‘ike Kupulau: A Sharing of Mālama ‘Āina Community Work. Honolulu, Hawai‘i, May 3.

Vaughan, M., Sprenger, A., Cordy, D., Aiu, T., Feitshans, T., & Trask, M. (2017). Kīpuka Kuleana, Workshops to Assist Hawaiian Families in Protecting Ancestral Family Lands. Organized by OHA, Hui ‘Āina Momona, UH Sea Grant, Queen Lili‘uokalani Trust, Hawaiian Islands Land Trust, County of Kaua‘i, December 10.

Vaughan, M. (2017). “How we got here, a brief history of the Hā‘ena CBSFA,” Division of Aquatic Resources first annual Hā‘ena CBSFA evaluation and public meeting, “Camp Naue, Hā‘ena,” October 22.

Blaich, B., Romo, N., & Vaughan, M. (2017). Site Visit to Maha‘ulepu and talk on Hawaiian and collaborative resource management, August.

Vaughan, M., Puniwai, N., Kikiloi, K., Akutagawa, M., & Students of HWST 460, NREM 620, NREM 491, HWST 458, and NREM 494. (2017). He Hō‘ike a Ho‘olaule‘a Kupulau, Spring 2017 Community Sharing of Student Projects at Halau o Haumea, April 27.

Beamer, K., & Vaughan, M. (2016). Ho‘okahua Guest Speaker – Public Talk at KCC, Kaua‘i, November 14.

Akutagawa, M., Kamaka‘ala, S., Vitousek, P., & Vaughan, M. (2016). Ho‘okahua Guest Speaker – Public Talk at KCC, Kaua‘i, November 7.

Vaughan, M., & Students of NREM 491. (2016). Ho‘okahua, Community Sharing of Student Projects, Fall.

Vaughan, M., Luck, J., Kinney, W., & Fu, K. (2015). Kaiāulu Community Presentation on Anini, Kaua‘i, Hanalei-Hā‘ena Community Association. Hanalei, Hawai‘i, September 22.

- Vaughan, M., Luck, J., Kinney, W., & Fu, K. (2015). Kaiāulu Community Presentation on Anini, Kaua‘i, Kīlauea Neighborhood Association, September 1.
- Vaughan, M., & Students of NREM 620. (2015). Kaiāulu Community Presentation on Anini, May 18.
- Vaughan, M., & Students of NREM 491. (2014). Ho‘okahua, Community Sharing of Student Projects, Fall.
- Vaughan, M. (2014). “Holoholo i ke kai o Hiala‘a: So You Want to Become a CBSFA? Lessons from a Decade of Community Efforts in Hā‘ena.” E Alu Pū CBSFA Advocacy Workshop, October.
- Vaughan, M., & Cadiz, E. (2014). Community-Based Coastal Monitoring, Nā Kilo ‘Āina, November.
- Smith, G., & Vaughan, M. (2014). Hula Practitioners of Nīhoku, Halauola World Hula Conference, July.
- Vaughan, M. (2014). “*Hololoholo i ka la‘i o Mākua*, Collaborative Manangement in Hā‘ena.” Community Presentation: Waipā Foundation and Hui Maka‘ainana o Makana, January.

Invited Talks

- Vaughan, M., Montgomery, M., Hintzen, K., & Markel, A. (2018). He Makana Ka Pū‘olo Pa‘akai (*The Salt Bundle is a Gift*), Hanapēpē, Kona, Kaua‘i. UH Sea Grant Hanapēpē Meeting, Honolulu, O‘ahu, August 31.
- Vaughan, M. (2018). History of Kalihikai & Wanini and Implications for Ocean People in an Era of Climate Change. Nā Pali Coast Challenge Canoe Race. Kaua‘i, August 5.
- Vaughan, M., Wann, L., & Vaughan, P. (2018). Opening and Tribute to Uncle Valentine Ako. Kaua‘i Museum, Kaua‘i, August 4.
- Vaughan, M. (2018). Commencement Speech, Kaua‘i Community College, Lihue, Kaua‘i, May 11.
- Evensen, C., Lincoln, N., Vaughan, M., Kelley, L., Meigh-Singh, L., & Wiebe, S. (2018). “Envisioning Sustainable Futures.” University of Hawai‘i at Mānoa, February 1.
- Vaughan, M., Asquith, A., Makua, K., & Chock, M. (2017). “Waiwai: Freshwater Resources on Kaua‘i.” Kaua‘i Community College, Līhue, Hawai‘i, November 8.
- Vaughan, M., & Meyer, M. (2016). “Ho‘okahua: Indigenizing Education.” Kaua‘i Community College Faculty and Staff Professional Development. Līhu‘e, Hawai‘i, January 8.
- Vaughan, M. (2015). “Ahupua‘a Based Sustainability Practices of Anahola, Kaua‘i.” Presentation to Kamehameha Preschools Kaua‘i staff and teachers. Anahola, Hawai‘i, December 8.
- Vaughan, M. (2015). “Kaiāulu: Community, The Growing Sea, Lessons from Living in Place.” Mellon Hawai‘i Fellows Induction Weekend. Keauhou, Hawai‘i, November 14, 2015 and Presentation at UH Hilo, March.

Vaughan, M., Alegado, R., Francis, O., Nelson, C., & Spirandelli, D. (2014). "Ahupua'a Based Lessons for Coastal Sustainability. Panel on Interdisciplinary Approaches." UH Sea Grant Center for Sustainable Building and Coastal Hazards Strategic Planning Session, August.

Vaughan, M., Surnyata, K., & Jeremiah, J. (2014). "Community-Based Natural Resource Management and Planning with Indigenous Communities." American Planning Association (Hawai'i Chapter). Honolulu, Hawai'i, May 7.

Vaughan, M., Alegado, R., Chun, G., Tong, E., & Mamaril, M. (2014). "Ascent: Developing a New Social Contract for Public Investment in a Green Future: a Conference on Hawai'i's Future, Opening for Plenary, April.

Vaughan, M., Kawelo, H., & Barboza, R. (2014). "Indigeneity as Innovation: Utilizing Ancestral Sciences, Technologies and Spirituality to Meet 21st Century Challenges." University of Hawai'i Sustainability Summit, Windward Community College, March.

Vaughan, M. (2014). "*Nānā i ke Kumu*, Teaching in Hawai'i." Cultural Orientation for Teach for America Hawai'i new teacher cohort, February.

Vaughan, M. (2014). "Leadership Lessons from Kūpuna." First Nations Futures Program, Kamehameha Schools Bishop Estate, January.

Vaughan, M., Akutagawa, A., Beamer, K., & Chun G. (2013). "*Hui 'Āina Momona*: Initiatives for Community Engaged Scholarship on Resource Management at UH Mānoa." Native Voices: 'Āina Forum on Native Land Rights, September.

Guest Lectures

Fall 2018 SCFS 385 (UH West O'ahu): Nearshore Fisheries Management of Hawai'i

Spring 2018 NREM 301: Natural Resource Management
Stanford University, Human Dimensions of the Coastal Environment, Earth Systems
Department, 5/23

Fall 2017 NREM 600/601/605: Team Taught Masters Core Course
NREM 691: Human Dimensions of the Environment
SCFS 300: Survey of Sustainable Community Food Systems of Hawai'i, UH West O'ahu

Spring 2017 NREM 301: Natural Resource Management
NREM 600/601/605: Team Taught Masters Core Pilot Course

Fall 2016 NREM 601/601/605: Team Taught Masters Core Pilot Course

Spring 2016 NREM 301: Natural Resource Management
NREM 600/601/605: Team Taught Masters Core Pilot Course

Fall 2015 NREM 306: Environmental Ethics

- Spring 2015** NREM 301: Natural Resource Management
 PSY 240: Developmental Psychology
 GEOG 423: Human Dimensions of the Coastal Ocean
- Fall 2014** LAW 5901: Native Hawaiian Rights Clinic on Community-based Subsistence Fishing Areas
 PSY 240: Developmental Psychology
 IS 750: “Topics in Biocultural Diversity and Conservation”
- Spring 2014** NREM 301: Natural Resource Management
 NREM 605: Research Methods
 BOT 612: “Incorporating a bio-cultural component in conservation research: A review of methods and approaches”
- Fall 2013** NREM 701: Departmental Seminar Series
 LAW 5901: Native Hawaiian Rights Clinic on Restoration of Fish Ponds

PROFESSIONAL MEMBERSHIPS

Native American & Indigenous Studies Association
 Rural Sociology Society
 International Association for Study of the Commons
 Hawai‘i Conservation Council

REVIEWER

Pacific Science (1 – 2014)
 Coastal Management (1 – 2015)
 African Geographical Review (1 – 2015)
 Journal of Sustainable Tourism (1 – 2016)
 Sustainability (1 – 2018)

AWARDS, SCHOLARSHIPS AND FELLOWSHIPS

- | | |
|---|--------------------------|
| Invited International Keynote Speaker, International Indigenous Research Conference, Ngā Pae o te Māramatanga, New Zealand’s Māori Centre of Research Excellence, Auckland, New Zealand | 2018 |
| YWCA of Kaua‘i’s 10 th Annual Na Wahine Alaka‘i O Kaua‘i (Women Leaders of Kaua‘i) Honoree | 2018 |
| Nominated for the Amy Agbayani Faculty Diversity Enhancement Award | 2018 |
| Nominated for the U. of Minnesota’s Institute on the Environment (IonE) Solutions Award | 2017 |
| Mellon-Hawai‘i Postdoctoral Fellowship | 2015 - 2016 |
| Nominated for UH Mānoa’s Excellence in Teaching Award | 2014, 2016 |
| Teresa Heinz Scholars for Environmental Research | 2010 - 2011 |
| Switzer Foundation | 2009 - 2010 |
| Community Forestry and Environmental Research Partnership (UC Berkeley) | 2009 - 2010 |
| Hawai‘i Community Foundation | 1993 - 1996, 2006 - 2009 |
| Rockefeller Traveling Fellowship (Zimbabwe) | 1998 |

Native Hawaiian Higher Education Scholarship - Kamehameha Schools	1996 - 1998
National Merit Scholarship	1993

COMMUNITY SERVICE & LEADERSHIP

Ho‘omaluku Halele‘a , Kokua Kaua‘i Community Flood Recovery for Resilience, Facilitator	2018- Present
Expert Resource in support of Kaua‘i General Plan 2020	2017
Office Of Hawaiian Affairs , Lands Summit, Ho‘olau Kānaka, Co-Chair	2017
Kawaikini Public Charter School , Supporting Culturally-grounded Marine Science	2015-Present
Conservation International Hawai‘i , Co-Management Model Working Group	2014 - 2015
Division of Aquatic Resources , Department of Land & Natural Resources, State of HI, Community Based Subsistence Fishing Area (CBSFA) Advisory Committee	2013 - Present
Hawaiian Islands Land Trust , Kauai Advisory Council	2011 - Present
Hawai‘i Community Foundation , North and East Shore Kaua‘i Scholarship Committee	2011 - Present
Hā‘ena State Park , Citizens Advisory Committee	2008 - Present

Pacific Writers Connection , Hanalei, Kaua‘i	2004 - 2006, 2009 - 2012, 2015, 2017
Annual Writers Workshop with Guest Writers: David James Duncan, Brian Doyle, Kim Stafford, Kathleen Dean Moore, Terry Tempest Williams, and Barry Lopez.	

Next Generation Project , Murie Center, Jackson, Wyoming	2007 - 2008
Selected as one of thirteen young environmental leaders to participate in training to “produce a more effective conservation leadership for the next generation, as well as new ideas and methods for enlisting broader support for environmental issues over coming decades.” Directed by Brooke Williams and Terry Tempest Williams.	

First Nations’ Futures Program , Hawai‘i, Aotearoa, and Stanford University	2007 - 2008
Fellow in leadership development program for Native Hawaiian and Maori leaders sponsored by Kamehameha Schools, Stanford University and Ngai Tahu Tribe, with program research focus on Food Security in Hawai‘i (2007-8)	

Hālau o Ke A‘ali‘i Kū Makani , Kahalu‘u, Hawai‘i	1999 - Present
Hālau hula member and dancer under Kumu Hula Manu Boyd.	

OTHER SKILLS & TRAINING

Facilitative Skills for Collaborative Leaders, workshop with Donna Ching, CTAHR.	September 2013
Languages: ‘Ōlelo Hawai‘i (Fluent), English (Fluent)	

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:
[Namahana School]
2. Contact information:
Name: [Lei Wann]

1. Describe your role and indicate your position on the governing board.
[My role is to support the academic side of Namahana with expertise in 'Āina-Based Learning. My position on the governing board is a member of the Academic Committee.]
2. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes
4. Why do you wish to serve on the governing board of the proposed charter school?

[Attachment R]

[As an educator on the island of Kaua'i, I believe that Namahana School will provide a much needed innovative and education service to our North Shore community. I believe in the mission and vision of Namahana, and have first-hand experience with the positive results students experience by utilizing 'āina-based learning within school. As a Governing board member, I will be able to support Namahana teachers through professional development on best practices for 'āina-based learning (a key instructional strategy of the school model).]

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

[Namahana School's Governing Board is the independent board of the school that is responsible for the financial, organizational, and academic viability of the school. As a board, it our jobsto hold the contract with the State of Hawaii to operate a public chart school. As a board member, my role is to: ensure the schools mission and vision are carried out; ensure the school policies and practices align with the mission and vision, oversee the school's compliance with relevant state laws and charter policies (§302D-12); approving and ensuring adherence to annual and long-term operating budgets, ensuring appropriate facilities operations, develop and approving governing policies, hiring and evaluating the executive director, maintaining a long-term strategy to guide the overall work on the school; nominating, electing, and orienting Namahana Governing Board members; and entering into, overseeing, executing, and delivering contracts as necessary for the school's operation and/or the optimization of the school's mission and vision.]

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

[I have sat on the Pu'uwai Canoe Club board, the Ko'olau Limu Project board, and was the Vice President of the Na Pali Coast 'Ohana.]

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

[There are two main areas of specific knowledge and experience that I bring to the Namahana School Governing Board. First, as a previous educator for a Kaua'i charter school, I bring a wealth of experience with developing curriculum, professional development, hiring of experienced teachers and oversight of academic model. More specifically, I bring knowledge around developing, implementing, and evaluating 'āina-based learning education. Secondly, as the current Director of Limahuli Garden and Preserve, I have first-hand experience working with a board and bring skills in the area of financial management.]

School Mission and Plan

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

[Attachment R]

[Namahana's mission is to serve the moku of Halele'a and Ko'olau with 'āina-based education grounded in our community values: Aloha 'Āina, Aloha Kanaka, and Aloha i ke Ao. Through these guiding values, Namahana will prepare students for professional and personal fulfillment, with skills that empower them to actively contribute to a resilient future on Kaua'i.]

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

[Namahana School's academic plan encourages student voice and student choice in their learning. 'Āina-based learning, advisories, personalized learning plans, field studies, internships (high school), projects, and exhibitions, students get a personalized education that aligns with their passions and interests. The academic plan is rigorous and meets each student's individual needs. Furthermore, the support of Big Picture Learning and a network of schools around the world, provides a network of relationships to support the development, implementation, and ongoing evaluation of Namahana School.]

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

[Characteristics of Namahana being a successful school are directly connected to the close collaborations with families and the community to produce a learning environment that reflects the Ko'olau and Halele'a context. The success of students through their exhibitions, success with family through advisories and learning plan meetings, and the success of the community through partnerships and collaborations are all relationships which provide data and feedback to identify the success of Namahana School.]

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

[Assessments and evaluations at the student, class, and school levels will serve to be indicators of success at the school. Through student, advisor, class, grade, and school summative assessments, we will be able to gain insights into the success of the students and consequently the community and school.]

Governance

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

[The governing board is responsible for the financial, organizational, and academic viability of the charter school and implementation of the charter. The governing board is the independent board that is party to a charter performance contract with the State Public Charter School Commission.]

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

[In alignment with the school mission, evaluation and feedback from students, advisors, parents/families, and community will be the key indicators of successful operation during the first year. Another indicator will be the return of students to continue with Namahana School from middle to high school.]

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

[At the end of five years, the school enrollment will be complete and the first graduating class will occur in Year 5. Therefore, data of student retention, graduation, and continuance onto college, career training, and/or work in their community will be markers of success.]

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

[Attachment R]

[Steps would include: Ensuring fiscally sound management of operations through regular meetings between Treasure, Executive Director, and Manager of Finance and Operations; Professional development trainings for the Governing Board; Support the Executive Director; and provide extra support for 'āina-based learning trainings.]

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

[First, I would report the actions to the Governing Board Chair and follow our Conflict of Interest and Principles of Ethical Conduct Policy. If the situation involved the Governing Board Chair, I would report to the Vice Chair.]

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.

I/we do not know these individuals Yes [I know the Executive Director, Kapua Chandler, through our hula hālau. I know Mehana Vaughan as a kumu to her children through the Ko'olau Limu Project and we also are in the same hula hālau. I also know and previously worked with Malia 'Alohilani Rogers at Kawaikini Public Charter School.]

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

I/we do not know any such employees Yes [I know Kapua Chandler, we are both in the hula hālau, Kealalau'eomakana.]

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

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

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business Yes [Click or tap here to enter text.]

5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.

I/we do not have a financial interest Yes [Click or tap here to enter text.]

6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers,

[Attachment R]

owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

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

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

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

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

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

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

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

Does not apply to me, my spouse or family Yes [Partnering Organizations: Hui Maka'ainana o Makana (member), Limahuli Garden and Preserve (Executive Director), Hanalei Canoe Club (member) and Hanalei Hawaiian Civic Club (member).]

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

None Yes [Click or tap here to enter text.]

Certification

I, [Lindsay Leipuaahilehuaokalani Scott Wann], 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

01/30/2022
Date



[Redacted phone number]



[Redacted email address]



[Redacted address]

Summary of Qualifications:

- Experienced ‘aina-focused educator teaching grades K-12 and adults
- Curriculum developer focused on ‘aina-based pedagogy
- Expert on Hawai‘i ecosystems, including rare and endangered native species
- Resource manager utilizing traditional Hawai‘ian horticultural methods gained from more than 20 years’ experience managing farms and gardens
- Certified Hawaiian-language instructor

Director

Limahuli Garden and Preserve

01/2020 – Present

Limahuli means to “turn your hands to work the land” and in this position, I follow the path of my ancestors who were the historical resource managers of this place for a millennium. Part of the National Tropical Botanical Gardens (NTBG), the Limahuli Garden and Preserve highlights native and culturally significant species in an authentic Hawaiian landscape in the historic Limahuli Valley, home to dozens of endangered plants and birds found nowhere else on earth. As director, I am responsible for NTBG’s adaptation of ancestral resource management practices to address contemporary conservation challenges through biocultural conservation that will restore the health, function and resilience to the valley.

Teacher & Curriculum Coordinator

Kawaikini New Century Public Charter School

09/2013-12/2019

Served as a teacher at Kawaikini Public Charter School, a Hawaiian culture, language, and ‘aina-based K-12 school on Kaua‘i. Created a framework for Kawaikini’s Manokalanipo curriculum, along with a lesson plan template for implementation. Provided instructional support to teachers with the Manokalanipo curriculum. Responsible for the ‘Ohana Nights and Science Nights. Provided support to classrooms and teachers as an ‘aina focused kumu.

Resource Coordinator

Kamehameha Schools

02/2011-9/2013

Created, implemented and taught Hawai‘ian curriculum for Kamehameha Schools (KS) programs and schools in the KS network. Facilitated and trained faculty at Kapa‘a Elementary on ‘aina based curriculum. Facilitated, taught, coordinated, managed and hired instructors for all Ho‘olauna and Ipukukui Programs for KS Exploration Series. Assisted, supported, and coordinated with all KS sponsored programs on Kaua‘i.

Teacher/Garden and Nursery Manager

Ho‘opuka Learning Center

2007-2011

- Created and implemented Hawaiian ‘aina-based curriculum for K-12 and college students.
- Collaborated with public schools to deliver ‘aina based instruction and to model ‘aina-based learning for teachers
- Created and Implemented an ‘aina-based science-project curriculum at Kawaikini New Century Public Charter School emphasizing Hawai‘ian cultural practices for grades K-6
- Propagated native plants for outplanting; taught basic horticultural skills to students and interns, managed native plant restoration areas and landscaping
- Managed lo‘i

LINDSAY LEIPUAAHILEHUAOKALANI SCOTT WANN

Prior Work Experience

2001-2019

- Nursery and Garden Manager at Waipa where I gathered and propagated endangered native plants endemic and indigenous to Kaua'i and maintained the garden and nursery
- Owner of a taro and vegetable farms ranging from 3 to 10 acres from 2011-2019
- Working on rare heirloom vegetable propagation to serve fine dining establishments on Kaua'i
- Paddling coach for Kapa'a High School varsity team and Kawaikini New Century Public Charter School

Education

- **University of Hawai'i, Manoa**, Master of Arts in Educational Psychology (anticipated 2020)
- **University of Hawai'i, Manoa**, Bachelor of Arts in Education, 2009
- **University of Hawai'i, Hilo**, Bachelor of Arts in Anthropology and Certificate of Pacific Island Studies, 2005
- **University of Waikato, Waikato, New Zealand**, Studies in Maori Language and Culture 2002-2003

Skills

- Hawai'i Board of Education teacher's license
- Lifeguard certified
- CPR certified
- Fluency in Hawai'ian and Maori language

Interests

- Ocean sports: surfing, sailing, paddle-boarding, fishing
- Gardening and propagating native and edible plants

Community Involvement

- Board of Directors, Na Pali Coast 'Ohana (2019-Present)
- Board of Directors, Pu'uwai Canoe Club (2017-Present)
- Na Liko o Kawaikini, Co-Founder
- Ko'olau Limu Project
- Canoe Clubs: Niumalu, Kaiola, Hanalei, Namolokama
- Hui Maka'ainana O Makana
- Na Kilo 'Aina
- Limu Hui
- Kealia Farmers
- Hula Halau Na Laua'e o Makana

Personal Vision:

To serve the 'aina and my community by emulating the traditional Hawaiian description of Kaua'i that also models how we can choose to conduct ourselves and hold ourselves in the world: ***Maika'i Kaua'i Hemolele I Ka Mālie: Kaua'i stands in the calm; Kaua'i is peaceful***